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### About Evergreen

The Evergreen State College expresses opposition to 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 2nd floor, (360) 867-6312
www.evergreen.edu/advising

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment—which ever best suits your schedule. We also have evening and Saturday advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

Access Services for Students with Disabilities
Linda Pickering, Director
LIB 2nd floor, (360) 867-6348, TTY: 867-6834
pickeril@evergreen.edu

Welcome to Evergreen! Access Services for Students with Disabilities provides support and services to students with documented disabilities to ensure equal access to Evergreen’s programs, services and activities. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. We invite you to stop by and see us, or contact us any time if you have questions or would like more information about how our office can assist you.

Athletics and Recreation
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, track & field and women’s volleyball. There are club sports in crew, martial arts, men’s lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course; mountaineering, skiing, rafting, kayaking and mountain biking are also available.

Career Development Center
Wendy Freeman, Director
LIB 2nd floor, (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
LIB 3209, (360) 867-6732 or (360) 867-6656

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

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.
Evergreen Tutoring Center
Quantitative and Symbolic Reasoning Center
Vauhn Foster-Grahler, Director
CAB 108, QuASR: (360) 867-655
www.evergreen.edu/mathcenter

Writing Center
Sandra Yannone, Director
CAB 108, WC: (360) 867-642
www.evergreen.edu/writingcenter

Evergreen’s innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. Evergreen Tutoring Center includes the Quantitative and Symbolic Reasoning (QuASR) Center and the Writing Center. The QuASR Center assists students in all programs with regard to quantitative and symbolic reasoning, math and science; the Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. The Writing Center also sponsors additional activities such as Scrabble icious and the Writers’ Guild. Please check our Web sites for more detailed information.

First Peoples’ Advising Services
Holly Colbert, Director
LIB 2nd floor, (360) 867-646
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 and Food Service
John Lauer, Director
Bldg. A, Room 301, (360) 867-613
www.evergreen.edu/housing

Campus Housing offers a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. We also offer recreational activities and educational workshops throughout the year. Staff members are available 24 hours a day to serve residents.

KEY Student Support Services
Niki Amarantides, Director
LIB 2nd floor, (360) 867-646
www.evergreen.edu/key

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

Police Services
Steve Huntsberry, Director
SEM 2150, (360) 867-614
www.evergreen.edu/policeservice

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.

Student Activities
Tom Mercado, Director
CAB 320, (360) 867-622
www.evergreen.edu/activities

At Evergreen, learning doesn’t end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.
Student and Academic Support Services
Phyllis Lane, Dean
LIB 2nd floor, (360) 867-6034
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.

Student Affairs
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.

Non-Discrimination Statement
Responsibility for protecting our commitment to equal opportunity and non-discrimination extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of every member of the college community to ensure that this policy is a functional part of the daily activities of the college. Evergreen's social contract, the Affirmative Action and Equal Employment Opportunity policy and the Sexual Harassment policy are available at www.evergreen.edu/policies. Persons who believe they have been discriminated against at Evergreen are urged to contact the Human Resource Services Office, (360) 867-5361 or TTY: (360) 867-6834.

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EVERGREEN’S SOCIAL CONTRACT

When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom—freedom to explore ideas and to discuss those ideas in both speech and print; freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. It’s this freedom that is so necessary in a vibrant, dynamic learning community.

As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish—conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights—and our responsibilities—are expressed in Evergreen’s Social Contract, a document that has defined and guided the college’s values since its very beginning.

The Social Contract is an agreement; a guide for civility and tolerance toward others; a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

The Social Contract—
A Guide for Civility and Individual Freedom

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

PURPOSE:

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen’s goals; specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

Student Conduct Code—Grievance and Appeals Process

Complementing Evergreen’s Social Contract is the Student Conduct Code—Grievance and Appeals Process. This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The code also defines the role of the grievance officer and describes the processes for informal conflict resolution, grievances and appeals procedures.

The Student Conduct Code is available at www.evergreen.edu/policies/governance.htm. 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 not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

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

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

All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by an individual or group. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

PROHIBITION AGAINST DISCRIMINATION:
There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals’ admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC). The college is obligated not to take a position, 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.

RIGHT TO PRIVACY:
All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently. All members of the Evergreen community are entitled to privacy in the college’s offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution. Evergreen does not stand in loco parentis for its members.

INTELLECTUAL FREEDOM AND HONESTY:
Evergreen’s members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry. An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

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

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

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community. The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

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

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

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 allowed within apartments, with roommates’ permission, and outside the buildings only. Smoking is not permitted in all public areas, including lobbies, balconies, the Housing Community Center, laundry rooms, elevators, enclosed entryways and hallways. Residents and guests must abstain from smoking in Smoke Free Housing.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.
Eligibility for Admission
Applicants are initially 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 until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic coursework. Grade point average or narrative evaluation progress, and scores from ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your personal statement, letters of recommendation and essays. Submissions should be limited to one page and should clearly address your academic history and educational goals. 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 freshman or transfer student, or if you are unsure whether all the credits you earned will be transferable, you should submit all of the materials required for both freshman and transfer applicants. By taking this precaution, you can avoid unnecessary delays and reduce the chance of not completing your file on time.

GENERAL TRANSCRIPT INFORMATION
Official college transcripts from each and every institution attended must be submitted. An official high school transcript for freshman applicants must be sent from the high school from which you graduated. Transcripts must reflect all 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 ensure your place at the college for the quarter of admission. The deposit, which is 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 Freshman 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. only need to submit the final official transcript from the institution that awarded the degree, as long as the degree confirmation is indicated on the transcript.
TRANSFEROFCREDIT

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). A maximum of 90 quarter hours (60 semester hours) of lower-division (100-200 level) coursework will transfer.

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 (IB): Evergreen will award up to 45 credits of IB work, based on a minimum of three higher-level subject marks and three subsidiary-level subject marks with scores of 4 or better. Students without the final IB diploma and with scores of 4 or better on the exams may be eligible to receive partial credit.

Special Students

Students wishing to enroll on a part-time basis prior to seeking admission to Evergreen may register as “special students” for a maximum of 8 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.

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, you must be (1) a financially independent non-resident, (2) a financially dependent student with a parent residing in Washington state or (3) meet certain conditions as a non-citizen.

As a financially independent non-resident, you must first establish a domicile in the state of Washington in compliance with state regulations. You must also establish your intention to be in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter in which you plan to apply as a resident student.

As a financially dependent student, you must prove dependence as well as proving that your parent has an established domicile in the state of Washington.

As a non-citizen, you must have resided in Washington state for three years immediately prior to receiving a high school diploma, and completed the full senior year at a Washington high school; or completed the equivalent of a high school diploma and resided in the state for the prior three years and continuously resided here since earning the diploma or its equivalent.

Contact Evergreen’s Office of Registration and Records directly at (360) 867-6180 should you have specific residency questions. Residency information and application for a change of status are available at www.evergreen.edu/registration or in the Office of Registration and Records.

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

BILLING AND PAYMENT PROCEDURES

The Student Accounts Office 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 pre-registered. 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 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 may 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.

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2004-05 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>$3,900</td>
<td>$14,514</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>780</td>
<td>780</td>
</tr>
<tr>
<td>Housing and meals</td>
<td>5,784</td>
<td>5,784</td>
</tr>
<tr>
<td>Personal needs</td>
<td>2,101</td>
<td>2,112</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,434</td>
<td>1,707</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$13,999</strong></td>
<td><strong>$24,897</strong></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 the quarter
- 50 percent to the 30th day
- no refund after the 30th calendar day

If your tuition is paid by financial aid, any refund will be made to the financial aid program, not to you. Appeals of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the 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 2004-05 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>$1,300 per quarter</td>
<td>$4,838 per quarter</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>$1,411</td>
<td>$5,288</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>$1,522</td>
<td>$5,738</td>
</tr>
<tr>
<td>Part-time undergraduate</td>
<td>9 or fewer</td>
<td>$130 per credit; 2 credits minimum</td>
<td>$483.80 per credit; 2 credits minimum</td>
</tr>
<tr>
<td>Full-time graduate</td>
<td>16 MIT; 10–12 MPA and MES**</td>
<td>$2,167 per quarter</td>
<td>$6,646 per quarter</td>
</tr>
<tr>
<td>Part-time graduate</td>
<td>9 or fewer**</td>
<td>$216.70 per credit; 2 credits minimum</td>
<td>$664.60 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.

** For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time

### Miscellaneous Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory health fee (quarterly)</td>
<td>$40</td>
</tr>
<tr>
<td>Mandatory bus pass (quarterly)</td>
<td>$1 per credit up to $12</td>
</tr>
<tr>
<td>WashPIRG (quarterly, waivable)</td>
<td>$6</td>
</tr>
<tr>
<td>Housing/administrative fee</td>
<td></td>
</tr>
<tr>
<td>Rental contract</td>
<td>$45</td>
</tr>
<tr>
<td>Unit lease</td>
<td>$45</td>
</tr>
<tr>
<td>Transcript, per copy</td>
<td>$10</td>
</tr>
<tr>
<td>ID card replacement</td>
<td>$5</td>
</tr>
<tr>
<td>With meal plan</td>
<td>$25</td>
</tr>
<tr>
<td>Returned check</td>
<td>$15</td>
</tr>
<tr>
<td>Application fee (nonrefundable)</td>
<td>$37</td>
</tr>
<tr>
<td>Undergraduate admission deposit (nonrefundable)</td>
<td>$50</td>
</tr>
<tr>
<td>Graduate admission deposit (nonrefundable)</td>
<td>$100</td>
</tr>
<tr>
<td>Reinstatement/late-registration fee</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$25</td>
</tr>
<tr>
<td>Specialized facility use fee (varies)</td>
<td>$5–$150</td>
</tr>
</tbody>
</table>

### Parking

<table>
<thead>
<tr>
<th>Type</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.
REGISTRATION AND ACADEMIC REGULATIONS

New and Continuing Student Enrollment Process

Each quarter, prior to the Academic Fair, registration information is available for the upcoming quarter, on the Web using the Evergreen Gateway at www.evergreen.edu/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. 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).

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 Refunds/Appeals, 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 (HECIB/ 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 2. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for an overload up to 20 credits. 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—up to one quarter after graduation—the specific form must be turned in to Registration and Records to be included. (See Expectations of an Evergreen Graduate, page 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 at www.evergreen.edu/registration.

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 policies or actions of the University.

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

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

ACADEMIC STANDING POLICY

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

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

1. Academic warning. A student who earns less than three-fourths of the number of registered credits in two successive quarters 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 readmitted 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) 867-6188.

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>
<tr>
<td>10-12 credits</td>
<td>9 credits or fewer</td>
<td></td>
</tr>
</tbody>
</table>

(For graduate students' financial aid purposes, 8 credits are considered full time, 7, part time.)
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 found at www.evergreen.edu/gateway, Step 5 Registration and Advising Information.

**THE ADVISING OFFICES**
Academic Advising, First Peoples' Advising, Key Student Services and Access Services are all available to assist in academic planning. Go to page 5 for more information on what these offices offer.

**PUBLICATIONS**
This catalog contains the full-time curriculum for 2005-06, planned during the spring of 2004. Updates and changes are published under “Review Our Catalog” on the Web Gateway page. Our part-time offerings are published in the Evening and Weekend Studies Class Listing and the Summer Times. These publications are also accessible through 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 2- 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.

**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/prior-learning.

**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.”

**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 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 Academic Advising or visit www.evergreen.edu/advising under “Study Abroad.”
GRADUATE STUDY AT EVERGREEN

Currently, Evergreen offers the following graduate programs:

**MASTER OF ENVIRONMENTAL STUDIES (MES)**
John Perkins, Director
J.T. Austin, Assistant Director, (360) 867-6225 or austinj@evergreen.edu
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)**
Laurence Geri, Director
Mary McGhee, Associate Coordinator, (360) 867-6554 or mcgheem@evergreen.edu
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, nonprofits 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
Maggie Foran, Admissions and Advising, (360) 867-6559 or foranm@evergreen.edu
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.
Evergreen’s public service centers, funded by the Washington Legislature, address the desire to build relationships and form networks that promote and enhance the college’s integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

The Center for Community-Based Learning and Action, Evergreen’s newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center will provide workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It will serve as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center will support scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.

www.evergreen.edu/community-basedlearning

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

www.evergreen.edu/ecei

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

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

www.evergreen.edu/longhouse

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

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

The Washington State Institute for Public Policy, established in 1983, conducts research on public policy topics at the request of the Washington State Legislature.

www.wsipp.wa.gov
MATCHING EVERGREEN'S PROGRAMS TO YOUR FIELD OF INTEREST

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with our offerings. For example, if you are interested in American studies, look for that category heading. There, you will find the titles of programs that have American studies in their content. Another option for matching your interests to Evergreen's programs is to use "Pick Your Program" from Evergreen's home page, www.evergreen.edu.

ACTING
Foundations of Performing Arts:
- Music and Theater
- Theater Intensive: Stage Production

AESTHETICS
Experimental Puppet Theater, Object Theater and Dance
Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
Think Abstract

AFRICAN AMERICAN STUDIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

AQUEOUS CHEMISTRY
Advanced Research in Environmental Studies

ART
Asian Culture and Art
Drawing from the Sea
Emerging Order: What to Make of It?
Foundations of Visual Art
Imaging the Body
The Inclined Line
Madness and Creativity: The Psychological Link
Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche
Multicultural Counseling
Northwest Crafts
Sculpture: Site Specific
Transforming Consciousness: Multimedia and Installation Art in the Americas
Written in Stone

ART HISTORY
Art's Sources
Foundations of Visual Art
The Inclined Line
Madness and Creativity: The Psychological Link
Northwest Crafts
Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
Sculpture: Site Specific
Seeing the Light

ART/MEDIA THEORY
The Inclined Line
Student Originated Studies: Media
Think Abstract

ASIAN STUDIES
Buddhist Psychotherapy

ASTRONOMY
The Physicist's World
Physics of Astronomy

BIOCHEMISTRY
Medicinal Chemistry and Toxicology
Molecule to Organism
Undergraduate Research in Scientific Inquiry

BIOLOGY
Drawing from the Sea
The Ecology of Harmful Algal Blooms
History and Evolution of Disease
Imaging the Body
Indigenous Peoples and Ecological Change
Introduction to Natural Science
Molecule to Organism
Rainforest Research
Tropical Rainforests
Undergraduate Research in Scientific Inquiry

BOOK ARTS
Think Abstract

BOTANY
Advanced Floristic Research
Advanced Research in Environmental Studies
Ecological Agriculture: A Systems Perspective
Jefferson's American West
Tropical Rainforests

Buddhist Psychotherapy

CULTURAL STUDIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

DANCE
Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
Think Abstract

ECOLOGY
Ecological Agriculture: A Systems Perspective
Practice of Sustainable Agriculture

EDUCATION
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

ENVIRONMENTAL STUDIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

EXPERIMENTAL PUPPET THEATER
Object Theater and Dance

GEOLOGY
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

GLOBAL STUDIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

HISTORY
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

HUMANITIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

IMAGING THE BODY

INFORMATION SCIENCE

INTEGRATIVE BIOMEDICAL SCIENCE

ITALIAN STUDIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

LEGAL STUDIES
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

LINGUISTICS
American Frontiers: Critical Histories
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LOGIC
American Frontiers: Critical Histories
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Democracy and Equality
Movement and Resistance

MATHEMATICS
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
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MEDICINE
American Frontiers: Critical Histories
Borders of Identity: Forging a Critical Practice of Solidarity
Democracy and Equality
Movement and Resistance

MEDICAL CHEMISTRY

METHODOLOGY

MUSIC

NEUROSCIENCE

NURSING

PHILOSOPHY

PHYSICS

POLITICAL ECONOMY

PSYCHOLOGY

PUBLIC RELATIONS

SOCIAL SCIENCE

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SPECIAL STUDIES

THEATER

THINKING THE BODY

TYPICAL ASIAN ARTS

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YUKON STUDIES

ZOOLOGY

William Faulkner: Yoknapatawpha Saga

Transforming Consciousness: Multimedia and Installation Art in the Americas

The Physicist's World

Medicinal Chemistry and Toxicology

Molecule to Organism

Undergraduate Research in Scientific Inquiry

The Ecology of Harmful Algal Blooms

History and Evolution of Disease

Imaging the Body

Indigenous Peoples and Ecological Change

Introduction to Natural Science

Molecule to Organism

Rainforest Research

Tropical Rainforests

Undergraduate Research in Scientific Inquiry

Think Abstract

Advanced Floristic Research

Advanced Research in Environmental Studies

Ecological Agriculture: A Systems Perspective

Jefferson's American West

Tropical Rainforests

Buddhist Psychotherapy

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William Faulkner: Yoknapatawpha Saga

**HISTORY OF SCIENCE**
- Advanced Floristic Research
- Mathematical Systems
- Science Seminar

**HUMAN AND SOCIAL SERVICES**
- Multicultural Counseling
- Paradigms in Local Development
- Reconciliation: A Process of Human Balance

**HYDROLOGY**
- Hydrology
- Water

**INDIGENOUS PEOPLES STUDIES**
- Asian Culture and Art
- Indigenous Peoples and Ecological Change
- Reconciliation: A Process of Human Balance
- Tribal: Reservation-Based/Community-Determined

**INTERNATIONAL RELATIONS**
- Alternatives to Capitalist Globalization
- Political Economy and Social Change: From Colonization to Globalization
- U.S. Foreign Policy Before and After 9/11: Terrorism and the New American Empire

**INTERNATIONAL STUDIES**
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- Japan Today: Studies of Japanese language, History, Literature, Cinema and Culture
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- Reconciliation: A Process of Human Balance
- Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
- Transforming Consciousness: Multimedia and Installation Art in the Americas
- Tropical Rainforests

**JAPANESE STUDIES**
- Asian Culture and Art

**JOURNALISM**
- Res Publica: Examining the Body Politic

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- Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture
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**LATIN AMERICAN STUDIES**
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**LAW AND GOVERNMENT POLICY**
- Cycle Makers and Cycle Breakers
- Democracy and Equality
- Making a Difference: Doing Social Change
- Res Publica: Examining the Body Politic
- Student Originated Studies: Tacoma
- Thinking Straight

**LEADERSHIP STUDIES**
- Business and Society: Put Your Money Where Your Mouth Is
- Leadership on the Wild Side
- Making Change Happen
- Paradigms in Local Development

**LINGUISTICS**
- Art of Conversation
- Language and Law

**LITERATURE**
- America, to 2006
- Animated Visions: Allegories of Resistance
- Arrendt and Carus
- Art’s Sources
- Central America: Poetry and Politics
- Cycle Makers and Cycle Breakers
- English Renaissance Literature
- Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture
- Looking Backward: America in the 20th Century
- Movement and Resistance
- Nation and Narration: Mexico
- Political Bodies: Recent Chilean Literature
- Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
- The Sociology of Children’s Literature: Understanding Social Life through Children’s Fiction

**MATH SCIENCES**
- Algebra to Algorithms: An Introduction to Mathematics for Science and Computing
- Data to Information
- Emerging Order: What to Make of It?
- Introduction to Natural Science
- Mathematical Systems
- The Physicist’s World
- Physics of Astronomy
- Science Seminar
- Tribal: Reservation-Based/Community-Determined

**MATHEMATICS**
- Algebra to Algorithms
- Mathematical Systems
- The Physicist’s World
- Physics of Astronomy
- Science Seminar
- Tribal: Reservation-Based/Community-Determined

**MEDIA**
- Animated Visions: Allegories of Resistance
- Borders of Identity: Forging a Critical Practice of Solidarity
- Legacy of the American Dream: Media and Nature Cycle Makers and Cycle Breakers
- Mediaworks
- Student Originated Studies: Media
- Transforming Consciousness: Multimedia and Installation Art in the Americas

**MICROBIOLOGY**
- History and Evolution of Disease
- Molecule to Organism
- Undergraduate Research in Scientific Inquiry

**MOLECULAR BIOLOGY**
- Evolution: Patterns and Processes
- Medicinal Chemistry and Toxicology
- Molecule to Organism
- Undergraduate Research in Scientific Inquiry

**MULTICULTURALISM**
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RELIGIOUS AND SPIRITUAL STUDIES
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Foundations of Visual Art
Sculpture: Site Specific
Written in Stone

SOCIAL AND CULTURAL HISTORY
American Frontiers: Critical Histories
Looking Backward: America in the 20th Century
Making Change Happen
Movement and Resistance
So You Want to Be a Psychologist?
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling
The Voice of the Poem and Other Musics

SOCIAL SERVICES
Reconciliation: A Process of Human Balance
Student Originated Studies: Tacoma

SOCIOLOGY
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Growing Up Global
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The Sociology of Children's Literature: Understanding Social Life through Children's Fiction
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SOFTWARE ENGINEERING
Student Originated Software: Designing and Implementing Real-World Systems

SPANISH STUDIES
Central America: Poetry and Politics
Nation and Narration: Mexico
Political Bodies: Recent Chilean Literature

STATISTICS
Belief and Truth
Cycle Makers and Cycle Breakers
Looking Backward: America in the 20th Century
Rainforest Research
Thinking Straight
Tropical Rainforests

TAXONOMY
Advanced Research in Environmental Studies

TECHNICAL WRITING
Atoms, Molecules and Reactions
Introduction to Natural Science
Student Originated Software: Designing and Implementing Real-World Systems
Undergraduate Research in Scientific Inquiry

TECHNOLOGY AND SOCIETY
Data to Information

THEATER
Asian Culture and Art
Foundations of Performing Arts: Music and Theater
Theater Intensive: Stage Production

URBAN AGRICULTURE
Advanced Research in Environmental Studies
Ecological Agriculture: A Systems Perspective

VIDEO
Borders of Identity: Forging a Critical Practice of Solidarity
Mediaworks
Student Originated Studies: Media
Transforming Consciousness: Multimedia and Installation Art in the Americas

WRITING (see also Programs for Freshmen)
America, to 2006
Asian Culture and Art
Cycle Makers and Cycle Breakers
Emerging Order: What to Make of It?
Growing Up Global
Imaging the Body
The Inclusive Line
Introduction to Environmental Studies: Land and Law
Legacy of the American Dream: Media and Nature
Madness and Creativity: The Psychological Link
Movement and Resistance
Nation and Narration: Mexico
Northwest Crafts
A Novel Idea
Paradigms in Local Development
The Physicist’s World
Political Bodies: Recent Chilean Literature
Public Works: Democracy and Design
Res Publica: Examining the Body Politic
So You Want to Be a Psychologist?
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling
Think Abstract
Tribe: Reservation-Based/Community-Determined
The Voice of the Poem and Other Musics
William Faulkner: Yoknapatawpha Saga
Written in Stone

WOMEN’S STUDIES
Reading Jeuissance as Ananda

WORLD HISTORY (see also list under International Studies)
Political Economy and Social Change: From Colonization to Globalization

WORLD LITERATURE (see also list under Literature)
Madness and Creativity: The Psychological Link
Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
These pages feature the program titles and the quarters of the programs planned for the 2005-06 academic year. Each planning unit offers Core programs that are entry-level studies designed for freshmen. All-level programs are a mix of freshmen, sophomores, juniors and seniors. Intermediate programs are geared toward sophomores and above with a prerequisite of one year of college. Advanced programs are geared toward juniors and seniors.

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 under more than one planning unit.

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

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### Theater Intensive: Stage Production

- **Page:** 48
- **Quarters:**  S

### Thinking Straight

- **Page:** 49
- **Quarters:**  S

### The Voice of the Poem and Other Musics

- **Page:** 41
- **Quarters:**  F, W

### William Faulkner: Yoknapatawpha Saga

- **Page:** 49
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### CULTURE, TEXT AND LANGUAGE

- **Page:** 50
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### All-Level: A mix of freshmen, sophomores, juniors and seniors

- **Page:** 63
- **Quarters:**  F, W, S

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### ENVIRONMENTAL STUDIES

- **Page:** 63
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### Juniors or seniors (advanced level)

- **Page:** 64
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### Seniors or above (intermediate level)

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### Sophomores or above (intermediate level)

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### Programs for Freshmen

- **Page:** 21
- **Quarters:**  F, W, S

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

- **Page:** 67
- **Quarters:**  F, W, S

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### KEY:

- F-fall quarter
- W-winter quarter
- S-spring quarter

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### PROGRAMS FOR FRESHMEN

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HOW TO READ A PROGRAM DESCRIPTION

Because Evergreen’s curriculum is so distinct, the college describes its academic offerings in unusual detail. Below is a sample of a typical program description. The annotations will help you interpret all the information packed into the listings that follow.

FACULTY
Lists members of the faculty team scheduled to teach the program. See faculty bios page 113.

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

SPECIAL EXPENSES
Expenses for program materials and activities and/or study abroad.

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

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

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

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

INTERNSHIP POSSIBILITIES
States whether an internship is optional or required.

CREDIT AWARDED IN
Indicates suggested “credit equivalencies” based on program content that correspond to traditional disciplines and subjects, earned at completion of the program. An asterisk [*] indicates upper-division credit.

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

A SIMILAR PROGRAM...
Tells when a similar, but not identical, program will be offered.

PROGRAM IS PREPARATORY...
Suggests that program might be a particularly useful step for future studies or careers.
PROGRAMS FOR FRESHMEN

Freshmen have several options: Core programs, all-level programs and some programs for sophomores and above.

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, topic or issue as a whole, rather than as a collection of unrelated fragments. You will be exposed to the connection of artistic expression to social conditions, for example, or to the relationship of biological facts to individual psychology. These integrated study programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. You will also learn the skills needed to design your own education.

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

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

Programs for sophomores and above may admit a particularly well-qualified freshman. These programs are listed in their respective planning units in the remainder of the catalog. Consult the faculty and Academic Advising if you are interested in one of these programs.
American Frontiers:
Critical Histories
Fall and Winter quarters
Faculty: Kristina Ackley, Michael Pfeifer, TBA
Enrollment: 72
Class Standing: This all-level program accepts up to 25 percent freshmen.

In recent years, many have challenged the frontier thesis first articulated by Frederick Jackson Turner—that the frontier is “the meeting point between savagery and civilization”—as racist and rife with imperialism. Turner delivered the thesis in 1893, amid rapid industrialization and urbanization following American westward expansion to the Pacific Coast; it summed up decades of American understanding and influenced several generations of American historians. Now, Native Americans, Western historians and others have challenged many aspects of Turner’s thesis and have offered alternative histories of Anglo-American expansion, colonization and settlement in North America.

Focusing on culture, land and gender, we will explore many of these histories. Considering the points of view of the colonized and the colonizer, we will examine the role of power and power relations in the encounters of diverse peoples on American frontiers. We will analyze the experiences and perspectives of indigenous peoples; women; Anglo-American explorers, entrepreneurs and settlers; African Americans; Latinos; and Asian immigrants. During fall quarter, we will explore the initial encounters of Europeans and indigenous peoples; the culture and society of the American backcountry and of Native peoples in the 18th and early 19th centuries; the development of Andrew Jackson’s Indian removal policy and the consequent transformation of Native American society; slavery, Africans, Native Americans and the transplantation of slave society to the Southwestern cotton frontier; and the Gold Rush and the American conquest of California.

In winter quarter, we will explore events after the Civil War, including Indian-fighting and the American conquest of Indian nations in the West; the society and culture of the “Old West,” including the experiences of women, African Americans, Latinos and Asians; federal Indian policy and Native American experience in the West since the late 19th century; the social transformation of the American West in the 20th century; and images of the frontier and the West in American culture since the early 20th century. We will do much reading and writing on these topics, and listen to music and watch films that reflect important aspects of frontier experiences and encounters.

Credit earned in American history, American studies and Native American 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.

Asian Culture and Art
Fall, Winter and Spring quarters
Faculty: Sean Williams, Ratna Roy, Setsuko Tsutsumi, Rose Jang
Enrollment: 96
Class Standing: This all-level program accepts up to 30 percent freshmen.

Special Expenses: $100 for theater tickets, makeup and art supplies; $3,000 plus international airline for optional travel to India during winter quarter or China during spring quarter.

This yearlong program will explore the expressive arts and cultures of four major Asian cultural regions: China, Japan, India and Indonesia. Our studies will include regional histories, philosophies and languages, and the theory and practice of Asian dance, music, theater, film, literature and other art forms. The ultimate goals of the program include an enhanced understanding of Asian expressive cultural traditions and the creation of performance pieces in the latter part of the year.

Weekly meetings will include lectures, hands-on workshops in the arts, presentations by visiting artists, films and seminars. Faculty members will offer lectures and workshops about each of the major cultural regions based on first-hand knowledge and experience, and the program will be supplemented with guest lectures and demonstrations.

Four workshops will be offered in the following Asian artistic traditions: Chinese opera, an ancient traditional Chinese theatrical performance style combining dance, music and theater; Japanese films and animation, their aesthetic, themes and techniques; Orissi dance, a 2,000-year-old classical dance tradition from eastern India; and Indonesian gamelan, a musical ensemble comprising bronze gongs, drums and metal xylophones.

Although each student will concentrate on one workshop, all students in the program will study all four cultural regions. Students will gain some experience in the major languages of each area (Mandarin, Japanese, Hindi/Oriya and Bahasa Indonesia). In general, the language instruction will place more emphasis on practical conversation in each culture.
Fall quarter will begin with an introduction to four major cultural regions and will include both intensive reading and skill-building. In winter quarter, students will continue laying foundations in artistic skills while exploring some of the most important cultural concepts that underlie Asian expressive culture. Students will give a small program performance at the end of winter quarter to demonstrate their artistic skills and cultural understanding. The final work is the spring will vary by the chosen study. Students will spend the first two quarters gaining knowledge and skills to undertake self-initiated research projects that focus on any one or more of the studied cultures. These research projects will be the primary focus of the spring quarter for students who are not studying abroad.

The program will include two possibilities for study abroad. Those studying Oriissi dance will have the opportunity to travel to Orissa (India) during winter quarter to understand the process of postcolonial reconstruction of the oral art form from the sculptures on temple walls, the palm leaf manuscripts in the museums, and the living tradition in the villages of Orissa. They will also study under the foremost masters themselves. Students will return with skills to write an ethnographic research paper and do presentations of their understanding of the recreation of Oriissi dance. Students who do not travel will continue their studies on the Olympia campus during winter quarter. In spring, students interested in China may travel to China. They will visit major cities and cultural sites, as well as learn about the arts and performance of ethnic minority groups.

Students who are a good match for this program bring an open mind, a willingness to explore aspects of the world beyond the parameters of their current understanding, and the ability to recognize the wisdom in using body, mind and spirit in combination to deepen their knowledge of expressive culture.

Credit awarded in Asian studies, Asian languages (Mandarin, Japanese, Hindi/Oriya and Bahasa Indonesia), Asian arts, Asian expressive culture, performing and media arts and expository writing.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in cultural studies, Asian studies, music, dance, theater, film, art, language and literature.

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

Belief and Truth
Fall quarter
Faculty: Bill Arney, E. J. Zita
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent freshmen.
What do you believe and why? Can you prove it? How, or why not? Does it matter whether you can support what you believe? Is everything relative? Is science just another belief system? What are the roles of evidence and story in understanding? How do you articulate beliefs? How can you test hypotheses? What is the difference, if any? If these questions intrigue you, too, join us.

Classes will include discussions, lectures, and other activities. Workshops may include quantitative reasoning, science, and statistical reasoning. Some online work may be required.

Credit awarded in sociology, history, statistics, philosophy of science, and/or conceptual physics.

Total: 16 credits.
Program is preparatory for careers and future studies in science, social science, policy, philosophy, or religion.

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

Borders of Identity: Forging a Critical Practice of Solidarity
Fall, Winter and Spring quarters
Faculty: Anne Fischel, Therese Saiba, Angela Gilliam
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent freshmen.
Special Expenses: Approximately $200 for video installation costs.
Internship Possibilities: Spring quarter with faculty approval.
The post-9/11 climate reinforced polarities in U.S. nationalist discourse, stressing oppositions between “civilization” and “barbarism,” freedom and tyranny, “us” and “them.” Individual markers of identity, like “Muslim” and “immigrant,” have become social categories upon which U.S. domestic and foreign policy hinge. They situate groups and communities, marking out areas of significant, and seemingly incommensurable, differences.

By contrast, this program will examine the borders where identities of nation, race, ethnicity, religion, class and gender are challenged and converge. We will focus on identities as being interdependent and intercommunal by pursuing the following questions: What are the master narratives shaping U.S. identity? How do we understand our personal and collective identities in relation to others? How are our stories and experiences of self, home and nation part of the narratives we share with those whose power and privilege differ from ours? How do we engage in critical solidarity with those we learned to see as “other” and “outside”?

We will explore how “American” identities are positioned within structures of power, privilege or marginality. Starting with our personal experiences of identity, we will examine how narratives of identity have been constructed and deployed, in our lives and in public discourse, to reinforce notions of separateness and community.

We will develop case studies drawn from national and international contexts. Nationally, we will look at debates over immigration, “race” and “whiteness,” labor, and Islam—especially as they relate to African American, Arab, Latino and Jewish communities. Internationally, we will examine the Israeli-Palestinian conflict through the lenses of collective memory and constructions of Jewish and Arab identity, historically as well as in the present. We will examine how relationships to power and suffering, privilege and victimization are used to construct political policies and narratives of nationhood in the Middle East.

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.
Our exploration of the Israeli-Palestinian conflict is driven by what Jewish theologian Marc Ellis calls "the struggle for an interdependent empowerment." We will look to social movements in Israel/Palestine and the United States that are modeling solidarity and the narration of a shared identity and history. We will investigate the historical interrelations among Blacks, Jews and Arabs, including the experiences of African and Arab Jews in Israel, and the ways in which the Palestinian question and Islam have influenced Black-Jewish and Black-Arab relations in the United States, both before and after 9/11. Wherever possible, we will collaborate with community organizations that can help our work.

In spring, students can develop program-related projects or participate in up to 20 hours of community internship. We will examine further the impact of Islam as a longstanding counter-narrative, both in the Nation of Islam and more recently in Hip Hop culture, as well as the post-9/11 phenomenon of an Islamic internationalism in political and popular culture.

Media literacy and image-making will be emphasized in this program. We will analyze mass media representations, including films and news. We will also pay close attention to experimental, activist and community-based media by creating new representations of personal/collective identity. Finally, we will create with text and image, using video, installation art, oral history and storytelling/performance, to share our learning about identity and representation and move toward the construction of shared narratives of personhood, community and nation.

Our texts will be drawn from film, literature, social theory and history. Our modes of analysis will be taken from cultural studies, discourse analysis and the politics of media representation. Our goals are to move beyond identity politics, break down narratives of exclusion and supremacy, and work toward a critical practice of solidarity with those we have identified as "other."

Credit awarded in cultural studies, media studies, video, Middle East studies, African American studies, installation art and U.S. history.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are also enrolled in 4 credits of language study. Freshmen must enroll for 16 credits during fall quarter.

Program is preparatory for careers and future studies in media, education, conflict resolution, community organizing, international studies and immigrant advocacy.

This program is also listed under Culture, Text and Language; Expressive Arts; and Society, Politics, Behavior and Change.

Buddhist Psychotherapy

Fall quarter
Faculty: Ryo Imamura
Enrollment: 24

Class Standing: This all-level program accepts up to 25 percent freshmen.

