We are not just jumping onto the Sustainability bandwagon. It's woven into the very fabric of our identity & history as an institution. EVERGREEN is a national model for interdisciplinary liberal arts education.

EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON
www.evergreen.edu
We believe
the main purpose of a college
is to promote student learning through:

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

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

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

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

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

Welcome to Evergreen

Evergreen offers you an educational opportunity unlike anywhere else. You’ll be encouraged to explore the questions that most concern you, with support from faculty teams that will inspire both independent thinking and collaboration with your peers. You will discover new relationships between the arts, humanities, natural sciences and social sciences so that you can make critical connections about today’s issues from diverse academic and cultural perspectives. You will be able to put your knowledge to work right away by applying it as you learn. Here’s your chance to challenge your thinking, change your life, and make a difference in the world.

Undergraduate Catalog 2010-2011

The Evergreen State College
Olympia, Washington
www.evergreen.edu
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"There are precious few public institutions where the faculty feels as close to the students or values them as highly."
Loren Pope, author of Colleges That Change Lives

Ornithology students camped on Hart Mountain National Antelope Refuge in south-central Oregon—netting, processing, banding and releasing 800 to 1,000 small birds. Photo by Carlos Javier Sanchez '97.

Academic Calendar 2010-2011

<table>
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<th>Fall 2010</th>
<th>Winter 2011</th>
<th>Spring 2011</th>
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<tr>
<td>Orientation</td>
<td>September</td>
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<td>October 1</td>
<td>January 3</td>
<td>March 28</td>
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<td>December 13-17</td>
<td>March 14-18</td>
<td>June 6-10</td>
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<td>Quarter Ends</td>
<td>December 17</td>
<td>March 18</td>
<td>June 10</td>
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<td>Thanksgiving</td>
<td>Winter Break</td>
<td>Spring Break</td>
<td>August 29-9 September 2</td>
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<td>November 22-26</td>
<td>December 18</td>
<td>January 2</td>
<td>March 20-27</td>
</tr>
</tbody>
</table>

* Subject to change

Commencement June 10, 2011

No classes Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day and Labor Day holidays.

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

NON-DISCRIMINATION STATEMENT
Responsibility for protecting our commitment to equal opportunity and non-discrimination extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of every member of the college community to ensure that this policy is a functional part of the daily activities of the college. Evergreen's social contract, the Affirmative Action and Equal Employment Opportunity policy and the Sexual Harassment policy are available at www.evergreen.edu/policies. 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) 867-6484.

ACCREDITATION
The Evergreen State College is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Ave. NE, Redmond, WA 98052.

DISCLAIMER
Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college.

Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.
Planning and Curricular Options

WHAT IS A PROGRAM?
At Evergreen, students choose their course of study from a variety of courses and programs. Courses concentrate on a single subject and are offered primarily through Evening and Weekend Studies. Programs are typically multi-quarter, interdisciplinary and team taught. Programs are offered in our Daytime curriculum, with some also offered in the evenings and on weekends. Most full-time students take one 16 credit program per quarter, while part-time students often take one 8-12 credit program or one or more courses.

A program presents a unique opportunity to work with a team of faculty and to study a range of topics organized around a central theme or question. In this way, students can delve unto the relationships between subjects over the course of one, two or three quarters. While immersed in a program, students will study areas of particular interest to them, while also exploring new and challenging subjects and ideas.

HOW TO SELECT A PROGRAM
- Consult Web listings. The Web catalogs contain the most current updates to curriculum offerings. For programs, go to www.evergreen.edu/catalog/2010-11. For evening and weekend programs and courses, go to www.evergreen.edu/eveningandweekend. You will find summer offerings at www.evergreen.edu/summer.
- Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen. You can schedule an appointment to talk to faculty throughout the academic year, or you may consult with them at the quarterly academic fairs, during your program and at your evaluation conference.
- See an advisor! Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to www.evergreen.edu/advising for more information. Academic advisors know the curriculum in and outs at Evergreen and are trained to help students find the best program to meet their academic goals.
- Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen are required to attend an Academic Planning Workshop in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

To help freshmen tackle the challenge of college life and Evergreen's unique culture, a two credit program called Community Connections: Living and Learning at Evergreen is available. This program is designed to link incoming students to the broader Evergreen community and to facilitate the transition to college by helping them identify academic pathways through individual contracts or internships. Academic programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more in countries around the globe. These programs typically include preparation time on the Evergreen campus, with several weeks or a quarter abroad as a culmination to program studies.

Advanced-level students who choose to study abroad through individual contracts or internships should prepare well in advance. Contact the International Programs and Services coordinator in Academic Advising or visit www.evergreen.edu/studyabroad.

SPECIAL FEATURES OF THE CURRICULUM

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

Study Abroad: International studies may include study abroad in a full-time academic program, a consortium program, or an individual contract or internship. Academic programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more in countries around the globe. These programs typically include preparation time on the Evergreen campus, with several weeks or a quarter abroad as a culmination to program studies.

Advanced-level students who choose to study abroad through individual contracts or internships should prepare well in advance. Contact the International Programs and Services coordinator in Academic Advising or visit www.evergreen.edu/studyabroad.

2010-11 Programs with a strong travel component
- Animal Behavior and Zoology (Panama) p31
- Biodiversity Studies in Argentina p32
- Caribbean Tourism: A Critical Analysis p34
- Financial Heartland (Boston, Chicago or New York) p46
- In the City (TBD) p51
- Memory and Conflict in the Eastern Mediterranean (Turkey, Egypt) p60
- Mount Rainier: The Place and its People p52
- New Zealand: Maori and Native Decolonization in the Pacific Rim p64
- The Spanish-Speaking World: Cultural Crossings (Ecuador or Nicaragua) p74

Individual Learning Contracts and Internships are typically reserved for junior- and senior-level students. These are student-generated projects where the student works with a faculty sponsor to complete advanced academic work. An internship, which is a way to gain specialized knowledge and real-world experiences, requires a field supervisor as well. Assistance with both types of study, and more information, is available at www.evergreen.edu/individualstudy/home.

Additional undergraduate research opportunities also exist for students. Individual faculty members have research interests and projects that students can help with, thus gaining valuable research experience. Contact members of the faculty, especially in Environmental Studies and Scientific inquiry. Find more information at www.evergreen.edu/individualstudy/home.

Graduate Programs Evergreen offers Master's degrees in Environmental Studies, Teaching, Education and Public Administration. For contact and general information, please turn to page 83.
CONSCIOUSNESS STUDIES

You will learn concrete things, facts, ideas, relationships. You will learn how to work with groups of people, which is how most of your work in life will be done, adjusting to new groups, helping each solve the problem it has tackled. You will, if we have done all our work well, learn how to learn: how to get data, how to deal with it, having gained confidence in your ability to handle situations where you either learn or remain helpless.

—Charles Mccarthy, Evergreen's First President, 1968-1977

Consciousness is that out of which what we can know arises. Consciousness is that out of which what we can know arises.

In the spirit of Evergreen's foundation, we approach the study of consciousness and experience in open inquiry. We're interested in questions, especially those that we need each other in order to explore.

In what ways are science and spirituality complementary? In what ways are science and spirituality complementary? In what ways are science and spirituality complementary? In what ways are science and spirituality complementary?

Questions that we ask include: How do we define consciousness—and vice versa? In what ways does the inclusion of the body affect cognitive development? How is sentience defined and recognized? How might it matter if the self is proven to be a by-product of a biofeedback loop? In what ways are science and spirituality complementary? In what ways are science and spirituality complementary? In what ways are science and spirituality complementary?

The answers to these questions (and the matrix for more) arise from this field that brings together interdisciplinary, multidisciplinary, and even non-disciplinary approaches to our studies.

Emotion, cognition, attention, understanding, interpretation, creativity, sensation, listening, dreaming, expression, reflection, motivation, resonance, prayer, proprioception. These and more are the elements of consciousness, our subjects of study, and our data in response to which we can either learn or remain helpless.

STUDIES IN SUSTAINABILITY AND JUSTICE

Insist on the rights of humanity and nature to co-exist.

—William McDonough and Michael Braungart

At Evergreen, we take a "seven generations" approach to questions of how to sustain human life and community in harmony with the planet. This is a cross-generational, ecologic ethic that has descended to us from the Haudenosaunee (Iroquois Confederacy). We offer students who embrace this ethic the opportunity to design a curricular pathway that focuses on issues of sustainability.

In this catalog, you can find programs in social justice, environmental studies, the humanities and the arts, to help you build the background, skills and vision needed to make change in areas that count—climate change, food systems, cultural survival, environmental justice, media and communications, applied ecology, green business and beyond.

In addition, the college's Center for Community-Based Learning and Action works with programs to involve students in community-based work with a wide range of service, study and governance organizations in our area. Students also have chances to apply their studies to Evergreen itself. Our Sustainability Task Force works with food services, purchasing, facilities, heat and power—even parking—to reduce our environmental and social impacts and enhance the health of the college’s land and people, and its presence in the wider community.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities by initiating applied research around such issues as curriculum development, economic sustainability and resource management. The results of student-generated research are realized through workshops, community interaction and online, www.evergreen.edu/nwian. NIARI works with the tribes—if they choose—to implement those results.