Western psychology has so far failed to provide us with a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding—our everyday mind, our immediate awareness of being, with all of the complexity and sensitive attunement we feel to the vast network of interconnectedness with the universe around us. Instead, it has chosen to analyze the mind as though it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In direct contrast to this approach, Buddhism shuns any impartial attempt to objectify human life from the viewpoint of an external observer. Instead, it studies consciousness as a living reality that shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which we become attentive participants-observers in the unfolding of moment-to-moment consciousness.

In this program, we will investigate the study of mind that has developed within the Buddhist tradition through lectures, readings, videos, workshops and field trips. In doing so, we will take special care to avoid the common pitfalls of most Western interpretations of Buddhism—the attempt to fit Buddhist ideas and practices into Western culture could have important ramifications for the human sciences in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

Credit awarded in Buddhism, Asian psychology, Asian American studies and Engaged Buddhism.

Total: 16 credits.

Program is preparatory for careers and future studies in psychology, Asian studies, religious studies, counseling, Asian American studies and social work.

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

Emerging Order:
What to Make of It?

Fall and Winter quarters
Faculty: David McAvity, Ruth Hayes
Enrollment: 46

Class Standing: This all-level program accepts up to 75 percent freshmen.

Special Expenses: $75 each quarter for art supplies and field trips.

At first glance, the natural world may seem chaotic and full of random events. Similarly, creative works by humans may seem to have no logic or basis in the world as we have experienced it. But as we investigate beyond the surface of things and observe, measure and describe phenomena carefully, order emerges. We may first perceive that order as spatial, such as in growth rings of a tree or the spiral of a galaxy, but we also learn to read such patterns as dynamic events or structures in time. We may recognize expressions of this natural order in the visual arts, media arts, sound composition or in literature.

In this program, we will study order and disorder as they occur both in natural phenomena and the creative works of people. We will see what we can learn about how order emerges over time, and how humans perceive and express that order. We will approach this inquiry as artists, scientists and scholars, engaging in both creative expression and quantitative reasoning.

We will work on writing, drawing and math skills as we develop techniques of observation, measurement, documentation, analysis and description. We will practice animation and time-lapse and motion analysis techniques to study and represent phenomena we have observed. We will use a variety of art media to explore shape and spatial relationships, and audio recording and editing technology to capture, analyze and compose sounds. We will learn to describe patterns and change, both in written and quantitative form, and we will create mathematical and computer models based on the physical laws that shape them.
Part of our inquiry will focus on the differences between creative and quantitative representations. We will explore the limitations inherent in such approaches, and we will investigate the role that abstraction and metaphor in science and art play in our understanding of reality. To that end, students will experiment with ways to apply scientific principles to creative projects, investigating the uses of metaphor, developing an understanding of realism, and exploring how notation of simple patterns or motifs can build complex works. In fall, students will undertake a series of short assignments that explore these issues. In winter, there will be time for longer research projects to investigate a particular question in more depth.

Many of our lectures, readings and seminar discussions will be about the history and theory of knowledge, as it relates to our subject matter. The diverse ways humans employ and recognize order and patterns are culturally and historically determined. We will therefore also explore the production, interpretation and use of patterns in different cultures, both ancient and modern. Credited in philosophies of art and science, drawing, animation, animation studies, mathematics, physics, computer modeling, expository writing and cultural studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts and sciences. This program is also listed under Expressive Arts and Scientific Inquiry.

Growing Up Global

Fall and Winter quarters
Faculty: Stephanie Coontz, Dan Leahy
Enrollment: 46
Class Standing: This Core program is designed for freshmen.

This program explores the origins and complexities of contemporary issues associated with raising and educating children, reaching adulthood and the changing role of youth in a global society. Fall quarter, we will develop a theoretical background for understanding these issues by starting with some historical and cross-cultural studies of the transition to adulthood, then trace the American experience from the 19th century through the end of the 20th century.

Winter quarter, we will explore the current status of children, parents and youth on a global level. As part of this work, we will look at how economic globalization is affecting the process of growing up and what types of social movements youth are creating in specific nation-states and cultures from around the world. We will also discuss contemporary issues and policy debates about education, welfare reform and family policy.

Program activities will include seminars, lectures, a variety of writing assignments and weekly field research in local schools or after-school centers.

Credit awarded in sociology, cultural studies, history, political science, ethnography, race and gender studies and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, social work, education, public policy, history and sociology.

Imaging the Body

Fall and Winter quarters
Faculty: Lisa Sweet, Paul Przybylowicz
Enrollment: 46
Class Standing: This all-level program accepts up to 50 percent freshmen.

Prerequisites: A basic familiarity with high school biology will be helpful. Students with no artistic experience are welcome.

Special Expenses: $60 for Ropes Course; $150 for art supplies.

Imaging—"To form a mental picture of; to make a visible representation of." Imaging the Body will explore the many ways we develop mental pictures and visible representations of the human body. This exploration will be multi-faceted—studying the body, depicting the body and being in the body. By blending a scientific understanding of how the body functions with visual representation and movement, students will gain an integrated awareness of the human body.

We will learn how the body is constructed through anatomical studies and will also explore the body's underlying physiological processes. Some of the questions that will shape our inquiry include: How does a scientific understanding of the body inform an artistic understanding of the body? How does the body manifest movement as a mechanism? What is physical "beauty" according to our culture? How can artistic work inform a physiological understanding of the body? What is our relationship to science as it seeks ways to treat or adapt human bodies? What are the physiological changes that occur as the body ages? How do our perceptions of the body change with age? Weekly practice in Yoga and life drawing will help students experience and visualize the subject matter first-hand. Moving beyond these skills, we will consider how the body looks and works; the possible consequences of valuing physical appearance and function (or dysfunction) in Western culture.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
This program has three structural elements: (1) anatomy and physiology, (2) drawing and (3) movement. Students will be expected to devote equal amounts of energy to each part of the program. Expect to work 50 hours a week, including class meetings.

Fall quarter will focus on gaining basic skills in anatomy including learning the musculo-skeletal system, life drawing, basic biology, basic physiology and visual literacy. “Body image” will be a broad theme that guides our work in the fall. Winter quarter will capitalize on skills developed in fall, and our exploration of the body will broaden to investigate additional themes around the body including birth, disease, dysfunction and death. Also in the winter, students will initiate independent research projects on a particular subject and express their findings through both scientific and artistic research.

Half of the learning community will be freshmen. Everyone else will be expected to take an active role in mentoring students who are new to Evergreen, both through a one-on-one peer-mentoring program, and through student-designed workshops and presentations.

Credit awarded in anatomy, physiology, life drawing, art appreciation and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, the arts and movement studies. This program is also listed under Environmental Studies and Expressive Arts.

Introduction to Environmental Studies: Land

Fall and Winter quarters

Faculty: Ken Tabbutt, Carolyn Dobbs, TBA

Enrollment: 72

Class Standing: This all-level program accepts up to 25 percent freshmen.

Special Expenses: $200 for possible overnight, in-state field trips.

Washington State is home to three national parks as well as several national historical parks, sites and reserves. Mount Rainier, Olympic and North Cascades National Parks were established between 1899 and 1968 because of the aesthetic beauty of their alpine peaks, but their fragile and unusual ecosystems have made their preservation even more important. National park employees who steward and manage these protected areas face an increasingly daunting task of maintaining ecosystem integrity while also keeping the parks accessible to an ever-growing number of visitors.

We will explore this tension by looking at the history of national parks, funding and management strategies, science in the parks, planning efforts, and critical thinking about the future of national parks. We will also examine what the parks protect, both organic and inorganic, and how these systems interact. This program will focus on the physical, social and biological aspects of the ecosystems of these parks and the impact of both visitor use and park policy on these systems.

Fall quarter will introduce students to forest ecology, physical geology, political science and social science research. Comparisons will be made between the legal definition and management of various federally administered public lands, including Forest Service national forests and wilderness areas and national monuments, as well as national parks and other protected areas administered by the U.S. Department of the Interior. Historic and contemporary relations of Native Americans and national parks will also be discussed. Students will be introduced to the geologic processes that have shaped the parks and will learn about the regional geologic history that produced the Olympic and Cascade ranges. Forest botany and ecology will also be introduced.

The focus during winter quarter will be on geologic hazards, environmental geology, disturbance ecology, human communities and human ecology. These topics address the effect that humans have on the park and the effect, or potential effect, of the park on human communities. We will also focus on the cultural aspects of national parks, both for the general public and those who work and volunteer at the parks.

Quantitative problem solving, social science field research and writing will be stressed, with writing assignments ranging from field journals to research papers, and possible group projects. Service learning may also be an integral component of this program.

Credit awarded in political science, social science field research, writing, forest ecology, physical geology, environmental geology and applied Geographic Information Systems.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental studies, environmental science, natural resource management, earth sciences and public policy.

This program is also listed under Environmental Studies.
Class Standing: This all-level program accepts up to 25 percent freshmen.

Language and Law

Fall and Winter quarters
Faculty: Susan Fiksdal, José González
Enrollment: 48
Class Standing: This all-level program accepts up to 40 percent freshmen.

The language of law plays a large role in our everyday lives. This is true not only in the courtroom when we are called for jury duty, in the law books that report court decisions, and in legal documents such as wills or mortgage contracts, but also in our daily routine and behavior. For example, we agree to certain rules of the road when we drive to and from work. We undertake numerous law-based transactions, from buying goods with a credit card to downloading software. We subscribe to a code of conduct that can carry severe criminal or civil sanctions if we breach it.

Despite this ubiquitous presence of the law, we frequently are unable to understand the principles, particularly linguistic variations such as ebonics, code-switching, conversational style and rhetorical devices such as metaphors. Some of the case studies we will examine will focus directly on linguistic issues such as bilingualism in the schools, Lau v. Nichols and the Official English movement.

Throughout the two quarters, we will study sociolinguistic principles, particularly linguistic variations such as ebonics, code-switching, conversational style and rhetorical devices such as metaphors. Some of the case studies we will examine will focus directly on linguistic issues such as bilingualism in the schools, Lau v. Nichols and the Official English movement.

By winter quarter, we will be able to put our newly acquired knowledge into practice. Working in legal teams, students will develop appellate briefs on real free-speech cases and will present oral arguments before the “Evergreen Supreme Court.” Students will also rotate as justices to read their peers’ appellate briefs, to hear arguments and to render decisions.

Credit awarded in sociolinguistics, constitutional law, freedom of speech, critical legal reasoning, legal research and writing and appellate advocacy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in linguistics, languages, social science, law and teaching.

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

By winter quarter, we will be able to put our newly acquired knowledge into practice. Working in legal teams, students will develop appellate briefs on real free-speech cases and will present oral arguments before the “Evergreen Supreme Court.” Students will also rotate as justices to read their peers’ appellate briefs, to hear arguments and to render decisions.

Credit awarded in sociolinguistics, constitutional law, freedom of speech, critical legal reasoning, legal research and writing and appellate advocacy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in linguistics, languages, social science, law and teaching.

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.
Our exploration of these themes will focus on the interactions of humans and nature and how we historically and presently understand these interactions. We will specifically examine the various forms of media and the messages they convey about the relationships between humans and the environment. In doing this, we want to develop a critical understanding of how various forms of media will define the debate on the demands for a livable environment, and how effective the media is in transmitting ideas and information about the environment. Nature writing, newspaper reporting, film, electronic media, technical reports, maps, environmental impact statements, legislative initiatives and analyses will be examined to understand the debate. Our analysis will be assisted by political science, economics, environmental history, biology, ecology and physical and cultural geography.

Written and verbal communication skills will be emphasized, as well as qualitative and quantitative reasoning and environmental problem solving. This program is intended for freshmen and provides a basis for further work in the natural and social sciences, as well as the humanities.

Credit awarded in political economy and public policy, human ecology and environmental health, geography, landscape and culture, American environmental history, expository writing, quantitative and qualitative reasoning, research skills and media, and environmental communications.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental problem solving in both the public and private sector, science, social science and the humanities.

Looking Backward:
America in the 20th Century
Fall, Winter and Spring quarters
Faculty: David Hitchens, Jerry Lassen
Enrollment: 46

Class Standing: This all-level program accepts up to 50 percent freshmen.

The United States began the 20th century as a second-rate military and naval power, and a debtor country. The nation ended the century as the last superpower with an economy that sparked responses across the globe. In the face of the earth, the United States also spanned the central phenomenon of "the mass." Mass culture, mass media, mass action, mass destruction and amassed fortunes—all are significant elements of life in the United States, especially after the national participation in World War I.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs; to read closely; to write with effective insight; and to develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be a program-wide symposium at the end of each quarter. Each symposium will provide a means of rounding out each term's 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, and American literature.

Total: 16 credits each quarter.

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 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.
Istudies in art history, art, psychology, education, abnormal psychology and cognitive psychology. The program is preparatory for careers and future study. Credit awarded in world literature, cultural studies, and the drive to create. Writing projects and artwork allow students to explore their own creativity. This class is not intended to serve as therapy, but rather to help understand abnormal psychological conditions and their creative potential. Is there a special link between certain kinds of abnormal psychology and genius? Is there a relationship between states of madness and genius? What are the psychological mechanisms involved in the larger action of the human imagination, urging us to go where none have gone before, to see what others have not seen, to create what no one has yet created?

This program will approach these and other related questions through an in-depth study of abnormal psychology, as we learn to identify and understand a number of conditions. We will contrast this to our study of the normal mind and how it functions in both mundane and creative ways. We will read a broad selection of imaginative literature that describes abnormal psychological conditions and is, in many cases, written from the point of view of the individual who has the condition. These may include works of Shakespeare, Goethe, Gogol, Dostoevsky, Poe, Nietzsche, Kafka, Woolf, Lessing, London and Flaubert, as well as non-Western writers. We will also explore the connection between madness and creativity in the visual arts, specifically in the work of artists such as Vincent van Gogh and Jackson Pollock. How have writers and artists employed or expressed their conditions in their art? Have they intentionally cultivated the link between their psychological conditions and their creative product? And further, how has art been used in the treatment of abnormal psychological conditions?

Students will undertake extensive reading in psychology and related imaginative literature, as well as explore the visual arts in this context. Writing projects and art workshops will allow students to explore their own creativity. This class is not intended to serve as therapy, but rather is a serious study of psychology, literature, art history and the drive to create.

Credit awarded in world literature, cultural studies, art history, expository writing, art, abnormal psychology and cognitive psychology. Total: 16 credits each quarter.

Program is preparatory for careers and future study in art history, art, psychology, education, literary studies and theater studies.
Fall quarter will be organized around lectures and workshops on politics, administration, planning and engineering topics, case studies, and seminars on American society and culture, environmental affairs and human values. We will also lay the groundwork for winter quarter involvement in real-world public works projects in nearby communities. These projects will be a major component of winter quarter, alongside continued background development in democracy and design and seminars.

Credit awarded in writing, quantitative reasoning, political science, public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, and public policy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, public policy and city, county and regional planning.

This program is also listed under Environmental Studies; Scientific Inquiry; and Society, Politics, Behavior and Change.

Reading "Jouissance as Ananda"

Fall quarter
Faculty: Sarah Williams
Enrollment: 24

Class Standing: This all-level program accepts up to 25 percent freshmen.

Through a seriously playful reading of Ashmita Khasnabish's "Jouissance as Ananda: Indian Philosophy, Feminist Theory and Literature," we will explore an unusual work of contemporary postcolonial feminist scholarship that incorporates the work of Western psychoanalytic readings of the French, jouissance with traditional Hindu mythological and Tantric readings of the Sanskrit amanda. In Khasnabish's work, jouissance as corporeal and spiritual pleasure located at ego's feminine margins finds expression as ananda—the bliss that results from the transcendency of the ego.

Students will develop study projects in relationship to key elements that are referenced in this text. These include theorists (Luce Irigaray, Sri Aurobindo), novels (Joyce's A Portrait of the Artist as a Young Man; Tagore's The King of the Dark Chamber; Lispector's The Stream of Life and An Apprenticeship; or, The Book of Delights; Divakaruni's The Mistress of Spices), ideas (sexual and ethnic difference; spiritual enlightenment and feminine embodiment), and practices (meditation; écriture féminine, or the writing of the "divine feminine"; the healing arts; and social justice).

Credit awarded in feminist theory, consciousness studies, somatic studies and sacred literature: cross-cultural perspectives.

Total: 16 credits.

Program is preparatory for careers and future studies in women's studies, creative writing, comparative religion, healing arts, cultural studies and sacred literature: cross-cultural perspectives.

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

Res Publica:
Examining the Body Politic

Fall, Winter and Spring quarters
Faculty: Charles Pailthorp, Andrew Reece, Matthew Smith
Enrollment: 72

Class Standing: This all-level program accepts up to 25 percent freshmen.

Special Expenses: Approximately $30 each quarter for program retreats or other travel.

Internship Possibilities: Winter and spring quarters with faculty approval.

Three questions circumscribe the work of this curriculum: What is in the public interest and how are public and private interests balanced? How is one educated for communal and public life? What is the relationship between one's political identity and one's membership in a larger "ethnos" (a grouping based on language, ethnicity, religion and other characteristics that seem "prior" to citizenship)?

These questions arise for the individual vis-à-vis the state (a city-state, a nation-state, or an empire) and they arise for the Body Politic vis-à-vis a larger community of states, nations or empires. We will address them at both levels.

Our studies will be historical, and we will study closely the work of historians, philosophers and political theorists. We will examine, as well, how dramatists, painters and poets have represented the public and private self and how the arts shape, support or undermine public and private identities.

Our approach will be cyclical, moving repeatedly rather than quarter by quarter, through developments in Greco-Roman antiquity, then through the founding period of political liberalism (17th and 18th centuries), then through developments in recent times.

This program stresses acquiring and sharpening the tools of critical analysis, of interpretation and argumentation, both written and oral. Not only will we examine the Body Politic, but we will also be concerned with how to move it. We will emphasize learning to address the Body Politic, and learning to write and speak effectively in challenging or defending points of view on what constitutes the public interest. Writing and rewriting—both expository and interpretive—will be regular components of student work. Student work will be read by faculty and other students. On occasion, students will be asked to argue their views orally.

Credit awarded in history both ancient and modern, philosophy, political science, writing and statistics.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are enrolled in 4 credits of language study or an internship.

Program is preparatory for careers and future studies in the humanities and social sciences such as history, political science, philosophy, law public policy, education, politics and journalism.

This program is also 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.
So You Want to Be a Teacher?
Exploring Issues of Development, Learning and Schooling
Fall and Winter quarters
Faculty: Masao Sugiyama, Bill Bruner, Frances V. Raines
Enrollment: 60
Class Standing: This Core program is designed for freshmen and accepts up to 25 percent sophomores.
This program is for people who are interested in pursuing teaching as a career choice or who are interested in schooling and equity. An introduction to theories of learning, language acquisition and child development is the focus of fall quarter. The guiding question for the quarter is: What is the role of development in the learning process?
During winter quarter, we will investigate the relationships of learning, schooling and diversity. Students will select a particular model of schooling (e.g., home-schooling, public school, Waldorf, Sudbury); research its origins, beliefs about learning, development and teaching practices; and then complete an analysis of which groups of learners these structures serve and why. Students in this program can expect to use writing as a tool for learning; to develop a research-based understanding of child development; to investigate the historical, sociocultural and organizational contexts of schools; and to develop skills in formulating and pursuing a research question, analyzing school practices and making public presentations.
Throughout the program, we will be concerned with the politics and economics of schools and schooling. We will address school governance and finance, particularly as these topics relate to issues of equity and diversity.
Program activities will include interactive lectures and workshops, seminars, weekly writing, small group investigations and a long-term project exploring and critiquing a particular approach to schooling. Participants’ work in the program will be assessed through written papers, participation in all activities, projects and a final portfolio. Credit awarded in education, current issues in education, expository writing, quantitative skills and academic planning.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in education and the social sciences.

Think Abstract
Fall quarter
Faculty: Lucia Harrison, Joe Feddersen
Enrollment: 46
Class Standing: This Core program is designed for freshmen.
Special Expenses: $200 for art supplies.
When confronted with abstract art, many people don’t know how to think about it. Some people think it was a European avant garde invention. Others question its value and the skills of the artist. This program, geared for students with little or no art experience, will examine the sources of abstraction in Western art and broaden this into a multicultural worldview. For example, we will explore abstraction in indigenous cultural traditions.
We will study different inspirations for abstraction, such as nature, poetry, journal writing and music. We will blend studio arts—such as drawing, printmaking and book arts—with weekly readings, presentations from Northwest artists and expository writing. Students will gain a visual vocabulary for talking and writing about art. While the beginning of the quarter will be devoted to skill building, students will have the opportunity to do individual projects. The program will allow students to explore their options and interests in the visual arts.
Credit awarded in art theory, drawing, printmaking, book arts and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in visual arts, education and art history.

The Voice of the Poem and Other Musics
Fall and Winter quarters
Faculty: Arun Chandra, Leonard Schwartz
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent freshmen.
Special Expenses: Approximately $35 each quarter for tickets to operatic and musical events.
This program will involve a compositional, structural and historical immersion in the relationships between poetry and music and the political significance of each.
Some of the creative compositional questions to be addressed include: When does one medium supplant the other, and why does it do so? Does the meaning of the text always hold sway over its “music”? When does “music” render its text insignificant? What is the “music” of political speech, and what does its “music” do to its “meaning”? What are the similarities and differences between delivering a political speech to 20,000 people, and delivering a political song to 20,000 people? How can we protect our creative work from being given a political function that we oppose? What are the differences among “myth,” “narrative,” “formalism” and “lyric,” and what is the contemporary political significance of each?
This program will involve workshops, lectures and presentations by the faculty and invited guests, seminars on shared reading material, group listening sessions, viewing films of 19th- and 20th-century operas and regular student performances of original poetry and music. Students will be strongly encouraged to pursue their own creative processes through writing, musical performance or both. We will also attend performances of opera, experimental music and symphonies in Seattle, Portland and Olympia.
Fall quarter (Myth, Melody and Early Modernism) will focus on the work of the early modernists of the 19th century: the operas and politics of Richard Wagner and the response of poets such as Charles Baudelaire and Stéphane Mallarmé. Other authors and composers to be studied include Friedrich Nietzsche, Theodor Adorno, Arthur Rimbaud, Claude Debussy, Jacques Offenbach, Franz Schubert and Gustav Mahler.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Winter quarter will focus on a reading of James Joyce’s Finnegans Wake and other works of modernism that draw language and music closer together. We will consider the works of Ezra Pound, H.D., Gertrude Stein, Antonin Artaud, John Cage, Arnold Schoenberg, Alban Berg and Bertoil Brech, with his musical collaborators Hanns Eisler and Kurt Weill, as well as contemporary poets and composers. (This latter group includes Kamau Brathwaite, Richard Foreman and Hélène Cixous).

Credit awarded in 19th- and 20th-century aesthetics, 19th- and 20th-century music history, contemporary aesthetics, music composition, creative writing and the sociology of art.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in music, musicology, literature, cultural studies, creative writing and music composition.

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

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**Offerings Beginning Winter Quarter**

**Awareness**

Winter and Spring quarters

Faculty: Bill Arney, Sarah Williams

Enrollment: 48

Class Standing: This all-level program accepts up to 25 percent freshmen.

Special Expenses: $25 each quarter for yoga.

Learning happens when you have an experience and then reflect on it. Our focus will be on the craft of reflection. Our interest is the relationship between conscious reflection—awareness—and learning.

Students will begin their work by designing their own learning experiences. These field studies, which will constitute half the work of each quarter, can be anything (walking, reading, hospice care, welding, cooking, meditation, etc.).

We will begin our work together by having each person answer these questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, What difference will it make?

We will participate in mind-body practices that facilitate or enhance our ability to reflect on these experiences in historical, cross-cultural and gendered contexts. We will undertake an intensive study of work by, and inspired by, Ivan Illich, Luce Irigaray and Jean Klein.

Credit awarded in somatic studies, philosophy, sociology, education, feminist theory and consciousness studies.

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 education, consciousness studies, creative writing, social and cultural studies, women’s studies and somatic studies.

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

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**Drawing from the Sea**

Winter and Spring quarters

Faculty: Gerardo Chin-Leo, Lucia Harrison

Enrollment: 48

Class Standing: This all-level program accepts up to 25 percent freshmen.

Special Expenses: Approximately $100 for field trips; $150 for art supplies.

The marine environment is a complex habitat that harbors a beautiful, abundant and diverse array of life forms. This program combines the study of the marine environment as both a habitat and a source of inspiration for the visual imagination. We will examine how to use our studies to pursue creative work in the visual arts and sciences.

In winter quarter, students will study marine organisms, beginning drawing, the difference between description and expression in the visual arts, and the representation of marine organisms in the visual arts. They will develop a basic science and visual vocabulary and learn basic skills in microscopy and digital imaging.

In spring quarter, students will focus on marine habitats and book arts, and will apply the skills learned in the winter. Students will travel to local beaches and explore South Puget Sound in college boats. They will keep field journals, conduct field surveys and collect organisms.

Both quarters, students will attend a weekly seminar to discuss how human perspectives toward the sea have changed over time and in different cultural traditions. In seminar, we will also explore how the marine environment is represented in scientific articles, mythology, literature, poetry and visual images. Students will pursue their interests in the marine environment through a series of assignments that integrate science and art.

Credit awarded in marine biology, ecology, drawing, digital imaging, art appreciation and book arts.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in marine biology, ecology, visual arts and education.

This program is also listed under Environmental Studies and Expressive Arts.

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Students who register for a program but do not attend the first class meeting may be dropped.
History and Evolution of Disease
Winter and Spring quarters
Faculty: Janet Ott, Jim Neitzel
Enrollment: 46
Class Standing: This Core program is designed for freshmen.

We generally think of disease from a medical point of view—the clinical aspects, how it affects the body and how to cure or control it. But disease often has more far-reaching effects than the individual, affecting whole cultures and times, and it is often affected by both culture and historical events. We will explore the idea of disease—its metaphoric and symbolic value—as well as examples of both the biological and cultural evolution of disease. Using specific diseases, we will see their role in the particular era in which they had the most influence—the plague in the Middle Ages, influenza during World War I, syphilis and whether it started in the New or Old World, the effect of AIDS on African culture, and the current epidemic of Alzheimer's in America.

The goals of the program include an informed understanding of the range of crafts practiced in the Northwest and the artists and communities that produce them; an ability to speak about the role of craftspeople in our communities; an awareness of how shaping objects shapes our daily experience; and the development of the skills and attention needed to make expressive objects for use in clay and wood.

The program will center on studio work and a series of visiting artists and authorities on Northwest crafts who will share their work and understanding with us. Work will also include regular seminars, work discussions, writing assignments and field trips.

Students will spend roughly half the quarter working with clay and half with wood. In the ceramics studio, students will prepare clay, master basic hand-building techniques, produce a range of craft-related pieces, glaze the work and fire it in electric or gas kilns. In the wood shop, students will study the origins and characteristics of various local woods, learn basic skills with hand tools and make and finish one or more wooden pieces for use. Readings will address contemporary craft history and issues, craftsmanship, beauty, function and the role of art in communities. We will ask students to write short papers clarifying their thinking about their own ideas, work and working process, and to write an independent research paper and presentation on a contemporary artist working in a craft in the Northwest.

The goals of the program include an informed understanding of the range of crafts practiced in the Northwest and the artists and communities that produce them; an ability to speak about the role of craftspeople in our communities; an awareness of how shaping objects shapes our daily experience; and the development of the skills and attention needed to make expressive objects for use in clay and wood.

Credit awarded in environmental studies, general sciences, teaching, social sciences and Native American studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the biological sciences, environmental sciences, teaching, social sciences and Native American studies.

This program is also listed under Environmental Studies and Native American and World Indigenous Peoples Studies.

Indigenous Peoples and Ecological Change
Winter and Spring quarters
Faculty: Erik V. Thuesen, Frances V. Rains
Enrollment: 48
Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: High school algebra, biology proficiency and an understanding of environmental science.

Special Expenses: Up to $350 for field trips.

This introductory program is designed to provide knowledge of the fundamental aspects of general biology and ecology in order to understand the effects of increasing geo-political demands on diverse ecosystems and Indigenous cultures. We will cover topics of freshman college biology by studying ecological interactions in various environments. Our study of the intertwined history of European Americans and Native Americans will offer a context for an examination of contemporary Native eco-struggles, geography and the challenges of limited natural resources.

Focal topics in the social sciences will include the use and abuse of decision-making authority, particularly with respect to Native cultures. Seminars will focus on issues surrounding Indigenous examples of environmental sustainability, environmental racism, and Native resistance to cultural, political, economic and social injustices. Also, Indigenous social activism, its costs, its victories and its effects on the preservation of Native Treaty Rights will be explored.

Learning will take place through lectures, seminars, workshops and biology laboratory exercises. Students will improve their writing skills through reader response papers. Work in the field and a multi-day field trip in spring are also planned to gain first-hand exposure to various environments and peoples. Students will improve their research skills in social science through field observations and preparing for short group presentations.

Credit awarded in biology, history, evolution and cultural studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in advanced studies in biology, microbiology and epidemiology.

Northwest Crafts
Winter quarter
Faculty: R. T. Leverich, Joe Feddersen
Enrollment: 46
Class Standing: This Core program is designed for freshmen.

Special Expenses: Approximately $150 for art supplies and two field trips.

The Northwest has a rich tradition of craft—objects for use, for ceremony and for celebration that are made primarily by hand and marked by a sense of belonging to place and community. This program will explore Native and non-Native craft traditions in this region and give students an opportunity to make their own craft works in clay and wood.

The program will center on studio work and a series of visiting artists and authorities on Northwest crafts who will share their work and understanding with us. Work will also include regular seminars, work discussions, writing assignments and field trips.

Students will spend roughly half the quarter working with clay and half with wood. In the ceramics studio, students will prepare clay, master basic hand-building techniques, produce a range of craft-related pieces, glaze the work and fire it in electric or gas kilns. In the wood shop, students will study the origins and characteristics of various local woods, learn basic skills with hand tools and make and finish one or more wooden pieces for use. Readings will address contemporary craft history and issues, craftsmanship, beauty, function and the role of art in communities. We will ask students to write short papers clarifying their thinking about their own ideas, work and working process, and to write an independent research paper and presentation on a contemporary artist working in a craft in the Northwest.

The goals of the program include an informed understanding of the range of crafts practiced in the Northwest and the artists and communities that produce them; an ability to speak about the role of craftspeople in our communities; an awareness of how shaping objects shapes our daily experience; and the development of the skills and attention needed to make expressive objects for use in clay and wood.

Credit awarded in ceramics, woodworking, craft history and writing.

Total: 16 credits.

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

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Algebra to Algorithms: An Introduction to Mathematics

Allegories of Resistance

Spring quarter
Faculty: TBA
Enrollment: 24
Class Standing: This all-level program accepts up to 33 percent freshmen, 33 percent sophomores and 33 percent juniors or seniors.

Prerequisites: High school algebra proficiency. Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions (more or less) of complex natural systems, and modern computing has magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving, and also enables the construction of mathematical models. In fact, computer science is the constructive branch of mathematics.

This program will explore connections among mathematics, computer science and the natural sciences, and will develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences, particularly in computer science. The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences. The emphasis will be on fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and, depending on interest, calculus, logic or geometry. All topics will include relevant historical and philosophical readings.

Credit awarded in algebra, geometry, mathematical modeling, programming, and the history and philosophy of mathematics. Total: 16 credits.

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

Program is preparatory for careers and future studies in the sciences, teaching and mathematics.

This program is also listed under Scientific Inquiry.

Animated Visions: Allegories of Resistance

Spring quarter
Faculty: Ruth Hayes, Patricia Krafoik, Leonard Schwartz
Enrollment: 69
Class Standing: This all-level program accepts up to 50 percent freshmen.

Special Expenses: $100 for art and animation supplies.

An apple struggles to fall from a tree, desiring to experience gravity, even if it means death. A man must navigate through endless bureaucratic channels in order to recover his nose, which has assumed a life of its own. People enter and exit an apartment house in every way they can, except the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving, and also enables the construction of mathematical models. In fact, computer science is the constructive branch of mathematics.

This program will explore connections among mathematics, computer science and the natural sciences, and will develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences, particularly in computer science. The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences. The emphasis will be on fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and, depending on interest, calculus, logic or geometry. All topics will include relevant historical and philosophical readings.

Credit awarded in algebra, geometry, mathematical modeling, programming, and the history and philosophy of mathematics. Total: 16 credits.

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

Program is preparatory for careers and future studies in the sciences, teaching and mathematics.

This program is also listed under Scientific Inquiry.

Art of Conversation

Spring quarter
Faculty: Susan Fildeal
Enrollment: 23
Class Standing: This all-level program accepts up to 50 percent freshmen.

Conversation is fundamental to our learning processes and our interpersonal interactions. In this program we will take a sociolinguistic approach to understanding the way conversation works, how it is organized, how it constructs our social reality, and why we have misunderstandings. Using discourse analysis, we will look at various types of conversations—those between friends, on television, on film and in seminars. Many conversations we examine will be cross-cultural, and we will use this term in its broadest sense, looking at conversations between people of different linguistic cultures, as well as those between genders, classes and ethnicities in the United States. We will examine the ways speakers create identity, draw on power and solidarity, maintain face and construct a style.

Credit awarded in language acquisition, sociolinguistics, discourse analysis and communication. Total: 16 credits.

A similar program is expected to be offered in 2007–08.

Program is preparatory for careers and future studies in linguistics, communication, politics, law, medicine, teaching, television and radio.

Students who register for a program but do not attend the first class meeting may be dropped.
Columbia River: Origins, Salmon and Culture
Spring quarter
Faculty: Liza Rogness, Rob Cole
Enrollment: 46
Class Standing: This Core program is designed for freshmen.
Special Expenses: $175 for field trips to the Columbia River Basin, to be paid by April 7, 2006.
The story of land and sky, of people and place, is told by water in the Pacific Northwest.
Our program will focus on a river called the "most damned river in the West," the mighty Columbia—immortalized in Woody Guthrie's famous song "Roll on Columbia." Our combined efforts will investigate the rich study of place.
Students in this program will learn this river's story, and its many names and faces, by studying its natural, environmental and social history of the Columbia River watershed. Because several unique species and their associated migration has offer an important thread that connects these themes, we will also study the ecology of salmon and their historical, cultural, spiritual and economic values to humans.
We will take several field trips to the river to study both its natural ecosystems and the impacts that humans have had throughout the river basin. We will engage ourselves in a study of the hydrological, geological and geographical legacy of the river and the land through which it flows. We will read and hear the stories told by Native peoples and newcomers who have made the river their home. Throughout the program, we will ask low place shapes human lives and how human action changes place. We will ponder the nature of transformation and investigate the many transformations endured by this river and its people.
Part of our learning this quarter will demand that we inquire how political, cultural and technological power informs these transformations and manifests itself in the stories told by and about this river. We also will study the changes brought by the hydroelectric dams, the irrigation system for agriculture, the creation of the Hanford Nuclear Reservation, and the emergent recreation industry associated with the river.
Students will engage in research related to the Columbia's history and its future. Topics will include natural history, introductory salmon ecology, hydroelectricity, literature, Native American history and culture, social and political history, and public policy connected to the many themes of the Columbia River.
Weekly writing assignments and workshops will include creative and expository writing, analysis of our readings of texts and our workshop activities. Students will keep a weekly research log and an activities journal that is connected to seminar and program activities. Students will write two three- to five-page papers linking content themes during the quarter and one project summary at the end of the quarter. Skills-based weekly activities and workshops will include seminars, basic research and activities such as log-keeping, map-reading, field trip analysis and evaluation writing.
Program activities and workshops will prepare students to complete a small, end-of-quarter project that shows the student's ability to research and analyze individually and in groups. For this project, students will be expected to critically analyze course content, in a program theme of their choice, using assigned materials and those found through research. Media for analysis and expression of learning will include writing/poetry, art/performance arts, photography and mapping. For the final project, a two- to three-page written introduction, with bibliography, will contextualize the final work.
Credit awarded in introductory ecology: Columbia River Basin; Pacific Northwest cultural and political history: Columbia River Basin; and contemporary policy: Columbia River Basin.
Total: 16 credits.
Program is preparatory for careers and future studies in environmental studies, history, science, geography, political and policy studies, teaching and Native American studies.