Field Ecology p45
Effective Action for Sustainability and Justice p44

2010-11 Sustainability Studies

- Ceremonies: Relating Hospitality to the Land p35
- Climate Solutions p36
- Creative Environments: Entrepreneurship p38
- Creative Environments: Shaping p38
- Creative Environments: Shelter and Movement p39
- Drawing from Place p43
- Green for Green: Entrepreneurship and the Environment p50
- In the City p51
- The Legislature and the Public: Environmental and Social Justice p56
- Mount Rainier: The Place and Its People p62
- Political Economy and Social Change p67
- The Practice of Sustainable Agriculture p69
- Rethinking the Suburb p71
- Sustainability from the Inside Out p77
- Techniques of Sustainability Analysis p78

NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLE STUDIES (NAWIPS)

These programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. Evergreen offers on-campus interdisciplinary programs, as well as a reservation-based program that responds to the educational goals of local tribal communities. All NAWIPS programs can be viewed online at www.evergreen.edu/nativeprograms.

Students explore a continuum from pre-Columbian times to the contemporary era, with particular attention to the tribes of the Pacific Northwest. These programs are grounded in recognition of the vitality and diversity of contemporary Indigenous communities. Off campus, the Reservation-Based Community-Determined Program is designed to serve place-bound students. For more information on the RBCI Program, visit www.evergreen.edu/tribal.

Photo by Katherine B. Turner '09.
Condensed Curriculum 2010–2011

These pages feature the programs planned for the 2010-11 academic year. Each planning unit offers Core programs that are entry-level studies designed for freshmen. Lower-Division programs include half freshmen and half sophomores. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Intermediate programs are geared for sophomores and above with a prerequisite of one year of college. Advanced programs are geared toward juniors and seniors. Programs designated as "no restriction" are similar to All-level but have no reserved seats.

You may decide to work for a number of quarters within one planning area, or you may move from area to area to broaden your education. Either choice may be appropriate, depending on your academic goals. Some programs will be listed in more than one planning area.

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

Only Choose One?

Many students ask, "Do I really only take one class at Evergreen?"

The answer is "yes." We call them programs. Instead of taking several classes at once, at Evergreen you select an academic program where you will learn how to explore a central idea or theme that's interesting to you.

Faculty members from different subject areas teach in teams, each drawing on several disciplines to help you develop critical tools to prepare you for advanced studies. You will 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 also 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.

Lower-division programs are designed as entry-level offerings that include a mix of half freshmen and half sophomores.

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 and multidisciplinary studies. Most students in these programs will already have some years of college experience, so you will get less guidance about basic skills development. 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 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.

Programs for Freshmen

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

• Core programs are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies. You will 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 are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies. You will 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 are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies. You will 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.

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Culture, Text, and Language

Culture, Text and Language (CTL) programs invite students to engage in rigorous critical inquiry about the human experience. Our curriculum covers many disciplinary perspectives and geographical areas, with a strong focus on reflective inquiry and integrative understanding. Through the study of culture, students explore the web of meaning that individuals and groups use to make sense of the world. Through the study of texts, they learn to interpret the products of culture in forms ranging from enduring works of literature to popular media and the artful practices of everyday life. Through the study of languages, they become proficient in the means of communication used by different societies and nation-states.

The Culture, Text and Language planning unit coordinates some social science (sociology, psychology and politics) and virtually all the humanities programs at Evergreen. Our disciplines include literature, history, women's studies, philosophy and critical theory, religious studies, classical studies, art history, post-colonial studies, linguistics, cultural anthropology, cultural studies, gender studies, race and ethnic studies, communications, folklore, and creative and critical writing.

Many of our programs are organized as area studies, which we define as the interdisciplinary study of topics framed by geography, language, culture and history. We provide a curriculum that is rich in the study of diverse cultures and languages so that students can learn about shared legacies and across significant differences, including differences of race, class, gender and sexuality. Our geographic areas of inquiry include America, the ancient Mediterranean, East Asia, the Middle East, Latin America and Spain, Russia, and Western Europe and the Francophone/Anglophone regions, including Africa and the Caribbean. We regularly offer programs involving the integrated study of Japanese, French, Russian and Spanish, and are working to expand our curricular offerings in classical languages and Arabic.

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

Students with a special focus on the humanities and interpretive social sciences are strongly encouraged to undertake a senior thesis or senior project during their final year as a capstone to their learning at Evergreen. By working closely with one or more faculty members as part of a larger program or through an individual contract, prepared seniors have the opportunity to pursue advanced study while producing an original thesis or project in their areas of interest. To prepare for this senior work, interested students should begin to discuss their plans with potential faculty sponsors during their junior year.

The faculty of Culture, Text and Language invites students to work with them to create living links between their past and their present in order to become, in the words of Evergreen’s first president Charles McCann, “…undogmatic citizens and uncomplacently confident individuals in a changing world.”
Environmental Studies

The Environmental Studies (ES) planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas, Human Communities and the Environment, Natural History and Environmental Sciences. Programs emphasize interdisciplinary, experimental study and research primarily in the Pacific Northwest with additional work in other areas of the North and South America. Included in the unit is an emphasis on global climate change and sustainability. Climate change is representative of the interdisciplinary approach to environmental studies. Programs focusing on climate change can be found in all three of the thematic areas. Similarly, unit faculty members support sustainability and justice studies across the entire campus curriculum. Research methods and analysis emphasize field observation, quantitative and qualitative methods, political economy, global climate change and sustainability.

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

Environmental Sciences—investigates primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and field work. They include biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology, oceanography, and issues of global climate change.

Environmental studies students will find the frequency of topics offered, prerequisites for study, breadth of liberal arts education, and graduate school admissions requirements described in individual programs. Students new to environmental studies 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. Most freshmen should consider core programs that include topics in marine biology, oceanography, and issues of global climate change.

Environmental Studies also provides one-of-a-kind programs created in response to a unique combination of interests, events and opportunities. Some faculty teach similar topics each year as part of programs that have widely differing accompanying topics. Environmental Studies has repeating programs that are offered every year or every other year; note that because our faculty have multiple areas of expertise, the program titles, mix of faculty, and exact topics may vary from year to year in repeating programs. Biological Sciences is taught every other year and Practice of Sustainable Agriculture yearly. Other repeating programs include Animal Behavior, Hydrology, Marine Life, Plant Ecology and Taxonomy: Temperate Rainforests and Tropical Rainforests offered on an alternate-year schedule. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change. Environmental Studies also provides one-of-a-kind programs created in response to a unique combination of interests, events and significant environmental concerns.

It is highly recommended that students who intend to pursue upper division and graduate studies in environmental studies or science take a minimum of one full year of undergraduate study in biology, chemistry and statistics. Students may also consider gaining research experience by participating in the Advanced Research in Environmental Studies program.

To help you choose your programs, the descriptions on the following pages list the significant content in each of the three thematic areas. Students should feel free to call or e-mail faculty whose interests overlap their own to seek advice.

The Evergreen State College’s Graduate Program on the Environment offers a Master of Environmental Studies (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences. The MES program shares faculty with the undergraduate program and MES elective courses, which are taught in the evenings, and frequently allow advanced undergraduates to enroll. For information on admissions requirements and procedures, please consult the current catalog of the Graduate Program on the Environment or visit www.evergreen.edu/mes.

ES PROGRAMS

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<th>Core: Designed for freshman</th>
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<td>S</td>
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<tr>
<td>Sustainability from the Inside Out</td>
<td>77</td>
<td>F W S</td>
</tr>
</tbody>
</table>

| All-level: A mix of freshmen, sophomores, juniors and seniors | Botany: Plants and People | 33 | W |
| Creative Environments: Entrepreneurship | 38 | F |
| Creative Environments: Shelter and Movement | 39 | F W |
| Drawing From Place | 43 | F |
| Field Ecology | 45 | F W S |
| Field Plant Taxonomy | 46 | S |
| Food, Health and Sustainability | 47 | F W S |
| Introduction to Natural Science: Life on Earth | 54 | F W S |
| Mount Rainier: The Place and Its People | 62 | F W S |
| Rethinking the Suburbs | 71 | F W S |
| The Practice of Sustainable Agriculture | 69 | F W S |

| Lower division: 50% freshmen/50% sophomores | Introduction to Natural History | 54 | F |

| Sophomores or above: (intermediate level) | Climate Solutions | 36 | S |
| Green for Green: Entrepreneurship & The Environment | 50 | W |

| Juniors or seniors: (advanced level) | Advanced Research in Environmental Studies | 29 | F W S |
| Animal Behavior and Zoology | 31 | F W |
| Biodiversity Studies in Argentina | 32 | F W |
| Creative Environments: Shaping | 38 | F W S |
| Effective Action for Sustainability and Justice | 44 | F W S |
| Environmental Analysis | 44 | F W S |
| Individual Study: Legislative Internship | 52 | W |
| SOS: Botany, Herbolgy, Horticulture | 75 | F |
| Techniques of Sustainability Analysis | 78 | F |

| The Legislative and Public: Environmental and Social Justice | 56 | F |

AFFILIATED FACULTY

Jeff Antonello-Lapp Environmental Education
Maria Bastaki Environmental Toxicology, Risk Assessment
Fredrica Bouwett Botany, Environmental History
Paul Butler Geology, Hydrology, Statistics
Gerardo Chin-Leo Marine Science, plankton Ecology
Robert Cole Systems Science, Sustainability
Amy Cook Ecology, Vertebrate Biology
Carolyn Doubek Land Use, Environmental Planning
Dylan Fischer Forest and Plant Ecology
Russell Fox Community Development, Urban Planning
Karen Gaud Anthropology
Jennifer Gerdts Land Use Planning
Geographic Information Systems
Martha Henderson Geography, Environmental History
Heather Heying Zoology, Behavioral Ecology, Evolution
John Longino Entomology, Ecology, Evolutionary Biology
Cheri Lucas-Jennings Environmental Health, Law and Policy
Lew Lytle Environmental Policy, Research Methods
Ralph Murphy Environmental Economics, Environmental Policy
Nalini Nadkarni Forest Ecology
Lin Nelson Environmental Health and Policy
Paul Przybylowicz Ecology, Biology, Agriculture, Sustainability
Lisa Rognes American History, Research Methods
Martha Rosemeyer Ecological Agriculture, Food Systems
Steve Scheuernell Ecological Agriculture, Sustainability
Linda Moon Stumpf Natural Resource Policy, Forestry
Allison Styring Ornithology, Tropical Ecology
Ken Tabbott Geology, Hydrogeology, Geochimistry
Erik V. Theesen Marine Science, Zoology, Ecophysiology
Bret Weinstein Evolution, Biology
Ted Whitsell Geography, Political Ecology, Conservation

Students in the program Environmental Analysis participate in group projects studying water quality, trophic structure, organic matter and nutrient cycling processes of the Nisqually River watershed. Photos by Carlos Javier Sanchez '97.
Expressive Arts

Expressive Arts (EA) programs engage students in media arts, performing arts, visual arts and environmental arts practices by incorporating theoretical, critical and art historical learning with opportunities for hands-on work in a wide range of art forms. The Expressive Arts faculty sees the creation of imaginative and artistic work to be a central element of a broad, liberal arts education. Our curriculum accommodates a range of students in a variety of full and part time programs, courses and individual contract opportunities. Those who want to focus their studies in the arts work side by side with those interested in using arts practices to give voice to perspectives they have developed in the study of other disciplines.

At Evergreen the study of the arts is a thoroughly interdisciplinary endeavor; students are challenged to forge connections among various art forms, to integrate theory and practice, to create experimental work that challenges convention and audience expectation, to explore a variety of traditional modes, and to become attuned to the social, cultural, and historical contexts of the work they study and make. We see the goal of undergraduate arts education as twofold: students should be encouraged to develop their own creative approach and a sense of their own unique patterns of interest, and they should also learn to understand themselves as contributors to the social and cultural conversations that precede them and will become their arts concentrators.

The goal of undergraduate arts education is also well for their work beyond the college. As art doesn’t exist in a vacuum, we encourage arts concentrators to draw inspiration from study outside the arts, and we require broadly interdisciplinary academic work for admission to some arts programs. Students who take programs combining arts with other disciplines build stronger foundations for their creative practices.

As a culmination of their studies, students may apply to do a Senior Thesis project. This competitive program is designed to celebrate the interdisciplinary study of art and to facilitate students’ advanced work in one or more art forms over the course of one, two or three quarters. Participating students work with a thesis committee chaired by faculty and made up of faculty and/or staff. Each spring, juniors or seniors may submit proposals for Senior Thesis projects to be pursued the following year. Faculty review applications and selected students are given the opportunity to pursue advanced work at the Senior Thesis level.

Evergreen graduates who have studied the arts go on to pursue MFA degrees, start non-profits or work with community arts organizations, galleries or museums. Our curriculum accommodates a range of students in a variety of full and part time programs, courses and individual contract opportunities. Those who want to focus their studies in the arts work side by side with those interested in using arts practices to give voice to perspectives they have developed in the study of other disciplines.

The Expressive Arts Planning Unit is organized into three sub-areas:

The Visual and Environmental Arts faculty and staff includes artists, craftspeople and designers working in a variety of traditional and emerging media including drawing, painting, sculpture, fine metals, printmaking, photography, digital media, environmental arts, sustainable design, woodworking, metalworking, mixed media, installation, time-based media, and art history. Students can regularly find programs that build strong skills and understanding in these media in interdisciplinary contexts. We emphasize drawing and visual thinking as fundamental skills, along with visual literacy and critical and rigorous writing. We encourage you to strive not just for self-expression, but also for clarity in your means, and effective engagement in your community.

Emphasizing non-traditional, experimental and documentary modes, Media Arts offers students opportunities to learn the practice, history, and theory of film, video, animation, installation, sound design, and other digital arts as forms that widen the possibilities for audiovisual expression and connect media production to other arts. Programs promote collaborations as a critical engagement with media in its various social, cultural, and political contexts. We explore the social implications of image-making, and especially the ways in which self and other, identity, community and world are inscribed in the images we make and view. We encourage our students to take responsibility for their own work, collaborate with one another, and develop their own critical perspectives on the theory and practice of media.

The Performing Arts sub-area is staffed by faculty members who explore live performance disciplines including dance, theatre, and music. To perform means to find your voice, control your body, hone your ear. Our approaches to performance are varied, but we all emphasize fundamental skills, historical depth, and critical understanding. In-depth studies of ethnic traditions and geographic areas are a feature of many of our programs. We point out the connections between the present and the past, the body and the mind, ancient traditions and eternal themes. Be prepared to do a good deal of worthwhile, meaningful academic work as you develop socially engaged, culturally informed performance skills.
Scientific Inquiry

The faculty of the Scientific Inquiry (SI) planning unit is committed to the ideal of science education in the context of liberal arts education. We help students—whatever their primary interests may be—understand the wonders of nature as well as science as a force in our technological society.

Because science and technology are central to our world, citizens must be scientifically literate in order to participate intelligently in a democratic society. At the same time, scientists should understand the social implications and consequences of their work. Thus, our study of science itself is combined with the study of the history and philosophy of science, bioethics, and public policy.

Some programs in this planning unit will allow students to learn basic science as part of their liberal arts education. Others help students prepare for careers in science, medicine, or technology. However, all of our offerings emphasize the application of theory to practice. Students will apply scientific principles as they learn to solve real-world problems.

By engaging in laboratory and group problem-solving exercises, students will learn to think like scientists—to develop hypotheses and design experiments, to collect data and analyze them within a theoretical framework, and to apply these results to new situations. Our students have unique opportunities to conduct scientific research using high-quality instruments, such as a scanning electron microscope and a Nuclear Magnetic Resonance machine. In addition, they can use some of the best modern software available. Students also read current scientific journal articles and learn to write technical reports and papers.

Whether a freshman or a more advanced student, all students can find a scientific program that fits their academic plan. Some choose to follow a pathway that emphasizes a particular science, while others may simply want to explore the wonder and application of science in a broader context. There are programs that offer beginning, intermediate and advanced work in all the major scientific disciplines. Programs in Scientific Inquiry are mostly repeating. The following programs with significant content in each of the major scientific disciplines are usually offered either every year or in alternate years:

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Computer Science</th>
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</thead>
<tbody>
<tr>
<td>Foundations of Health Science</td>
<td>Introduction to Natural Science</td>
<td>Data and Information</td>
</tr>
<tr>
<td>Introduction to Natural Science</td>
<td>Molecule to Organism</td>
<td>Computer Science Foundations</td>
</tr>
<tr>
<td>Atoms, Molecules and Reactions</td>
<td>Environmental Analysis</td>
<td>Student Originated Software</td>
</tr>
<tr>
<td>Environmental Analysis</td>
<td>Molecule to Organism</td>
<td>Computation and Language Theory</td>
</tr>
<tr>
<td>Genes to Ecosystems</td>
<td></td>
<td>Algebra to Algorithms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models of Motion</td>
<td>Introduction to Natural Science</td>
</tr>
<tr>
<td>Computer Science Foundations</td>
<td>Atoms, Molecules and Reactions</td>
</tr>
<tr>
<td>Mathematical Systems</td>
<td>Models of Motion</td>
</tr>
<tr>
<td>Methods of Mathematical Physics</td>
<td>Methods of Mathematical Physics</td>
</tr>
<tr>
<td>Algebra to Algorithms</td>
<td>Energy Systems</td>
</tr>
<tr>
<td>Data and Information</td>
<td>Meaning, Math and Motion</td>
</tr>
</tbody>
</table>

We also create new offerings on a regular basis. Refer to the individual program descriptions for more details about these programs and others not listed above.

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

Photo by Katherine B. Turner '09.

Facility member Clyde Barlow and students with the ICP (Inductively Coupled Plasma) Mass Spectrometer. Photo by Paul Reynolds '09.