Experimental Puppet Theater, Object Theater and Dance
Spring quarter
Faculty: Ariel Goldberger, TBA
Enrollment: 49
Class Standing: This all-level program accepts up to 35 percent freshmen.
Special Expenses: Up to $90 for art materials and theater tickets; $50 for studio clean-up; normal expenses depending on the student's choice of project.
The main goal of this intensive program is to generate an exciting artistic learning community in which individuals can use performance to investigate experimental puppet-and-object theater, experimental movement, dance and the interrelationships of these media.
The faculty will support students in developing an experimental approach to their artistic work through workshops and other consultations. Participants will be expected to generate imaginative, collaborative and individual original work by creating scripts or storyboards, composing choreography, researching puppet techniques, constructing, designing and directing puppet productions and participating in performances. Exploration of innovative performance ideas, materials, tools and multidisciplinary techniques will be encouraged. This program will require students to show their work-in-progress weekly and to contribute to supportive and effective weekly critiques.
Through a variety of media and student-initiated field trips, participants will study the experimental work of American and international puppeteers, dancers and performers. Weekly seminars will focus on readings that address theoretical issues about contemporary puppetry, dance, performance and student projects. Credit awarded in puppet and object theater, dance, performing arts, performance, design and other subjects depending on student's independent work.
Total: 16 credits.
Program is preparatory for careers and future studies in dance, puppetry, media, animation, design and the performing arts.
This program is also listed under Expressive Arts.

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 Culture, Text and Language and Environmental Studies.

Jefferson's American West
Spring quarter
Faculty: Frederica Bowcutt, Michael Pfeifer
Enrollment: 48
Class Standing: This all-level program accepts up to 50 percent freshmen.
Prerequisites: Basic drawing skills will be helpful, but not required.
Special Expenses: $250 for art supplies.

This one-quarter program will focus on printmaking as an expressive and conceptual art form. But be forewarned—this will be an intensive 10 weeks that will require enthusiasm and a strong work ethic. Expect to work 50 hours a week.

Our artistic practice will focus on relief and intaglio techniques: the incised lines of woodcut, drypoint and etching. Emphasis will be placed on developing artistic practice and research. How do we develop artistic ideas? How do we revise and refine ideas and works of art? What is the benefit of working in series? How does an artist generate and communicate intellectual content through images?

During the quarter, students will practice printmaking techniques, learn about print culture and the history of printmaking, and do research by examining both historical and artistic examples. Students will be expected to work collaboratively in community. Writing is a significant component of this program. Students will be responsible for developing a portfolio of printed works, presenting research on print history and participating in a print exchange.

Credit awarded in printmaking, print history and expository writing.

Total: 16 credits.

Program is preparatory for careers and future studies in visual arts, graphic design, art history and teaching.

This program is also listed under Expressive Arts.
Leadership on the Wild Side
Spring quarter
Faculty: Cynthia Kennedy, Sharon Anthony
Enrollment: 40
Class Standing: This all-level program accepts up to 25 percent freshmen.
Special Expenses: Up to $1,000 for Wilderness First Responder training, challenge facilitation training, field trips and professional guide services.
This exciting program will expose students to a full range of skills, activities and ideas that lie at the core of the outdoor leadership process. The outdoors will serve as a backdrop to introduce both the technical and the human relations skills needed to lead adventure programs. Class activities will include lectures, seminars, workshops, day trips and overnight field trips. Each student will participate in at least one expedition, planned by the students, either into the backcountry or ailing on Puget Sound. The destinations and mode of travel will depend on the weather, student interest and access to those resources suitable for each activity. The expeditions will provide orientation and training in wilderness travel and minimum-impact camping. They will also provide an excellent opportunity to experience and foster the human relations skills that are necessary to effectively lead groups of any size.
We will explore theoretical and applied perspectives on individual roles and group development, communication and appropriate feedback, conflict management, leadership theory and ethics—all of which will help students develop a foundation upon which to build their skills as outdoor leaders and instructors. Students should expect to read and write extensively throughout the expeditions, as well as at home. Successful students will leave the program trained as Ropes Course facilitators and certified as Wilderness First Responders. While parts of this program may be physically strenuous, all motivated students are welcome regardless of age or skill level.
Credit awarded in outdoor leadership, group dynamics and wilderness medicine.
Total: 16 credits.
Program is preparatory for careers and future studies in outdoor leadership, organizational leadership, outdoor and environmental education, and teaching.
This program is also listed under Environmental Studies and Society, Politics, Behavior and Change.

"Nation and Narration": Mexico
Spring quarter
Faculty: Alice Nelson
Enrollment: 24
Class Standing: This all-level program accepts up to 25 percent freshmen.
Special Expenses: $150 for program retreat/ field trip.
In Nation and Narration, Homi Bhabha asks, "What forms of narrative express the ideology of the modern nation? How do questions of race and gender, class and colonialism, change the boundaries of national identity? Who speaks in the name of the nation?" We will explore these questions in the context of contemporary Mexico, from the 1910-20 revolution through the present. Focusing on literary and visual analysis, this program will look at ficcional and visual stories about Mexico's national and regional identities. We will ask how such representations of "the nation"—symbolic attempts at constructing unity—involve points of inclusion and exclusion, collective hopes and potential contradictions.
Over the course of the quarter, we will critically analyze several literary works within their historical contexts. Authors may include Juan Rulfo, Octavio Paz, Rosario Castellanos, Carlos Fuentes, Elena Poniatowska and Subcomandante Marcos. In addition, we will explore the significance of visual cultures from the same time periods, from early 20th-century art movements such as muralism to contemporary films like Amores perros. Selected historical and theoretical texts will provide frameworks for our inquiry. The program will emphasize developing writing skills across several genres, including personal narrative, literary and cultural analysis and film criticism.
In addition to the 12-credit core described above, students may enroll in a separate 4-credit Spanish language class at the appropriate level through Evening and Weekend Studies, or complete an additional 4-credit project within the program itself. For this project, each student will choose a writer or artist to research in depth over the course of the quarter, culminating in a written essay and oral presentation of this work during the last week of the program.
Credit awarded in Mexican literature, writing, visual literacy, and the history and politics of contemporary Mexico.
Total: 12 or 16 credits. The 16-credit option is for those students who want to include a additional 4-credit project within the program.
Program is preparatory for careers and future studies in sociology, history, literature, writing, international studies and teaching.
This program is also listed under Culture, Text and Language.

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 freshmen.
Special Expenses: Approximately $65 for membership in the Western Psychological Association (WPA) and for registration at WPA's Annual Convention in Palm Springs, California, April 27-30, 2006 (payable to WPA before April 7, 2006; contact faculty at margolin@evergreen.edu for exact fees and deadline). Approximately $225 for food and lodging at convention; and additional transportation costs to the convention.
Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services and the science of psychology. Students will explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies and applied research settings.
Among our studies will be 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, Science Citation Index and Social Sciences Citation Index, 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, which is the western regional arm of the APA.
Credit awarded in the history and systems of psychology, social science ethics, career explorations in psychology, foundations of psychology, and one discipline within psychology (of the student's choice): developmental, cognitive, social or physiological.
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.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Student Originated Studies:
Internships in the Public Service

Spring quarter
Faculty: Cheryl Simrell King
Enrollment: 24

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: Successful completion of the program Public Works: Democracy and Design, or the equivalent.

Faculty Signature: Students must draw up an Internship Learning Contract in consultation with the faculty. For information contact Cheryl Simrell King, (360) 867-5541 or kingsc@evergreen.edu. Contract proposals received before March 10, 2006, will be given priority. Qualified students will be accepted until the program fills.

Internship Possibilities: Required.
In this program, we will build on the work of the fall and winter program Public Works: Democracy and Design. The internship will also be open to students who have completed work in other similar programs and are sufficiently prepared to hold an internship in a public or nonprofit agency.

Prior to the beginning of spring quarter, interested students must consult with the faculty sponsor about their proposed internship and/or course of study. Contracts will be completed before the beginning of spring quarter and must follow the college protocol for internships. While students are encouraged to seek out their own internship possibilities, we will work with campus resources and the faculty member’s contacts to identify internship possibilities in both public and nonprofit agencies.

Students will hold full internships and will come together as a class one day a week to study more about working in public agencies through seminars, lectures, guest speakers and films. The faculty member will work with the intern agencies, making at least one site-visit to each agency (assuming local internships) during the quarter and meeting regularly with students outside of scheduled class times.

Credit awarded in public and nonprofit administration, public policy, organizational and management theory; and other topics based on areas of student work.

Total: 16 credits.

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

This program is also listed under Expressive Arts.

Students will spend the first eight to nine weeks in rehearsal, culminating in a fully mounted, site-specific production or a production in the Experimental Theater. In addition to rehearsals and production work, the program will include weekly seminars on dramaturgical matters that are closely related to the production. For example, if the production is a play by a 20th-century avant-garde writer, the seminars will deal with other plays by the same author, scholarship, the social, political, economic and cultural environment of the play, and so on. Those weekly seminars will help us to understand the world of the play, as well as the world of the author.

Credit awarded in acting, theater history, critical theory and dramatic literature, directing, design, stage management, dramaturgy, costume, lighting, sound and publicity, depending on areas of student work.

Total: 16 credits.

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

This program is also listed under Expressive Arts.

Theater Intensive:
Stage Production

Spring quarter
Faculty: Walter Eugene Grodzik
Enrollment: 24

Class Standing: This all-level program accepts qualified students with any class standing.

Faculty Signature: Admission by interview. To schedule an interview, contact Walter Eugene Grodzik, (360) 867-6076 or grodzik@evergreen.edu. Interviews completed by the Academic Fair, March 8, 2006, will be given priority. Qualified students will be accepted until the program fills.

This program will consist exclusively of participation in a faculty-directed stage production of a play chosen by the instructor. The audition, rehearsal and production work will follow an academic/professional theater model that students can expect to find in any off-Broadway or regional theater.

The play will be chosen from the realistic/ avant-garde theater canon. This will allow us to work with acting and directing techniques that were specifically developed for each type of theater. For example, these techniques could include Stanislavski’s sense memory, Michael Chekhov’s psychological gesture, Meyerhold’s biomechanics or Bogart’s viewpoints. Students will experience a rigorous training in movement and vocal techniques and will learn to utilize these techniques in the performance of the play.

Participation in the production involves acting in the play; dramaturgical work; assistant directing; stage management; set, costume, lighting and sound design; set and costume construction; publicity; and all other areas related to a successful play production. While the production will be directed by the faculty, the process will be an interactive collaboration among all participants, with all students working in more than one area. For example, a student who is cast in the play may spend half to three quarters of her time in rehearsal, and the rest of the time in the shop building the set. A student who presents a portfolio of his lighting design, might become the lighting designer for the production as well as the publicity coordinator.

Students who register for a program but do not attend the first class meeting may be dropped.
Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
The Culture, Text and Language planning unit 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 individuals 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 unit 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 that is rich in the study of diverse cultures and languages, so 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, studies abroad and senior theses.

The faculty of Culture, Text and Language invite students to work with them to create living links between their past and their present, in order to become, in the words of Charles McCann, Evergreen’s first president, “undogmatic citizens and uncomplacently confident individuals in a changing world.”
Alternatives to Capitalist Globalization
Fall and Winter quarters
Faculty: Steve Niva, Peter Bohmer, Lin Nelson
Enrollment: 75
Class Standing: Sophomores or above; transfer students welcome.

At the beginning of the 21st century, a great number of global and national elite, intellectuals, and international financial institutions, such as the World Trade Organization, International Monetary Fund and World Bank, claim that there are no alternatives to capitalist globalization. They claim that the world must be restructured according to “free market” and “free trade” principles that open up countries to the products, services and investment of multinational corporations; reduce social relations to commercial transactions; and impose Western development models on diverse cultures.

In this program, we will study diverse social movements, organizations and thinkers who are offering alternative visions for organizing global society and meeting human needs. Many of these alternative visions have developed within the emerging global justice movement, and many draw upon historical precedents and various traditions of resistance. Still others have been influenced by socialist, anarchist, ecological, feminist or Southern perspectives. We will explore these and other alternatives to capitalist globalization that have developed around the world. We will also examine selected case studies of attempts to create alternative social systems. These range from small-scale intentional communities, cooperatives and permaculture communities to contemporary movements such as the Brazilian MST (landless peasant movement) and European autonomous movements to larger-scale cases such as Swedish social democracy, Cuban socialism, the Indian state of Kerala and Argentina’s barter and trading networks. This program will critically analyze the strengths and weaknesses of each alternative, and students will formulate their own views on the possibility and desirability of developing new visions of a global society.

A central feature of the debate about globalization is how “free trade” principles and practices are affecting the environment, public health and community life. We will examine the growing literature and many organizations and voices that are depicting a range of effects, from the impact on worker health in relocated and unregulated industries to the broad changes in local food systems. Workers, farmers and consumers provide evidence on how things are changing in communities all over the globe, and they offer ideas and experiments in resisting unregulated global production and trade. Environmental advocates offer frameworks for critically examining how globalization affects regional ecosystems, environmental health and natural resources. We will examine how environmental and public health concerns connect with broad social justice movements and alternative visions. We will do this in part through studying conditions and alternatives around selected products and production activities, such as the current debate about the production, distribution and disposal of computers.

Throughout our analysis, we will pay special attention to the conditions facing women in their changing roles in the global system of production and consumption. Women’s social justice visions for strengthening community life and self-determination will help guide our work.

Students will be encouraged to explore related issues in their own communities through internships, organizing and projects, in order to deepen their understanding of the relationship between theory and practice. Students will be evaluated on their ability to address and critically examine historical and contemporary issues in relation to the political, social and economic theory and practice. A strong emphasis is placed on developing skills in critical thinking, reading, writing and public speaking. We welcome students with a social science background, but invite all students interested in our work to join us.

Credit awarded in political economy, the theory and practice of social movements, comparative social systems, globalization studies, gender studies, environmental studies and political theory.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in graduate school in the social sciences, working for international nonprofit/nongovernmental organizations, organizing, environmental and social justice advocacy and public interest law.

This program is also listed under Environmental Studies and Sociology, 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.
American Frontiers: Critical Histories
Fall and Winter quarters
Faculty: Kristina Ackley, Michael Pfeifer, TBA
Enrollment: 72
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

In recent years, many have challenged the frontier thesis first articulated by Frederick Jackson Turner—that the frontier is "the meeting point between savagery and civilization"—as racist and rife with imperialism. Turner delivered the thesis in 1893, amid rapid industrialization and urbanization following American westward expansion to the Pacific Coast; it summed up decades of American understanding and influenced several generations of American historians. Now, Native Americans, Western historians and others have challenged many aspects of Turner's thesis and have offered alternative histories of Anglo-American expansion, colonization and settlement in North America.

Focusing on culture, land and gender, we will explore many of these histories. Considering the points of view of the colonized and the colonizer, we will examine the role of power and power relations in the encounters of diverse peoples on American frontiers. We will analyze the experiences and perspectives of indigenous peoples; women; Anglo-American explorers, entrepreneurs and settlers; African Americans, Latinos; and Asian immigrants. During fall quarter, we will explore the initial encounters of Europeans and indigenous peoples; the culture and society of the American backcountry and of Native peoples in the 18th and early 19th centuries; the development of Andrew Jackson's Indian removal policy and the consequence of the transformation of Native American society; slavery, Africans, Native Americans and the transplantation of slave society to the Southwestern cotton frontier; and the Gold Rush and the American conquest of California.

In winter quarter, we will explore events after the Civil War, including Indian-fighting and the American conquest of Indian nations in the West; the society and culture of the "Old West," including the experiences of women; African Americans, Latinos and Asians; federal Indian policy and Native American experience in the West since the late 19th century; the social transformation of the American West in the 20th century; and the role and the West in American culture since the early 20th century. We will do much reading and writing on these topics, and listen to music and watch films that reflect important aspects of frontier experiences and encounters.

Credit awarded in American history, American studies and Native American studies.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the humanities and social sciences, law, journalism, media, teaching, community service and government.

Art's Sources
Fall and Winter quarters
Faculty: Jean Mandeburg, Thad Curtz
Enrollment: 43
Class Standing: Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.

Prerequisites: At least 12 credits of college-level literature or visual arts.
Faculty Signature: Students interested in the visual arts strand must submit a portfolio including both visual and written work to Thad Mandeburg. (360) 867-6731 or curtzt@evergreen.edu or The Evergreen State College, Seminar II A-2117, Olympia, WA 98505. Students interested in the visual arts strand must submit a portfolio including both visual and written work to Jean Mandeburg. (360) 867-6628 or jeanm@evergreen.edu or The Evergreen State College, Lab II, Olympia, WA 98505. Portfolios received by May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Up to $25 for museum visits. Students in the visual arts should expect to spend $100 or more for materials, depending on the student's studio work.

Where does art come from? Its sources include inspiration, theft, the influence of other art, training, luck and life itself. Students in literature and the visual arts will work together exploring this question, as well as learn independently through advanced work in their respective fields. Together we will read, discuss and write about a wide range of work, and how their work relates to the main question, by studying books like "Visitng Emily: Poems Inspired by the Life and Work of Emily Dickinson" and A Convergence of Birds: Original Fiction and Poetry Inspired by the Work of Joseph Cornell. The visual arts students will do sustained three-dimensional work in the fine metals studio, with particular attention to art that is made in response to the human body, possibly art that is wearable. This subject addresses themes about beauty, repairable parts, sexuality, identity and many others. The literature students will do similarly ambitious work in European and American literature, with particular attention paid to issues about archetypes, the reworking of themes and the anxiety of influence. This strand will focus on a wide variety of lyric poetry (with some ongoing work on reading aloud and collaborative performance) and on the transformations of the epic tradition from Homer and Virgil through Shakespeare, Milton and Pope to Blake and Wordsworth.
Credit awarded in literature, art history and 3-D art (visual arts strand only).
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the arts and the humanities.

This program is also listed under Expressive Arts.
Asian Culture and Art
Fall, Winter and Spring quarters
Faculty: Sean Williams, Ratna Roy, Setsuko Tatsunami, Rose Jang
Enrollment: 96
Course Standing: This all-level program offers
appropriate support for freshmen as well as
supporting and encouraging those ready for
advanced work.
Special Expenses: $100 for theater tickets,
music and art supplies; $3,000 plus international
airfare for optional travel to India during winter
quarter or China during spring quarter.
This yearlong program will explore the expres-
sive arts and cultures of four major Asian cultural
regions: China, Japan, India and Indonesia. Our
studies will include regional histories, philoso-
phies and languages, and the theory and practice
of Asian dance, music, theater, film, literature and
other art forms. The ultimate goals of the program
include an enhanced understanding of Asian
tives and cultures of four major Asian cultural
expressive traditions and the creation of
performance pieces in the latter part of the year.
Weekly meetings will include lectures, hands-
on workshops in the arts, presentations by visiting
artists, films and seminars. Faculty members
will offer lectures and workshops about each of
the major cultural regions based on first-hand
knowledge and experience, and the program will
be supplemented with guest lectures and demon-
strations.
Four workshops will be offered in the
following Asian artistic traditions: Chinese
opera, an ancient traditional Chinese theatrical
performance style combining dance, music and
literature; Japanese films and animation, their
aesthetic, themes and techniques; Orissi dance,
a 2,000-year-old classical dance tradition from
Eastern India; and Indonesian gamelan, a musical
ensemble comprising bronze gongs, drums and
metal xylophones.
Although each student will concentrate on one
workshop, all students in the program will study
all four cultural regions. Students will gain some
experience in the major languages of each area
(Mandarin, Japanese, Hindi/Oriya and Bahasa
Indonesia). In general, the language instruction
will place more emphasis on practical conversa-
tion in each culture.
Fall quarter will begin with an introduction to
the four major cultural regions and will include
both intensive reading and skill-building. In
winter quarter, students will continue laying
foundations in artistic skills while exploring
some of the most important cultural concepts
that underlie Asian expressive culture. Students
will give a small program performance at the
end of winter quarter to demonstrate their artistic
skills and cultural understanding. The final work
in the spring will vary by the chosen study.
Students will spend the first two quarters gaining
knowledge and skills to undertake self-initiated
research projects that focus on any one or more
of the studied cultures. These research projects
will be the primary focus of the spring quarter for
students who are not studying abroad.
The program will include two possibilities for
study abroad. Those studying Orissi dance will
have the opportunity to travel to Orissa (India)
during winter quarter to understand the process
of postcolonial reconstruction of the oral art form
from the sculptures on temple walls, the palm leaf
manuscripts in the museums, and the living tradi-
tion in the villages of Orissa. They will also study
under the foremost masters themselves. Students
will return with skills to write an ethnographic
research paper and do presentations of their
understanding of the recreation of Orissi dance.
Students who do not travel will continue their
studies on the Olympia campus during winter
quarter. In spring, students interested in China
can travel to China. They will visit the major
cities and cultural sites, as well as learn about the
arts and performance of ethnic minority groups.
Students who are a good match for this program
bring an open mind, a willingness to explore
aspects of the world beyond the parameters of
their current understanding, and the ability to
recognize the wisdom in using body, mind and
spirit in combination to deepen their knowledge
of expressive culture.
Credit awarded in Asian studies, Asian languages
(Mandarin, Japanese, Hindi/Oriya and Bahasa
Indonesia), Asian arts, Asian expressive culture,
performing and media arts and expository writing.
Total: 16 credits each quarter.
Program is preparatory for careers and future
studies in cultural studies, Asian studies, music,
dance, theater, film, art, language and literature.
This program is also listed under Programs for
Freshmen and Expressive Arts.

Belief and Truth
Fall quarter
Faculty: Bill Arney, E. J. Zita
Enrollment: 48
Course Standing: This all-level program offers
appropriate support for freshmen as well as
supporting and encouraging those ready for
advanced work.
What do you believe and why? Can you prove it?
How, or why not? Does it matter whether you can
support what you believe? Is everything relative?
Is science just another belief system? What are
the roles of conjecture, evidence and theory in
understanding? How can you articulate beliefs?
How can you test hypotheses? What is the differ-
ence, if any? If these questions intrigue you, too,
join us.
Classes will include discussions, lectures, and
other activities. Workshops may include quantita-
tive reasoning, science, and statistical reasoning.
Some online work may be required.
Credit awarded in sociology, history, statistics,
philosophy of science, and/or conceptual physics.
Total: 16 credits.
Program is preparatory for careers and
future studies in science, social science, policy,
philosophy, or religion.
This program is also listed under Programs for
Freshmen and Scientific Inquiry.
Borders of Identity: Forging a Critical Practice of Solidarity

Fall, Winter and Spring quarters
Faculty: Anne Fischel, Therese Saliba, Angela Gilliam
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expenses: Approximately $200 for video/installation costs.

Internship Possibilities: Spring quarter with faculty approval.

The post-9/11 climate reinforced polarities in U.S. nationalist discourse, stressing oppositions between "civilization" and "barbarians," freedom and tyranny, "us" and "them." Individual markers of identity, like "Muslim" and "immigrant," have become social categories upon which U.S. domestic and foreign policy hinge. They situate groups and communities, marking out areas of significant, and seemingly incompatible, differences.

By contrast, this program will examine the borderlands where identities of nation, race, ethnicity, religion, class and gender are challenged and converge. We will focus on identities as being interdependent and intercommunal by pursuing the following questions: What are the master narratives shaping U.S. identity? How do we understand our personal and collective identities in relation to others? How are our stories and experiences of self, home and nation part of the narratives we share with those whose power and privilege differ from ours? How do we engage in critical solidarity with those whose power and privilege differ from ours? How do we learn to see ourselves and others as "other."?

We will explore how "American" identities are positioned within structures of power, privilege or marginality. Starting with our personal experiences of identity, we will examine how narratives of identity have been constructed and deployed, in our lives and in public discourse, to reinforce notions of separateness and community.

We will develop case studies drawn from national and international contexts. Nationally, we will look at debates over immigration, "race" and "whiteness," labor, and Islam—especially as they relate to African American, Arab, Latino and Jewish communities. Internationally, we will examine the Israeli-Palestinian conflict through the lenses of collective memory and constructions of Jewish and Arab identity, historically as well as in the present. We will examine how relationships to power and suffering, privilege and victimization are used to construct political policies and narratives of nationhood in the Middle East.

Our exploration of the Israeli-Palestinian conflict is driven by what Jewish theologian Marc Ellis calls "the struggle for an independent empowerment." We will look to social movements in Israel/Palestine and the United States that are modeling solidarity and the narration of a shared identity and history. We will investigate the historical interrelations among Blacks, Jews and Arabs, including the experiences of African and Arab Jews in Israel, and the ways in which the Palestinian question and Islam have influenced Black-Jewish and Black-Arab relations in the United States, both before and after 9/11. Wherever possible, we will collaborate with community organizations that can help our work.

In spring, students can develop program-related projects or participate in up to 20 hours of community internship. We will examine further the impact of Islam as a longstanding counter-narrative, both in the Nation of Islam and more recently in Hip Hop culture, as well as the post-9/11 phenomenon of an Islamic internationalism in political and popular culture.

Media literacy and image-making will be emphasized in this program. We will analyze mass media representations, including films and news. We will also pay close attention to experimental, activist and community-based media by creating new representations of personal/collective identity. Finally, we will create with text and image, using video, installation art, oral history and storytelling/performance, to share our learning about identity and representation and move toward the construction of shared narratives of personhood, community and nation.

Our texts will be drawn from film, literature, social theory and history. Our modes of analysis will be taken from cultural studies, discourse analysis and the politics of media representation. Our goals are to move beyond identity politics, break down narratives of exclusion and supremacy, and work toward a critical practice of solidarity with those we have identified as "other."

Credit awarded in cultural studies, media studies, video, Middle East studies, African American studies, installation art and U.S. history.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are also enrolled in 4 credits of language study. Freshmen must enroll for 16 credits during fall quarter.

Program is preparatory for careers and future studies in media, education, conflict resolution, community organizing, international studies and immigrant advocacy.

This program is also listed under Programs for Freshmen; Expressive Arts; and Society, Politics, Behavior and Change.

Buddhist Psychotherapy

Fall quarter
Faculty: Ryo Imamura
Enrollment: 24
Class Standing: This all-level program offers appropriate support for freshmen; supporting and encouraging those ready for advanced work.

Western psychology has so far failed to provide us with a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding—our everyday mind, our immediate awareness of being, with all of the complexity and sensitive attentiveness we feel to the vast network of interconnectedness with the universe around us. Instead, it has chosen to analyze the mind as though it were an object independent of the analyzer, consisting of hypotetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of meditation, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In direct contrast to this approach, Buddhism shuns any impersonal attempt to objectify human life from the viewpoint of an external observer. Instead, it studies consciousness as a living reality that shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential method that has transcended time and culture. Through meditation, we can experience the awareness of the present moment, moment-to-moment consciousness. In this program, we will investigate the study of mind that has developed within the Buddhist tradition through lectures, readings, videos, workshops and field trips. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Buddhism—the attempt to fit Buddhist ideas and practices into unexamined Western assumptions and traditional intellectual categories. Lastly, we will address how the encounter between Buddhism and Western culture could have important ramifications for the human sciences in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

Credit awarded in Buddhist studies, Asian psychology, Asian American studies and Engaged Buddhism.

Total: 16 credits.

Program is preparatory for careers and future studies in psychology, Asian studies, religious studies, counseling, Asian American studies and social work.

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

Students who register for a program but do not attend the first class meeting may be dropped.
Central America: Poetry and Politics
Fall quarter
Faculty: Alice Nelson, Bill Ransom
Enrollment: 50
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Three quarters of intermediate Spanish language skills or one quarter of creative writing that includes a workshop/critique format.
Faculty Signature: Students must be assessed for their ability to meet the prerequisites.
Contact Alice Nelson, (360) 867-6629 or nelsoa@evergreen.edu. Assessments completed by May 13, 2005, will be given priority. Qualified students will be accepted until the program fills. Special Expenses: Approximately $150 for program retreat; $50 for field trips; $50 for community service project.
The Central America region—particularly Nicaragua, El Salvador and Guatemala—has experienced both brutal repression and dynamic liberation movements over the last several decades. Literary expression flourished on dangerous ground. Poetry, novels, testimonios, short stories, radio and film have responded to brutality with the contemporary art of literary witness. We will explore the relationships between literature and politics in Central America from the 1960s to the present, with emphasis on the complex cultural contexts within which the stories of personal, national and social change have been told. We will also explore the role of literature in solidarity work and the complex roles of solidarity, resistance and literature throughout the region.
In addition to analytical work on literary texts, this program joins two academic practices: creative writing and literary translation (Spanish to English; perhaps some English to Spanish). As a group, we will produce a bilingual literary anthology based on short works recommended to us for translation by local Latino community members. Throughout the quarter, we will work in collaborative writing groups, balancing students’ strengths in creative writing and Spanish language, to assemble and produce this anthology, which we will distribute to libraries, schools and community organizations in Washington State and in Central America.
Credit awarded in Central American literature, creative writing, literary translation, and the history and politics of Central America.
Total: 16 credits.
Program is preparatory for careers and future studies in language, history, literature, writing, editing, publishing and international studies.

Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture
Fall, Winter and Spring quarters
Faculty: Harumi Moruzzi, TBA
Enrollment: 35
Class Standing: Sophomores or above; transfer students welcome.
Faculty Signature: Required for students who only want to enroll in the 4-credit language component of the program. For more information, contact Harumi Moruzzi, (360) 867-6309 or moruzzih@evergreen.edu.
Special Expenses: Approximately $5,500 for an optional spring quarter trip to Japan. Only students enrolled in the program full-time are eligible for this trip.
Japan is a vital, energetic and dynamic society that is constantly reinventing itself even while it struggles to maintain a semblance of cultural and social continuity from the long-lost past. Perhaps due to this very characteristic, Japan often presents itself to Westerners as paradoxical and enigmatic. For instance, The New Yorker described Japan as suffering from “the layers-of-the-onion problem,” hinting at its perplexing complexities. Granted that the “layers-of-the-onion problem” is not necessarily confined to the problem of understanding Japan—indeed, most of the problem of knowledge may be rooted in its multi-faceted or multi-layered reality—such a pronouncement probably strikes many people as particularly applicable to their ideas concerning Japan. But it’s precisely for this reason that Japan is a wonderfully complex subject for our intellectual engagement, for it will ultimately shed light upon an understanding of our own society, culture and selves.
Japan Today is devoted to understanding contemporary Japan, its culture and its people. This program combines study of the Japanese language with a study of Japan through lectures, books, films, seminars and workshops. In the language component of the program, different levels of Japanese will be offered. After students are introduced to basic film technical terms, we will view and analyze one film each week throughout fall and winter quarters.

In fall quarter, we will study Japan up to the end of the American occupation. We will emphasize cultural legacies of the historical past. In winter quarter, we will examine Japan after 1952. Special emphasis will be placed on the examination of contemporary Japanese pop culture. In spring quarter, students will have an opportunity to study the Japanese language and culture first-hand in Japan; students who elect to stay in Olympia will continue their Japanese language and cultural studies through individual or group research. Those students going to Japan will conduct individual or group research about contemporary Japanese society and its culture.
Credit awarded in Japanese language, film studies, Japanese history and culture, Japanese literature, sociology and cultural studies.
Total: 4 or 16 credits each quarter. The 4-credit option is available for students who only want to enroll in the language component of the program. A similar program is expected to be offered in 2007-08.
Program is preparatory for careers and future studies in Japanese language and culture, cross-cultural understanding, cultural studies and international relations.
Looking Backward: America in the 20th Century
Fall, Winter and Spring quarters
Faculty: Susan Filedal, José Gómez
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

The language of law plays a large role in our everyday lives. This is true not only in the courtroom when we are called for jury duty, in the law books that report court decisions, and in legal documents such as wills or mortgage contracts, but also in our daily routine and behavior. For example, we agree to downloading software. We subscribe to a code of conduct that can carry severe criminal or civil sanctions if we break it.

Despite this ubiquitous presence of the law, we frequently are unable to understand the ordinances, statutes, court opinions and legal documents that affect us. We look to the newspapers to interpret the current court rulings. We hire lawyers to see us through legal proceedings. We frequently are unable to understand the ordinances, statutes, court opinions and legal documents that affect us. We look to the newspapers to interpret the current court rulings. We hire lawyers to see us through legal proceedings.

To gain a understanding of the relationship of law to language, we will study sociolinguistic principles, particularly linguistic variations such as ebonics, code-switching, conversational style and rhetorical devices such as hyperbole. Some of the case studies we will examine will focus directly on linguistic issues such as bilingualism in the schools, Lau v. Nichols and the Official English movement.

Throughout the two quarters, we will study the many controversies over the use of language that have required legal intervention to resolve. For this, we will focus on the First Amendment right to free speech as we also explore freedom of the use of language from a sociolinguistic point of view. For example, we will consider court testimony to discover the ways in which people express power, solidarity and identity within the strict guidelines of legal settings and legal briefs.

By winter quarter, we will be able to put our new knowledge into practice. Working in legal teams, students will develop appellate briefs on real free-speech cases and will present oral arguments before the “Evergreen Supreme Court.” Students will also rotate as justices to read their peers’ appellate briefs, to hear arguments and to render decisions.

Credit awarded in U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, and American literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in linguistics, languages, social science, law and teaching.

This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.
In this program, we will dialogue about social movement and resistance to explore issues of class, race and political or social authority through an interdisciplinary approach informed by social and cultural history, African American studies, dance and media. Body politics have forced dancers to choreograph resistance through movement. Isadora Duncan resisted the status quo of acceptable dance to create a new form for self-expression. Josephine Baker used dance as an expression of civil rights for all people. Pearl Primus lectured and taught dance as an expression of civil rights for all people. By using people of all body types and ages in his choreography, but also by using dance to talk to the audience about difficult issues—for example, “dance around” the subjects of sexuality and race.

In each quarter of this program, students will acquire specific critical and technical skills to explore different forms and concepts related to our key inquiry. Students will experience how the body moves in reaction to space, time and gravity in studio work. Reading, writing, lectures and media will promote an understanding of the dynamic relationship between the powers of movement and resistance. Credit awarded in social/cultural studies, writing, movement/expansive arts, social and cultural history, quantitative reasoning and dance history.

Total: 16 credits each quarter.