SI PROGRAMS

<table>
<thead>
<tr>
<th>Core: Designed for freshmen</th>
<th>Forensics &amp; Criminal Behavior</th>
<th>47 F W S</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-level: A mix of freshmen, sophomores, juniors and seniors</td>
<td>Algebra to Algorithms</td>
<td>30 S</td>
</tr>
<tr>
<td>Bodies of Knowledge</td>
<td>Calculated Fiction</td>
<td>34 S</td>
</tr>
<tr>
<td>Calculated Fiction</td>
<td>Computer Science Foundations</td>
<td>37 W S</td>
</tr>
<tr>
<td>Creative Environments: Shelter and Movement</td>
<td>Dance of Consciousness</td>
<td>39 F W</td>
</tr>
<tr>
<td>Data and Information: Computational Linguistics</td>
<td>Design Languages</td>
<td>41 F W</td>
</tr>
<tr>
<td>Food, Health and Sustainability</td>
<td>Foundations of Health Science</td>
<td>47 F W S</td>
</tr>
<tr>
<td>Introduction to Natural Science: Life on Earth</td>
<td>Meaning, Math and Motion</td>
<td>54 F W S</td>
</tr>
<tr>
<td>Lower-division: 50% freshmen/50% sophomores</td>
<td>Introduction to Natural History</td>
<td>54 F</td>
</tr>
<tr>
<td>Sophomores or above: (intermediate level)</td>
<td>Computability and Language Theory</td>
<td>37 F W S</td>
</tr>
<tr>
<td>Methods of Mathematical Physics</td>
<td>Molecule to Organism</td>
<td>60 F S</td>
</tr>
<tr>
<td>Molecule to Organism</td>
<td>Undergraduate Research in Scientific Inquiry</td>
<td>79 F W S</td>
</tr>
<tr>
<td>Juniors or seniors: (advanced level)</td>
<td>Animal Behavior and Zoology</td>
<td>31 F W S</td>
</tr>
<tr>
<td>Environmental Analysis</td>
<td>44 F W S</td>
<td></td>
</tr>
</tbody>
</table>

AFFILIATED FACULTY

Clyde Barlow Chemistry
Dharsiri Boopajegera Chemistry
Andrew Brabham Biology
Kristina Cheowdy Physics
Judy Barlow Chemical Computer Science
Clarissa Dricks Molecular and Cellular Biology
Kevin Francis History of Science and Technology
Rachel Hastings Mathematics and Linguistics
Robert H. Knapp, Jr. Physics
Elizabeth M. Kutter Biology
David McKayt Mathematics and Physics
Lydia McKinni Organic Chemistry
Donald V. Middendorf Physics
Donald Moriato Biology
Nancy Murray Biology
James Neatly Biochemistry
Neal Nelson Computer Science
Michael Parsons Veterinary Medicine
Gregg Sapp Information Services. Science Education
Paula Schofield Chemistry
Sheryl Shulman Computer Science
Benjamin Simon Microbiology
Rebecca Sunderman Chemistry
Brian Walker Mathematics
E. J. Zita Physics
Society, Politics, Behavior and Change

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

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

- **Politics**—Many of our programs consider how societies and governments are organized. Our study of politics focuses on the interplay of politics and economics, with an emphasis on the domestic and international political economy and its implications for race, gender and class.

- **Behavior**—Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty has particular strengths in the areas of cognitive, clinical and social psychology, 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.

Business management programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed in the Pacific Northwest and at the national and international level.

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, accounting, history, public policy, public administration, labor studies, women's studies, business, management science, political science, entrepreneurship, international affairs, tribal governance, philosophy, sociology, health sciences, psychology, and education.

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

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

**SPBC PROGRAMS**

- **Lower-division**: 50% freshmen/50% sophomores
  - Foundations of Economics: 48 S

- **Sophomores or above**: (intermediate level)
  - Green for Green: Entrepreneurship and The Environment: 50 W S
  - Individual Study: Imperialism, Political Science: 52 S
  - Individual Study: Political Economy, Globalization, Contemporary India: 52 S
  - New Zealand: Maori and Native Decolonization in the Pacific Rim: 64 F W

- **Juniors or seniors**: (advanced level)
  - 500 Years of Globalization: 29 F W S
  - Creative Environments: Shaping: 38 F W S
  - Health and Human Development: 50 F W S
  - Individual Study: Legislative Internship: 52 W S
  - Marxist Theory: 58 S
  - Multicultural Counseling: An Innovative Model: 63 F W S
  - The Legislature and the Public: Environmental and Social Justice: 56 F

- **All-level**: A mix of freshmen, sophomores, juniors and seniors
  - Ceremonial Relating Hospitality to the Land: 35 F W S
  - Creative Environments: Entrepreneurship: 38 F
  - Decolonization in Communities: Thinking Globally, Reflecting Locally: 42 S
  - Financial Heartland: 46 S
  - Games Marketers Play: 49 W
  - Imperialism: 51 F W S
  - Marketing Backward America in the 20th Century: 57 F W S
  - Marketing and (Anti-)Consumerism: 58 F
  - Mind-Body Medicine: 61 F W S
  - The Past and Future of American Youth: 66 F W S
  - Political Economy and Social Change: 67 F W S
  - Power in American Society (fall): 68 F W S
  - Power in American Society (winter): 68 W
  - A mix of freshmen, sophomores, juniors and seniors
    - All-level: 50% freshmen/50% sophomores
      - Foundations of Economics: 48 S

**AFFILIATED FACULTY**

- Don Banta, Public Administration
- Peter G. Bohmer, Political Economy
- William Bruner, Economics, Management
- Savanna Chowdhury, Feminist Economics
- Scott Coleman, Education
- Stephanie Coontz, European and American History, Family Studies
- Jon Davies, Teacher Education
- Peter Dorman, Economics, Political Economy
- John Robert Filmar, Multicultural Studies, Business Management
- Terry Ford, Education, Multicultural Studies
- George Freeman Jr., Clinical Psychology
- Laurence R. Geri, Public Non-profit Management, International Affairs
- José Gómez, Law and Politics
- Amy Gould, Public Administration, Political Science, Women's Studies, Queer Studies
- Jeanne E. Hahn, Political Economy, Contemporary India
- Heseoon Jun, Psychology
- Cynthia Kennedy, Leadership
- Mukti Khanna, Psychology, Expressive Arts Therapy
- Cheryl Sinimar King, Public and Non Profit Administration, Community/Urban Studies
- Glenn Landram, Business, Management Science, Statistics
- Gerald Lessen, Economics
- Daniel B. Leady, Social Movement Theory and Practice, Political Economy
- Anila Lengas, Ethno-mathematics, Math/Science Education
- Carrie M. Margolin, Cognitive Psychology
- Paul McMillin, Information Studies, Historical Sociology
- Lawrence J. Mosqueda, Political Economy
- Raul Nakos, Education
- Torks Olson, Sociology
- Alen Parker, Law, Native America Policy
- Gary Peterson, Social Work
- Yvonne Peterson, Education, Native American Studies
- Nelson Pizano, Business Administration, Entrepreneurship
- David Rutledge, Psychology
- Zahid Shariif, Public Administration, Past-Colonial Studies
- David Shaw, Business
- Eric Stein, Anthropology
- Michael Vassos, Social Foundations of Education, Political Economy
- Sherry L. Walton, Education, Literacy
- Sonja Wiedenheft, Psychology, Education
- Zed Yan, Schneid, Finance
- Tony Zarazaga, American Studies, Political Economy

Photo by Katherine B. Turner '09.
Condensed Curriculum 2010–2011

Reservation-Based Community-Determined Program

The Reservation-Based Community-Determined program is "reservation-based" with classes held within the community and "community-determined" by placing value on existing community knowledge, utilizing community members as guest instructors, and instituting participatory research methods.

We believe students are best served by a well-defined, consistent program that balances personal authority, indigenous knowledge and academics.

- **Personal authority** challenges students to be personally accountable for their attendance, engagement and learning, and to declare the nature of their own work.
- **Indigenous knowledge** honors the founding principles of the program and its commitment to involving our community's keepers of cultural and traditional knowledge as teachers and valuable human resources.
- **Academics** give breadth within the liberal arts through reading, writing, research and other scholarly pursuits that complement personal authority and community knowledge.

Our interdisciplinary curriculum is developed in collaboration with Native leaders to include the areas of community and economic development, leadership, tribal administration, sustainable environments, intergovernmental relations, indigenous knowledge, and tribal law. Students who want to develop a more specialized course of study may do so with faculty approval. Students gain a solid foundation needed to enter most areas of public service and tribal government as well graduate school and other professions.

**Who Should Apply**

This upper-division program serves students with 90 or more college credits with strong connections to their tribal communities. In addition to Evergreen's application, an intake packet must be completed by all prospective RBCD students. To obtain the packet, contact Michelle Aguilar-Wells, Director (aguilarm@evergreen.edu) or Gina Corpuz, Associate Director (corpuzr@evergreen.edu).

- Students attend class two nights per week at Muckleshoot, Nisqually, Tulalip, or Quinault. (Makah, Lower Elwha, Port Gamble, and Skokomish are approved sites and can be reactivated contingent upon enrollment.)
- Students attend class four Saturdays per quarter at the Longhouse on the Evergreen campus.
- Students work toward a Bachelor of Arts degree.

For students with fewer than 90 college credits, Evergreen collaborates with The Grays Harbor College Reservation Based AA Degree Bridge program. Interested students should contact Mark Ramon at Grays Harbor College (mramon@ghc.edu or (360) 538-4090) or visit www.evergreen.edu/tribal/graysharbor.

Tacoma Program

The Tacoma program is committed to providing its students with an interdisciplinary, reality-based, community-responsive liberal arts education. The program operates from a social justice frame of reference that values family, community, collaboration, inclusiveness, hospitality, reciprocity and academic excellence. Recognizing the importance of personal and professional growth, research and scholarship, as well as commitment to community and public service, the Tacoma program seeks to provide a catalytic climate for intellectual, cultural and social growth.

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. The Tacoma program seeks to be a nexus for activities directed toward responding to community needs. We see ourselves as a resource not only for students, but also for the broader community. Within this context, we seek to promote service learning by linking students, faculty, staff and community members in community development, sustainability and well-being efforts.

**Features and Benefits**

- **A curriculum that integrates students' life experiences and goals**
- **An emphasis on diverse cultural perspectives and experiences**
- **Opportunities to engage in dialogues across and beyond differences**
- **Personalized academic support and evaluation processes**
- **A tradition of employer satisfaction with graduates**

**Who Should Apply**

Working adult learners who have achieved junior status (90 hours of transferrable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Everyone interested in building and sustaining a healthy community—whether in social services, educational outreach, shaping public policy or opinion, pre-law or environmental studies—is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma program and to apply, call (253) 660-3000.
Matching Evergreen’s Programs to Your Field of Interest

Evergreen's programs are organized into Planning Units and thematic planning groups—academic areas that will help you find current programs that match your needs and interests. Programs designed to accommodate freshman students are:

- AESTHETICS
- AGRICULTURE
- ANTHROPOLOGY
- ART HISTORY
- ASTROLOGY
- BIOCHEMISTRY
- BIOLOGY
- BOTANY
- BUSINESS AND MANAGEMENT
- CHEMISTRY
- CLASSICS
- COMMUNICATIONS
- COMMUNITY STUDIES
- CONSCIOUSNESS STUDIES
- CULTURAL STUDIES
- DANCE
- DANCING
- DANCE
- ELECTRONICS
- ECOLOGY
- ECONOMICS
- EDUCATION
- ETHNOLOGY
- EXPERIMENTS IN THUNDER AND DANCE
- EXPERIENCES IN THEATRE AND DANCE
- EXPERIENCES IN THEATRE AND DANCE
- EXPERIENCES IN THEATRE AND DANCE
- EXPERIENCES IN THEATRE AND DANCE
<table>
<thead>
<tr>
<th>PHILanthropy of SCIENCE</th>
<th>pg quarter</th>
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<tbody>
<tr>
<td>Algebra to Algorithms</td>
<td>30 F W S</td>
</tr>
<tr>
<td>Animal Behavior and Ecology</td>
<td>31 F W S</td>
</tr>
<tr>
<td>Foundations of Health Science</td>
<td>48 F W S</td>
</tr>
<tr>
<td>Methods of Mathematical Physics</td>
<td>60 F W S</td>
</tr>
<tr>
<td>PHYSICS</td>
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<tr>
<td>Creative Environments: Shelter and Movement</td>
<td>39 F W S</td>
</tr>
<tr>
<td>Measuring, Mapping and Motion</td>
<td>59 F W S</td>
</tr>
<tr>
<td>Visions and Voices: Culture, Community and Creativity</td>
<td>79 F W S</td>
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<tr>
<th>SUSTAINABILITY STUDIES</th>
<th>pg quarter</th>
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<tbody>
<tr>
<td>Ceremony: Relating Honestly to the Land</td>
<td>39 F W S</td>
</tr>
<tr>
<td>Climate Solutions</td>
<td>36 F W S</td>
</tr>
<tr>
<td>Creative Environments: Entrepreneurship</td>
<td>38 F W S</td>
</tr>
<tr>
<td>Creative Environments: Shaping</td>
<td>38 F W S</td>
</tr>
<tr>
<td>Creative Environments: Shelter and Movement</td>
<td>39 F W S</td>
</tr>
<tr>
<td>Drawing From Place</td>
<td>43 F W S</td>
</tr>
<tr>
<td>Effective Action for Sustainability and Justice</td>
<td>44 F W S</td>
</tr>
<tr>
<td>Field Ecology</td>
<td>45 F W S</td>
</tr>
<tr>
<td>Food, Health and Sustainability</td>
<td>47 F W S</td>
</tr>
<tr>
<td>Green for Green: Entrepreneurship &amp; The Environment</td>
<td>50 F W S</td>
</tr>
<tr>
<td>The Legislative and the Public: Environmental and Social Justice</td>
<td>56 F W S</td>
</tr>
<tr>
<td>The Practice of Sustainable Agriculture</td>
<td>69 F W S</td>
</tr>
<tr>
<td>Restoration-Based Community-Determined: Contemporary Indigenous Communities in Global Society</td>
<td>71 F W S</td>
</tr>
<tr>
<td>Rethinking the Suburbs</td>
<td>71 F W S</td>
</tr>
<tr>
<td>Sustainability from the Inside Out</td>
<td>77 F W S</td>
</tr>
<tr>
<td>Techniques of Sustainability Analysis</td>
<td>78 F W S</td>
</tr>
<tr>
<td>With Liberty and Justice for Whom?</td>
<td>82 F W S</td>
</tr>
</tbody>
</table>

| THEATER | |
| Distractions: Envisioning Greek Theater | 43 F W S |
| Experiments in Theater and Dance | 45 F W S |
| Music and Movement in Nature and Culture | 64 F W S |
| Poetics and Performance | 66 F W S |

<table>
<thead>
<tr>
<th>VISUAL ARTS</th>
<th>pg quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra to Algorithms</td>
<td>30 F W S</td>
</tr>
<tr>
<td>Art and Religious Practice</td>
<td>32 F W S</td>
</tr>
<tr>
<td>Cities: Real and Imagined</td>
<td>36 F W S</td>
</tr>
<tr>
<td>Creative Environments: Shaping</td>
<td>38 F W S</td>
</tr>
<tr>
<td>Dada and Surrealism: Art as Life—Life as Art</td>
<td>40 F W S</td>
</tr>
<tr>
<td>Drawing From Place</td>
<td>41 F W S</td>
</tr>
<tr>
<td>Individual Study: Media Arts, Visual Anthropology, Communications</td>
<td>52 F W S</td>
</tr>
<tr>
<td>The Lens-Based Image: Theory, Criticism, Practice</td>
<td>56 F W S</td>
</tr>
<tr>
<td>Looking at Animals</td>
<td>57 F W S</td>
</tr>
<tr>
<td>Mount Rainier: The Place and its People</td>
<td>62 F W S</td>
</tr>
<tr>
<td>Plain Air</td>
<td>72 F W S</td>
</tr>
<tr>
<td>Post-Colonial Caribbean: Aesthetics of Culture &amp; Identity</td>
<td>67 F W S</td>
</tr>
<tr>
<td>Seeing the Light</td>
<td>72 F W S</td>
</tr>
<tr>
<td>Student Originated Studies: Working Across Dimensions (2D and 3D)</td>
<td>77 F W S</td>
</tr>
<tr>
<td>Temporal Images</td>
<td>78 F W S</td>
</tr>
</tbody>
</table>

| WRITING | |
| Botany: Plants and People | 33 W |
| Calculated Fiction | 34 W |
| Ceremony: Relating Honestly to the Land | 35 F W S |
| Dwelling Languages | 42 F W S |
| Effective Action for Sustainability and Justice | 44 F W S |
| Language Matters: African American Popular Culture | 54 F W S |
| Poetics and Performance | 66 F W S |
| Student Originated Studies: Botany, Herbarium, Horticulture | 75 F |
| Student Originated Studies: Creative Writing (Narrative Memoir and Short Story) | 75 F |
| Student Originated Studies: Media/Writing/Philosophy | 76 W S |
| Student Originated Studies: Poetics | 76 W S |
| Introduction to Natural History | 54 F W S |

| Zoology | |
| Advanced Research in Environmental Studies | 29 F W S |
| Animal Behavior and Ecology | 31 F W S |
| Field Ecology | 45 F W S |
| Introduction to Natural History | 54 F W S |
How to Read a Program Description

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

Program Descriptions

500 Years of Globalization
Fall and Winter
Major areas of study include world history, globalization, political economy, historical sociology and geography.

Class Standing: Juniors or seniors; transfer students welcome.

Program is preparatory for careers in global history and the political economy of international affairs. It is also useful for anyone interested in 20th-century political and social issues.

FACULTY
Lists members of the faculty team scheduled to teach the program. See faculty bios page 92.

PROGRESSIVE EDUCATION
Suggests that program might be a particularly useful step for future careers or study.

INTERNSHIP POSSIBILITIES
None

• SPECIAL EXPENSES

• PLANNING UNITS
  Planning Unit: Sociology, Politics, Behavior and Change

Advanced Research in Environmental Studies
Fall and Winter
Major areas of study include world history, globalization, political economy, historical sociology and geography.

Class Standing: Juniors or seniors; transfer students welcome.

Program is preparatory for careers in global history and the political economy of international affairs. It is also useful for anyone interested in 20th-century political and social issues.

FACULTY
Lists members of the faculty team scheduled to teach the program. See faculty bios page 92.

PROGRESSIVE EDUCATION
Suggests that program might be a particularly useful step for future careers or study.

INTERNSHIP POSSIBILITIES
None

• SPECIAL EXPENSES

• PLANNING UNITS
  Planning Unit: Sociology, Politics, Behavior and Change

Mount Rainier: The Place and its People
Fall, Winter and Spring
Major areas of study include environmental education, environmental studies, protected areas.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those who transfer for work-related reasons.