This program is also listed under Expressive Arts.
Res Publica: Examining the Body Politic
Fall, Winter and Spring quarters
Faculty: Charles Paltchorg, Andrew Reeco, Matthew Smith
Enrollment: 72
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $30 each quarter for program retreats or other travel.
Internship Possibilities: Winter and spring quarters with faculty approval.

Supporting and encouraging those ready for advanced work.

Class Standing: This all-level program offers Fall, Winter and Spring quarters.

Fall, Winter and Spring quarters
Faculty: Marianne Bailey, Stacey Davis, Babacar M'Baye
Enrollment: 75
Class Standing: Sophomores or above; transfer students welcome.

Special Expenses: Approximately $5,500 for an optional trip to Martinique during spring quarter.

What is the relationship between one’s political identity and one’s membership in a larger “ethnos”, a grouping based on language, ethnicity, religion and other characteristics that seem “prior” to citizenship?

These questions arise for the individual vis-à-vis the state (a city-state, a nation-state, or an empire), and they arise for the Body Politic vis-à-vis a larger community of states, nations or empires. We will address them at both levels.

Our studies will be historical, and we will study closely the work of historians, philosophers and political theorists. We will examine, as well, how dramatists, painters and poets have represented the public and private self and how the arts shape, support or undermine public and private identities.

Our approach will be cyclical, moving repeatedly, rather than quarter by quarter, through developments in Greco-Roman antiquity, then through the founding period of political liberalism (17th and 18th centuries), then through developments in recent times.

This program stresses acquiring and sharpening the tools of critical analysis, of interpretation and argumentation, both written and oral. Not only will we examine the Body Politic, but we will also be concerned with how to move it. We will emphasize learning to address the Body Politic, and learning to write and speak effectively in challenging or defining points of view on what constitutes the public interest. Writing and re-writing — both expository and interpretive — will be regular components of student work. Student work will be read both by faculty and other students. On occasion, students will be asked to argue their views orally.

Credit awarded in history both ancient and modern, philosophy, political science, writing and civics.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are enrolled in 4 credits of language study or an internship.

Program is preparatory for careers and future studies in the humanities and social sciences such as history, political science, philosophy, law public policy, education, politics and journalism.

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

Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
Fall, Winter and Spring quarters
Faculty: Matthew Smith
Enrollment: 58
Class Standing: African and Francophone cultures:

A similar program is expected to be offered in 2007-08.

Strengthening and encouraging those ready for advanced work.

Class Standing: Sophomore or above; transfer students welcome.

Special Expenses: $5,500 for an optional trip to Martinique during spring quarter.

What is the relationship between one’s political identity and one’s membership in a larger “ethnos”, a grouping based on language, ethnicity, religion and other characteristics that seem “prior” to citizenship?

These questions arise for the individual vis-à-vis the state (a city-state, a nation-state, or an empire), and they arise for the Body Politic vis-à-vis a larger community of states, nations or empires. We will address them at both levels.

Our studies will be historical, and we will study closely the work of historians, philosophers and political theorists. We will examine, as well, how dramatists, painters and poets have represented the public and private self and how the arts shape, support or undermine public and private identities.

Our approach will be cyclical, moving repeatedly, rather than quarter by quarter, through developments in Greco-Roman antiquity, then through the founding period of political liberalism (17th and 18th centuries), then through developments in recent times.

This program stresses acquiring and sharpening the tools of critical analysis, of interpretation and argumentation, both written and oral. Not only will we examine the Body Politic, but we will also be concerned with how to move it. We will emphasize learning to address the Body Politic, and learning to write and speak effectively in challenging or defining points of view on what constitutes the public interest. Writing and re-writing — both expository and interpretive — will be regular components of student work. Student work will be read both by faculty and other students. On occasion, students will be asked to argue their views orally.

Credit awarded in history both ancient and modern, philosophy, political science, writing and civics.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2007-08.

Program is preparatory for careers and future studies in the humanities, French and Francophone cultures, history, folklore, graduate students in a number of related fields, business and organizations, and cultural studies.

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

Babacar M'Baye
Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures of Africa and the Americas
Fall, Winter and Spring quarters
Faculty: Matthew Smith
Enrollment: 58
Class Standing: African and Francophone cultures:

A similar program is expected to be offered in 2007-08.

Strengthening and encouraging those ready for advanced work.

Class Standing: Sophomore or above; transfer students welcome.

Special Expenses: $5,500 for an optional trip to Martinique during spring quarter.

What is the relationship between one’s political identity and one’s membership in a larger “ethnos”, a grouping based on language, ethnicity, religion and other characteristics that seem “prior” to citizenship?

These questions arise for the individual vis-à-vis the state (a city-state, a nation-state, or an empire), and they arise for the Body Politic vis-à-vis a larger community of states, nations or empires. We will address them at both levels.

Our studies will be historical, and we will study closely the work of historians, philosophers and political theorists. We will examine, as well, how dramatists, painters and poets have represented the public and private self and how the arts shape, support or undermine public and private identities.

Our approach will be cyclical, moving repeatedly, rather than quarter by quarter, through developments in Greco-Roman antiquity, then through the founding period of political liberalism (17th and 18th centuries), then through developments in recent times.

This program stresses acquiring and sharpening the tools of critical analysis, of interpretation and argumentation, both written and oral. Not only will we examine the Body Politic, but we will also be concerned with how to move it. We will emphasize learning to address the Body Politic, and learning to write and speak effectively in challenging or defining points of view on what constitutes the public interest. Writing and re-writing — both expository and interpretive — will be regular components of student work. Student work will be read both by faculty and other students. On occasion, students will be asked to argue their views orally.

Credit awarded in history both ancient and modern, philosophy, political science, writing and civics.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2007-08.

Program is preparatory for careers and future studies in the humanities, French and Francophone cultures, history, folklore, graduate students in a number of related fields, business and organizations, and cultural studies.

Students who register for a program but do not attend the first class meeting may be dropped.
The Voice of the Poem and Other Musics

Fall, Winter and Spring quarters
Faculty: Arun Chandra, Leonard Schwartz
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $35 each quarter for tickets to operatic and musical events.

This program will involve a compositional, structural and historical immersion in the relationships between poetry and music and the political significance of each.

Some of the creative compositional questions to be addressed include: When does one medium supplant the other, and why does it do so? Does the meaning of the text always hold sway over its “music”? When does “music” render its text insignificant? What is the “music” of political speech, and what does its “music” do to its “meaning”? What are the similarities and differences between delivering a political speech to 20,000 people, and delivering a political song to 20,000 people? How can we protect our creative work from being given a political function that we oppose? What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, What difference will it make?

Learning happens when you have an experience and then reflect on it. Our focus will be on the craft of reflection. Our interest is the relationship between conscious reflection—awareness—and learning.

Students will begin their work by designing their own learning experiences. These field studies, which will constitute half the work of each quarter, can be anything (walking, reading, hospice care, welding, cooking, meditation, etc.). We will begin our work together by having each person answer these questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, What difference will it make?

We will participate in mind-body practices that facilitate or enhance our ability to reflect on these experiences in historical, cross-cultural and gendered contexts. We will undertake an intensive study of work by, and inspired by, Ivan Illich, Luce Irigaray and Jean Klein.

Credit awarded in somatic studies, philosophy, sociology, education, feminist theory and consciousness studies.
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 education, consciousness studies, creative writing, social and cultural studies, women’s studies and somatic studies.
This program is also listed under Programs for Freshmen.
A Novel Idea
Winter and Spring quarters
Faculty: Bill Ransom
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
The best way to read a novel is the best way to write one: by full immersion. This intense, medium-residency program will demand extensive readings of novels and of novelists on novel writing, coupled with a journeyman-like approach to the development of the students' own novels. Students will meet as a large group the first, fifth and 10th week of each quarter for lecture, discussion and critique. Classroom work will focus on the creation and integration of the novel's most important elements: character, scene and dialogue. Besides the large group sessions, five-person groups will meet once a week to discuss specific elements from their readings and once a week to critique each other's new work. Some meetings, critiques and discussions will occur in cyberspace, so experience with e-mail attachments, chat rooms and Microsoft Word's "Tools" features is recommended. Emphasis will be on writing fast while writing well. Students can expect to produce a substantial volume of writing on schedule each week. Experience with face-to-face critique of personal writing is essential.

Credit awarded in studies in fiction and creative nonfiction, editing, copyediting, publication layout and design, the humanities, social science and teaching.
Total: 16 credits each quarter.
Program is preparation for careers and future studies in fiction and creative nonfiction, editing, copyediting, publication layout and design, the humanities, social science and teaching.

Political Bodies: Recent Chilean Literature
Winter quarter
Faculty: Alice Nelson
Enrollment: 25
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Advanced Spanish language skills.
Faculty Signature: Students must be assessed for their ability to meet the prerequisites.
Contact Alice Nelson, (360) 867-6629 or nelsona@evergreen.edu. Assessments completed by December 2, 2005, will be given priority. Qualified students will be accepted until the program fills.
Prerequisites: Advanced Spanish language skills. Qualified students will be accepted until the program fills.

This program is also listed under Programs for Spanish literature, Russian and East European studies.

Winter quarter
Faculty: Alice Nelson
Enrollment: 25
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Advanced Spanish language skills.
Faculty Signature: Students must be assessed for their ability to meet the prerequisites.
Contact Alice Nelson, (360) 867-6629 or nelsona@evergreen.edu. Assessments completed by December 2, 2005, will be given priority. Qualified students will be accepted until the program fills.

A typical week will include lecture, two seminars, one film session and a writing workshop. Students will write four interpretive essays on literary texts. Each student will also choose a topic to explore as a final project, which will culminate in a longer essay and an oral presentation during the last week of the program. All program work will be completed in Spanish.
Credit awarded in Chilean literature, Chilean history, advanced Spanish (conversation and composition).
Total: 16 credits.
Program is preparatory for careers and future studies in language, history, literature, writing and international studies.

Animated Visions: Allegories of Resistance
Spring quarter
Faculty: Ruth Hayes, Patricia Kracilic, Leonard Schwartz
Enrollment: 69
Class Standing: This all-level program accepts up to 50 percent freshmen, 25 percent sophomores and 25 percent juniors or seniors; it will offer appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: $100 for art and animation supplies.
An apple struggles to fall from a tree, desiring to experience gravity, even if it means death. A man must navigate through endless bureaucratic channels in order to recover his nose, which has assumed a life of its own. People enter and exit an apartment house in every way they can, except the front door. We come upon these strange and seemingly nonsensical images while viewing or reading works of animation and literature from Russia and East European countries that experienced Soviet domination. What do they mean?

In this program, we will explore the historical and cultural contexts of animated films and poetic and prose texts from Russia and the Soviet bloc countries to find how, and to what extent, they express resistance to totalitarian political and social oppression. As we screen works by animators such as Jan Svankmajer, Yuri Norstein, Nina Shorina and Michaela Pavlatova, students will learn how to "read" them in light of the historical events and cultural influences their makers experienced. Readings of the poetry of Arkady Dragomoschenko, Alexei Parshchikov and Elena Shvarts, and the prose of Milan Kundera, Václav Havel and others will further inform and expand students' understanding of the uses of metaphor and allegory to express the inexpressible, to outwit censors, to reach like-minded souls and to subvert dominant ideologies.

Students will do close readings of several poetic texts and animated films in written and oral presentations based on research about the contexts in which they were made. In two hands-on workshops they will learn either basic animation skills in techniques used by the animators studied, or translation and poetry techniques adapted from Russian and Eastern European literary strategies.
Credit awarded in animation; animation studies; Soviet, Russian and East European literary and cultural studies; comparative poetics; and translation: theory and practice.
Total: 16 credits.
Program is preparatory for careers and future studies in animation, media studies, and Soviet, Russian and East European studies.

This program is also listed under Programs for Freshmen and Expressive Arts.
Art of Conversation
Spring quarter
Faculty: Susan Fiksodal
Enrollment: 23
Class Standing: This all-level program accepts up to 50 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Conversation is fundamental to our learning processes and our interpersonal interactions. In this program we will take a sociolinguistic approach to understanding the way conversation works, how it is organized, how it constructs our social reality, and why we have misunderstandings. Using discourse analysis, we will look at various types of conversations—those between friends, on television, on film and in seminars. Many conversations we examine will be cross-cultural, and we will use this term in its broadest sense, looking at conversations between people of different linguistic cultures, as well as those between genders, classes and ethnicities in the United States. We will examine the ways speakers create identity, draw on power and solidarity, maintain face and construct a style.
Credit awarded in language acquisition, sociolinguistics, discourse analysis and communication.
Total: 16 credits.
A similar program is expected to be offered in 2007-08.
Program is preparatory for careers and future studies in linguistics, communication, politics, law, medicine, teaching, television and radio.
This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

Democracy and Equality
Spring quarter
Faculty: José Gómez
Enrollment: 25
Class Standing: This sophomore or above program accepts up to 50 percent sophomores; transfer students welcome.
Equality is an ancient ideal, yet at best the United States has embraced it ambiguously and ambivalently throughout its history. Frequently, it has rejected the ideal altogether by selectively applying it—an oxymoronic result that effectively nullifies the ideal in favor of the opposite rule of inequality. Thomas Jefferson wrote in the Declaration of Independence that “all men are created equal,” yet he owned slaves. The framers claimed to cherish equality, yet they chose not to enshrine it in the Constitution. It wasn’t until the 14th Amendment’s adoption in 1868 that this ideal was represented as an enforceable constitutional guarantee. However, this did not prevent the states from passing Jim Crow laws to maintain white supremacy, or the Supreme Court from ruling that the Amendment did not mean what it said. Women were denied the right to vote until the ratification of the 19th Amendment in 1920, and the struggle to secure and maintain equal rights for many classes of persons continues to this day.
In this program, we will study this long and continuing struggle to secure equality for all Americans. We will begin by taking a critical look at the early cases in which the Supreme Court eviscerated the ideal of equality by circumventing the 13th, 14th and 15th Amendments. We will then study the many cases in the 20th and 21st centuries that have chipped away at Jim Crow and inequality. These involve struggles for equal rights in education, employment, public accommodations, housing, voting and university admissions. We will also examine the modern equal-protection cases that have gone beyond the 14th Amendment to include disability, indigence, alienage, wealth and sexual orientation.
In addition to court opinions, readings for the program will include scholarly writings that explore 14th Amendment theory. Working in legal teams, students will develop appellate briefs on real equal-protection cases and will present oral arguments before the “Evergreen Supreme Court.” Students will also rotate as justices to read their peers’ appellate briefs, to hear arguments and to render decisions.
Credit awarded in constitutional law, critical legal reasoning, legal research and writing, and appellate advocacy.
Total: 16 credits.
Program is preparatory for careers and future studies in the humanities and liberal arts.

English Renaissance Literature
Spring quarter
Faculty: Charles McCann
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Students in this program will work together in an intensive exploration of English Renaissance literature. Readings will cover Tudor history; poetry by 10 poets, with emphasis on the shorter poems of Spenser, Shakespeare and Donne; drama by Marlowe and Shakespeare; and prose by representative thinkers of the age on governance (More), manners (Castiglione), politics (Machiavelli), exploration (Hakluyt), religion (Foxe) and rational inquiry (Bacon).
In addition to being immersed in one of the greatest ages in our cultural heritage, participants will learn how to read differently for different purposes; to read critically; to organize their thoughts in expository writing; and to learn from their peers. Students are expected to be prepared for every seminar, to write weekly short papers on poetry, and to research and write one longer paper on a historical topic. Before our first class meeting, seminar participants should read Bucholtz and Key, Early Modern England 1485-1714: A Narrative History; pp. 1-78, and be prepared for discussion.
Credit awarded in English prose, English poetry, English drama and English history.
Total: 16 credits.
Program is preparatory for careers and future studies in law, education, public policy, political theory, history and political science.
This program is also listed under Society, Politics, Behavior and Change.
Jefferson's American West
Spring quarter
Faculty: Frederica Bowcutt, Michael Pfeifer
Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $200 for field trips; $20 for expenses of students

In this program students will explore the ways in which Thomas Jefferson laid the foundation for land-use patterns and social ideologies in the American West. We will study American history from roughly 1700 to 1850 to better understand the historical context of Jefferson's life and work. Our study of American history will encompass both cultural and natural history. As a learning community, we will travel a portion of the route covered by the Lewis and Clark expedition. During this required, multi-day field trip students will maintain a detailed natural history journal with special attention given to learning native plants. Students will have an opportunity to learn about tribal uses of plants and the land, including indigenous resource management of prairies. Students will also use their journals to record their observations of contemporary land use. We will take note of current expressions of people's sense of place and history in the West.

Students will study the journals of Lewis and Clark expedition members as models. We will study these journals for their content based on natural history and anthropological observations, as well as records of their experiences of the journey. We will also study the state of science during this time period and how Jefferson and others instructed Lewis and Clark to use the sciences to advance their goals.

As a learning community, we will ponder the following questions: What instructed Jefferson to make the Louisiana Purchase? How did the culture and society of the 18th-century American backcountry shape Jefferson's vision of American territorial expansion? In what ways did he see settlement of the West as central to his visions of building a democratic nation? What role did the Lewis and Clark expedition play in Jefferson's grand plans for the West? What place, if any, did tribal people and other people of color have in Jefferson's expansion plans? To what extent did European intellectuals shape Jefferson's thoughts about Indians and governance? How did Jeffersonian ideals and philosophy shape the migration to and settlement of the early West in the first half of the 19th century? How does knowledge of this history inform our understanding of current land use and Western natural resource management? In what ways has this past shaped contemporary Westerners, their sense of self and sense of place?

Credit awarded in American history, natural history and field botany.
Total: 16 credits.

Program is preparatory for careers and future studies in cultural history, natural history, teaching and environmental education.
This program is also listed under Programs for Freshmen and Environmental Studies.

"Nation and Narration": Mexico
Spring quarter
Faculty: Alice Nelson
Enrollment: 24

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: $150 for program retreat/field trips.

In Nation and Narration, Homi Bhabha asks, "What forms of narrative express the ideology of the modern nation? How do questions of race and gender, class and colonialism, change the boundaries of national identity? Who speaks in the name of the nation?" We will explore these questions in the context of contemporary Mexico, from the 1910-20 revolution through the present. Focusing on literary and visual analysis, this program will look at fictional and visual stories about Mexico's national and regional identities. We will ask how such representations of "the nation"—symbolic attempts at constructing unity—involve points of inclusion and exclusion, collective hopes and potential contradictions.

Over the course of the quarter, we will critically analyze several literary works within their historical contexts. Authors may include Juan Rufio, Octavio Paz, Rosario Castellanos, Carlos Fuentes, Elena Poniatowska and Subcomandante Marcos. In addition, we will explore the significance of visual cultures from the same time periods, from early 20th-century art movements such as muralism to contemporary films like Amores perros. Selected historical and theoretical texts will provide frameworks for our inquiry. The program will emphasize developing writing skills across several genres, including personal narrative, literary and cultural analysis, film criticism.

In addition to the 12-credit core described above, students may enroll in a separate 4-credit Spanish language class at the appropriate level through Evening and Weekend Studies, or complete an additional 4-credit project within the program itself. For this project, each student will choose a writer or artist to research in depth over the course of the quarter, culminating in a written essay and oral presentation of this work during the last week of the program.

Credit awarded in Mexican literature, writing, visual literacy, and the history and politics of contemporary Mexico.
Total: 12 or 16 credits. The 16-credit option is for those students who want to include a additional 4-credit project within the program.
Program is preparatory for careers and future studies in cultural studies, history, literature, writing, international studies and teaching.
This program is also listed under Programs for Freshmen.

William Faulkner: Yoknapatawpha Saga
Spring quarter
Faculty: Tom Griscom
Enrollment: 24

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

In his innovative and passionate fiction, William Faulkner created a mythical southern kingdom, Jefferson, Mississippi, in Yoknapatawpha County, stretching along the banks of the Tallahatchie River, the one real landmark that served to remind us that this fictional world was intended to represent the South he knew and loved: from its beginnings as a land wrested by slave labor from the wilderness; to the bloody and bitter war that ended slavery and left a devastated and conquered land; to the lingering aftermath of that war and the continuing legacy of a past always haunting the present. This work was, as he described it in his Nobel Prize acceptance speech, "... a life's work in the agony and sweat of the human spirit ... about ... the human heart in conflict with itself..." and by it he left a lasting legacy in American literature.

This program will be an intensive examination of major works of fiction by this important writer, chosen from such works as Sartoris; The Sound and the Fury; As I Lay Dying; Light in August; Absalom, Absalom!; Absalom!; Intruder in the Dust; The Town; The Mansion; and The Reivers, plus Faulkner's collected short stories. In addition, we will read literary criticism of Faulkner's work and a biography of the life and times of the writer. Students will write responses each week to the readings and will produce a longer expository paper on some chosen aspect of Faulkner's writing. We will pay particular attention to the structure and aesthetic qualities of the writings, and to their meaning and relevance, responding to the question: What is the writer doing, and how does he do it? We will read and discuss to understand and assess Faulkner's contribution to, and place in, American literature. Classes will be seminars and recitations in which students will be responsible for presenting their own expository writing and work.
Credit awarded in 20th-century American literature, contemporary intellectual history, research and expository writing.
Total: 16 credits.
Program is preparatory for careers and future studies in the humanities.
This program is also listed under Programs for Freshmen.
ENVIROMENTAL STUDIES

The Environmental Studies (ES) planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas. In any year, each thematic area explores some of its own set of topics, listed here:

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

**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.

**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 programs in political economy, physical science and mathematics.

Please note that for students who 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 the Advanced Research in Environmental Studies program; 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. In addition, any of the Environmental Studies faculty can advise students on their choice of program. Students should feel free to call or e-mail faculty whose interests overlap their own to seek advice. Another advising resource is the Environmental Studies coordinator, who will be aware of any updates that have been made to the catalog since it was printed. The name and e-mail of the Environmental Studies coordinator are available from Academic Advising.

Environmental Studies has repeating programs that are offered every year or every other year. Program titles and content, however, change from year to year. Thus the same program offered in two different years—while covering the same general topic areas—may have different faculty and significantly different foci. Environmental Studies also provides one-of-a-kind programs that faculty team up to create in response to a unique combination of interests, events and synergy.

Students new to ES might consider taking Introduction to Environmental Studies (different versions are offered every year), which is intended for sophomore and transfer students, but is also open to well-prepared freshmen. Other repeating programs include Ecological Agriculture, Marine Life, Temperate Rainforests and Tropical Rainforests, which are offered on an alternate-year schedule. Each year there are programs primarily 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 MES electives, which are taught in the evenings, frequently allow advanced undergraduates to enroll.

**Affiliated Faculty:**
- Sharon Anthony
- Frederica Bowcutt
- Paul R. Butler
- Gerardo Chin-Leo
- Robert Cole
- Amy Cook
- Carolyn Dobbs
- Russell R. Fox
- Martha Henderson
- Heather Heying
- John T. Longino
- Cheri Lucas-Jennings
- Lee Lyttle
- Ralph W. Murphy
- Nalini Nadkarni
- Lin Nelson
- John H. Perkins
- Paul Przybylowicz
- Liza Rognas
- Martha Rosemeyer
- Oscar H. Soule
- Ken Tabbutt
- Erik V. Thuesen
- Ted Whitesell
- Tom Womeldorff
Advanced Research in Environmental Studies

John T. Longino studies insect taxonomy and the ecological interactions of canopy-dwelling plants and animals in tropical and temperate rainforests. She is the president of the International Canopy Network, headquartered at Evergreen. She welcomes students who want experience in nonprofit organizations to work with her on communicating scientific information about forest canopies to other researchers, educators and conservationists. She is also interested in communicating her work to nonscientists, and working with artists on collaborative ways of understanding trees and forests.

Linn 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 North American 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.

Ken Tabbutt is a geologist with two areas of interest: using Geographic Information Systems (GIS) to reconstruct Pleistocene landscapes in the southern Puget Sound and aqueous chemistry. He would welcome conversations with students interested in doing research along these lines, but would expect some background in GIS, geology, hydrology or chemistry, as consistent with the research topic.

Erik V. Thuesen conducts research on the ecological physiology of marine animals. He and his students are currently investigating the physiological, behavioral and biochemical adaptations of gelatinous zooplankton to estuarine hypoxia. Students working in his lab typically have backgrounds in different aspects of marine science, ecology, physiology and biochemistry.

Credit awarded in areas of student work.
Total: 4 to 16 credits each quarter. Students will negotiate credit with faculty sponsor.

Alternatives to Capitalist Globalization

Fall and Winter quarters
Faculty: Steve Niva, Peter Bohmer, Lin Nelson
Enrollment: 75
Class Standing: Sophomores or above; transfer students welcome.

At the beginning of the 21st century, a great number of global and national elites, intellectuals and international financial institutions, such as the World Trade Organization, International Monetary Fund and World Bank, claim that there are no alternatives to capitalist globalization. They claim that the world must be restructured according to “free market” and “free trade” principles that open up countries to the products, services and investment of multinational corporations; reduce social relations to commercial transactions; and impose Western development models on diverse cultures.

In this program, we will study diverse social movements, organizations and thinkers who are offering alternative visions for organizing global society and meeting human needs. Many of these alternative visions have developed within the emerging global justice movement, and many draw upon historical precedents and various traditions of resistance. Still others have been influenced by socialist, anarchist, ecological, feminist or Southern perspectives. We will explore these and other alternatives to capitalist globalization that have developed around the world. We will also examine selected case studies of attempts to create alternative social systems. These range from small-scale intentional communities, cooperatives and permaculture communities to contemporary movements such as the Brazilian MST (landless peasant movement) and European autonomous movements to larger-scale cases such as Swedish social democracy, Cuban socialism, the Indian state of Kerala and Argentinean barter and trading networks. This program will critically analyze the strengths and weaknesses of each alternative, and students will formulate their own views on the possibility and desirability of developing new visions of a global society.

Some programs may be cancelled and others added after this printing.
For the most current information, see www.evergreen.edu/catalog.
A central feature of the debate about globalization is how "free trade" principles and practices are affecting the environment, public health and community life. We will examine the growing literature and many organizations and voices that are depicting a range of effects, from the impact on worker health in relocated and unregulated industries to the broad changes in local food systems. Workers, farmers and consumers provide a range of points on how things are changing in communities around the globe, and they offer ideas and experiments in resisting unregulated global production and trade. Environmental advocates offer frameworks for critically examining how globalization affects regional ecosystems, environmental health and natural resources. We will examine how environmental and public health concerns connect with broad social justice movements and alternative visions. We will do this in part through studying conditions and alternatives around selected products and production activities, such as the current debate about the production, distribution and disposal of computers. Throughout our analysis, we will pay special attention to the conditions facing women in their changing roles in the global system of production and consumption. Women's social justice visions for strengthening community life and self-determination will help guide our work.

Students will be encouraged to explore related issues in their own communities through internships, organizing and projects, in order to deepen their understanding of the relationship between theory and practice. Students will be evaluated on their ability to address and critically examine historical and contemporary issues in relation to political, social and economic theory and practice. A strong emphasis will be placed on developing skills in critical thinking, reading, writing and public speaking. We welcome students with a social science background, but invite all students interested in our work to join us.

Credit awarded in political economy, the theory and practice of social movements, comparative social systems, globalization studies, gender studies, environmental studies and political theory.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in graduate school in the social sciences, working for international nonprofit/nongovernmental organizations, organizing, environmental and social justice advocacy and public interest law.

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

Ecological Agriculture: A Systems Perspective
Fall, Winter and Spring quarters
Faculty: Martha Rosemeyer, TBA
Enrollment: 50
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: High school biology and chemistry
Special Expenses: $50 each quarter for overnight field trips.
Internship Possibilities: Spring quarter with faculty approval.

The Ecological Agriculture program provides a broad, interdisciplinary study of agriculture from a critical perspective of social and ecological sustainability. In fall quarter, we will examine the history and present predicament of North American agriculture. During winter quarter, we will consider alternatives and possible futures of agriculture. In spring quarter, seminars will focus on third-world agriculture, and we will offer several modules of study—for example, crop botany and plant breeding and/or tropical cropping systems.

We will emphasize "systems" thinking, expositional and scientific report writing, library research and quantitative reasoning skills. Lectures will focus on ecological principles applied to agro-ecosystems, soil science and fertility management; crop and livestock management; and agricultural history, socioeconomic aspects of agriculture and the regional to global food system. Labs will provide a hands-on introduction to soil science, experimentation, energy flow and nutrient cycling through farms. Field trips will allow students to visit farms that are working toward sustainability, and to interact with farmers.

Students will also have the opportunity to gain practical experience in food production at the college's Organic Farm under the direction of the farm manager. This will be part of Practice of Sustainable Agriculture in spring quarter. Other student projects and internships will also be spring-quarter options.

Credit awarded for upper-division work.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2007-08.

Program is preparatory for careers and future studies in sustainable agriculture, environmental studies and community studies.

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

*Indicates upper-division credit
Evolution: Patterns and Processes

Fall, Winter and Spring quarters
Faculty: Heather Heying, Donald Morisato
Enrollment: 50
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year each of college biology and chemistry. Familiarity with probability and statistics is recommended. Students must be prepared to dissect preserved vertebrate specimens.
Special Expenses: Approximately $75 for lab specimens and materials.

The theory of evolution is the cornerstone of modern biology, unifying disciplines as diverse as molecular genetics and population ecology. Evolution provides an explanation for the extraordinary biological diversity on this planet. Yet, what is the best way to study this process? By focusing on the mechanisms producing variation? By seeking evidence of past evolutionary change in the phenotype? Or by generating theory that fits with what we already know? At what level does natural selection act—on genes, on organisms, or on groups of organisms? This program will present and discuss some of the big ideas in evolution and, at the same time, examine how we, as scientists with distinct scientific processes and cultures, approach these questions.

During fall quarter, we will begin with a few apparently simple, yet often unresolved questions in evolutionary biology: What is a species? How do we know? We will be studying several aspects of micro-evolution—the change that occurs within populations, over time spans that are directly observable by humans—and spending some time in the field. On a parallel track, we will consider mutation and genetic variation as agents of evolutionary change. We will begin with classical Mendelian genetics and move on to a formal treatment of population genetics and the analysis of complex traits.

During winter quarter, we will focus on macro-evolutionary processes—specifically speciation and the evidence it leaves behind. Throughout this quarter we will focus on large philosophical questions, including: How, generally, do we make claims of knowledge in the study of history, including in an historical science such as evolution? Can we generalize from singular events, such as the evolution of flight in birds and, if so, what is our justification for doing so? We will focus on the two primary sources of evidence in studies of evolutionary history: morphological and molecular characters. In the morphology section, we will focus on vertebrate anatomy and evolution; weekly labs will involve the dissection of sharks and cats. The molecular biology section will present a more explicitly chemical view of the processes underlying the transmission and expression of genetic information. We will consider how the analysis of DNA sequences can reveal historical relationships. The systematic comparison of different animal genomes has provided the surprising insight that evolution of diversity does not arise by creating large numbers of specialized new genes, but rather by deploying the same set of genes in different ways.

In spring quarter, we will focus on a few case studies that will further build upon the connections among the fields of phylogenetic systematics, genetics, molecular biology, evolutionary ecology, and anatomy. For example, we may consider the acquisition of language in Homo sapiens by comparing chimps with humans through studies on the FOXP2 gene, as well as investigating the evolution of different language groups. Students will apply skills to independent research projects each quarter, which may comprise indoor bench work, field-based projects, analysis of existing datasets or a combination of these approaches.

This yearlong, upper-division science program will have an intensive workload, and students should be prepared to think and hypothesize creatively and rigorously.

Credit awarded in evolutionary biology*, systematics*, genetics*, molecular biology*, anatomy* and developmental biology*.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2008-09.

Program is preparatory for careers and future studies in the biological sciences.

This program is also listed under Scientific Inquiry.

*Indicates upper-division credit

Imaging the Body

Fall and Winter quarters
Faculty: Lisa Sweet, Paul Przybylowicz
Enrollment: 46
Class Standing: This all-level program accepts up to 50 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Prerequisites: A basic familiarity with high school biology will be helpful.
Special Expenses: $60 for Ropes Course; $150 for art supplies.

Imaging—"To form a mental picture of; to make a visible representation of:" Imaging the Body will explore the many ways we develop mental pictures and visible representations of the human body. This exploration will be multifaceted—studying the body, depicting the body and being in the body. By blending a scientific understanding of how the body functions with visual representation and movement, students will gain an integrated awareness of the human body.

We will learn how the body is constructed through anatomical studies and will also explore the body's underlying physiological processes. Some of the questions that will shape our inquiry include: How does a scientific understanding of the body inform an artistic understanding of the body? How does the body manifest movement as a mechanism? What is physical "beauty" according to our culture? How can artistic work inform a physiological understanding of the body? What is our relationship to science as it seeks ways to treat or adapt human bodies? What are the physiological changes that occur as the body ages? How do our perceptions of the body change with age? Weekly practice in yoga and life drawing will help students experience and visualize the subject matter first-hand. Moving beyond these skills, we will consider how the body looks and works; the possible consequences of valuing physical appearance and function (or dysfunction) in Western culture.

This program has three structural elements: (1) anatomy and physiology, (2) drawing and (3) movement. Students will be expected to devote equal amounts of energy to each part of the program. Expect to work 50 hours a week, including class meetings.

Students who register for a program but do not attend the first class meeting may be dropped.
Fall quarter will focus on gaining basic skills in anatomy including learning the musculo-skeletal system, life drawing, basic biology, basic physiology and visual literacy. "Body image" will be a broad theme that guides our work in the fall. Winter quarter will capitalize on skills developed in fall, and our exploration of the body will broaden to investigate additional themes around the body including birth, disease, dysfunction and death. Also in the winter, students will initiate independent research projects on a particular subject and express their findings through both scientific and artistic research.

Half of the learning community will be freshmen. Everyone else will be expected to take an active role in mentoring students who are new to Evergreen, both through a one-on-one peer-mentoring program, and through student-designed workshops and presentations.

Credit awarded in anatomy, physiology, life drawing, art appreciation and expository writing. Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, the arts and movement studies. This program is also listed under Programs for Freshmen and Expressive Arts.

**Introduction to Environmental Studies: Land**

**Fall and Winter quarters**

*Faculty:* Ken Tabbutt, Carolyn Dobbs, TBA

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Special Expenses:** $200 for possible overnight, in-state field trips.

Washington State is home to three national parks as well as several national historical parks, sites and reserves. Mount Rainier, Olympic and North Cascades National Parks were established between 1899 and 1968 because of the aesthetic beauty of their alpine peaks, but their fragile and unusual ecosystems have made their preservation even more important. National park employees who steward and manage these protected areas face an increasingly daunting task of maintaining ecosystem integrity while also keeping the parks accessible to an ever-growing number of visitors.

We will explore this tension by looking at the history of national parks, funding and management strategies, science in the parks, planning efforts, and critical thinking about the future of national parks. We will also examine what the parks protect, both organic and inorganic, and how these systems interact. This program will focus on the physical, social and biological aspects of the ecosystems of these parks and the impact of both visitor use and park policy on these systems.

Fall quarter will introduce students to forest ecology, physical geology, political science and social science research. Comparisons will be made between the legal definition and management of various federally administered public lands, including Forest Service national forests and wilderness areas and national monuments, as well as national parks and other protected areas administered by the U.S. Department of the Interior. Historic and contemporary relations of Native Americans and national parks will also be discussed. Students will be introduced to the geologic processes that have shaped the parks and will learn about the regional geologic history that produced the Olympic and Cascade ranges. Forest botany and ecology will also be introduced.

The focus during winter quarter will be on geologic hazards, environmental geology, disturbance ecology, human communities and human ecology. These topics address the effect that humans have on the park and the effect, or potential effect, of the park on human communities. We will also focus on the cultural aspects of national parks, both for the general public and those who work and volunteer at the parks.

Quantitative problem solving, social science field research and writing will be stressed, with writing assignments ranging from field journals to research papers, and possible group projects. Service learning may also be an integral component of this program.

Credit will be awarded in political science, social science field research, writing, forest ecology, physical geology, environmental geology and applied Geographic Information Systems. Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental studies, environmental science, natural resource management, earth sciences and public policy. This program is also listed under Programs for Freshmen.

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

**Fall, Winter and Spring quarters**

**Faculty:** Dharmi Bopegedara, James Stroh, TBA

**Enrollment:** 62

**Class Standing:** Sophomores or above; transfer students and well-prepared freshmen are welcome. Freshmen must contact Dharmi Bopegedara, (360) 867-6620 or bopegedd@evergreen.edu, to verify their qualifications.

**Prerequisites:** Strong critical thinking skills; proficiency in precalculus and trigonometry extremely important; high school chemistry helpful but not required.

**Special Expenses:** Approximately $50 for a mineral collection to be acquired over the course of the year.

This program is designed for students with a keen desire for a strong background in geology, mineralogy, chemistry and mathematics of the kind needed for serious work in the natural sciences. The program's work will include lectures, readings (both technical and general), calculations, field and laboratory work, reports and limited seminar discussion.

We will cover standard introductory topics in geology, mineralogy, chemistry and differential and integral calculus at the college level. For example, in earth science we will explore what a mineral or group of minerals is made of, how they form and where they occur, and what their symmetry properties are. We will also analyze the mineral or rock in the laboratory.

We will develop theory and laboratory practice concurrently, and students will apply principles in the three major subject areas. Structured and exploratory exercises will be used to frame and solve problems. Seminar readings and discussions will both broaden and deepen the program material. Readings will come out of good democracy and good design. Our central question will be: In the present-day United States, how can public projects be designed ecologically and planned/implemented democratically?

The program faculty believe that the path to good answers goes through intelligent politics/administration and imaginative planning/engineering. In other words, good answers come out of good democracy and good design. This program will develop background in what it takes to achieve good democracy and good design, specifically in the nature and practice of American local politics and administration, and the theory and practice of ecologically sound civil engineering and planning. We do not require any specific background, although students will find it helpful to have solid experience and skill in at least one of the following: expository writing, community studies, graphic communication or ecological design.

Fall quarter will be organized around lectures and workshops on politics, administration, planning and engineering topics, case studies and seminars on American society and culture, environmental affairs and human values. We will also lay the groundwork for winter quarter involvement in real-world public works projects in nearby communities. These projects will be a major component of winter quarter, alongside continued background development in democracy and design and seminars.

**Credit awarded in writing, quantitative reasoning, political science, public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, public policy.**

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, public policy and city, county and regional planning.

This program is also listed under Programs for Freshmen; Scientific Inquiry; and Society, Politics, Behavior and Change.
Temperate Rainforests: The Forest and the Sea
Fall quarter
Faculty: Nalini Nadkarni, Erik V. Thuesen
Enrollment: 50
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year of college biology with lab and one quarter of college chemistry with lab.
Faculty Signature: Students must submit an application form, available online at http://academic.evergreen.edu/catalog/temperaterainforests/signature.html.
Applications received by May 13, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Up to $150 for field trips. Temperate rainforests are a poorly understood and highly valued ecosystem in the Pacific Northwest and other parts of the world. They support a complex and interconnected web of life that encompasses a tremendous diversity of biota and interactions, both terrestrial and aquatic. We will focus on the interconnections between the forest ecosystem and the marine coastal environment. Unifying topics will include maritime climate effects on forest nutrient cycling; organismal connections (e.g., salmon and Marbled Murrelets); and mutualisms and the functional roles of detritus. Our focus will be on the ecology of rainforests of the Olympic Peninsula, but we will also consider their counterparts in other parts of the world.
Weekly seminars will focus on reading and understanding articles from scientific literature. Students will first undertake organized group projects in ecology and natural history, and then develop an independent study project that requires the development of research and quantitative skills. The program will take an extended field trip to the Olympics to study natural history and field ecological aspects of temperate rainforests and their associated marine coastal environments. Credit awarded in forest ecology*, marine science*, ecological field research* and ecology seminar*.
Total: 16 credits.
A similar program is expected to be offered in 2007.
Program is preparatory for careers and future study in forest ecology, ecology, marine biology and scientific research.

Water
Fall and Winter quarters
Faculty: Rob Cole, Sharon Anthony
Enrollment: 50
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: One year of college chemistry and familiarity with concepts of college algebra. Credit awarded in methods of analytical chemistry, introduction to hydrology, introduction to stream ecology and limnology, water pollution measurement and monitoring, water policy studies and individual research.
Total: 16 credits.
Program is preparatory for careers and future study in environmental science, environmental policy, environmental chemistry, hydrology, geology, fisheries, ecology, toxicology and allied sciences.

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

OFFERINGS BEGINNING WINTER QUARTER

Advanced Floristic Research
Winter quarter
Faculty: Frederica Bowcutt
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Advanced plant systematics. Students must be skilled at using technical dichotomous keys.
Special Expenses: Approximately $150 for field trip.
Internship Possibilities: With faculty approval.
Floristics is the study of the plant species of a particular area. Is there value in doing this kind of alpha taxonomy in temperate regions where most plants are known, named and classified? This question will be explored through praxis and theory. In addition, we will ponder the following questions: Historically, what has motivated collectors to gather plant materials for a herbarium? How has the information generated from such endeavors been used? What value do plant collections serve today?
In this program, students will form an advanced research community focused on processing specimens from two locations: Sun Lakes State Park in eastern Washington and Glacial Heritage County Park in western Washington. Students will collect prairie plants in the field. Students will also learn how to make pressed plant specimens and maintain a herbarium. Several visits will be made to local herbaria in the region to make final determinations of previously collected specimens. In the process of creating and maintaining collections, students will explore the history of collecting. Credit awarded in history of science, herbarium curation and floristic research. Upper-division credit awarded for upper-division work.
Total: 16 credits.
Program is preparatory for careers and future study in the history of science and plant sciences.
Drawing from the Sea
Winter and Spring quarters
Faculty: Gerardo Chin-Leo, Lucia Harrison
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $100 for field trips; $150 for art supplies.

The marine environment is a complex habitat that harbors a beautiful, abundant and diverse array of life forms. This program combines the study of the marine environment as both a habitat and a source of inspiration for the visual imagination. We will examine how to use our studies to pursue creative work in the visual arts and sciences.

In winter quarter, students will study marine organisms, beginning drawing, the difference between description and expression in the visual arts, and the representation of marine organisms in the visual arts. They will develop a basic science and visual vocabulary and learn basic skills in microscopy and digital imaging. In spring quarter, students will focus on marine habitats and book arts, and will apply the skills learned in the winter. Students will travel to local beaches and explore South Puget Sound in college boats. They will keep field journals, conduct field surveys and collect organisms.

Both quarters, students will attend a weekly seminar to discuss how human perspectives toward the sea have changed over time and in different cultural traditions. In seminar, we will also explore how the marine environment is represented in scientific articles, mythology, literature, poetry and visual images. Students will pursue their interests in the marine environment through a series of assignments that integrate science and art.

Credit awarded in marine biology, ecology, drawing, digital imaging, art appreciation and book arts.

Total: 16 credits each quarter.

This program is also listed under Programs for Freshmen and Expressive Arts.

Indigenous Peoples and Ecological Change
Winter and Spring quarters
Faculty: Erik V. Thuesen, Frances V. Rains
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Prerequisites: High school algebra, biology proficiency and an understanding of environmental science.
Special Expenses: Up to $350 for field trips.

This introductory program is designed to provide knowledge of the fundamental aspects of general biology and ecology in order to understand the effects of increasing geo-political demands on diverse ecosystems and Indigenous cultures. We will cover topics of freshman college biology by studying ecological interactions in various environments. Our study of the intertwined history of European Americans and Native Americans will offer a context for an examination of contemporary Native eco-struggles, geography and the challenges of limited natural resources.

Focal topics in the social sciences will include the use and abuse of decision-making authority, particularly with respect to Native cultures. Seminars will focus on issues surrounding Indigenous examples of environmental sustainability, environmental racism, and Native resistance to cultural, political, economic and social injustices. Also, Indigenous social activism, its costs, its victories and its effects on the preservation of Native Treaty Rights will be explored. Learning will take place through lectures, seminars, workshops and biology laboratory exercises. Students will improve their writing skills through reader response papers. Work in the field and a multi-day field trip in spring are also planned to gain first-hand exposure to various environments and peoples. Students will improve their research skills in social science through field observations and preparing for short group presentations.

Credit awarded in environmental studies, general biology, environmental science, environmental racism, social justice studies and Native American studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the biological sciences, environmental sciences, teaching, social sciences and Native American studies.

This program is also listed under Programs for Freshmen and Native American and World Indigenous Peoples Studies.

Tropical Rainforests
Winter quarter
Faculty: John T. Longino
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Introduction to Environmental Studies or one year of college-level science; Spanish is highly recommended.

Faculty Signature: Students must submit an application containing: (1) An essay addressing fulfillment of the prerequisites, why you are interested in the program, background knowledge in organismal biology, wilderness experience, first aid training and Spanish language experience. (2) A copy of an evaluation from a previous science program. (3) The name and telephone number of a previous instructor. (4) Contact information (telephone and e-mail). Assessment will be based primarily on writing skills and background knowledge in organismal biology. Submit applications to John T. Longino, (360) 867-6511 or longinoj@evergreen.edu or The Evergreen State College, Lab I, Olympia, WA 98505. Applications received by November 14, 2005, will be given priority. Qualified students will be accepted until the program fills.

Special Expenses: Approximately $1,100 for three-week field trip to Costa Rica that includes room, board, transportation, access fees and logistical support; airfare to Costa Rica (often about $700).

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, field ecology, statistical analysis of field data, conservation biology and Latin American culture. It is a successor to the Temperate Rainforests program, although Temperate Rainforests is not a prerequisite. The first seven weeks of the program will be held on the Evergreen campus, followed by a three-week field trip to Costa Rica. The on-campus portion will include lectures and labs on global patterns of biological diversity and quantification and analysis of ecological diversity, as well as an overview of major taxa of neotropical plants and insects. This material will be integrated with introductory statistics and conversational Spanish.

Students who register for a program but do not attend the first class meeting may be dropped.
During the Costa Rica field trip we will visit four major field sites: coastal habitat, tropical dry forest, cloud forest and lowland rainforest. Students will learn about common plants and animals in each area, dominant landforms and ecological processes, conservation issues and current biological research activities. Students will also learn techniques of field research by participating in quantitative field labs led by both faculty and students. In the evenings there will be a series of guest lectures by research scientists. The field trip will require rigorous hiking and backpacking in remote locations.

Credit awarded in ecology and the evolution of tropical ecosystems, statistics for field biology and introductory Spanish. Upper-division credit awarded for upper-division work.

Total: 16 credits.

A similar program is expected to be offered in 2007-08.

Program is preparatory for careers and future studies in environmental studies, ecology, conservation biology, evolutionary biology and Latin American studies.

**OFFERINGS BEGINNING SPRING QUARTER**

### Hydrology

Spring quarter

Faculty: Ken Tabbott, Paul Butler

Enrollment: 32

Class Standing: Juniors or seniors; transfer students welcome. This program will also have graduate students enrolled in some of the components.

Prerequisites: Good math skills through precalculus recommended.

Special Expenses: Several one-day field trips; approximately $1,800 for optional 16-day dory field trip to Grand Canyon National Park. Space on this trip is limited, so interested students should contact Paul Butler by January 13, 2006.

Water plays a critical role in the physical, chemical and biological processes of ecosystems. It is a dominant factor in landscape development and is a valuable resource, even in the water-rich Pacific Northwest. This program will focus on the groundwater and surface water components of the hydrologic cycle. Students will learn quantitative methods of assessing the distribution and movement of water in these environments and have the opportunity to use Geographic Information Systems (GIS) to display and assess spatial data. Local field trips will provide an opportunity for students to observe hydrologic systems.

Students have the opportunity to study surface water hydrology, groundwater hydrology and GIS. In addition, students have the option of taking 4 credits of lab and field studies or to participate in a 16-day dory trip in Grand Canyon National Park with a focus on fluvial processes in an arid environment.

Credit awarded in groundwater hydrology, surface-water hydrology, applications of Geographic Information Systems to hydrology and field studies.

Total: 12 to 16 credits.

Program is preparatory for careers and future studies in hydrology, geology, environmental science, natural resource management and land-use planning.

### Jefferson's American West

Spring quarter

Faculty: Frederica Bowcutt, Michael Pfifer

Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expenses: Approximately $200 for field trips; $20 for museum visits.

In this program students will explore the ways in which Thomas Jefferson laid the foundation for land-use patterns and social ideologies in the American West. We will study American history from roughly 1700 to 1850 to better understand the historical context of Jefferson's life and work. Our study of American history will encompass both cultural and natural history. As a learning community, we will travel a portion of the route covered by the Lewis and Clark expedition. During this required, multi-day field trip students will maintain a detailed natural history journal with special attention given to learning native plants. Students will have an opportunity to learn about tribal uses of plants and the land, including indigenous resource management of prairies. Students will also use their journals to record their observations of contemporary land use. We will take note of current expressions of people's sense of place and history in the West. Students will study the journals of Lewis and Clark expedition members as models. We will study these journals for their content based on natural history and anthropological observations, as well as records of their experiences of the journey. We will also study the state of science during this time period and how Jefferson and others instructed Lewis and Clark to use the sciences to advance their goals.

As a learning community, we will ponder the following questions: What motivated Jefferson to make the Louisiana Purchase? How did the culture and society of the 18th-century American backcountry shape Jefferson's vision of American territorial expansion? In what ways did he see settlement of the West as central to his visions of building a democratic nation? What role did the Lewis and Clark expedition play in Jefferson's grand plans for the West? What place, if any, did tribal people and other people of color have in Jefferson's expansion plans? To what extent did European intellectuals shape Jefferson's thoughts about Indians and governance? How did Jeffersonian ideals and philosophy shape the migration to and settlement of the early West in the first half of the 19th century? How does knowledge of this history inform our understanding of current land use and Western natural resource management? In what ways has this past shaped contemporary Westerners, their sense of self and sense of place?

Credit awarded in American history, natural history and field botany.

Total: 16 credits.

Program is preparatory for careers and future studies in cultural history, natural history, teaching and environmental education.

This program is also listed under Programs for Freshmen and 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.
Leadership on the Wild Side
Spring quarter
Faculty: Cynthia Kennedy, Sharon Anthony
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Up to $1,000 for Wilderness First Responder training, challenge facilitation training, field trips and professional guide services.
This exciting program will expose students to a full range of skills, activities and ideas that lie at the core of the outdoor leadership process. The outdoors will serve as a backdrop to introduce both the technical and the human relations skills needed to lead adventure programs. Class activities will include lectures, seminars, workshops, day trips and overnight field trips. Each student will participate in at least one expedition, planned and led by students, either into the backcountry or sailing on Puget Sound. The destinations and mode of travel will depend on the weather, student interest and access to those resources suitable for each activity. The expeditions will provide orientation and training in wilderness travel and minimum-impact camping. They will also provide an excellent opportunity to experience and foster the human relations skills that are necessary to effectively lead groups of any size.
We will explore theoretical and applied perspectives on individual roles and group development, communication and appropriate feedback, conflict management, leadership theory and ethics—all of which will help students develop a foundation upon which to build their skills as outdoor leaders and instructors. Students should expect to read and write extensively throughout the expeditions, as well as at home. Successful students will leave the program trained as Ropes Course facilitators and certified as Wilderness First Responders. While parts of this program may be physically strenuous, all motivated students are welcome regardless of age or skill level.
Credit awarded in outdoor leadership, group dynamics and wilderness medicine.
Total: 16 credits.
Program is preparatory for careers and future studies in outdoor leadership, organizational leadership, outdoor and environmental education, and teaching.
This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

Practice of Sustainable Agriculture
Spring, Summer and Fall quarters
Faculty: TBA
Enrollment: 20
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Students enrolled in the Ecological Agriculture program preferred. 
Faculty Signature: Application and interview are required. Transfer students must include a description of college courses taken, related work experience and faculty references. To apply, contact Melissa Barker, (360) 867-6160 or barkerm@evergreen.edu or The Evergreen State College, Organic Farm Manager, Lab I, Olympia, WA 98505, or the Academic Advising Office, (360) 867-6315. Applications received by March 10, 2006, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Approximately $50 each quarter for an overnight field trip.
The Practice of Sustainable Agriculture program consists of two parts: an academic program and farm practicum. The academic portion of this program will focus on practical organic farming, including farm management, crop selection and management, orchard and berry management, flower raising, summer and winter gardening, irrigation, composting, cover crops, pasture and pig management. Additional instruction can be expected in soils, greenhouse management, grafting and pruning, equipment operation, small farm economics, pest and weed control strategies and marketing. The practicum portion will give students a chance to apply their knowledge on the college's Organic Farm. There will be field trips to visit a range of different types of organic farms, including at least one three-day field trip per quarter and a possible extended field trip at the end of the quarter. Credit awarded in practical horticulture and organic farming practicum.
Total 8, 12 or 16 credits each quarter, consisting of a 4-credit academic program and a 4-, 8- or 12-credit farm practicum.
A similar program is expected to be offered in 2006-07.
Program is preparatory for careers and future studies in sustainable agriculture, horticulture, farming, environmental studies and environmental education.

Rainforest Research
Spring quarter
Faculty: John T. Longino
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Temperate Rainforests or Tropical Rainforests or the equivalent. Students enrolled in Tropical Rainforests will be given preference based on their performance during the first five weeks of winter quarter.
Faculty Signature: New students wishing to enroll must contact John Longino, (360) 867-6111 or longinoj@evergreen.edu, before February 2, 2006. Qualified students will be accepted until the program fills.
Special Expenses: Students should be prepared to finance their own travel, daily living expenses and project needs. For example, complete room and board for 10 weeks at La Selva Biological Station is about $1,800. Airfare to Costa Rica is often about $700. Ten days of joint meetings at La Selva Biological Station will be required and should be factored in to your living expenses ($230 or $340, depending on long- or short-term stays at La Selva).
This program is a logical successor to the Temperate Rainforests and Tropical Rainforests programs. Students will carry out an independent scientific research project in tropical rainforest biology. Proposals for projects will have been developed during the Tropical Rainforests program, or through direct consultation with faculty. Projects will involve extensive field work and may be located in a variety of possible sites in Costa Rica. Students will gather and analyze their own data, write a technical research report, and present their results in a symposium at the end of the quarter. Students will have weekly consultation with faculty via e-mail, and will meet with faculty once early in the quarter for project development, twice during the quarter at the La Selva Biological Station, and again at the end of the quarter for final report writing and the symposium. Examples of previous studies include insect attraction to bioluminescent fungi, foraging behavior of nectar-feeding bats and the effect of canopy position on epiphyte drying rates.
Credit awarded in tropical field biology*. Upper-division credit awarded for upper-division work.
Total: 16 credits.
A similar program is expected to be offered in 2007-08.
Program is preparatory for careers and future studies in environmental studies, ecology, conservation biology and evolutionary biology.

Some programs may be cancelled and others added after this printing. For the most current information, see www-evergreen.edu/catalog.
In the Expressive Arts area, students gain skills and experience in the arts with a special focus on connecting theory and practice. Students often work collaboratively and in more than one art form simultaneously, exploring cross-disciplinary approaches to a theme. Program themes are drawn from the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs take a hands-on approach, offering students ample opportunities for skill development, but a theme-based curriculum cannot provide sequential skill training in every art form. The area offers yearly work in the performing arts (theater, music and dance), media arts and visual arts. In all these contexts, the faculty strive to support a strong multicultural perspective. Moreover, we see creative work as a central element in a broad, liberal arts education. Thus, we encourage our students to seek academic studies outside the area for admission to some arts programs. And students in the arts are advised to periodically study other disciplines or to select cross-divisional programs offering the arts, such as science/arts or literature/arts.

Programs in the Expressive Arts area include annual entry-level programs in media arts (Mediaworks), performing arts (Foundations of Performing Arts) and visual arts (Foundations of Visual Art). These programs provide an introduction and theoretical foundation for work in one or more arts disciplines. Because of high student demand, enrollment in some of these programs requires the completion of a written application or a portfolio review. Students are admitted to entry-level programs in visual arts, media or theater, or advanced programs in Expressive Arts, only when they have completed at least one year of interdisciplinary work outside the arts.

For intermediate and advanced arts students, individual contracts and senior thesis projects are two options for upper-division work. For both of these modes of study, students must have a minimum of three quarters’ prior experience in Expressive Arts. Faculty are also available to support Student Originated Studies offerings for advanced students. Students may also enroll in part-time skill-development courses to supplement their program work. Finally, internship possibilities are available for pre-professional work experience.

Portfolio for Visual Arts: When entry into a program requires that a student present a portfolio of visual artworks, the following guidelines may be used: (1) Include at least six examples from a body of work focused on a particular theme or topic. The work may be in a single medium or in various 2-D and 3-D media. Slides, photographs and actual pieces may be included. (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of skills they have developed. (3) Include several examples of written work, such as assigned papers, creative writing and/or self-evaluations. These materials should be contained in an easily portable portfolio and arranged coherently either chronologically, by medium or by theme.

Advanced Work in Film/Video: Independent contracts are available on a limited basis to juniors or seniors who are ready for advanced work in film/video production, history and theory. Projects might involve producing a film, video or mixed-media piece; writing a script or screenplay; or researching media history or theory. Students must demonstrate a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs and courses equivalent to a concentration. Students must have at least three quarters’ prior experience in Expressive Arts or have successfully completed an entry-level film and video program such as Mediaworks. Transfer students who have spent a year in interdisciplinary studies may also plan independent contracts if they have at least one year of intensive coursework in media production and theory from their former institution.

Senior Thesis: The senior thesis project in Expressive Arts is a competitive program involving the production of senior-level work in one or more media. Participating students work with a thesis committee of faculty or staff. Each spring, juniors may submit proposals for projects to pursue during the following year. Applications are reviewed by the faculty, and successful projects are supported by a small stipend.

Affiliated Faculty:
- Susan Aurand — Visual Art
- Andrew Buchman — Music
- Arun Chand — Music
- Caryn Cline — Film/Media Studies
- Sally Cloninger — Film/Video
- Doranne Crable — Performance Studies, Literature
- Joe Feddersen — Visual Art
- Anne Fischel — Film/Video
- Ariel Goldberger — Scenic Design
- Walter Eugene Grodzik — Theater
- Bob Haft — Visual Art, Photography
- Lucia Harrison — Visual Art
- Ruth Hayes — Animation
- Rose Jang — Theater
- Robert Leverich — Visual Art/Architecture
- Ju-Pong Lin — Film/Video
- Jean Mandelberg — Visual Art/Sculpture
- Laurie Meeker — Film/Video
- Kabby Mitchell — Dance
- Ratna Roy — Dance, African American Studies, South Asian Studies
- Terry Setter — Music
- Paul Sparks — Visual Art, Photography
- Lisa Sweet — Visual Art
- Gail Tremblay — Fiber Art, Creative Writing
- Sean Williams — Ethnomusicology
Art's Sources

Fall and Winter quarters
Faculty: Jean Mandeberg, Thad Curtz
Enrollment: 43
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: At least 12 credits of college-level letter arts or equivalent.
Faculty Signature: Students interested in the literature strand must submit a portfolio with previous work. Written work to Thad Curtz, (360) 867-6731 or curtz@evergreen.edu or The Evergreen State College, Seminar II A-2171, Olympia, WA 98505. Students interested in the visual arts strand must submit a portfolio including both visual and written work to Jean Mandeberg, (360) 867-6628 or jm@evergreen.edu or The Evergreen State College, Lab II, Olympia, WA 98505. Portfolios received by May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Up to $25 for museum visits. Students in the visual arts, should expect to spend $100 or more for materials, depending on the student's studio work.
Where does art come from? Its sources include inspiration, theft, the influence of other art, training, luck and life itself. Students in literature and the visual arts will work together exploring this question, as well as learning independently through advanced work in their respective fields. Together we will read, discuss and write about a wide range of artists' work, and how their work relates to the main question, by studying books like Visiting Emily: Poems Inspired by the Life and Work of Emily Dickinson and A Convergence of Birds: Original Fiction and Poetry Inspired by the Work of Joseph Cornell.

Asian Culture and Art

Fall, Winter and Spring quarters
Faculty: Sean Williams, Ratna Roy, Setsuko Tsutsumi, Rose Jang
Enrollment: 16
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: $100 for theater tickets, makeup and art supplies; $3,000 plus international airfare for optional travel to India during winter quarter or China during spring quarter.
This yearlong program will explore the expressive arts and cultures of four major Asian cultural regions: China, Japan, India and Indonesia. Our studies will include regional histories, philoso-
phies and languages, and the theory and practice of Asian dance, music, theater, film, literature and other art forms. The ultimate goals of the program include an enhanced understanding of Asian expressive cultural traditions and the creation of performance pieces in the latter part of the year.

Weekly meetings will include lectures, hands-on workshops in the arts, presentations by visiting artists, films and seminars. Faculty members will offer lectures and workshops about each of the major cultural regions based on first-hand knowledge and experience, and the program will be supplemented with guest lectures and demonstrations.
Four workshops will be offered in the following Asian artistic traditions: Chinese opera, an ancient traditional Chinese theatrical performance style combining dance, music and theater, Japanese films and animation, their aesthetic, themes and techniques; Orissi dance, a 2,000-year-old classical dance tradition from eastern India; and Indonesian gamelan, a musical ensemble comprising bronze gongs, drums and metal xylophones.
Although each student will concentrate on one workshop, all students in the program will study all four cultural regions. Students will gain some experience in the major languages of each area (Mandarin, Japanese, Hindi/Oriya and Bahasa Indonesia). In general, the language instruction will place more emphasis on practical conversa-
tion in each culture.

Fall quarter will begin with an introduction to the four major cultural regions and will include both intensive reading and skill-building. In winter quarter, students will continue laying foundations in artistic skills while exploring some of the most important cultural concepts that underlie Asian expressive culture. Students will give a small program performance at the end of winter quarter to demonstrate their artistic skills and cultural understanding. The final workshop in the spring will vary by the chosen study.

Students will spend the first two quarters gaining knowledge and skills to undertake self-initiated research projects that focus on any one or more of the studied cultures. These research projects will be the primary focus of the spring quarter for students who are not studying abroad.

The program will include two possibilities for study abroad. Those studying Orissi dance will have the opportunity to travel to Orissa (India) during winter quarter to understand the process of postcolonial reconstruction of the oral art form from the sculptures on temple walls, the palm leaf manuscripts in the museums, and the living tradi-
tion in the villages of Orissa. They will also study under the foremost masters themselves. Students will return with skills to write an ethnographic research paper and do presentations of their understandings of the recreation of Orissi dance.
Students who do not travel will continue their studies on the Olympia campus during winter quarter. In spring, students interested in China may travel to China. They will visit the major cities and cultural sites, as well as learn about the arts and performance of ethnic minority groups.

Students who are a good match for this pro-
gram bring an open mind, a willingness to explore aspects of the world beyond the parameters of their current understanding, and the ability to recognize the wisdom in using body, mind and spirit in combination to deepen their knowledge of expressive culture.

Credit awarded in Asian studies, Asian languages (Mandarin, Japanese, Hindi/Oriya and Bahasa Indonesia), Asian arts, Asian expressive culture, performing and media arts and expository writing.
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in cultural studies, Asian studies, music, dance, theater, film, art, language and literature. This program is also listed under Programs for Freshmen and 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.
Borders of Identity: Forging a Critical Practice of Solidarity

Fall, Winter and Spring quarters
Faculty: Anne Fischel, Theresse Saliba, Angela Gilliam
Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expenses: Approximately $200 for video/installation costs.
Internship Possibilities: Spring quarter with faculty approval.

The post-9/11 climate reinforced polarities in U.S. nationalist discourse, stressing oppositions between “civilization” and “barbarism,” freedom and tyranny, “us” and “them.” Individual markers of identity, like “Muslim” and “immigrant,” have become social categories upon which U.S. domestic and foreign policy hinge. They situate groups and communities, marking out areas of significant, and seemingly incompatible, differences.

By contrast, this program will examine the borderlands where identities of nation, race, ethnicity, religion, class and gender are challenged and converge. We will focus on identities as being interdependent and intercommunal by pursuing the following questions: What are the master narratives shaping U.S. identity? How do we understand our personal and collective identities in relation to others? How are our stories and experiences of self, home and nation part of the narratives we share with those whose power and privilege differ from ours? How do we engage in critical solidarity with those we learned to see as “other” and “outside”?

We will explore how “American” identities are positioned within structures of power, privilege or marginality. Starting with our personal experiences of identity, we will examine how narratives of identity have been constructed and deployed, in our lives and in public discourse, to reinforce notions of separateness and community.

We will develop case studies drawn from national and international contexts. Nationally, we will look at debates over immigration, “race” and “whiteness,” labor, and Islam—especially as they relate to African American, Arab, Latino and Jewish communities. Internationally, we will examine the Israeli-Palestinian conflict through the lenses of collective memory and constructions of Jewish and Arab identity, historically as well as in the present. We will examine how relationships to power and suffering, privilege and victimization are used to construct political policies and narratives of nationhood in the Middle East.

Our exploration of the Israeli-Palestinian conflict is driven by what Jewish theologian Marc Ellis calls “the struggle for an interdependent empowerment.” We will look to social movements in Israel/Palestine and the United States that are modeling solidarity and the narration of a shared identity and history. We will investigate the historical interrelations among Blacks, Jews and Arabs, including the experiences of African and Arab Jews in Israel, and the ways in which the Palestinian question and Islam have influenced Black-Jewish and Black-Arab relations in the United States, both before and after 9/11. Wherever possible, we will collaborate with community organizations that can help our work.

In spring, students can develop program-related projects or participate in up to 20 hours of community internship. We will examine further the impact of Islam as a longstanding counter-narrative, both in the Nation of Islam and more recently in Hip Hop culture, as well as the post-9/11 phenomenon of an Islamic internationalism in political and popular culture.

Media literacy and image-making will be emphasized in this program. We will analyze mass media representations, including films and news. We will also pay close attention to experimental, activist and community-based media by creating new representations of personal/collective identity. Finally, we will create with text and image, using video, installation art, oral history and storytelling/performance, to share our learning about identity and representation and move toward the construction of shared narratives of personhood, community and nation.

Our texts will be drawn from film, literature, social theory and history. Our modes of analysis will be taken from cultural studies, discourse analysis and the politics of media representation. Our goals are to move beyond identity politics, break down narratives of exclusion and supremacy, and work toward a critical practice of solidarity with those we have identified as “other.”

Credit awarded in cultural studies, media studies, video, Middle East studies, African American studies, installation art and U.S. history.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are also enrolled in 4 credits of language study. Freshmen must enroll for 16 credits during fall quarter.

Program is preparatory for careers and future studies in media, education, conflict resolution, community organizing, international studies and immigrant advocacy.

This program is also listed under Programs for Freshmen: Culture, Text and Language; and Society, Politics, Behavior and Change.

Emerging Order: What to Make of It?

Fall and Winter quarters
Faculty: David McAvity, Ruth Hayes
Enrollment: 48

Class Standing: This all-level program accepts up to 75 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expenses: $75 each quarter for art supplies and field trips.

At first glance, the natural world may seem chaotic and full of random events. Similarly, creative works by humans may seem to have no logic or basis in the world as we have experienced it. But as we investigate beyond the surface of things and observe, measure and describe phenomena carefully, order emerges. We may first perceive that order as spatial, such as in growth rings of a tree or the spiral of a galaxy, but we also learn to read such patterns as dynamic events or structures in time. We may recognize expressions of this natural order in the visual arts, media arts, sound composition or in literature.

In this program, we will study order and disorder as they occur both in natural phenomena and the creative works of people. We will see what we can learn about how order emerges over time, and how humans perceive and express that order. We will approach this inquiry as artists, scientists and scholars, engaging in both creative expression and quantitative reasoning.

We will work on writing, drawing and math skills as we develop techniques of observation, measurement, documentation, analysis and description. We will practice animation and time-lapse and motion analysis techniques to study and represent phenomena we have observed. We will use a variety of art media to explore shape and spatial relationships, and audio recording and editing technology to capture, analyze and compose sounds. We will learn to describe patterns and change, both in written and quantitative form, and we will create mathematical and computer models based on the physical laws that shape them.

Students who register for a program but do not attend the first class meeting may be dropped.
This program is also listed under Programs for science, drawing, animation, animation studies, Total: 16 credits each quarter. expository writing and cultural studies. Credit awarded in philosophies of art and different cultures, both ancient and modern. We will therefore also explore the perception, interpretation and use of patterns in different cultures, both ancient and modern.

Credit awarded in philosophies of art and science, drawing, animation, animation studies, mathematics, physics, computer modeling, expository writing and cultural studies.

Total: 16 credits each quarter.

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

This program is also listed under Programs for Freshmen and Scientific Inquiry.

Foundations of Performing Arts: Music and Theater

Fall and Winter quarters
Faculty: Terry Setter, Walter Eugene Grodzik
Enrollment: 50
Class Standing: Sophomores or above; transfer students welcome.
Special Expenses: $50 each quarter for theater tickets and the program retreat.
The term “foundations” refers to the building blocks of performance, as well as to an awareness of the aesthetic and theoretical aspects of the arts. We welcome students who have a passion for music and theater, the willingness to take risks, the patience to work hard, an openness to new ideas, and a desire to share their work and to support others’ learning and creativity.

In this program, students will build a solid understanding of historical and theoretical aspects of Western music and theater. We will investigate music and theater as forms of artistic and social expression, so that students may understand how the arts mirror the human psyche in ways that are deeper and more immediate than most forms of cognitive investigation. We will explore the historical progression of music and theater in various social contexts through readings, writings, lectures and films. Students will also explore the fundamentals of performance through workshops and group projects that are designed to develop their abilities in acting, scripting, musical accompaniment and improvisation.

We will study groundbreaking musicians and theater artists of the past, as well as those who are presently shaping the landscape of performance throughout the world. The program will use workshops and performance projects, and the seminars will study both music and theater. At the end of the winter quarter, students will have had an intensive introduction to both types of performing arts. Students will present artistic responses to the program materials and readings in performance-based modes by completing weekly performance projects. The program will develop a working vocabulary of both language and skills with emphasis placed on the development of the students’ ability to critique musical and theatrical works.

Credit awarded in theater and music, performing arts history, theory, research and multicultural studies.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the expressive arts.