Program is preparatory for careers in environmental education, environmental studies, protected areas.

FACULTY
Lists members of the faculty team scheduled to teach the program. See faculty bios page 92.

PROGRESSIVE EDUCATION
Suggests that program might be a particularly useful step for future careers or study.

INTERNSHIP POSSIBILITIES
None

• SPECIAL EXPENSES

• PLANNING UNITS
  Planning Unit: Environmental Studies and Programs for Freshmen

FACTORIES
Describes the factory and its production processes.

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

ENROLLMENT
Number of students who may enroll.

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

MAJOR AREAS OF STUDY
Describes the major areas of study and their relationships to each other.

CLASS STANDING
States at which level of study the program is offered, such as freshman, junior, or senior.

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

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

MAJOR AREAS OF STUDY
Describes the major areas of study and their relationships to each other.

CLASS STANDING
States at which level of study the program is offered, such as freshman, junior, or senior.

PREREQUISITES
Lists conditions for eligibility for the program, such as studies you should have completed or a faculty review of a portfolio.
John Longino studies insect taxonomy and ecology, with a specific research focus on ants. His research program is a combination of field work in Costa Rica and collections-based research at the Evergreen campus. Students may become involved in local or neotropical fauna studies, with field- and/or collections-based activities.

Nadine Niskaré is a forest ecologist and studies 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 non-scientists and working with artists on collaborative ways of understanding trees and forests.

Le Nelson studies and is involved with advocacy efforts on the linkages between environment, health, community and social justice. Students can become involved in researching environmental health linkages between environment, health, community and social justice.

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Le Nelson studies and is involved with advocacy efforts on the linkages between environment, health, community and social justice. Students can become involved in researching environmental health linkages between environment, health, community and social justice.

Alana Stirling studies birds. She will sponsor research on bird-focused projects or projects incorporating natural history and observational methods. Three areas of special interest are natural history of avian eggs, field work on the breeding biology and management; the Evergreen Ecological Observation Network (EOCN) for field projects focusing on wildlife in the Evergreen forest; and restoring monitoring in the Nisqually delta.

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

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

Accepts Winter and Spring Enrollment: Contact faculty in area of interest for specific information.

Credits: 4, 8, 12 or 16 per quarter

Enrollment: 25

A similar program is expected to be offered in 2011-12

Planning Units: Environmental Studies

Algebra to Algorithms

Spring

For areas of study include college algebra, introductory computer programming, problem solving, and mathematics and computing in society.

Class Standing: This 4-credit level program accepts students up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in computer science, mathematics, and natural sciences and art.

Faculty: Naiel Nelson (computer science, mathematics), Judy Cushing (computer science, mathematics)

Western science relies on mathematics as a powerful language for expressing patterns that appear in the natural world. Mathematical models allow predictions, more or less, of complex natural systems, and modern computing has both magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science, the constructive branch of mathematics, relies on mathematics for its culture and language of problem solving, and it also enables the construction of mathematical models. Patterns that appear in the natural world and are expressed in mathematical models also sometimes appear in the visual arts.

In this program, we will explore connections between mathematics, computer science, and the natural sciences, and develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences. In addition, we will explore how to program interesting visual shapes using simple geometry. The regular work of the program will include seminars, lectures, problem solving workshops, programming labs, problem sets, and seminar papers. The emphasis will be on fluency in mathematical thinking and expression along with reflections on mathematics and society. Topics will include concepts of algebra, algorithms, programming and problem solving, with seminar readings about the role of mathematics in modern education and society.

This program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or before pursuing further work in the sciences or the arts.

Credits: 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change

Animal Behavior and Zoology

Fall, Winter and Spring

Major areas of study include animal behavior, evolution, zoology, population ecology, tropical ecology, field research and statistics (all upper-division, except 4 credits in lower division statistics).

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year of college-level biology, and at least eight credits of college-level mathematics.

Program is preparatory for careers and future studies in field biology, evolution, ecology and other life sciences.

Faculty: Heidi, evanston (behavior, herpetology), Brad Weinstein (evolution, animal behavior, mammalogy)

What do animals do, how do they do it, and why? In this yearlong investigation of animal behavior, students will answer these questions through extensive use of the scientific literature, in-depth discussions of the evolutionary and ecological theories that are fundamental to the study of behavior, independent research projects, and several weeks in the field, including two weeks in the Pacific Northwest during fall quarter, and, if funding is approved, a five-week trip to tropical ecosystems in Brazil during winter quarter.

Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young, and so much more. They do so with the tools of their physiology, anatomy, and, in some cases, culture, for reasons having to do with their particular ecology and evolutionary history. In this program, we will begin with a review of animal diversity; and continue with the study of behavior from both a biological and an evolutionary perspective. Students will be expected to engage in some of the complex and often paradoxical aspects of behavior and to design experiments and make predictions and results that have been generated in this field, through lectures, workshops and take-home exams, as well as to undertake their own, intensive field research.

In fall quarter, students will conduct short-term field projects, and become skilled in library research. In winter quarter, we will continue to learn theory and statistics, and may travel to Panama to study the differences and similarities between the neotropics and the Pacific Northwest, focusing on the animals and their behavior. Particular attention will be paid to the herpetofauna (amphibians and reptiles) that live in lowland rainforests. In spring quarter, having studied the methods, statistics and literature frequently used in behavioral research, students will generate their own hypotheses and go into the field to test them through extensive, independent field research. The work might be in Central America, the Pacific Northwest, or through an internship. Students will return to campus for the last two weeks of spring quarter to complete their data analysis and present their research.

A similar program is expected to be offered in 2012-13

Planning Units: Environmental Studies and Scientific Inquiry

Alternatives to Capitalism

Spring

Major areas of study include economics, politics and history.

Class Standing: No restrictions.

Program is preparatory for careers and future studies in economics and political economy.

Faculty: Peter Dorman (political economy)

Is there a viable alternative to capitalism as a system of economic organization? Does the collapse of communism mean that there can be no politics other than between public and private systems? This program will provide a one-quarter survey of potential alternatives and the debates between and about experiments, each on a small scale. We will read detailed proposals and fictional visions, visit local non-capitalist institutions, and weigh the arguments on all sides. This is, above all, a program for people who need to clarify for themselves the economic dimension of their political commitments. Because it takes economic feasibility seriously, the program will consider the nuts and bolts of capitalism and anti-capitalism: the role of markets and money, the organization of production, and the problems of incentives and coordination.

Prior work in economics is essential; some of the readings will be technically demanding. In addition to evaluating current proposals, we will also cover the socialist calculation debate of the 1930s in some detail, since it represents the most sustained examination of the potential for systematic economic planning. Further readings will update this controversy through the eyes of modern proponents and critics of socialism. The program will include field trips, visiting speakers and films. There will be one major piece of writing, either analyzing an existing vision or experiment, or constructing a new one. In order to practice what we preach, student governance will be an essential feature of this program.

Faculty Signature: Students must submit evidence of prior work in economics.

Credits: 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change


The programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2010-11.

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

Fall and Winter

Major areas of study include 2D and 3D visual arts and art history.

Class Standing: Sophomores only.

Program is preparatory for careers and future studies in studio arts, art history and the humanities.

Fall Faculty: Lisa Swenson (2D visual art), Joan Mandelberg (3D visual arts)

This sophomore-only program is based in two visual arts studios: printmaking and fine metalworking. Working back and forth between 2D and 3D, between image making and object making, you will study both traditional and contemporary studio practices. The focus of the program is to develop a working knowledge of materials, processes, and forms. You will be introduced to the materials and processes of printmaking and fine metalworking and will learn to produce your own 2D and 3D images.

In the 19th century, well-known European scientists such as Darwin, d'Oribigny and Bonpland traveled in Argentina and brought their knowledge of the flora and fauna back to Europe. The marine, amphibian, reptilian, avian and mammalian species of Patagonia, and fauna vary very different from similar environments in North America. In this class, you will be introduced to the study of Patagonian flora and fauna. The study abroad portion of the program will commence with a 4-week intensive study of Spanish language in Buenos Aires to prepare us for our travels and studies in Argentina during fall and winter quarters. We will begin to study the flora and fauna of Patagonia, the Southern Cone, its indigenous communities, lectures and class work in Buenos Aires. We will take a short trip to the sub-tropical province of Misiones during October, then move to the coastal and mountain regions of Patagonia in November. We will study the natural history of Patagonia, beginning with field studies on the Atlantic coast and then moving to the Andean Lakes District, taking advantage of the progressively warmer weather of the austral spring.

In the program, we will look at both art and craft is that both historically has been made and used in the service of religious practice to carry out fleeting moments of ritual. How can we better understand religion by examining, and making, images and objects that reflect these rituals? How has visual art encouraged spiritual experience and religious practice?

Fall workshops will be based in two visual arts studios: printmaking and fine metalworking, as well as focusing on writing. In winter, students will explore the role of religion in art, history, philosophy, and culture. Half of students' time will be focused on artistic practice; half will be on religious studies. The program will be a community of artists to examine ideas that have a rich historical background as well as pressing contemporary significance.

Accepts Winter Enrollment: Qualified students will have basic knowledge of Spanish and previous travel experience. In addition to a basic understanding of Judaism and/or Christianity, Interested students are encouraged to attend an information session at the Academic Fair, December 1, 2010. Students may be asked to do supplementary reading over the winter break. Credits: 16 per quarter

Enrollment: 40

Special Expenses: approximately $100 per quarter for materials and fine metal arts supplies.

Planning Units: Expressive Arts

Biodiversity Studies in Argentina

Fall and Winter

Major areas of study include biodiversity, natural history and Spanish language. Some upper division science credit is possible and will be arranged on a case-by-case basis between students and faculty.

Class Standing: Juniors or seniors; transfer students welcome. Grades are offered at the Academic Fair, May 12, 2010. Students may be asked to do supplementary reading over the winter break.

Credits: 16 per quarter

Enrollment: 15

Special Expenses: $4,625 for study abroad in Argentina in fall and winter. Covers lodging, food, transportation and field trips. In winter, students are conducting projects related to plants and wildlife. Credits: 16 per quarter

Planning Units: Environmental Studies

Faculty: Eric V. Thuesen (zoology)

In the 19th century, well-known European scientists such as Darwin, d'Oribigny and Bonpland traveled in Argentina and brought their knowledge of the flora and fauna back to Europe. The marine, amphibian, reptilian, avian and mammalian species of Patagonia, and fauna vary very different from similar environments in North America. In this class, you will be introduced to the study of Patagonian flora and fauna. The study abroad portion of the program will commence with a 4-week intensive study of Spanish language in Buenos Aires to prepare us for our travels and studies in Argentina during fall and winter quarters. We will begin to study the flora and fauna of Patagonia, the Southern Cone, its indigenous communities, lectures and class work in Buenos Aires. We will take a short trip to the sub-tropical province of Misiones during October, then move to the coastal and mountain regions of Patagonia in November. We will study the natural history of Patagonia, beginning with field studies on the Atlantic coast and then moving to the Andean Lakes District, taking advantage of the progressively warmer weather of the austral spring.

During winter quarter (summer in the southern hemisphere), students will reinforce their language skills with two weeks of intensive Spanish studies in Patagonia, examine montane habitats, then work in small groups or focused projects examining biodiversity. It will be possible to conduct more focused studies on specific ecosystems or organisms, including those in more southern parts of Patagonia, at the end of the year. Class-credit goals, reading lists, timelines, etc. will be developed during fall quarter in order to insure successful projects in winter. In the second half of the small group projects include: comparisons of plant/animal biodiversity by coastal, desert and alpine zones; comparative studies on the impacts of agriculture and cattle on ecosystems; biodiversity of Patagonia and field studies with seminars.

In the program, we will look at both art and craft is that both historically has been made and used in the service of religious practice to carry out fleeting moments of ritual. How can we better understand religion by examining, and making, images and objects that reflect these rituals? How has visual art encouraged spiritual experience and religious practice?

Fall workshops will be based in two visual arts studios: printmaking and fine metalworking, as well as focusing on writing. In winter, students will explore the role of religion in art, history, philosophy, and culture. Half of students' time will be focused on artistic practice; half will be on religious studies. The program will be a community of artists to examine ideas that have a rich historical background as well as pressing contemporary significance.

Accepts Winter Enrollment: Qualified students will have basic knowledge of Spanish and previous travel experience. In addition to a basic understanding of Judaism and/or Christianity, Interested students are encouraged to attend an information session at the Academic Fair, December 1, 2010. Students may be asked to do supplementary reading over the winter break. Credits: 16 per quarter

Enrollment: 40

Special Expenses: approximately $100 per quarter for materials and fine metal arts supplies.

Planning Units: Expressive Arts

Bodies of Knowledge

Fall, Winter and Spring

Major areas of study include epistemology, cultural anthropology, genetics, neurobiology and history of medicine.

Class Standing: This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work. Program is preparatory for careers and future studies in the liberal arts and natural sciences.

Faculty: Donald Mortisati (biology), Rita Pouliou (anthropology)

The human body has long been a natural locus of study, interpretation, and storytelling. CorpoREAL existence has been conceptualized and experienced in radically different ways across time and across cultures, conceived as an indivisible whole by some, and as an amalgamation of separate systems or individual elements by others. How has our philosophical and biological conception of the body changed over time? How is the body used to find or express meaning? What is the relationship of the body to the mind and the soul?

In this program, we will study the nature and essence of the body, and reflect on the experience of being human. Knowledge about the body has been lived experiences within our bodies have been created from the culturally distinct perspectives of biologists, artists, philosophers and storytellers. We will read philosophical and historical texts, and closely analyze some of the ideas that have shaped our conception of the body. We will study the genetic development and biological function of the body, carrying out experiments in the laboratory to get a direct sense of the process of scientific investigation. Finally, we will read novels and look at art at yet another way of engaging with the body, particularly the significance and representation of emotion. Throughout our inquiry, we will attentively ask ourselves how we have come to know what we claim to know.

Our investigations will follow a particular progression. In fall quarter, we will consider how the history of the conception of the body, images of the body and notions of beauty, the body as the site of meaning-making, medical imaging and genetic approaches to deciphering the development of the body, and the body in general. In winter quarter, we will examine aspects of the mind: the Cartesian dualism, the functional organisation of the brain, perception cognition, measuring intelligence, use of language and the importance of emotions. In spring quarter, we will explore the notion of the soul: death and burial rituals in different cultures, and the human soul. Concepts of the body, soul, the self, and humanity; and the soul, ethics and religion. Over the year, we anticipate reading such authors as Michel Foucault, Rene Descartes, Martha Nussbaum, Barbara Duden, Anne Fadiman, Oliver Sacks, Antonio Damasio, Stephen Jay Gould, Henry James and Marcel Proust.

Accepts Winter and Spring Enrollment with faculty signature. Admissions will be given priority. Qualified students will be accepted until the program fills.

Faculty Signature: Students must complete an application survey, available at http://academic.evergreen.edu/t/Thuesen/Teach/Teach.htm. Applications received by the Academic Fair, May 12, 2010, will be given priority. Qualified students will be accepted until the program fills.

Credits: 16 per quarter

Planning Units: Culture, Text and Language, Programs for Freshmen and Scientific Inquiry

Botany: Plants and People

Winter

Major areas of study include lower-division credit for plant science, economic botany and writing.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work. Program is preparatory for careers and future studies in conservation, ecological agriculture, ecological restoration, forestry, herbology, natural resource management, plant ecology and plant taxonomy.

Faculty: Frederick Boscutt (botany)

Basic botany is an introductory program in plant science. We will focus on developing an understanding of both natural and cultural dimensions of the Kingdom Plants. We will attempt to address the following questions: How does present form and function inform us about the evolution of various groups of plants? How does the form and function of plants shape animal/plant interactions? People use plants to build houses and to make baskets, furniture and a variety of other material objects. Globally most food and medicines are derived from plants. Why do people use the plants they do? What meaning do people give to plants? We will work through a botany textbook, learning about plant anatomy, morphology, systematics and ecology based on the textbook readings will be supplemented with laboratory work. Students will get hands-on experience studying plants under microscopes and in the field. Seminar readings will be on the general theme of plants and people. Readings and films will cover topics such as horticulture, agriculture and ethnobotany, including herbology and botanic gardening. We will explore the religious, folkloric, mythological, and historical meanings given to plants.

Students will learn library research methods, which they will apply to a research project of their choosing related to plants and people. Time will be spent helping students improve their ability to write a research paper that is thesis-driven and supported with evidence. Students will be encouraged to think about the human and animal implications of plant species. We will also learn basic plant identification common species. To support their work in the field, students will learn how to maintain a detailed and illustrated field journal.

NOTE: Enrollment is set at 24 students in the 16-credit option and 16 students in the 4-credit option.

Credits: 4 or 16 per quarter

Enrollment: 35

Special Expenses: $150 for field trip

A similar program is offered in 2011-12

Planning Units: Environmental Studies and Programs for Freshmen
Calculated Fiction

Spring

Major areas of study include mathematics, literature, fiction writing and literary theory.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Strong algebra skills, strong reading and writing skills.

Program is preparatory for careers and future studies in mathematics, literature, fiction writing and literary theory.

Faculty: Brian Walter (mathematics), Steven Hendricks (creative writing, literature)

O Godfrey, I could be bounded in a napkin and count myself a king of infinite space. —Hamlet

Mathematical principles can provide the basis for creative writing, from the chance operations that generated the quote above to plot structures, themes, content, and even style. Author Italo Calvino views writing as a combination of chance and design, and all but random processes of invention and selection of implications that can lead to great works of literature as surely as nonsense. Calvino and others reveal that writing is guided by a large number of mathematical concepts and constraints, can lead to some of the most wondrous and provocative work. Jorge Luis Borges’s stories provide numerous examples. In The Aleph, the narrator attempts to describe a location from which all places can be seen simultaneously. “Myself, faced with the same problem, fall back on symbols to signify the godhead, one Persian speaks of a bird that somehow is all birds; Alain De Botton, of a sphere whose center is everywhere and circumference is nowhere; Euskal, of a four-faced angel, who at one and the same time moves east and west, north and south.” Works like The Aleph not only reflect mathematical concepts but also give them flesh, rendering those abstractions poetic and tangible.