Foundations of Visual Art

Fall, Winter and Spring quarters
Faculty: Paul Sparks, Bob Haft, TBA
Enrollment: 40
Kirsty Standing: Sophomores or above; transfer students welcome.
Faculty Signature: Students must show a portfolio of at least six examples of visual creative work and a sample of their expository writing (essay, assigned paper or self-evaluation). Portfolio reviews and student interviews will take place at the Academic Fair, May 11, 2005, and continue on May 12 and May 13, 2005. For more information contact Paul Sparks, (360) 867-6024 or sparkp@evergreen.edu. Portfolios received by May 13, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: $300 to $350 each quarter for art supplies.

Foundations of Visual Art is the entry-level program for students emphasizing the visual arts. This yearlong program offers an intensive introduction to making two- and three-dimensional art forms, while studying art history and aesthetics. The primary program goals are to develop visual literacy, learn to use art materials to express one’s ideas, and learn to make a sustained visual investigation of ideas or topics through work in series. The program is designed for students who are passionate about art, willing to take risks, have the patience to work for extended periods, are open to new ideas, and are willing 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 and art history study.

In fall and winter quarters, students will build skills in working two-dimensionally. Students will learn drawing and design, beginning black-and-white photography, beginning painting and basic color theory, and they will develop a visual vocabulary through their own work.

In spring quarter, students will continue their study of art history and will work in mixed media, metal and wood.

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

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 art, education and the humanities.

Some programs may be cancelled and others added after this printing.
For the most current information, see www.evergreen.edu/catalog.
Imaging the Body
Fall and Winter quarters
Faculty: Lisa Sweet, Paul Prybyloiwicz
Enrollment: 46
Class Standing: This all-level program accepts up to 50 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. Prerequisites: A basic familiarity with high school biology will be helpful.
Special Expenses: $60 for Ropes Course; $150 for art supplies.

Imaging—"To form a mental picture of; to make a visible representation of." Imaging the body will explore the many ways we develop mental pictures and visible representations of the human body. This exploration will be multifaceted—studying the body, depicting the body and being in the body. By blending a scientific understanding of how the body functions with visual representation and movement, students will gain an integrated awareness of the human body.

We will learn how the body is constructed through anatomical studies and will also explore the body's underlying physiological processes. Some of the questions that will shape our inquiry include: How does a scientific understanding of the body inform an artistic understanding of the body? How does the body manifest movement as a mechanism? What is physical "beauty" according to our culture? How can artistic work inform a physiological understanding of the body? What is our relationship to science as it seeks ways to treat or adapt human bodies? What are the physiological changes that occur as the body ages? How do our perceptions of the body change with age? Weekly practice in yoga and life drawing will help students experience and visualize the subject matter first-hand. Moves beyond these skills, we will consider how the body looks and works; the possible consequences of valuing physical appearance and function (or dysfunction) in Western culture.

This program has three structural elements: (1) anatomy and physiology, (2) drawing and (3) movement. Students will be expected to devote equal amounts of energy to each part of the program. Expect to work 50 hours a week, including class meetings.

Fall quarter will focus on gaining basic skills in anatomy including learning the musculo-skeletal system, life drawing, basic biology, basic physiology and visual literacy. "Body image" will be a broad theme that guides our work in the fall. Winter quarter will capitalize on skills developed in fall, and our exploration of the body will broaden to investigate additional themes around the body including birth, disease, dysfunction and death. Also in the winter, students will initiate independent research projects on a particular subject and express their findings through both scientific and artistic research.

Half of the learning community will be freshmen. Everyone else will be expected to take an active role in mentoring students who are new to Evergreen, both through a one-on-one peer-mentoring program, and through student-designed workshops and presentations.

Credit awarded in anatomy, physiology, life drawing, art appreciation and expository writing. Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, the arts, and movement studies. This program is also listed under Programs for Freshmen and Environmental Studies.

Mediaworks
Fall, Winter and Spring quarters
Faculty: Sally Cloninger, TBA
Enrollment: 44
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Interdisciplinary studies or the equivalent
Faculty Signature: Students must submit a written application plus copies of previous evaluations (unofficial evaluations are acceptable). Transfer students must submit a transcript. Applications will be available by mid-April, 2005, from the Program Secretary's Office in the Communications Building, Room 301, or at the Academic Advising Office. Applications received by May 13, 2005, will be given priority. Qualified students will be accepted until the program fills.

Special Expenses: Approximately $150 each quarter for media supplies.
Internship Possibilities: Spring quarter with faculty approval.

While Mediaworks is our entry-level moving image program, students should expect to do upper-division work in critical thinking, writing and design at the same time that they are acquiring or augmenting their media production skills. This program is designed to provide students with background in some aspects of film and video history and theory, as well as training in 16mm and digital filmmaking. Our focus is on the nonfiction image, a broad category that includes documentary, experimental film, installation, video art, autobiography and mixed media. Mediaworks also emphasizes the linkage of media theory and practice, both by focusing on the development of a critical and oppositional perspective for image-making and by studying the politics of representation—especially with regard to race, class and gender.

We will focus our theoretical work on the historical, aesthetic and ideological approaches and issues that have influenced the work of nonfiction and experimental image-makers. We will pay specific attention to media artists who deliberately mix styles, incorporate diverse aesthetic impulses in their work, move across disciplines, cross borders, critique the dominant corporate media, explore autobiographical themes, and attempt to broaden both film language and the perceptual sensibilities of their audience. We will also study seeing and listening.

During fall quarter, students will be introduced to a variety of production skills (including cinematography, digital video production, pre-production design processes, sound recording and editing). Students will be expected to complete a number of design problems in these media, as well as demonstrate a readiness to proceed to more advanced work in winter quarter. Students will also complete critical writing on media, learn and apply media research skills, and participate in theoretical discussions and critique groups.
In winter quarter, students will continue building their skills. They will also be expected to complete their research on a contemporary media artist, design a lecture/presentation with a small group, and present their topic orally and in written form. Their design work will focus on the completion of projects in several media around a specific theme. By week nine, students will have submitted a detailed proposal for a project to be completed in spring quarter. They will also have planned parts of the project that require off-campus location shooting. In spring quarter, students will have the opportunity to produce their short film projects. In spring quarter, students will have the opportunity to produce their short independent project.

Students should expect to work collaboratively as well as individually, and to design projects that are consistent with the stated themes of the program. Considerable attention will be given to both the process and the product of media production, with frequent screenings of work in progress and emphasis on group discussion and critique.

Credit awarded in nonfiction film, digital video and sound production, media history and theory, visual research and independent film/video projects.

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 the media arts, the visual arts and communications.
Movement and Resistance

Fall, Winter and Spring quarters
Faculty: Stephanie Kozick, Kabby Mitchell
Enrollment: 50
Class Standing: Sophomores or above; transfer students welcome.

Movement and Resistance offers intellectual, physical and political inquiry into the life force that provokes both bodily expression and social justice. The concept of movement will be examined from the social perspectives of culture and political activism, and from the dynamic perspectives of physics and quantitative reasoning. Artistic forms of body movement, such as modern dance, Capoeira Angola and breakdancing, will be examined as transformative social practices in response to power struggles. In turn, the dynamics of chaos theory, body balance and equilibrium will be examined as a response to gravity and planes of motion.

Movement as transformation can be seen historically as the way in which people have changed how they see themselves and the world. It is the force that brings diverse groups together in struggles for justice, as in the case of the Civil Rights Movement in the United States, and apartheid in South Africa. We can recognize that break dancing was a force of dance that speaks to socioeconomic class and encourages collaboration among street gangs. Movement can be regarded as a metaphor for resistance—resistance as action and as endurance.

Resistance as advancement takes into account how someone resists in order to advance—to move forward. Consider the way George Balanchine and Twyla Tharp challenged gravity with positions of balance and off-balance to create new works of choreography, and how avant-garde dancers Gus Solomon, Jr., Trisha Brown and Merce Cunningham interrogated the positions of men and women to ask: How is gender played out and changed in dance? Concepts of physics contribute to an analysis of body movement: velocity, momentum, force and torque.

In this program, we will dialogue about social movement and resistance to explore issues of class, race and political or social authority through an interdisciplinary approach informed by social and cultural history, African American studies, dance and media. Body politics have forced dancers to choreograph resistance through movement. Isadora Duncan resisted the status quo of acceptable dance to create a new form for self-expression. Josephine Baker used dance as an expression of civil rights for all people. Pearl Primus lectured and taught both dance and anthropology to examine racial issues in the United States through a well-known dance piece, Strange Fruit, that represents a woman’s reaction to lynching. And contemporary artist Bill T. Jones interrogates the classic ideas of dance not only by using people of all body types and ages in his choreography, but also by using dance to talk to the audience about difficult issues—for example, to “dance around” the subjects of sexuality and race.

In each quarter of this program, students will acquire specific critical and technical skills to explore different forms and concepts related to our key inquiry. Students will experience how the body moves in reaction to space, time and gravity in studio work. Reading, writing, lectures and media will promote an understanding of the dynamic relationship between the powers of movement and resistance.

Credit awarded in social/cultural studies, writing, movement/expressive arts, social and cultural history, quantitative reasoning and dance history. Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the expressive arts, social studies and cultural studies.

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

Music in Culture

Fall and Winter quarters
Faculty: Andrew Buchanan
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Two quarters in a coordinated studies program or the equivalent. Transfer students must have studied a variety of subjects and written research papers.

Special Expenses: Approximately $175 for a soprano recorder and performance tickets.

What is musicology? What is ethnomusicology? What skills does one need to develop in order to be a scholar and performer of music? How does one talk about music—read, write, analyze and explain it? How have performing artists responded to social forces in their work? How do these responses reinforce or undermine the social status quo? How have the dimensions of society, including everyday life, migration and urbanization, been manifested in various music cultures? How have the social and psychological dimensions of memory, identity and politics been manifested in various music cultures? Questions like these will guide and focus our explorations of a dynamic global tapestry of music, musicians and cultures.

During fall quarter, we will study various world music traditions and the Western art music tradition, and build performance and analytical skills. We’ll establish a common knowledge base for our work by exploring approaches to ethnomusicology (the comparative study of music from around the world) and musicology (generally, the study of the Western art and music tradition). Studying music in this way is important because it forces us to reconsider our own assumptions about music and its cultural meanings. We’ll learn to play the recorder, read and write music, and listen critically using analytical terminology and methodology.

During winter quarter, we’ll delve into specialized studies of music in culture. Our studies will focus on various musics and cultures, the Western art music tradition, performance and analytical skills. We will explore modernity, focusing on the metropolis of New York during the 20th century as a case study, as well as exploring jazz music and culture in depth.

Students who register for a program but do not attend the first class meeting may be dropped.
Sculpture: Site Specific
Fall quarter
Faculty: R. T. Leverich
Enrollment: 21
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Foundations of Visual Art or the equivalent (one year of study in drawing, painting, art history and introduction to sculpture). Faculty Signature: Students must present their portfolios, including 3-D work, drawings and a writing sample, at the Academic Fair, May 11, 2005. For information contact Bob Leverich at leverich@evergreen.edu. Students who cannot attend the Academic Fair may mail their slide portfolios, writing samples and statements of interest and qualifications to R. T. Leverich, The Evergreen State College, Lab II, Olympia, WA 98505. Portfolios received by May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Approximately $150 for art supplies.
How can sculpture define, activate and enliven a space, turning it into a place? How can sculptural objects interact to become a sculptural experience? What is the role and responsibility of the sculptor working in the environment and in the community? How does studio work inform a sculptor’s work in other contexts? Sculpture students who wish to advance their skills by making work for specific locations will examine these basic questions throughout the quarter.
Students will be asked to make a daily commitment to sculpture and drawing practices in the studio, and to produce a cohesive body of three-dimensional works, combining them in one or several site-specific installations. This work will be supported by technical demonstrations in steel, stone and other media, workshops on site documentation and access issues, work discussions and seminars. Readings will address issues around contemporary sculpture history and theory, place making, art and environmental issues, public art issues and professional practice. Students will be asked to write short papers clarifying their thinking about their own work and process, and an independent research paper and presentation on a contemporary artist working in public sculpture, craft or installation.
The goals of the program include understanding and mastery of selected materials and processes in making sculpture, experience in conceiving and constructing site-specific works, three-dimensional expression, and a well-informed, reasoned and rigorous approach to art making.
Credit awarded in sculpture, drawing and critical writing.
Total: 16 credits.

Program is preparatory for careers and future studies in musicology, ethnomusicology, music theory and ear training, cultural studies, quantitative reasoning, research and expository writing.

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

Student Originated Studies: Media
Fall, Winter and Spring quarters
Faculty: Laurie Meeker
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: To be considered for this advanced program, students should have successfully completed the Medialworks program or the equivalent (approximately one year of media skills training, media history and media theory), or completed another interdisciplinary media program at Evergreen.
Faculty Signature: Students must submit a portfolio and complete the written application, available at Academic Advising, online (see Academic Advising) or from the Program Secretary’s Office, Communications Building, Room 301. The portfolio must include copies of two recent faculty evaluations (unofficial copies accepted) and a VHS tape that contains two examples of your best work in film or video. For more information contact Laurie Meeker, (360) 867-6613 or meekel@evergreen.edu or The Evergreen State College, COM 301, Olympia, WA 98505. Portfolios and applications received by the Academic Fair, May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: $100 to $500 each quarter, depending on projects.
Internship Possibilities: With faculty approval. Student Originated Studies (SOS) Media is a program for advanced media students interested in developing learning communities with others who share academic goals that may have grown out of previous academic projects and programs. This is not the place to do beginning studies in media. Students will work with faculty during the first few weeks of fall quarter to design their own curriculum. Their studies will be pursued in small groups that share common readings, research interests and/or production goals. Teams of six to eight students will develop reading/seminar schedules, assist each other with production tasks, and participate in critiques. The full group will also meet weekly for film screenings and seminars. Collaborative projects are encouraged, but students may also work on individual projects in the context of their SOS team. As in other Evergreen media programs, linking theory with practice is emphasized, and students should expect to develop research and writing skills along with achieving their media production goals. Screenings and critiques will provide a strong foundation for the development of skills in media production and analysis. There will, however, also be room for students who wish to pursue media history and criticism exclusively.
Here are some examples of possible SOS teams: a small group of students who work on individual documentaries and explore documentary film history through texts and screenings; a group of students who collaborate on a multimedia performance and explore the history of video art and performance; a group of students who study queer theory, examine queer film and video, and produce individual projects addressing these themes; a group of students who research the politics of representation in relation to gender and race and produce a collaborative film.

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 Creative Processes and Strategies. In spring, the focus will be determined by the students.

Credit awarded in areas of student work—e.g., media studies, film production, video production, audio production, digital film production, multimedia performance, installation, film history and theory. Total: 12 or 16 credits each quarter.

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

Transforming Consciousness: Multimedia and Installation Art in the Americas
Fall, Winter and Spring quarters
Faculty: Gail Tremblay, Jorge Gilbert
Enrollment: 50
Celas Stad: Sophomores or above; transfer students welcome.
Special Expenses: Approximately $65 for art supplies; $2,950 for optional spring quarter trip to Chile. A nonrefundable deposit of $150 must be paid by February 10, 2006, for those traveling to Chile.

Students will study multimedia and installation art from countries in the Americas, as well as the aesthetic, social, political and cultural contexts in which it is made. Two aspects will be considered in this analysis: popular and alternative expressions as forms of anti-colonial resistance and oppression expressed through many artistic forms, and the intensive use of multimedia, mainly video.

Readings in art history, history, sociopolitical and economic conditions in various communities and countries of the Americas will be required. Students will seminar on those subjects, as well as on films and art works we study. All students will be expected to work collaboratively with other students to design and create multimedia installations during fall and winter quarters, and to learn the skills needed to do such work. Students will also be required to develop an intellectual journal that reflects on program readings, to write regular papers, and to do research on artists and their work on topics relevant to their own work.

In addition, we will take daylong field trips to museums and art events relevant to the topics being studied. Finally, a group of students will be trained and certified in professional television production to produce a weekly bilingual show Panorama LatinoAmericana aired through TCTV (Channel 2) in Olympia, Lacey and Tumwater, Wash.

During spring quarter, students will have the opportunity to travel to Chile to study art, politics and culture in Latin America. Production of short video and multimedia projects about the different topics studied in this program will prepare students to participate in this unique study abroad opportunity.

Credit awarded in installation art, video production, Latin American studies, art history, political economy, communication and sociology.
Total: 12 or 16 credits fall and winter quarters.
The 12-credit option is available only for students who are also enrolled in a 4-credit Spanish language course. 16 credits spring quarter.

Program is preparatory for careers and future studies in art, media production, Latin American studies, international studies and art history. This program is also listed under Society, Politics, Behavior and Change.

The Voice of the Poem and Other Musics
Fall, Winter and Spring quarters
Faculty: Arun Chandra, Leonard Schwartz
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $35 each quarter for tickets to operatic and musical events.

This program will involve a compositional, structural and historical immersion in the relationships between poetry and music and the political significance of each.

Some of the creative compositional questions to be addressed include: When does one medium supplant the other, and why does it do so? Does the meaning of the text always hold sway over its "music"? When does "music" render its text insignificant? What is the "music" of political speech, and what does its "music" do to its "meaning"? What are the similarities and differences among delivering a political speech to 20,000 people, and delivering a political song to 20,000 people? How can we protect our creative work from being given a political function that we oppose? What are the differences among "lyric," "narrative," "formalism" and "lyric," and what is the contemporary political significance of each?

This program will involve workshops, lectures and presentations by the faculty and invited guests, seminars on shared reading material, group listening sessions, viewing films of 19th- and 20th-century operas and regular student performances of original poetry and music.

Students will be strongly encouraged to pursue their own creative processes through writing, musical performance or both. We will also attend performances of opera, experimental music and symphonies in Seattle, Portland and Olympia.

Fall quarter (Myth, Melody and Early Modernism) will focus on the work of the early modernists of the 19th century: the operas and politics of Richard Wagner and the response of poets such as Charles Baudelaire and Stéphane Mallarmé. Other authors and composers to be studied include Friedrich Nietzsche, Theodor Adorno, Arthur Rimbaud, Claude Debussy, Jacques Offenbach, Franz Schubert and Gustav Mahler.

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.
Experimental Puppet Theater, Object Theater and Dance

Spring quarter
Faculty: Ariel Goldberger, TBA
Enrollment: 40
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expenses: Up to $90 for art materials and theater tickets; $50 for studio clean-up; normal expenses depending on the student’s choice of project.

The main goal of this intensive program is to generate an exciting artistic learning community in which individuals can use performance to investigate experimental puppet-and-object theater, experimental movement, dance and the interrelationships of these media.

The faculty will support students in developing an experimental approach to their artistic work through workshops and other consultations. Participants will be expected to generate imaginative, collaborative and individual original work by creating scripts or storyboards, composing choreography, researching puppet techniques, constructing, designing and directing puppet productions and participating in performances. Exploration of innovative performance ideas, materials, tools and multidisciplinary techniques will be encouraged. This program will require students to show their work-in-progress weekly and to contribute to supportive and effective weekly critiques.

Through a variety of media and student-initiated field trips, participants will study the experimental work of American and international puppeteers, dancers and performers. Weekly seminars will focus on readings that address theoretical issues about contemporary puppetry, dance, performance and student projects.

Credit awarded in puppet and object theater, dance, performing arts, performance, design and other subjects depending on student’s independent work.

Total: 16 credits.

Program is preparatory for careers and teaching.

Seeing the Light

Spring quarter
Faculty: Bob Haft
Enrollment: 20
Class Standing: This sophomore or above program accepts up to 20 percent sophomores.
Prerequisites: At least one quarter of college-level photography.

Faculty Signature: Students must present an academic and photographic portfolio and schedule an interview with Bob Haft, (360) 867-6474 or haft@evergreen.edu. Portfolios received by the Academic Fair, March 8, 2006, will be given priority. Qualified students will be accepted until the program fills.

Special Expenses: $200 to $300 for photo materials.

This is a one-quarter program designed for intermediate- and advanced-level photography students. Students will work with medium- and large-format cameras, 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 of 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 the humanities.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Student Originated Studies:  
Music  
Spring quarter  
Faculty: Terry Setter  
Enrollment: 25  
Class Standing: Juniors or seniors who are prepared to carry out advanced work in music composition and/or production.  
Faculty Signature: Students who have a project in mind must meet with Terry Setter, (360) 867-6615 or tas@evergreen.edu or The Evergreen State College, COM 301, Olympia, WA 98505. Students are encouraged to cluster together around projects that reflect their shared interests. Students who have completed their appointments by the Academic Fair, March 8, 2006, will be given priority. Qualified students will be accepted until the program fills.  
Internship Possibilities: With faculty approval.  
Student Originated Studies (SOS): Music offers opportunities for students to do advanced work in music composition and advanced production techniques. Students will work independently on their own creative and research projects. SOS will be made up of individual students and small groups that will devise projects and meet in the weekly forum. In the forum, students will present works-in-progress to get feedback and advice. The forum is intended to provide a sense of community and support to students. All other contract obligations will be worked out individually with the faculty. Students will enroll for SOS then design their quarter-long, contract-style work plans using input from the faculty member.  
Credit awarded in areas of student work.  
Total: 16 credits.  
Program is preparatory for careers and future studies in music and media arts.  

Theater Intensive:  
Stage Production  
Spring quarter  
Faculty: Walter Eugene Grodzik  
Enrollment: 24  
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.  
Faculty Signature: Admission by interview. To schedule an interview, contact Walter Eugene Grodzik, (360) 867-6076 or grodzik@evergreen.edu. Interviews completed by the Academic Fair, March 8, 2006, will be given priority. Qualified students will be accepted until the program fills.  
The play will be chosen from the realistic/avant-garde theater canon. This will allow us to work with acting and directing techniques that were specifically developed for each type of theater. For example, these techniques could include Stanislavski’s sense memory, Michael Chekhov’s psychological gesture, Meyerhold’s biomechanics or Bogart’s viewpoints. Students will experience a rigorous training in movement and vocal techniques and will learn to utilize these techniques in the performance of the play. Participation in the production involves acting in the play; dramaturgical work; assistant directing; stage management; set, costume, lighting and sound design; publicity; and all other areas related to a successful play production. While the production will be directed by the faculty, the process will be an interactive collaboration among all participants, with all students working in more than one area. For example, a student who is cast in the play may spend half to three quarters of her time in rehearsal, and the rest of the time in the shop building the set. A student who presents a portfolio of his lighting design, might become the lighting designer for the production as well as the publicity coordinator.  

Students who register for a program but do not attend the first class meeting may be dropped.
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 planning unit 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 influenced 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 planning unit 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 freshman 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 program 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 use 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.

### Affiliated Faculty:
- Clyde Barlow — Chemistry
- Dharshi Bopegedera — Chemistry
- Andrew Brabban — Biology
- John Akin Cushing — Computer Science
- Judy Bayard Cushing — Computer Science
- Kevin Francis — History of Science and Technology
- Jeffrey J. Kelly — Chemistry
- Robert H. Knapp, Jr. — Physics
- Elizabeth M. Kutter — Biology
- Albert C. Leisenring — Mathematics
- Stuart Matz — Biology
- David McAvery — Mathematics
- Lydia McKinstry — Organic Chemistry
- Donald V. Middendorf — Physics
- Donald Morisato — Biology
- Nancy Murray — Biology
- James Neitzel — Chemistry
- Neal Nelson — Computer Science
- Janet Ott — Biology
- David W. Paulsen — Cognitive Science
- Paula Schofield — Chemistry
- Sheryl Shulman — Computer Science
- James Stroh — Geology
- Rebecca Sunderman — Chemistry
- Brian Walter — Mathematics
- E. J. Zita — Physics

### Scientific Inquiry

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Atoms, Molecules and Reactions

Fall, Winter and Spring quarters
Faculty: Rebecca Sunderman
Enrollment: 25

Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year of college-level chemistry, at least one quarter of college-level physics, and the ability to do inferential and differential calculus.

Internship Possibilities: Spring quarter with faculty approval.

In previous chemistry work, you learned what the atomic orbital shapes were. In this program, we will learn why we know their shape. In previous chemistry work, you learned what a conductor was. In this program, we will examine the solid-state structural characteristics that indicate a material is a potential conductor. We will explore the "But why?" of chemistry by examining topics in thermodynamics, quantum mechanics, kinetics and materials chemistry. Many of the topics require a strong mathematical foundation. If you are struggling with calculus, this is not the program for you.

In the lecture component, students will learn about the laws of thermodynamics, enthalphy, entropy, chemical potential, phase diagrams, Gibbs free energy, reaction spontaneity, solid-state structure, solid-state bonding theories, point group symmetry, applications of symmetry, transition metal complexes, materials synthesis, Maxwell relations, the Schrodinger equation, atomic and molecular energy levels, electronic structure of atoms and molecules, onemolecular kinetics, biomolecular kinetics and current kinetic theories. The laboratory component, held in the fall, will train students to use chemical instrumentation to carry out assigned laboratory assignments. In winter and spring, the laboratory component will focus on enhancing skills in experimental design and research methods with the incorporation of team research projects.

In addition, emphasis will be placed on the development of technical writing skills and on interpretation and integration of issues pertaining to chemistry and society.

Credit awarded in thermodynamics*, quantum mechanics*, kinetics*, advanced inorganic chemistry*, scientific instrumentation*, research methods*, experimental design* and scientific writing*.

Total: 16 credits fall and winter quarters; 12 or 16 credits spring quarter.

A similar program is expected to be offered in 2007-08.

Program is preparatory for careers and future studies in chemistry, chemical engineering, chemical physics, medicine, biochemistry and teaching.

Belief and Truth

Fall quarter
Faculty: Bill Arney, E. J. Zita
Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

What do you believe and why? Can you prove it? How, or why not? Does it matter whether you can support what you believe? Is everything relative? Is science just another belief system? What are the roles of conjecture, evidence and theory in understanding? How can you articulate beliefs? How can you test hypotheses? What is the difference, if any? If these questions intrigue you, too, join us.

Classes will include discussions, lectures, and other activities. Workshops may include quantitative reasoning, science, and statistical reasoning. Some online work may be required.

Credit awarded in sociology, history, statistics, philosophy of science, and/or conceptual physics.

Total: 16 credits.

Program is preparatory for careers and future studies in science, social science, policy, philosophy, or religion.

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

Data to Information

Fall, Winter and Spring quarters
Faculty: TBA
Enrollment: 50

Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: High school algebra proficiency.

Special Expenses: Unusually expensive textbooks, approximately $300 each quarter.

The goal of this 4-year program is to lay a firm foundation for advanced work in computer science. The name Data to Information refers to our study of how bits, bytes and raw numbers gain meaning through increasingly abstract layers of interpretation. Organizing raw data into different structures can produce very different meanings. Through interpretation, correct or not, raw data becomes information.

Our work will emphasize knowledge of the fundamentals of mathematics, program design, algorithms and data structures, and the hardware needed to succeed in the computer field. Individual and collaborative problem-solving will also be stressed.

The content of Data to Information mirrors that of the first year and a half of a conventional computer science major at most liberal arts colleges. Here, it will be presented in an integrated and synergistic manner that strengthens connections among the various ideas and skills, enabling more rapid progress through immersion.

Program content will be structured around year-long, interwoven themes. The computational organization theme will begin with digital logic and continue through increasingly complex and abstract ways of organizing hardware into functional units. The programming languages theme will begin with the functional programming paradigm using Haskell, then continue into the analysis of data structures and algorithms, and finally introduce an object-oriented programming paradigm using Java. The mathematical abstraction theme will develop the mathematical tools and abstract ideas that support problem solving in computer science. The history and social implications of technology theme will explore the contexts in which quantitative and computerized tools have been developed and applied.

Credit awarded in digital logic, computer architecture, programming, data structures and algorithms, discrete mathematics and the social and historical implications of technology. Upper-division credit 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 computer-related fields, science and mathematics.
Emerging Order: What to Make of It?
Fall and Winter quarters
Faculty: David McAvtrey, Ruth Hayes
Class Standing: This all-level program accepts up to 75 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: $75 each quarter for art supplies and field trips.
At first glance, the natural world may seem chaotic and full of random events. Similarly, creative works by humans may seem to have no logic or basis in the world as we have experienced it. But as we investigate beyond the surface of things and observe, measure and describe phenomena carefully, order emerges. We may first perceive that order as spatial, such as in growth rings of a tree or the spiral of a galaxy, but we also learn to read such patterns as dynamic events or structures in time. We may recognize expressions of this natural order in the visual arts, media arts, sound composition or in literature.

In this program, we will study order and disorder as they occur both in natural phenomena and the creative works of people. We will see what we can learn about how order emerges over time, and how humans perceive and express that order. We will approach this inquiry as artists, scientists and scholars, engaging in both creative expression and quantitative reasoning.

We will work on writing, drawing and math skills as we develop techniques of observation, measurement, documentation, analysis and description. We will practice animation and time-lapse and motion analysis techniques to study and represent phenomena we have observed. We will use a variety of art media to explore shape and spatial relationships, and audio recording and editing technology to capture, analyze and compose sounds. We will learn to describe patterns and change, both in written and quantitative form, and we will create mathematical and computer models based on the physical laws that shape them.

Many of our lectures, readings and seminar discussions will be about the history and theory of knowledge, as it relates to our subject matter. The diverse ways humans employ and recognize order and patterns are culturally and historically determined. We will therefore also explore the perception, interpretation and use of patterns in different cultures, both ancient and modern.

Credit awarded in philosophies of art and science, drawing, animation, animation studies, mathematics, physics, computer modeling, expository writing and cultural studies.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in the arts and sciences.
This program is also listed under Programs for Freshmen and Expressive Arts.
Evolution: Patterns and Processes
Fall, Winter and Spring quarters
Faculty: Heather Hoying, Donald Morisato
Enrollment: 50
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year each of college biology and chemistry.
Special Expenses: Approximately $75 for lab specimens and materials.

The theory of evolution is the cornerstone of modern biology, unifying disciplines as diverse as molecular genetics and population ecology. Evolution provides an explanation for the extraordinary biological diversity on this planet. Yet, what is the best way to study this process? By focusing on the mechanisms producing variation? By seeking evidence of past evolutionary change in the phenotype? Or by generating theory that fits with what we already know? At what level does natural selection act—on genes, on organisms, or on groups of organisms? This program will present and discuss some of the big ideas in evolution and, at the same time, examine how, as scientists with distinct scientific processes and cultures, approach these questions.

During fall quarter, we will begin with a few apparently simple, yet often unresolved questions in evolutionary biology: What is a species? How do we know? We will be studying several aspects of micro-evolution—the change that occurs within populations, over time spans that are directly observable by humans—and spending some time in the field. On a parallel track, we will consider mutation and genetic variation as agents of evolutionary change. We will begin with classical Mendelian genetics and move on to a formal treatment of population genetics and the analysis of complex traits.

During winter quarter, we will focus on macro-evolutionary processes—specifically speciation and the evidence it leaves behind. Throughout this quarter we will focus on large philosophical questions, including: How, generally, do we make claims of knowledge in the study of history, including in an historical science such as evolution? Can we generalize from singular events, such as the evolution of flight in birds and, if so, what is our justification for doing so? We will focus on the two primary sources of evidence in studies of evolutionary history: morphological and molecular characters. In the morphology section, we will focus on vertebrate anatomy and evolution; weekly labs will involve the dissection of sharks and cats. The molecular biology section will present a more explicitly chemical view of the processes underlying the transmission and expression of genetic information. We will consider how the analysis of DNA sequences can reveal historical relationships. The systematic comparison of different animal genomes has provided the surprising insight that evolution of diversity does not arise by creating large numbers of specialized new genes, but rather by deploying the same set of genes in different ways.

In spring quarter, we will focus on a few case studies that will further build upon the connections among the fields of phylogenetic systematics, genetics, molecular biology, evolutionary ecology and anatomy. For example, we may consider the acquisition of language in Homo sapiens by comparing chimp with humans through studies on the FOXP2 gene, as well as investigating the evolution of different language groups. Students will apply their skills to independent research projects each quarter, which may comprise indoor bench work, field-based projects, analysis of existing datasets or a combination of these approaches.

This yearlong, upper-division science program will have an intensive workload, and students should be prepared to think and hypothesize creatively and rigorously.

Credit awarded in evolutionary biology*, systematics*, genetics*, molecular biology*, anatomy* and developmental biology*.

Total: 16 credits each quarter.
A similar program is expected to be offered in 2008-09.
Program is preparatory for careers and future studies in the biological sciences.
This program is also listed under Environmental Studies.

Introduction to Natural Science
Fall, Winter and Spring quarters
Faculty: Stuart Matz, Lydia McKinstry, TBA
Enrollment: 72
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Prerequisites: High school algebra proficiency.

This program will offer students a conceptual and methodological introduction to biology, chemistry and physics. We will use an organizing theme that is based on the cycles and transformations of matter and energy at a variety of scales in both living and nonliving systems. As appropriate, we will use mathematical modeling and other quantitative methods to gain additional insights into these processes. We will also examine the methods used to obtain these models and the historical, societal and personal factors that influence our thinking about the natural world. We will also explore some of the impacts on societies due to changes in science and technology. In addition to studying our current scientific models for these processes, we will also examine the methods used to obtain these models and the historical, societal and personal factors that influence our thinking about the natural world. Students will learn to describe their work through writing and public presentations.

Program activities will include lectures, small-group problem-solving workshops, laboratories, field trips and seminars. During spring, there will be an opportunity for small groups of students to conduct an independent scientific investigation designed in collaboration with the program faculty.
Students who complete this program will be prepared for more advanced study in programs such as Marine Life or Molecule to Organism. Both programs will be offered in 2006-07. This program will also provide a background in disciplines required for careers as a health professional. It is also appropriate for students who wish to understand the process and role of science.

Credit awarded in chemistry, biology, mathematics, physics and scientific writing.

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 and biological sciences, medicine and health sciences, environmental studies and teaching.
This program is also listed under Programs for Freshmen.

* Indicates upper-division credit
Mathematical Systems
Fall, Winter and Spring quarters
Faculty: Brian L. Walter
Enrollment: 25
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Competency in calculus up through integral calculus at the college level. For the most current information, see www.evergreen.edu/catalog.
This program is an intensive study of several fundamental areas of pure mathematics, including calculus, abstract algebra, set theory and topology. Students will also have the opportunity to learn other advanced topics in mathematics, such as number theory. The tentative schedule of topics includes abstract algebra (group theory), real analysis and set theory in fall; abstract algebra (Galois theory), real analysis and topology in winter; and probability theory and geometry in spring, when students will also design individual projects. We will develop skills not only in handling mathematical syntax, but also in the crucial areas of reading and writing rigorous proofs in axiomatic systems. We will also examine mathematics as a historical and philosophical context, asking questions such as: Are mathematical systems discovered or created? Do mathematical objects actually exist? How did mathematics become what it is today? What is current mathematical practice? What are the connections between mathematics and culture? This program is designed for students who intend to pursue studies or teach in mathematics and the sciences, as well as for those who want to know more about mathematical thinking. Students will have the opportunity to engage in individual projects and present material to the class on mathematical topics that they study during the year.
Credit awarded in real analysis*, abstract algebra*, set theory*, topology*, probability theory*, geometry*, other topics based on areas of student work*, and seminar in the history and philosophy of mathematics.
Total: 16 credits each quarter.
A similar program is expected to be offered in 2007-08.
Program is preparatory for careers and future studies in mathematics, physics, mathematics education, the history of mathematics, the philosophy of mathematics and the history of science.

Matter and Minerals
Fall, Winter and Spring quarters
Faculty: Dharsi Bopegedera, James Stroh, TBA
Enrollment: 62
Class Standing: Sophomores or above; transfer students and well-prepared freshmen are welcome. Freshmen must contact Dharsi Bopegedera, (360) 867-6620 or bopegedd@evergreen.edu, to verify their qualifications. Prerequisites: Strong critical thinking skills; proficiency in precalculus and trigonometry extremely important; high school chemistry helpful but not required.
Special Expenses: Approximately $50 for a mineral collection to be acquired over the course of the year.
This program is designed for students with a keen desire for a strong background in geology, mineralogy, chemistry and mathematics of the kind needed for serious work in the natural sciences. The program’s work will include lectures, readings (both technical and general), calculations, field and laboratory work, reports and limited seminar discussion.
We will cover standard introductory topics in geology, mineralogy, chemistry and differential and integral calculus at the college level. For example, in earth science we will explore what a mineral or group of minerals is made of, how they form and where they occur, and what their symmetry properties are. We will also analyze the mineral or rock in the laboratory.
We will develop theory and laboratory practice concurrently, and students will apply principles in the three major subject areas. Structured and exploratory exercises will be used to frame and solve problems. Seminar readings and discussions will both broaden and deepen the program material. Readings may be from literature, journal articles or other sources such as the Internet. Students will also be expected to keep a field journal of minerals.
This year, the Matter and Minerals program is offered in place of the traditional Matter and Motion program.
Credit awarded in earth science, general chemistry with laboratory, and calculus.
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 medicine, biology and chemistry.

Medical Chemistry and Toxicology
Fall quarter
Faculty: James Neitzel
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Successful completion of two quarters each of organic chemistry and biochemistry.
This program will examine the interactions between chemicals and animals, particularly focusing on events at the cellular and molecular level. A major emphasis will be on common cellular signaling pathways that are altered by drug action. In addition, the importance of structure-function relationships in examining the biological activity of chemicals will be a common theme. Mathematical models for the absorption, distribution and elimination of pharmaceuticals will be covered.
Toxic reactions to drugs and other chemicals will be examined, and the biochemical mechanisms for the transformation and elimination of foreign compounds will be covered. Current trends in research that are allowing rapid drug discovery and testing will be included. The statistical methods used to examine biomedical hypotheses will be taught to assist in the understanding of primary research papers in this field. Finally, historical case studies on the discovery, development and regulation of selected drugs will be studied. Program time will include lectures, seminars, laboratories and student presentations.
Credit awarded in medicinal chemistry and cell biology.
Total: 12 or 16 credits.
Program is preparatory for careers and future studies in medicine, biology and chemistry.

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.
The Physicist's World

Fall and Winter quarters
Faculty: Tom Griswold, Neal Nelson
Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

The 20th century has brought about a revolution in our understanding of the physical universe. We have been forced to revise the way we think about the nature of space and time and causality, and about the properties of matter. An important part of this revolution has been the surprising discovery of fundamental ways in which our knowledge of the material world is ultimately limited. These limitations are not the result of surmountable shortcomings in human understanding, but are more deeply rooted in the nature of the universe itself.

In this program, we will examine the mental world created by the physicist so that we can make sense out of our experience of the material world, and try to understand the nature of physical reality. We will ask and explore answers to the twin questions of epistemology: What can we know? How can we know it? Starting with the Presocratic philosophers, we will continue through each major development of 20th-century physics, including the theories of relativity, quantum theory, determinstic chaos and modern cosmology. We will examine the nature and the origins of the limits that each theory imposes on our ultimate knowledge of the world. We will read primary texts, such as works by the Presocratics, Plato, Lucretius, Galileo, Newton and Einstein, as well as selected contemporary writings on physics. In addition to the other texts, a book-length manuscript has been written for this program that will serve as an extended outline and guide to the works and ideas we will read and discuss. Fall quarter will concentrate on the period up to the beginning of the 20th century; winter quarter will cover developments during the 20th century.

No mathematical prerequisites are assumed. Mathematical thinking will be developed within the context of the other ideas as needed for our purposes. The only prerequisites are curiosity about the natural world and a willingness to read and think and write about challenging texts and ideas.

Credit awarded in philosophy*, cell biology*, organic chemistry I, organic chemistry II, organic chemistry III, biochemistry*, microbiology* and developmental biology*. Students who complete all three quarters receive all 48 credits as upper-division credits.

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

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

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

Public Works: Democracy and Design

Fall and Winter quarters
Faculty: Rob Knapp, Cheryl Simrell King
Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expense: Approximately $50 for an overnight site visit in fall quarter.

"Public works"—the term refers to large-scale physical projects such as roads, waterworks, harbors or refuse-handling sites. Every community needs them. Indeed, most communities could not survive without these essential projects that allow us to live together as a civil collective. How long would civil society last if the garbage weren't being picked up, if clean water were not available, and if no transportation options were available? Yet, most communities struggle over their public works, and the outcomes are very often politically divisive and environmentally destructive. As such, the term "public works" can also refer to what it takes to make our public commons work.

We are interested in how to make our public projects work for us all, environmentally, ecologically and democratically. Our central question will be: In the present-day United States, how can public projects be designed ecologically and planned/implemented democratically?

The program faculty believe that the path to good answers goes through intelligent politics/administration and imaginative planning/engineering. In other words, good answers come out of good democracy and good design. This program will develop background in what it takes to achieve good democracy and good design, specifically in the nature and practice of American local politics and administration, and the theory and practice of ecologically sound civil engineering and planning. We do not require any specific background, although students will find it helpful to have solid experience and skill in at least one of the following: expository writing, community studies, graphic communication or ecological design.

Students who register for a program but do not attend the first class meeting may be dropped.
Fall quarter will be organized around lectures and workshops on politics, administration, planning and engineering topics, case studies, and seminars on American society and culture, environmental affairs and human values. We will also lay the groundwork for winter quarter involvement in real-world public works projects in nearby communities. These projects will be a major component of winter quarter, alongside continued background development in democracy and design and seminars.

Credit awarded in writing, quantitative reasoning, political science, public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, and public policy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, public policy and city, county and regional planning.

This program is also listed under Programs for Freshmen; Environmental Studies; 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.

Student Originated Software: Designing and Implementing Real-World Systems

Fall, Winter and Spring quarters
Faculty: Judith Bayard Cushing, Sheryl Shulman
Enrollment: 50

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Expertise in (1) computer science, as evidenced by completion of the Data to Information program or the equivalent, or (2) the arts or sciences with demonstrated expertise in computer applications. A successful applicant from the arts or sciences will have one year of upper-division work in their area of expertise, introductory programming and expert-level expertise in one application program from their domain, and a software project proposal for their domain.

Faculty Signature: To demonstrate prerequisites, students must complete a questionnaire and (if requested) an interview with faculty. The questionnaire will be available after May 2, 2005, from Judith Cushing, judyc@evergreen.edu, or Sheryl Shulman, sherri@evergreen.edu, and from the Academic Advising Office (360) 867-6312. Questionnaires received by May 13, 2005, will be given priority. Qualified students will be accepted until the program fills.

Internship Possibilities: Only if in conjunction with the software project, or for 4 credits in spring quarter with faculty approval.

Critical problems with software systems remain despite the best efforts of many very smart people over the last 50 years to resolve or avoid them. Software is often late, over budget, socially irresponsible, unable to perform according to user needs, or some combination of these. The "software engineering" problem is not just a matter of science and technology, but a problem of organization, psychology, group dynamics and culture. In addition, considerable knowledge and understanding of the relevant domain is required to design and implement a successful system.

Student Originated Software is intended to prepare students to face these problems. This program gives students with advanced programming skills, or some programming skills and considerable domain expertise, the ability to identify and carry out viable software projects. Students will work in groups to identify a software project, prepare a feasibility study, identify a client (or class of clients) and write software specifications. They will conduct systems analysis and design, implementation, product testing and validation. They will write user documentation and system maintenance plans, and (where appropriate) conduct or plan system installation, deployment and user training. Students will evaluate their software project according to technical, legal and social criteria.

Domains of successful past projects include the sciences, music, visual arts, automobile tuning, education, computer security, databases for small businesses and local and state agencies. The program seminars will address the history and culture of the software industry, writing verifiably correct programs, programming languages, ergonomics and human-machine interaction, and the psychology of computer programming and other topics as relevant.

Credit awarded in computer science and software engineering: object-oriented analysis, design and programming*; relational databases*; distributed computing*; software tools* and other topics based on areas of student work*.

Total: 8 or 16 credits fall and winter quarters; 4, 8 or 16 credits spring quarter. The 8-credit option is for part-time students only; spring quarter 4-credit option is for students who are only doing the internship.

Program is preparatory for careers and future study in computer science and software engineering or technology use and development in an application area.

* Indicates upper-division credit
Andrew Brabban (biotechnology) is interested in developing biological technologies for agriculture, industry and health care that improve the efficiency of a modern process, or that generally improve the quality of life for society. Current student projects include technologies to produce pharmaceutical synthons, 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 a background in physics, electronics or computer computing. Students will use the techniques of 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 who are strongly motivated to explore new computing paradigms, such as object-oriented systems and multiprocessor 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 mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

Clyde Barlow and Jeff Kelly work with 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 Bopegedera would like to engage students in three projects. (1) FTIR spectroscopy of free radicals. She would like to work with two 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. She would like to work with two 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 with the geological properties of the land. Students who have completed general chemistry with laboratory can carry out this project. (3) Science and education. She would like to work with two 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.

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Students who register for a program but do not attend the first class meeting may be dropped.
Winter and Spring quarters
Science Seminar
Winter and Spring quarters
Faculty: E. J. Zita
Enrollment: 20
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Good writing skills.
Each quarter, we will read, discuss and write about diverse topics in physics, astronomy, mathematics and related areas. We assume no background in mathematics or physics. 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: What are the newest ideas in physics and astronomy? How is knowledge created or discovered? How can new ideas develop into testable theories? How does scientific understanding change? Past topics have included string theory, relativity, chaos, quantum mechanics, infinity and cosmology. Readings and themes vary each quarter. Details are available online at http://192.211.16.13/zita/scisem.htm.

Our 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. Science Seminar students will work with science students to discuss key points and questions before each seminar. Students will earn 4 or 8 credits by participating in one or two seminars each week and completing short essays and online assignments. Students are encouraged to work with the Writing Center tutors and to attend occasional writing workshops.
Credit awarded in the history and/or philosophy of science and/or math.
Total: 4 or 8 credits each quarter.
Program is preparatory for careers and future studies in the sciences, mathematics, physics, and the history and philosophy of science.

Algebra to Algorithms:
An Introduction to Mathematics for Science and Computing
Spring quarter
Faculty: TBA
Enrollment: 24
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Prerequisites: High school algebra proficiency.
Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions (more or less) of complex natural systems, and modern computing has magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving, and also enables the construction of mathematical models. In fact, computer science is the constructive branch of mathematics. This program will explore connections among mathematics, computer science and the natural sciences, and will develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences, particularly in computer science. The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences. The emphasis will be on fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and, depending on interest, calculus, logic or geometry. All topics will include relevant historical and philosophical readings.
Credit awarded in algebra, geometry, mathematical modeling, programming, and the history and philosophy of mathematics.
Total: 16 credits.
A similar program is expected to be offered in 2006-07.
Program is preparatory for careers and future studies in the sciences, teaching and mathematics. This program is also listed under Programs for Freshmen.

Thinking Straight
Spring quarter
Faculty: David Paulsen
Enrollment: 23
Class Standing: This all-level program accepts up to 50 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Do you want to work on improving your critical reasoning skills? This program will focus on techniques for 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 several domains, which may include science, statistics, ethics, economics and history. We will apply critical reasoning techniques to a number of contemporary, contentious issues found in a variety of texts, including full books, 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 specific domains. Students will be expected to gather both quantitative and qualitative material and make frequent presentations that clarify and assess the reasoning underlying important current issues.
Credit awarded in informal logic and introduction to statistical reasoning, as well as possible credits in introduction to philosophy of science, introduction to ethics, introduction to economic reasoning and introduction to reasoning in history.
Total: 16 credits.
Program is preparatory for careers and future studies in philosophy, science, the social sciences and Change.
This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

*Indicates upper-division credit

Students who register for a program but do not attend the first class meeting may be dropped.
SOCIETY, POLITICS, BEHAVIOR AND CHANGE

At Evergreen, the Society, Politics, Behavior and Change planning unit weaves together the various social science disciplines that enable us to better understand society and the way in which society operates in local, regional, national and international arenas. In so doing, we place a particular emphasis on:

Society: Many of our programs examine how 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 and the interplay of politics and economics, with an emphasis on the international political economy 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 they 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.

Affiliated Faculty:
Don Bantz
Peter G. Bohmer
Priscilla V. Bowman
William Bruner
Scott Coleman
Stephanie Coontz
Elizabeth Diffendal
Peter Dorman
John Robert Filmer
Teresa L. Ford
George Freeman, Jr.
Laurance R. Geri
Jorge Gilbert
Angela Gilliam
Jeanne E. Hahn
Ryo Imamura
Gail Johnson
Heesoon Jun
Cynthia Kennedy
Mukti Khanna
Janice Kido
Cheryl Simrell King
Glenn Landram
Gerald Lassen
Daniel B. Leahy
Carrie M. Margolin
Lawrence J. Mosqueda
Alan Nasser
Dean Olson
Toska Olson

Society, Politics, Behavior and Change
Alternatives to Capitalist Globalization

Fall and Winter quarters
Faculty: Steve Niva, Peter Bohmer, Lin Nelson
Enrollment: 75
Class Standing: Sophomores or above; transfer students welcome.

At the beginning of the 21st century, a great number of global and national elite, intellectuals and international financial institutions, such as the World Trade Organization, International Monetary Fund and World Bank, claim that there are no alternatives to capitalist globalization. They claim that the world must be restructured according to "free market" and "free trade" principles that open up countries to the products, services and investment of multinational corporations; reduce social relations to commercial transactions; and impose Western development models on diverse cultures.

In this program, we will study diverse social movements, organizations and thinkers who are offering alternative visions for organizing global society and meeting human needs. Many of these alternative visions have developed within the emerging global justice movement, and many draw upon historical precursors and various traditions of resistance. Still others have been influenced by socialist, anarchist, ecological, feminist or Southern perspectives. We will explore these and other alternatives to capitalist globalization that have developed around the world. We will also examine selected case studies of attempts to create alternative social systems. These range from small-scale intentional communities, cooperatives and permaculture communities to contemporary movements such as the Brazilian MST (landless peasant movement) and European autonomous movements to larger-scale cases such as Swedish social democracy, Cuban socialism, the Indian state of Kerala and Argentina's barter and trading networks. This program will critically analyze the strengths and weaknesses of each alternative, and students will formulate their own views on the possibility and desirability of developing new visions of a global society.

A central feature of the debate about globalization is how "free trade" principles and practices are affecting the environment, public health and community life. We will examine the growing literature and many organizations and voices that are depicting a range of effects, from the impact on worker health in relocated and unregulated industries to the broad changes in local food systems. Workers, farmers and consumers provide vantage points on how things are changing in communities around the globe, and they offer ideas and experiments in resisting unregulated global production and trade. Environmental advocates offer frameworks for critically examining how globalization affects regional ecosystems, environmental health and natural resources. We will examine how environmental and public health concerns connect with broad social justice movements and alternative visions. We will do this in part through studying conditions and alternatives around selected products and production activities, such as the current debate about the production, distribution and disposal of computers. Throughout our analysis, we will pay special attention to the conditions facing women in their changing roles in the global system of production and consumption. Women’s social justice visions for strengthening community life and self-determination will help guide our work.

Students will be encouraged to explore related issues in their own communities through internships, organizing and projects, in order to deepen their understanding of the relationship between theory and practice. Students will be evaluated on their ability to address and critically examine historical and contemporary issues in relation to political, social and economic theory and practice. A strong emphasis will be placed on developing skills in critical thinking, reading, writing and public speaking. We welcome students with a social science background, but invite all students interested in our work to join us.

Credit awarded in political economy, the theory and practice of social movements, comparative social systems, globalization studies, gender studies, environmental studies and political theory.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in graduate school in the social sciences, working for international nonprofit/nongovernmental organizations, organizing, environmental and social justice advocacy and public interest law.

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

Arendt and Camus
Fall and Winter quarters
Faculty: Pris Bowerman
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Academic experience in closely related and carefully developing analytical arguments is required. Knowledge of Western political philosophy and/or Western history, particularly of the 20th century, is recommended.

Albert Camus was born and raised in Algeria and maintained a strong identification with his homeland throughout his adult life in a France that continued to maintain strong colonial control over Algeria. Hannah Arendt was a Jewish émigré from Hitler's Germany. Both were prominent 20th-century intellectuals who wrote extensively on the political events of their day. Both also took part in those events directly: Camus edited the underground paper Resistance in France during World War II; in the 1940s Arendt worked for relocation programs in Europe to help all those persecuted by the Nazi regime to exit German lands, and, after the war, she led a major endeavor to recover properties stolen by the Nazis. Camus's written legacy includes novels, plays, essays and notebooks. Arendt wrote philosophic essays and had an extensive correspondence, which is now being published.

Perhaps for both, their "displaced" adult lives contributed to their idiosyncratic and iconoclastic views on politics and government; on war, personal responsibility and political resistance; and on justice. Neither can be easily identified by a particular political or philosophic leaning: Camus denied that he was, as many thought, an existentialist, and few dared put any label on Arendt.

Because they resist labels, each shatters everyday conventional views of the world, be they liberal, conservative or radical, and each invites us to reconsider our own experiences and decisions about how to live.

We will study their work in depth, paying particular attention to their views of war and the personal and political responsibility to resist war and injustice, as well as to their views of the human condition as it appeared in the 20th century and what it promised for the future. The mix of literary and philosophic writing will add variety to the readings, and will be accompanied by films and secondary works on their lives and times that will provide both background and context for understanding their views and for developing our own thoughts on our political and personal responsibilities to act in today's world.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog.
Close, attentive reading and critical analytical thought will be required, as well as a commitment to serious intellectual seminars focused on the texts. Writing assignments will include analytical essays on Camus’s and Arendt’s arguments and equally analytical arguments by each student defending their personal views of responsibility and justice.


Total: 16 credits each quarter.

Program is preparatory for careers and future studies in politics, philosophy, literature, history, government, law and social service.

Borders of Identity: Forging a Critical Practice of Solidarity

Fall, Winter and Spring quarters
Faculty: Anne Fischel, Therese Saliba, Angela Gilliam
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $200 for video/installation costs.
Internship Possibilities: Spring quarter with faculty approval.

The post-9/11 climate reinforced polarities in U.S. nationalist discourse, stressing oppositions between “civilization” and “barbarism,” freedom and tyranny, “us” and “them.” Individual markers of identity, like “Muslim” and “immigrant,” have become social categories upon which U.S. domestic and foreign policy hinge. They situate groups and communities, marking out areas of significant, and seemingly incommensurable, differences.

By contrast, this program will examine the borderlands where identities of nation, race, ethnicity, religion, class and gender are challenged and converge. We will focus on identities as being interdependent and intercommunal by pursuing the following questions: What are the master narratives shaping U.S. identity? How do we understand our personal and collective identities in relation to others? How are our stories and experiences of self, home and nation part of the narratives we share with those whose power and privilege differ from ours? How do we engage in critical solidarity with those we learn to see as “other” and “outside”?

We will explore how “American” identities are positioned within structures of power, privilege or marginality. Starting with our personal experiences of identity, we will examine how narratives of identity have been constructed and deployed, in our lives and in public discourse, to reinforce notions of separateness and community.

We will develop case studies drawn from national and international contexts. Nationaly, we will look at debates over immigration, “race” and “whiteness,” labor, and Islam—especially as they relate to African American, Arab, Latino and Jewish communities. Internationally, we will examine the Israeli-Palestinian conflict through the lenses of collective memory and constructions of Jewish and Arab identity, historically as well as in the present. We will examine how relationships to power and suffering, privilege and victimization are used to construct political policies and narratives of nationhood in the Middle East.

Our exploration of the Israeli-Palestinian conflict is driven by what Jewish theologian Marc Ellis calls “the struggle for an interdependent empowerment.” We will look to social movements in Israel/Palestine and the United States that are modeling solidarity and the narration of a shared identity and history. We will investigate the historical interrelations among Blacks, Jews and Arabs, including the experiences of African and Arab Jews in Israel, and the ways in which the Palestinian question and Islam have influenced Black-Jewish and Black-Arab relations in the United States, both before and after 9/11. Wherever possible, we will collaborate with community organizations that can help our work.

In spring, students can develop program-related projects or participate in up to 20 hours of community internship. We will examine further the impact of Islam as a longstanding counter-narrative, both in the Nation of Islam and more recently in Hip Hop culture, as well as the post-9/11 phenomenon of an Islamic internationalism in political and popular culture.

Media literacy and image-making will be emphasized in this program. We will analyze mass media representations, including films and news. We will also pay close attention to experimental, activist and community-based media by creating new representations of personal/collective identity. Finally, we will create with text and image, using video, installation art, oral history and storytelling/performance, to share our learning about identity and representation and move toward the construction of shared narratives of personhood, community and nation.

Our texts will be drawn from film, literature, social theory and history. Our modes of analysis will be taken from cultural studies, discourse analysis and the politics of media representation. Our goals are to move beyond identity politics, break down narratives of exclusion and supremacy, and work toward a critical practice of solidarity with those we have identified as “other.”

Credit awarded in cultural studies, media studies, video, Middle East studies, African American studies, installation art and U.S. history.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are also enrolled in 4 credits of language study. Freshmen must enroll for 16 credits during fall quarter.

Program is preparatory for careers and future studies in media, education, conflict resolution, community organizing, international studies and immigrant advocacy.

This program is also listed under Programs for Freshmen; Culture, Text and Language; and Expressive Arts.
Buddhist Psychotherapy
Fall quarter
Faculty: Ryo Imamura
Enrollment: 24

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Western psychology has so far failed to provide us with a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding—our everyday mind, our immediate awareness of being, with all of the complexity and sensitive attunement we feel to the vast network of interconnectedness with the universe around us. Instead, it has chosen to analyze the mind as though it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In direct contrast to this approach, Buddhism shuns any impersonal attempt to objectify human life from the viewpoint of an external observer. Instead, it studies consciousness as a living reality that shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which we become attentive participants—observers in the unfolding of moment-to-moment consciousness.

In this program, we will investigate the study of mind that has developed within the Buddhist tradition through lectures, readings, videos, workshops and field trips. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Buddhism—the attempt to fit Buddhist ideas and practices into unexamined Western assumptions and traditional intellectual categories. Lastly, we will address how the encounter between Buddhism and Western culture could have important ramifications for the human sciences in the future, potently leading to new perspectives on the whole range of human experience and life concerns.

Credit awarded in Buddhism, Asian psychology, Asian American studies and Engaged Buddhism.

Total: 16 credits.

Program is preparatory for careers and future studies in psychology, Asian studies, religious studies, counseling, Asian American studies and social work.

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

Business and Society: Put Your Money Where Your Mouth Is
Fall and Winter quarters
Faculty: Cynthia Kennedy, Glenn Landram
Enrollment: 50

Class Standing: Juniors or seniors; transfer students welcome.

Special Expenses: $75 each quarter for overnight field trips.

This program is shaped by the belief that liberal arts graduates bring a special kind of talent to the study and practice of business management. They are "big picture" thinkers skilled at framing the larger issues that often drive thinking in public and private organizations. Liberal arts graduates, and Evergreen graduates in particular, learn how to use collaborative processes that enable them to span and build upon differences in theory and application. They do this by becoming strong critical thinkers and active listeners, by reasoning about ethical principles and moral outcomes, by understanding their own abilities as leaders, and by communicating their ideas clearly in both written and oral formats.

In this program, students will learn about leadership, finance, organizational behavior, marketing and other disciplines in order to recognize when expertise in these disciplines is needed, how to get this expertise, and how to know when not to devote the bulk of their educational resources to any given area of specialized training. Students will develop specialized skill to integrate all the elements of business management into a comprehensive understanding of today's organizations that will be competitively successful and ethically consistent with their sense of what is right, just and fair.

Credit awarded in leadership, business and economics, organizational behavior, business ethics, managerial skills-development, communications and small business management.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public administration, nonprofit organizational management and business management.

Language and Law
Fall and Winter quarters
Faculty: Susan Finkel, José Gómez
Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

The language of law plays a large role in our everyday lives. This is true not only in the courtroom when we are called for jury duty, in the law books that report court decisions, and in legal documents such as wills or mortgage contracts, but also in our daily routine and behavior. For example, we agree to certain rules of the road when we drive to and from work. We undertake numerous law-based transactions, from buying goods with a credit card to downloading software. We subscribe to a code of conduct that can carry severe criminal or civil sanctions if we breach it.

Despite this ubiquitous presence of the law, we frequently are unable to understand the ordinances, statutes, court opinions and legal documents that affect us. We look to the newspapers to interpret the latest court rulings. We hire lawyers to see us through the legal thicket, where one linguistic mistake can nullify an important document or further complicate our lives. Indeed, massive law dictionaries that define legal terms suggest that legalese is a lingua in itself.

To gain an understanding of the relationship of law to language, we will study sociolinguistic principles, particularly linguistic variations such as ebonics, code-switching, conversational style and rhetorical devices such as metaphors. Some of the case studies we will examine will focus directly on linguistic issues such as bilingualism in the schools. Law v. Nichols and the Official English movement.

Throughout the two quarters, we will study the many controversies over the use of language that have required legal intervention to resolve. For this, we will focus on the First Amendment right to free speech as we also explore freedom of the use of language from a sociolinguistic point of view. For example, we will consider court testimony to discover the ways in which people express power, solidarity and identity within the strict guidelines of legal settings and legal briefs.
Looking Backward: America in the 20th Century
Fall, Winter and Spring quarters
Faculty: David Hitchens, Jerry Lassen
Enrollment: 46
Class Standing: This all-level program accepts up to 50 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Credit awarded in psychology, social psychology, movement.

Total: 16 credits each quarter. The 16-credit option comprises weekend classes that both study on weekdays with George Freeman.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs; to read closely; to write with effective insight; and to develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be a program-wide symposium at the end of each quarter. Each symposium will provide a means of rounding out each term's 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, and American literature.
Total: 16 credits each quarter.

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 Programs for Freshmen and Culture, Text and Language.

Making Change Happen
Fall, Winter and Spring quarters
Faculty: George Freeman, Marcella Benson-Quaziena
Enrollment: 25 maximum for each credit option.
Class Standing: Sophomores or above; transfer students welcome.
Special Expenses: Approximately $55 each quarter for retreat expenses.
Internship Possibilities: Spring quarter opportunity at the Highlander Research and Education Center in Tennessee.

It logically follows that, in today's multicultural world, the truly reliable path to coexistence, to peaceful coexistence and creative cooperation, must start from what is at the root of all cultures and what lies infinitely deeper in human hearts and minds than political opinion, convictions, amplitudes, or sympathies— it must be rooted in self-transcendence.

—Václav Havel, 1990

We often think of institutions, such as marriage, the church or education, asunchanging with regard to their foundational elements. In reality, such institutions and organizations are always in flux, responding to environmental and personal demands. Such challenges are the mark of American democracy and, historically, our institutions have moved toward the benefit of the populace for the greater good. Institutional change does occur, but how does it happen? How do we move institutions and organizations toward greater inclusivity, equity and social justice?

The guiding questions of this program are framed in terms of democracy, social justice, welfare, civil rights, and personal transformation and transcendence. We will explore how we engage institutions and organizations in transformation, what kind of effective change strategies allow for both personal and institutional paradigmatic shifts, and how we become the leaders of the process. We will examine the psychology of change, what role transcendence plays in our ways of thinking about change, and how equity and justice are served. This program will explore these questions within the context of systems theory, multicultural and anti-oppression frameworks, leadership development and the civil rights movement.

Credit awarded in psychology, social psychology, history, human development, organizational development and management, and leadership development.
Total: 8 or 16 credits each quarter. The 8-credit option comprises weekend classes that both faculty teach; the 16-credit option combines the weekend classes with an additional 8 credits of study on weekdays with George Freeman.

Program is preparatory for careers and future studies in psychology, social and cultural history, organizational development and leadership.

By winter quarter, we will be able to put our newly acquired knowledge into practice. Working in teams, students will develop appellate briefs on real free-speech cases and will present arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, to hear arguments and to render decisions.

Credit awarded in sociolinguistics, constitutional law; freedom of speech, critical legal reasoning, legal research and writing and appellate advocacy.
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in linguistics, languages, social science, law and teaching.

This program is also listed under Programs for Freshmen and Culture, Text and Language.
Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche
Fall, Winter and Spring quarters
Faculty: Heesoon Jun, Doranne Crable, Don Mholdendorf
Enrollment: 69
Class Standing: Juniors or seniors; transfer students welcome. Priority will be given to students who plan to enroll in all three quarters, since the work done during fall and winter will be the foundation for independent work in spring.
Special Expenses: $75 for program supplies.
In this interdisciplinary program, we will focus on personal and cultural explorations of the dynamic psyche. We’ll explore consciousness by examining personal belief systems, dreams and memories. Our goals will be to understand the relationship between personal and collective consciousness. One goal will be to collaboratively and individually integrate what we know about the creative, spiritual and scientific elements of the psyche. We will explore the intricate and complex dynamics of our personal and cultural psyche by examining the following questions: What is the psyche? What is consciousness? What are their properties and dynamics? What influence do our memories, dreams and beliefs have on our consciousness? Is our personal consciousness influenced by cultural consciousness, or vice versa? Are there different types of consciousness? What are the relationships among the conscious psyche, the unconscious and personal beliefs in constructing our sense of self? How do our beliefs structure our experience individually and en masse?
During fall quarter, we’ll build a foundation for our yearlong study by examining theoretical and historical perspectives of memories, dreams and belief systems and their relationships to conscious and unconscious mental processes. These topics will also be examined from a research perspective. Our texts will include Jung’s autobiography, Memories, Dreams, Reflections, and Van de Castle’s Our Dreaming Mind. During winter quarter, we will use this study as a foundation for a more in-depth analysis and interpretation of our personal and cultural memories, dreams and beliefs and their relationship to emotions. We will study poetry and prose fiction, comparative mythology and belief systems, and mindfulness teachings. In spring quarter, students will choose a faculty with whom to work extensively on more in-depth studies or on integrating material from fall and winter quarters. Possible areas of exploration in spring quarter include physiology and psychology of dreams, culture and construction of self, memories and psychological disorders, beliefs and empowerment. Proffog in-depth journal work, drawing from the inner and outer landscape, meditation theory and practice, poetry and prose fiction, and Laban fundamentals of movement.

This is a rigorous, full-time program. Students will be expected to work 50 hours each week (including class time). Activities will include lectures, seminar discussions, workshops, film critiques and lectures or presentations by guest speakers or artists. Students are expected to attend all program activities, to be on time, and to be fully prepared to participate in seminar discussions. They will work in small groups, complete papers, take exams and give presentations to the class. They should be prepared to explore challenging and unfamiliar ideas in a cooperative and friendly manner.

Credit awarded in psychology of dreams, neural basis of behavior, cognitive psychology, culture and self, perception, depth psychology, comparative literature (poetry and prose fiction), comparative mythology and fundamentals of movement: theory and practice.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in graduate work in clinical psychology, counseling psychology, social services, movement therapy, comparative literature, mythology and philosophy.
This program is also listed under Expressive Arts.

Multicultural Counseling
Fall, Winter and Spring quarters
Faculty: Mukti Khanna
Enrollment: 25
Class Standing: Seniors; transfer students welcome.
Prerequisites: One year of study in an interdisciplinary liberal arts program with some background in issues of diversity and inclusiveness, and one year of study covering general principles in psychology. Transfer students are invited to describe their background in psychology, cultural studies and liberal arts education.
Faculty Signature: Students must submit an application, available by April 4, 2005, from the Program Secretaries Office, Lab II 2250. Applications received by the Academic Fair, May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Approximately $70 for art supplies.
Internship Possibilities: 15 hours a week required in winter and spring quarters.
We will explore how psychology can be of service in an increasingly diverse society by addressing the concepts of mental health, the mental health system and psychological counseling that are critical to the creation and maintenance of healthy communities and a more just and peaceful world. We will address theoretical and experiential aspects of multicultural and transpersonal psychology in a community context, and how psychology can contribute to the current United Nations Decade of Nonviolence. Students will learn social science research in the context of the counseling practice. Multimodal expressive arts laboratories based on person-centered psychology will be explored throughout the program.

As described by Natalie Rogers, “The combination of expressive arts—the integrated process of using movement, visual art, music, journal writing and drama—and person-centered listening are powerful, creative ways to become aware of our feelings about world events and to transform those feelings into self-responsible action. The expressive arts bring us into balance by engaging our imagination, intuition and spiritual capacities. As we gain an internal sense of peace, our way of being in the world shifts, bringing inspiration and wisdom to others.” No previous art or movement experience required. Students need to be willing to work with psychological theory and self-knowledge through expressive arts, co-counseling and cultural identity work.

Credit awarded in counseling skills, personality theory, abnormal psychology, expressive arts therapies, methods of inquiry, nonviolent communication, multicultural psychology and internship.
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 psychological counseling, clinical psychology, expressive arts therapies, social work and multicultural studies.

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

Fall, Winter and Spring quarters
Faculty: John Filmer
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Some quantitative background, such as economics, statistics, accounting or business experience, where fluency with numbers is needed.

Faculty Signature: Faculty will assess student’s ability to meet the prerequisites. To arrange an interview, contact John Filmer, (360) 867-6159 or filmerj@evergreen.edu. Interviews arranged by the Academic Fair, May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.

Internship Possibilities: Spring quarter with faculty approval.

This program is intended for students who wish to learn how the private sector, working in concert with local governments, can fuel and sustain healthy, self-reliant communities. We will examine long-term ecological, cultural and economic sustainability as goals for society, and examine the resources and structures required in attaining these goals. Textbook definitions of economics suggest that it is “the study of the allocation of scarce resources which have alternative uses.”

Rifkin states, “In the world, the private sector is the dominant engine of growth—the principal creator of value and managerial resources. If the private sector does not deliver economic growth and economic opportunity—equitable and sustainable—around the world, then peace will remain fragile and social justice a distant dream... That's why I call today for a new partnership amongst governments, the private sector and the international community.” —Kofi Annan, Secretary General of the United Nations

This program is preparatory for careers and future studies in public policy, business and government.

Philosophy, Society and Globalization:
How We Got Where We Are
Fall and Winter quarters
Faculty: Alan G. Nasser
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Political economy and/or philosophy is preferred but not required.

Faculty Signature: Students must submit all previous evaluations written by Evergreen faculty and/or transcripts and a sample of a recent analytical (nonfiction) writing to Alan Nasser at the Academic Fair, May 11, 2005. Students unable to attend the fair may send transcripts and writing samples to Alan Nasser, The Evergreen State College, Seminar II A 2117, Olympia, WA 98505. For more information call Alan Nasser, (360) 867-6759. Applications received by May 11, 2005, will be given priority. Qualified students will be accepted until the program fills.

We will study the political-economic and philosophical developments that set the stage for the global spread of Thatcherism and 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 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, and the World Trade Organization, and their effect upon relations between the poor and rich countries. We will conclude with an examination of a working model of a democratic socialist market economy.

This is a demanding, bookish and scholarly program suited only to motivated, hard-working students.

Credit awarded in philosophy, political economy, political science and the history of philosophy.

Total: 16 credits each quarter.
Program is preparatory for careers and future studies in philosophy, political economy, government service, teaching and economics.

Students who register for a program but do not attend the first class meeting may be dropped.
Political Economy and Social Change: From Colonization to Globalization

Fall and Winter quarters
Faculty: Larry Mosqueda, Jeanne Hahn, Tony Zaragaza
Enrollment: 75
Class Standing: Sophomores or above; transfer students welcome.

This program will examine the nature, development, and concrete workings of modern capitalism, with the U.S. experience as a central focus. We will also examine the transitions from feudalism in Europe and elsewhere, the foundations of the U.S. political economy, and the development of globalization, including the political and economic relations between the United States and the rest of the world. Other recurring themes will be the relationship among oppression, exploitation, and resistance, both nationally and internationally, and how we have understood the interrelationship of democracy and capitalism in the past and how we understand it in the globalized economy.

Specific issues that may be explored include the transatlantic slave trade and the development of markets. We will also examine the connections among war, economics, and revolution. In the modern era, we will examine the role of the corporation, domestically and internationally, the global effect of neoliberalism on migration and labor markets, and comparative capitalism in Asia and Europe. As we examine the linkage between the economic core of capitalism and political systems and social structures, we will study the role of such institutions as the World Bank, the International Monetary Fund, the World Trade Organization and other institutions and alliances.

Throughout the program, we will examine how social change has occurred in the past and present trends, as well as alternatives for the future. In winter quarter, students will engage in a major research project.

Credit awarded in political economy, U.S. and world history and political theory.
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 political science, economics, history, law, education, government and informed citizenship.

Public Works: Democracy and Design

Fall and Winter quarters
Faculty: Rob Knapp, Cheryl Simon King
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $50 for an overnight site visit in fall quarter.

“Public works”—the term refers to large-scale physical projects such as roads, waterworks, harbors or refuse-handling sites. Every community needs them. Indeed, most communities could not survive without these essential projects that allow us to live together as a civil collective. How long would civil society last if the garbage weren’t being picked up, if clean water were not available, and if no transportation options were available? Yet, most communities struggle over their public works, and the outcomes are very often politically divisive and environmentally destructive. As such, the term “public works” can also refer to what it takes to make our public commons work.

We are interested in how to make our public projects work for us all, environmentally, ecologically and democratically. Our central question will be: In the present-day United States, how can public projects be designed ecologically and planned/implemented democratically?

The program faculty believe that the path to good answers goes through intelligent politics/administration and imaginative planning/engineering. In other words, good answers come out of good democracy and good design. This program will develop background in what it takes to achieve good democracy and good design, specifically in the nature and practice of American local politics and administration, and the theory and practice of ecologically sound civil engineering and planning. We do not require any specific background, although students will find it helpful to have solid experience and skill in at least one of the following: expository writing, community studies, graphic communication or ecological design.

Fall quarter will be organized around lectures and workshops on politics, administration, planning and engineering topics, case studies, and seminars on American society and culture, environmental affairs and human values. We will also lay the groundwork for winter quarter involvement in real-world public works projects in nearby communities. These projects will be a major component of winter quarter, alongside continued background development in democracy and design seminars.

Credit awarded in writing, quantitative reasoning, political science, public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, and public policy.
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, public policy and city, county and regional planning.

This program is also listed under Programs for Freshmen; Environmental Studies; and Scientific Inquiry.

Some programs may be cancelled and others added after this printing.
For the most current information, see www.evergreen.edu/catalog.
In fall, participants will state their research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for the chosen question and do the integrative review of the literature and data collection. Ongoing workshops will introduce students to the micro-skills needed for completing their project. Late winter and into spring quarter, students will write conclusions, wrap up print/nonprint projects, and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

Students will use and explore Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen faculty; ethical and political issues; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in interactive Web pages, documentaries, i-movie editing, presentations using Microsoft PowerPoint and independent research.

Credit awarded in history, philosophy, cultural competency, quantitative reasoning, communication, writing, political science, ethnography, history of the Americas, cultural anthropology, literature, indigenous arts, technology, indigenous studies, Native American studies, education and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in education, anthropology, the arts, multicultural studies, social work, human services and the humanities.

This program is also listed under Native American, multicultural studies, social work, human services and the humanities.

Res Publica: Examining the Body Politic

Fall, Winter and Spring quarters
Faculty: Charles Pailthorp, Andrew Reece, Matthew Smith
Enrollment: 72
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Internship Possibilities: Winter and spring quarters with faculty approval.

Three questions circumscribe the work of this curriculum: What is in the public interest and how are public and private interests balanced? How is one educated for communal and public life? What is the relationship between one’s political identity and one’s membership in a larger “ethnos” (a grouping based on language, ethnicity, religion and other characteristics that seem “prior” to citizenship)?

These questions arise for the individual vis-à-vis the state (a city-state, a nation-state, or an empire), and they arise for the Body Politic vis-à-vis a larger community of states, nations or empires. We will address them at both levels. Our studies will be historical, and we will study closely the work of historians, philosophers and political theorists. We will examine, as well, how dramatists, painters and poets have represented the public and private self and how the arts shape, support or undermine public and private identities. Our approach will be cyclical, moving repeatedly, rather than quarter by quarter, through developments in Greco-Roman antiquity, then through the founding period of political liberalism (17th and 18th centuries), then through developments in recent times.

Students who register for a program but do not attend the first class meeting may be dropped.
This program stresses acquiring and sharpening the tools of critical analysis, of interpretation and argumentation, both written and oral. Not only will we examine the Body Politic, but we will also be concerned with how to move it. We will emphasize learning to address the Body Politic, and learning to write and speak effectively in challenging or defending points of view on what constitutes the public interest. Writing and rewriting—both expository and interpretive—will be regular components of student work. Student work will be read both by faculty and other students. On occasion, students will be asked to argue their views orally.

Credit awarded in history both ancient and modern, philosophy, political science, writing and civics.

Total: 12 or 16 credits each quarter. The 12-credit option is available for students who are enrolled in 4 credits of language study or an internship.

Program is preparatory for careers and future studies in the humanities and social sciences such as history, political science, philosophy, law public policy, education, politics and journalism.

Society, Politics, Behavior and Change

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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.

The Sociology of Children's Literature: Understanding Social Life through Children's Fiction
Fall quarter
Faculty: Toska Olson
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.

This program will examine what children's literature teaches young people about society and culture. Even though children may not be aware of the mechanisms by which individuals are linked to their society, they do have experience with social issues such as identity formation, peer pressure, conformity and inequality. As members of a very individualistic society, American children may not realize that their experiences, opinions and behaviors are shared by many others and shaped by the larger culture around them. Elementary and middle school children are going through significant developmental changes and experiencing social pressures that can make them feel isolated and confused. Meaningful children's literature that brings to the forefront our existence as social and cultural beings may help ameliorate some of our children's confusion and loneliness, and may help them understand the basis behind some of the social rules they encounter every day. In this program, we will learn how to analyze children's literature and evaluate how it reflects significant social issues and cultural contexts.

The program involves extensive student-initiated research that puts a heavy emphasis on advanced group work, sociological interviewing and oral presentations. Students will be expected to produce a research paper that represents a culmination of their college writing and thinking abilities.

Credit awarded in sociology, children's literature, public speaking, library research and sociological fieldwork.

Total: 16 credits.

This program is preparatory for careers and future studies in social sciences and the humanities.

Transforming Consciousness: Multimedia and Installation Art in the Americas
Fall, Winter and Spring quarters
Faculty: Gail Tremblay, Jorge Gilbert
Enrollment: 50
Class Standing: Sophomores or above; transfer students welcome.

Special Expenses: Approximately $65 for art supplies; $2,950 for optional spring quarter trip to Chile. A nonrefundable deposit of $150 must be paid by February 10, 2006, for those travelling to Chile.

Students will study multimedia and installation art from countries in the Americas, as well as aesthetic, social, political and cultural contexts in which it is made. Two aspects will be considered in this analysis: popular and alternative expressions as forms of anti-colonial resistance and oppression expressed through many artistic forms, and the intensive use of multimedia, mainly video.

Readings in art history, history, sociopolitical and economic conditions in various communities and countries of the Americas will be required. Students will attend seminars on those subjects, as well as on films and art works we study. All students will be expected to work collaboratively with other students to design and create multimedia installations during fall and winter quarters, and to learn the skills needed to do such work. Students will also be required to develop an intellectual journal that reflects on program readings, to write regular papers, and to do research on artists and their work on topics relevant to their own work. In addition, we will take daylong field trips to museums and art events relevant to the topics being studied. Finally, a group of students will be trained and certified in professional television production to produce a weekly bilingual show "Panorama Latino Americana" aired through TCTV (Channel 2) in Olympia, Lacey and Tumwater, Wash.

During spring quarter, students will have the opportunity to travel to Chile to study art, politics and culture in Latin America. Production of short video and multimedia projects about the different topics studied in this program will prepare students to participate in this unique study abroad opportunity.

Credit awarded in installation art, video production, Latin American studies, art history, political economy, communication and sociology.

Total: 12 or 16 credits fall and winter quarters. The 12-credit option is available only for students who are also enrolled in a 4-credit Spanish language course. 16 credits spring quarter.

Program is preparatory for careers and future studies in art, media production, Latin American studies, international studies and art history.

This program is also listed under Expressive Arts.
Students who register for a program but do not attend the first class meeting may be dropped.

Democracy and Equality
Spring quarter
Faculty: José Gómez
Enrollment: 25
Class Standing: This sophomore or above program accepts up to 50 percent sophomores; transform students welcome.
Equality is an ancient ideal, yet at best the United States has embraced it ambiguously and ambivalently throughout its history. Frequently, it has rejected the ideal altogether by selectively applying it—an oxymoronic result that effectively nullifies the ideal in favor of the opposite rule of inequality. Thomas Jefferson wrote in the Declaration of Independence that "all men are created equal," yet he owned slaves. The framers claimed to cherish equality, yet they chose not to enshrine it in the Constitution. It wasn't until the 14th Amendment's adoption in 1868 that this ideal was represented as an enforceable constitutional guarantee. However, this did not prevent the states from passing Jim Crow laws to maintain white supremacy, or the Supreme Court from ruling that the Amendment did not mean what it said. Women were denied the right to vote until the ratification of the 19th Amendment in 1920, and the struggle to secure and maintain equal rights for many classes of persons continues to this day.

In this program, we will study this long and continuing struggle to secure equality for all Americans. We will begin by taking a critical look at the early cases in which the Supreme Court eviscerated the ideal of equality by circumventing the 13th, 14th and 15th Amendments. We will then study the many cases in the 20th and 21st centuries that have chipped away at Jim Crow and inequality. These involve struggles for equal rights in education, employment, public accommodations, housing, voting and university admissions. We will also examine the modern equal-protection cases that have gone beyond race to fight discrimination based on sex, age, disability, indigence, alienage, wealth and sexual orientation.

In addition to court opinions, readings for the program will include scholarly writings that explore 14th Amendment theory. Working in legal teams, students will develop appellate briefs on real equal-protection cases and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, to hear arguments and to render decisions.

Credit awarded in constitutional law, critical legal reasoning, legal research and writing, and appellate advocacy.
Total: 16 credits.

Leadership on the Wild Side
Spring quarter
Faculty: Cynthia Kennedy, Sharon Anthony
Enrollment: 48
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Special Expenses: Up to $1,000 for Wilderness First Responder training, challenge facilitation training, field trips and professional guide services. This exciting program will expose students to a full range of skills, activities and ideas that lie at the core of the outdoor leadership process. The outdoors will serve as a backdrop to introduce both the technical and the human relations skills needed to lead adventure programs. Class activities will include lectures, seminars, workshops, day trips and overnight field trips. Each student will participate in at least one expedition, planned by the students, either into the backcountry or sailing on Puget Sound. The destinations and mode of travel will depend on the weather, student interest and access to those resources suitable for each activity. The expeditions will provide orientation and training in wilderness travel and minimum-impact camping. They will also provide an excellent opportunity to experience and foster the human relations skills that are necessary to effectively lead groups of any size.

We will explore theoretical and applied perspectives on individual roles and group development, communication and appropriate feedback, conflict management, leadership theory and ethics—all of which will help students develop a foundation upon which to build their skills as outdoor leaders and instructors. Students should expect to read and write extensively throughout the expeditions, as well as at home. Successful students will leave the program trained as Ropes Course facilitators and certified as Wilderness First Responders. While parts of this program may be physically strenuous, all motivated students are welcome regardless of age or skill level.

Credit awarded in outdoor leadership, group dynamics and wilderness medicine.
Total: 16 credits.

Program is preparatory for careers and future studies in outdoor leadership, organizational leadership, outdoor and environmental education, and teaching.
This program is also listed under Programs for Freshmen and Environmental Studies.
Society, Politics, Behavior and Change

Making a Difference: Doing Social Change

Spring quarter
Faculty: Larry Mosqueda
Enrollment: 25
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: At least one full year of college with programs such as Political Economy and Social Change, sociology or community work and/or demonstrated work in a social change organization.
Faculty Signature: Faculty will assess college-level writing skills and degree of interest in social change organizations. Students must submit a plan for working with a social change group before the quarter begins. For information contact Larry Mosqueda, (360) 867-6513 or mosqueda@evergreen.edu. Interviews conducted by the Academic Fair, March 8, 2006, will be given priority. Qualified students will be accepted until the program fills.
Special Expenses: Depends on student project. Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in political science, law, education, government and community organizing.
Total: 16 credits.
A similar program is expected to be offered in 2006-07.

So You Want to Be a Psychologist?

Spring quarter
Faculty: Carrie Margolin
Enrollment: 24
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Special Expenses: Approximately $65 for membership in the Western Psychological Association (WPA) and for registration at WPA’s Annual Convention in Palm Springs, California, April 27-30, 2006 (payable to WPA before April 7, 2006; contact faculty at margolin@evergreen.edu for exact fees and deadline). Approximately $225 for food and lodging at convention; and additional transportation costs to the convention.
Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services and the science of psychology. Students will explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies and applied research settings.
Among our studies will be 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, Science Citation Index and Social Sciences Citation Index, 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, which is the western regional arm of the APA.
Credit awarded in psychology, social science ethics, case exploration in psychology, foundations of psychology, and one discipline within psychology (of the student’s choice): developmental, cognitive, social or physiological.
Total: 16 credits.
Program is preparatory for careers and future studies in psychology and social work.
This program is also listed under Programs for Freshmen.

Student Originated Studies: Internships in the Public Service

Spring quarter
Faculty: Cheryl Simrell King
Enrollment: 24
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.
Prerequisites: Successful completion of the program Public Works: Democracy and Design, or the equivalent.
Faculty Signature: Students must draw up an Internship Learning Contract in consultation with the faculty. For information contact Cheryl Simrell King, (360) 867-5541 or kings@evergreen.edu. Contract proposals received before March 10, 2006, will be given priority. Qualified students will be accepted until the program fills.
Internship Possibilities: Required.
In this program, we will build on the work of the fall and winter program Public Works: Democracy and Design. The internship will also be open to students who have completed work in other similar programs and are sufficiently prepared to hold an internship in a public or nonprofit agency.
Prior to the beginning of spring quarter, interested students must consult with the faculty sponsor about their proposed internship and/or course of study. Contracts will be completed before the beginning of spring quarter and must follow the college protocol for internships. While students are encouraged to seek out their own internship possibilities, we will work with campus and the faculty member’s contacts to identify internship possibilities in both public and nonprofit agencies.
Students will hold full internships and will come together as a class one day a week to study more about working in public agencies through seminars, lectures, guest speakers and films. The faculty member will work with the interning agencies, making at least one site-visit to each agency (assuming local internships) during the quarter and meeting regularly with students outside of scheduled class times.
Credit awarded in public and nonprofit administration, public policy, organizational and management theory, and other topics based on areas of student work.
Total: 16 credits.
Program is preparatory for careers and future studies in public and nonprofit administration, public works administration, community studies, civil engineering, environmental planning and design, public policy and city, county and regional planning.
This program is also listed under Programs for Freshmen.

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For the most current information, see www.evergreen.edu/catalog.
Thinking Straight

Spring quarter
Faculty: David Paulsen
Enrollment: 23
Class Standing: This all-level program accepts up to 50 percent freshmen; it offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. If you want to work on improving your critical reasoning skills? This program will focus on techniques for 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 several domains, which may include science, statistics, ethics, economics and history. We will apply critical reasoning techniques to a number of contemporary, contentious issues found in a variety of texts, including full books, 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 specific domains. Students will be expected to gather both quantitative and qualitative material and make frequent presentations that clarify and assess the reasoning underlying important current issues.

Credit awarded in informal logic and introduction to statistical reasoning, as well as possible credits to ethics, introduction to economic reasoning and introduction to reasoning in history.

Total: 16 credits.

Program is preparatory for careers and future studies in philosophy, science, the social sciences and law. This program is also listed under Programs for freshmen and Scientific Inquiry.

U.S. Foreign Policy Before and After 9/11: Terrorism and the New American Empire

Spring quarter
Faculty: Alan G. Nasser
Enrollment: 23
Class Standing: Juniors or seniors; transfer students welcome.

Prerequisite: Background in political economy and/or 20th-century American history preferred but not required.

Faculty Signature: Students must submit all previous evaluations written by Evergreen faculty and/or transcripts and a sample of a recent writing to Alan Nasser at the Academic Fair, April 20, 2006. Students unable to attend the fair may send transcripts and writing samples to Alan Nasser, The Evergreen State College, Seminar II A-2117, Olympia, WA 98505. For more information call Alan Nasser, (360) 867-4799. Applications received by March 8, 2006, will be given priority. Qualified students will be accepted until the program fills.

From its very beginning, dominant groups in the United States have imagined the country to have a grand historic destiny. There was George Washington's proclamation of a "rising American empire," the Monroe Doctrine and Manifest Destiny. In the early 20th century, Woodrow Wilson promulgated an image of the United States as a model of "freedom and democracy" for the rest of the world. Later administrations developed foreign policies that attempted to export this model to wherever they could, often by overt and covert forms of subversion and aggression.

The result of these developments was that the United States became the most feared and effective rival and deterrent; (2) the narrowing of the gap between America's two major political parties, as both moved further to the right; (3) the onset of global economic stagnation, as national (economic) growth rates slowed down in the 1970s after the longest period of economic growth in American history (1949-73); (4) the biggest stock market collapse in American history; and, finally, (5) the terrorist attacks of September 11, 2001.

The result was the new foreign policy of the Bush administration, including the policy of preventive war, whereby the U.S. reserves the right to attack any country it suspects might become a threat to its security at some time in the future. This policy was laid out in two important policy documents, A New National Security Strategy for the United States. The test case for these doctrines was the 2003, U.S.-led attack on and occupation of Iraq. The result of these developments was that the United States was the most feared and one of the least respected countries in the world. We will analyze in detail the origins and possible consequences, abroad and at home, of these 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.

In recent years, five developments led the U.S. elite to re-assert American global dominance more aggressively than ever before: (1) the collapse of the Soviet Union, America's only effective rival and deterrent; (2) the narrowing of the gap between America's two major political parties, as both moved further to the right; (3) the onset of global economic stagnation, as national (economic) growth rates slowed down in the mid 1970s after the longest period of economic growth in American history (1949-73); (4) the biggest stock market collapse in American history; and, finally, (5) the terrorist attacks of September 11, 2001.

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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.

Students who register for a program but do not attend the first class meeting may be dropped.
Native American and World Indigenous Peoples Studies (NAWIPS) programs study the indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, as well as a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site at www.evergreen.edu/NAWIPS/.

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 two of Evergreen’s public-service organizations: 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 seven 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 by initiating applied research around such issues as curriculum development, economic sustainability and natural resource management. 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.

In addition, a newly established program of advanced studies in tribal government management and administration has also been added to the Master of Public Administration program. A new class of students will begin the two-year program in fall 2006. Students will take required courses in Public Administration and receive 24 graduate credits in tribal government organization, policy development and intergovernmental relations.

Affiliated Faculty:
Kristina Ackley (Oneida/Bad River Chippewa)
Michelle Aguilar-Wells (Luiseno/Soboba)
Jeff Antonells-Lapp
Joe Feddersen (Colville Confederated Tribes)
Raul Nakasone
Alan Parker (Chippewa-Cree)
Gary Peterson (Skokomish)
Frances V. Raines (Choctaw/Cherokee)
David Rutledge
Linda Moon Stumpff (San Carlos Apache)
Gail Tremblay (Onondaga/Micmac)

Native American and World Indigenous Peoples Studies

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Gary Peterson (Skokomish)
Frances V. Raines (Choctaw/Cherokee)
David Rutledge
Linda Moon Stumpff (San Carlos Apache)
Gail Tremblay (Onondaga/Micmac)
In winter quarter, we will explore events after the Civil War, including Indian-fighting and the American conquest of Indian nations in the West; the society and culture of the “Old West,” including the experiences of women, African Americans, Latinos and Asians; federal Indian policy and Native American experience in the West since the late 19th century; the social transformation of the American West in the 20th century; and images of the frontier and the West in American culture since the early 20th century. We will do much reading and writing on these topics, and listen to music and watch films that reflect important aspects of frontier experiences and encounters.

Credit awarded in American history, American studies and Native American 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 Programs for Freshmen and Culture, Text and Language.

Reconciliation:
A Process of Human Balance
Fall, Winter and Spring quarters
Faculty: David Rutledge, Yvonne Peterson and Raul Nakasone
Enrollment: 75

Class Standing: Sophomores or above; transfer students welcome.

Special Expenses: Approximately $1,830 for an optional five-week trip to Guadalupe (La Libertad), Lambayeque and Cajamarca, Peru during winter quarter. Students must pay a $100 nonrefundable travel deposit by December 3, 2005, to secure arrangements. A complete description is at http://academic.evergreen.edu/curricular/scp/home.htm.

Internship Possibilities: With faculty approval. In this program, we will ask students to take a very personal stake in their educational development. This is not a program for students who are looking for an external, faculty-generated pedagogical structure. Rather, students will be encouraged to assume responsibility for their entire coursework. Students will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they have learned it, and what difference the work will make in their lives and within their communities. Faculty and students will work together to develop habits of worthwhile community interaction in the context of the education process and liberation. The faculty are interested in providing an environment of collaboration, where faculty and students will identify topics of mutual interest and act as partners in the exploration of those topics.

This program is for students who already have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students will be introduced to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, educational technology and the educational philosophy that supports this program. We will explore Native American perspectives and look at issues that are particularly relevant to indigenous people of the Americas.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities in the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and indigenous peoples.
Native American and World Indigenous Peoples Studies

**Tribal: Reservation-Based/Community-Determined**

Fall, Winter and Spring quarters

Faculty: Michelle Aguilar-Wells, Jeff Antonellis-Lapp, TBA

Enrollment: 112

Prerequisites: Juniors or seniors; freshmen and sophomores must enroll through Northwest Indian College Bridge program.

This program is a regular, ongoing offering that includes physical, spiritual/cultural, and educational activities. Students will participate in seminars, workshops, and field observations and prepare for a public presentation.

The last part of spring will be entirely dedicated to presentations.

Students will use and explore Bloom’s Taxonomy; the theory of multiple intelligences; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in interactive Web pages, documentaries, I-movie editing, presentations using Microsoft PowerPoint and independent research.

Credit awarded in history, philosophy, cultural competency, quantitative reasoning, communication, writing, political science, ethnography, history of the Americas, cultural anthropology, literature, indigenous arts, technology, indigenous studies, Native American studies, education and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in education, anthropology, the arts, multicultural studies, social work, human services and the humanities.

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

[Offerings Beginning Winter Quarter]

Indigenous Peoples and Ecological Change

Winter and Spring quarters

Faculty: Erik V. Thuesen, Frances V. Rains

Enrollment: 48

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: High school algebra, biology proficiency and an understanding of environmental science.

Special Expenses: Up to $350 for field trips.

This introductory program is designed to provide knowledge of the fundamental aspects of general biology and ecology in order to understand the effects of increasing geo-political demands on diverse ecosystems and Indigenous cultures. We will cover topics of freshman college biology by studying ecological interactions in various environments. Our study of the intertwined history of European Americans and Native Americans will offer a context for an examination of contemporary Native eco-studies, geography and the challenges of limited natural resources.

Focal topics in the social sciences will include the use and abuse of decision-making authority, particularly with respect to Native cultures. Seminars will focus on issues surrounding Indigenous examples of environmental sustainability, environmental racism, and Native resistance to cultural, political, economic and social injustices. Also, Indigenous social activism, its costs, its victories and its effects on the preservation of Native Treaty Rights will be explored.

Learning will take place through lectures, seminars, workshops and biology laboratory exercises. Students will improve their writing skills through reader response papers. Work in the field and a multi-day field trip in spring are also planned to gain first-hand exposure to various environments and peoples. Students will improve their research skills in social science through field observations and preparing for short group presentations.

Credit awarded in environmental studies, general biology, environmental science, environmental racism, social justice studies and Native American studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the biological sciences, environmental sciences, teaching, social sciences and Native American studies.

This program is also listed under Programs for Freshmen and Environmental Studies.
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.

Evergreen’s educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. The Tacoma program seeks to be a nexus for activities directed toward responding to community needs. We see ourselves as a resource not only for students, but also for the broader community. Within this context, we seek to promote service learning by linking students, faculty, staff and community members in community development, sustainability and well-being efforts. Our emphases—interdisciplinary understanding and analysis, collaborative learning, cross-cultural communication, problem-solving 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.

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

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

Director: Dr. W. J. (Joye) Hardiman

Affiliated Faculty:

Eddy Brown
W. J. (Joye) Hardiman
Lowell (Duke) Kuehn
Willie Parson
Gilda Sheppard
Tyrus Smith
Artee Young
Cycle Makers and Cycle Breakers
Fall, Winter and Spring quarters
Faculty: Tyrus Smith, Duke Kuehn, Willie Parson, Gilda Sheppard, Artée Young, TBA
Enrollment: 200
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Formal admission to the Tacoma program, including an intake interview. For information about admission and the application process, call (253) 680-3000.
Special Expenses: Approximately $25 to $50 each quarter.
Internship Possibilities: Spring quarter with faculty approval.
This year’s program is designed for students who want to understand decision making in the 21st century. We will address the cyclical nature of the patterns and paradigms that surround us by researching and examining the multiple cycles that interact and create the worlds in which we live. This will include personal cycles of development and those contained in cultural worlds, social worlds and natural worlds. These cycles may occur on a daily or even second-by-second basis, on a centurial or millennial basis, or somewhere in between. These cycles may have positive or negative effects. Observing and understanding patterns of repetition can help us make decisions and act on those decisions in more effective ways.
During fall quarter, students will focus on their own experience and the world around them in order to find patterns or cycles of repetition. These include, but are not limited to, cycles related to power, belief, technology, commercialism, art, science, oppression, love, fear, greed, war and the environment, as well as cycles of written and visual literacy.

During winter quarter, based upon work done in the fall, students will identify, develop, and explore specific cycles for further research and study. They will examine the microcosms and macrocosms of these cycles in order to create a synthesis of ideas concerning how the cycles operate or do not operate in their own present experience and that of their community.
In spring quarter, students will use a variety of expansive methods, from writing to media, to demonstrate and communicate their perceptions and findings. The intent is to gain a wider understanding that will enhance their own lives, the lives of their community, and the world that we all share.
Credit awarded in urban education, community and environmental studies, public health, law and public policy, science and social science research, research methodology, literature, the humanities, composition, media literacy, computer studies, multimedia, statistics, and the history of ideas.
Total: 16 credits each quarter.
Program is preparatory for careers and future studies in community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies and public health.

Student Originated Studies:
Tacoma
Fall, Winter and Spring quarters
Faculty: Artée Young (F), Tyrus Smith (W), Gilda Sheppard (S)
Enrollment: 25
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Successful completion of at least two quarters of full-time enrollment in a Tacoma coordinated studies program.
Faculty Signature: Students who have a project in mind must draft an Independent Learning Contract or Internship Learning Contract and meet with the assigned faculty to discuss their plans before the sixth week of the preceding quarter. The deadline for fall quarter: April 29, 2005; for winter quarter: October 28, 2005; for spring quarter: February 10, 2006. Students should bring their draft contract or internship agreement and a portfolio of writing (expository essays, research papers, and faculty and self-evaluations from Evergreen programs) to the meeting. Call the Tacoma Program Office, (253) 680-3000 to make an appointment.
Students who make appointments by the dates above will be given priority. Qualified students will be accepted until the program fills.
Internship Possibilities: Local internships with reflective writing and seminar.
Student Originated Studies have a rich history at Evergreen and offer opportunities for students to create their own courses of study and research while enjoying some of the benefits of collaborative study. Working with the faculty sponsor, individual students or small groups of students design projects and then meet, weekly or biweekly, to present, discuss and reflect upon their work.
The sponsor will support Tacoma students who wish to do community and public service, research and/or creative production. Some examples of projects are: an internship at a local law firm, social service agency, nonprofit or education organization; creating a documentary or public service announcement; and researching the origins and contemporary issues surrounding a current social problem (like hunger, homelessness, access to health care, unemployment, public health epidemics or how to combat violence). Credit awarded in areas of student work.
Total: 2 to 16 credits each quarter. Students will negotiate credit with faculty.
Program is preparatory for careers and future studies in community development, organizational development, law and public policy, social and human services, public administration, communication and media arts, environmental studies and public health.

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

Following is a list of Evergreen's faculty as of summer 2004. A more extensive description of their areas of expertise can be found on the Advising Web site: www.evergreen.edu/advising.

Kristina Ackley, Native American Studies, 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo.

Michelle Aguilar-Wells, Reservation-Based/Community-Determined, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.


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, 1976; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.


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.


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

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

Scott Coleman, Master of Teaching Director, 2001; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

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


Thad B. Curtz, 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.


Anne Fischel, Film/Video; 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts, Amherst, 1986; Ph.D., Communication, 1992.


Kevin J. Francis, Philosophy of Science; 2004; B.A., Biology, Reed College, 1993; Ph.D., History of Science and Technology, University of Minnesota, 2002.


Jorge Gilbert, Sociology, 1988; Licenciado en Sociologia, Universidad de Chile; M.A., Sociology in Education, University of Toronto, 1975; Ph.D., Sociology in Education, University of Toronto, 1980.


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.


W. J. (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, 1999–93; B.A., Art Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.

Mark Harrison, Theater; 2004; B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.


Martha Henderson, Geography; 1995; 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, Fertile soils Natural History; 2002; B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.

Patrick J. Hill, Philosophy; 1983; Provost and Academic Vice President, 1983–90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

Virginia Hill, Communications; 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.


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.


Ryo Inamura, Psychology; 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1981; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.

Ren-Hui (Rose) Jiang, Theater; 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.


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.


Muktii Khanna, Developmental Psychology; 2000; B.A., Human Biology, Stanford University, 1983; Ph.D., Clinical Psychology, University of Tennessee-Knoxville, 1989.


Patricia Krafch, Russian Language and Literature, 1989; B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.


P. Jo-Pong Lin, Experimental Video, 1999; B.A., Comparative Literature with Certificate in Film Studies, Indiana University, 1985; M.A., Intermedia Arts, Video/Performance, The University of Iowa, 1985; M.F.A., Intermedia Arts, Video/Performance, The University of Iowa, 1996.


Babacar M'Baye, African American Literature, 2002; B.A., English, University of Saint-Louis, Senegal, 1996; M.A., American Studies, Pennsylvania State University, 1996; Ph.D., American Culture Studies, Bowing Green State University, 2002.


David McCarty, Mathematics, 2000; B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Tripos, Cambridge University, 1989; Ph.D., Mathematics, Cambridge University, 1993.


Laurie Meeker, Film and Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.


Donald Morisato, Genetics/Molecular Biology, 2002; B.A., Biology, The Johns Hopkins University, 1979; Ph.D., Biochemistry and Molecular Biology, Harvard University, 1986.


Lawrence J. Mosqueda, Political Science, 1989; B.S., Political Science, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.


Ralph W. Murphy, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988–95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.

Nancy Murray, Developmental Biology, 2001; B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.

Nalini Nadkarni, Ecology, 1997; B.S., Brown University, 1996; Ph.D., College of Forest Resources, University of Washington, 1983.


Alan Nauer, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.


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

Allen Olson, Computer Studies, 2003; B.A., Physics, University of Chicago, 1999; M.S., Mechanical Engineering, University of Washington, 1992.


Janet Ott, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, 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 Native American Studies, 1999; B.A., Human Services, Western Washington University, 1992; M.S.W., University of Washington, 1995.


Frances V. Rainis, 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, Indiana University, Bloomington, 1995.


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

Martha Rosemeyer, Ecological Agriculture, 2001; B.S., Plant Pathology, University of Wisconsin, Madison, 1978; M.S., Plant Sciences-Horticulture, University of Arizona, 1982; Ph.D., Biology-Agroecology, University of California, Santa Cruz, 1990.


David Rutledge, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counselling Psychology, University of California, Berkeley, 1981.


Samuel A. Schrag, Folklore, 1991; B.A., Literature, Reed College, 1978; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.


Zahid Shirreff, Public Administration, 1991; Director of Graduate Program in Public Administration, 2001-02; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.


Barbara L. Smith, Emerita, Political Science, 1978; Academic Dean, 1978-94; Director, Washington Center for Improving the Quality of Undergraduate Education, 1985-94; Provost and Academic Vice President, 1994-2001; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.


Tyrus L. Smith, Urban Environmental Science, 2002; B.S., Environmental Policy and Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D. (ABD), Environmental Science and Public Policy, George Mason University.


James Streh, Geology, 1973; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Linda Moon Stumpff, Natural Resource Policy, 1997; Director of Graduate Program in Public Administration, 1999-2001; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.


Kenneth D. Tabbutt, Environmental Geology, 1997; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College; Ph.D., Geology, Dartmouth College.


Erik V. Thuesen, Zoology, 1993; B.S., Biology, Antioch College, Yellow Springs, 1983; M.A., Fisheries, Ocean Research Institute, University of Tokyo, 1988; Ph.D., Biological Sciences, University of California, Santa Barbara, 1992.

Gail Tremblay, Creative Writing, 1940; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.

Setsuko Tsutsumi, Japanese Language and Culture, 1985; B.A., Psychology; Teaching license, certified in English and Guidance and Counseling, Wased University, Tokyo, Japan, 1965; M.A., English, Michigan State University, 1978; Ph.D., Comparative Literature, University of Washington, 1997.


Sarah Williams, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghampton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.


Sarah Williams, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghampton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.


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The Evergreen State College
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CAB...College Activities Building
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CRC...Recreation Center
IT...IT bus top
LAB I...Arts and Sciences
LAB II...Arts and Sciences
LC...Longhouse
LH...Lecture Halls
LIB...Library
SEM I...Seminar I
SEM II...Seminar II

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2700 Evergreen Pkwy, NW
Olympia, WA 98505
# 2005–2006 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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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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This Catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus. In particular, the production team would like to thank Debra Waldorf for assembling the 2005–06 curriculum.

This Catalog is published by The Evergreen State College Office of Enrollment Management. © 2004 by The Evergreen State College

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