Informed by the work of writers such as Borges and Calvino, we will construct fictional narratives that reflect or are governed by mathematical concepts. Students will be introduced to a wide range of mathematical and literary principles and practices. Using those tools, students will produce creative works rigorous in their range of mathematical and literary principles and practices. Using those tools, students will produce creative works rigorous in their range of mathematical and literary principles and practices.

Faculty Signature: First year students do NOT need to apply in order to register. Sophomores, juniors and seniors must submit an application. Applications are available on the program website.

Special Expenses: Approximately $2,500 for 3-week study abroad in the Caribbean. A deposit of $75 will be required to reserve your space.

Planning Units: Culture, Text and Language

Caribbean Tourism: A Critical Analysis

Fall

Winter

Major areas of study include economics, economic development and Caribbean studies.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Successful completion of Post-Colonial Caribbean: Aesthetics of Culture and Identity during fall quarter and a clear plan for the travel component.

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

Faculty: Tom Womeldorf (aesthetics)

Escaping to paradise on a tropical island has been a part of the Western psyche for centuries. Exotic plants and animals, sunshine, coconut palms, turquoise waters and romance all form part of a modern day fantasy to be lived out on a Caribbean tropical island. The tourism industry has developed to fulfill the fantasy, offering packaged deals at resorts, island hopping on cruises and local cultural events. The Caribbeans have been seduced, catered to “non-tourists” who want to experience the authentic, wild and freedom of the three worlds of folkways. The academic world has been driven by very similar desires and images. The collective fantasies are reinforced and shaped by countries seeking to attract needed tourist dollars, and the tourism industry carefully constructing resorts and tours to cater to the tourists’ preconceptions. While tourism provides an important source of jobs and income for Caribbean peoples, it comes at a cost. Fulfilling tourist fantasies constrains self-determination. Caribbean peoples become commodified; they themselves are constructed by the tourists.

In this program, we will study the evolution of Caribbean tourism with particular focus on economic impacts, the shaping of the tourist experience, impacts on the local people, changing Western perceptions of the region and the tourism mentality. In the first four weeks, we will analyze the development of Caribbean tourism and its economic role, how the tourist industry is marketed, and what happens when cultures cross and mix through the tourist experience. In week five, each of us will depart to a Caribbean island to engage in a three-week in-depth study of tourism. In week eight, we will return to campus to complete research on our individual islands, and to collaborate with others, comparing and contrasting the impact of tourism across the region. In the process, we will examine American images of the Caribbean through our own experiences as tourists. To be accepted into the program, you must successfully complete the fall quarter program Post-Colonial Caribbean: Aesthetics of Culture and Identity (page 67), demonstrate preparedness for independent study, and have a travel plan for the island you wish to study. If the island population is non-English speaking, you must show proficiency in the local language.

Facility Signature: Students must submit an application. Application forms are available from the faculty. For more information, contact the faculty at womeldorf@eugenev.edu.

Special Expenses: Approximately $2,500 for 3-week study abroad in the Caribbean. A deposit of $75 will be required to reserve your space.

Planning Units: Culture, Text and Language

Ceremony: Relating Hospitably to the Land

Fall, Winter and Spring

Major areas of study include history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies and areas of study determined by student research projects.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in education, social sciences, the arts, multicultural studies, social science, human services and the humanities.

Faculty: Paul Nakomeke (Indigenous studies), Native American studies, Latin American studies, Spanish, Peruvian history), David Rutledge (Indigenous, Native American studies), Yvonne Peterson (education, Native American studies)

This program is for learners who have a research topic (with a major focus on spirituality and community) in mind, as well as for those who would like to learn how to do research in a learner-centered environment. Learners will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy that supports this program. Yvonne Peterson will offer theory-to-praxis workshops to support the particular academic needs of first and second-year participants.

We ask participants to take a personal stake in their educational development. Within the program’s spirituality and community theme and subjects, learners will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work makes in their lives and within their communities. Learners will be encouraged to assume responsibility for their choices. Faculty and learners will develop habits of worthwhile community interaction in the context of the education process and liberation. We are interested in providing an environment of collaboration where faculty and learners will identify topics of mutual interest and work in pairs on those topics.

Learners will develop individual projects (with an academic focus on ceremony, hospitality and community in close relationship to the land) to examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each learner’s area of interest, we will look at a variety of cultural and historical perspectives and use them to help address issues connected to the program theme. Work will be concentrated in cultural studies, human resource development, and ethnographic studies to include historical and political implications of encounters, and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous people of the Americas.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, learners will develop the historical background for their chosen questions and do the integrative review of the literature and data collection. Ongoing workshops will allow participants to learn the skills for completing their projects. Late winter and into spring quarter, students will write conclusions, wrap up projects and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

Accepts Winter and Spring Enrollment without Faculty signature.

Credits: 8, 12 or 16 per quarter

Enrollment: 25

Planning Units: Native American and World Indigenous Peoples’ Studies, Programs for Freshmen and Society, Politics, Behavior and Change

Students from the program Time and Place explore the Mima Mounds outside of Olympia, Wash. Photo by Paul Reynolds ‘19

The programs may be cancelled and others added after this printing. For the most current information, see www.eugenev.edu/catalog/2010-11.
Major areas of study include literature, sustainability and justice studies, carbon budgeting, ecosystems dynamics and systems science.

**Class Standing:** Sophomores or above; transfer student welcome.

Program is preparatory for careers and future studies in literature, writing and social studies.

**Faculty:** Stephanie Shulman (human development), Steven Hendricks (creative writing)

Students who select this program must have a passion for a variety of literature and writing about the topic of cities. This program takes on stories that form a literary map of urban centers. Works such as Tulli's Dreams and Stones explore the meaning of urban spaces and their impact on the city image as metaphor, while Auster's City of Glass places us squarely in the streets of New York City. Literature is often the starting point of narratives with visual representation work in the field of book arts. Students will consider the city through literature rich in historical and cultural contexts, practice creative and non-fiction city writing, create urban visual representations, and become familiar with important urban studies.

What does it mean to know a city? Urban studies writers such as William Whyte and Jane Jacobs tell us that cities have distinctive representations, and become familiar with important urban studies.

**Programs I**

**City Solutions**

**Climate Solutions**

**Spring**

Major areas of study include climate change, sustainability and justice studies, carbon budgeting, ecosystems dynamics and systems science.

**Class Standing:** Sophomores or above; transfer student welcome.

Program is preparatory for careers and future studies in environmental studies, public policy, sustainability and justice, climate change and systems science.

**Faculty:** Rob Cole (physics, sustainability studies)

This program will explore the causes of global climate change and study the many actions and social behaviors that we can take to minimize human contributions to it. We will examine the scientific evidence for global warming and the efforts to discredit that evidence. We will study the role of multinational corporations in global climate change and how they influence public opinion. We will focus on how to respond to global warming in a fashion that works toward sustainability and equity in the ecosystems that support life on the planet. We will pay particular attention to issues of justice between humans, and how humans interact with other species.

In order to understand actions we can take, this program will explore sustainable lifestyle strategies as well as how to resist corporate influence on consumer consciousness. We will study the approaches of biomimicry, sustainable architecture, renewable energy generation and the smart grid, equitable distribution of food and shelter, minimal-impact industrial processes, local food production, less toxic methods of producing, using and disposing of products from clothing to computers, and a variety of low-impact lifestyles.

We will examine the methods advocated by visionary groups like Second Nature, City Solutions, Slow Food, and Cradle-to-Cradle. Students will complete a series of audits of their personal consumption and waste-generation patterns, and we will examine similar audits for the campus, the local region and the nation. We will study methods of computing carbon dioxide budgets including carbon sequestration methods, the intricacies of carbon capping and offsetting strategies, and opportunities to reduce net carbon dioxide production. Students can expect to do research on emerging technologies and strategies that move us to carbon neutrality while fostering sustainability and justice.

In addition to gaining an understanding of how we can all lessen our impact on global climate change and move toward equity, students can expect to sharpen their critical reasoning, writing and speaking skills, as well as their ability to work with quantitative data and to interpret quantitative data from a variety of sources.

**Credits:** 16 per quarter

**Planning Units:** Environmental Studies

**Computability and Language Theory**

**Fall, Winter and Spring**

Major areas of study include mathematical logic, formal language theory, computability theory and programming language design.

**Class Standing:** Sophomores or above; transfer student welcome.

Prerequisites: Computer Science Foundations program or a strong mathematical background but little programming experience will be accepted in variable credit options.

Program is preparatory for careers and future studies in computer science, mathematics and education.

**Faculty:** Neal Nelson (computer science, mathematics), Sheryl Shulman (computer science, mathematics)

The computer is a tremendously useful tool. Is there anything it can't do? Through studying topics in advanced computer science, this program will explore what computers can do, how we get them to do it, and what computers still can't do. It is designed for advanced computer science students and students with an interest in both mathematics and computer science.

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

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

**Accepts Winter and Spring Enrollment:** For full credit enrollment, new students must choose course work or experience equivalent to the prior quarter's work.

**Credits:** 16 per quarter

**Enrollment:** 25

**Planning Units:** Environmental Studies

**Accepts Spring Enrollment:** Students must have the equivalent of two quarters of course work in computer programming.

**Credits:** 16 per quarter

**Enrollment:** 45

A similar program is expected to be offered in 2011-12

**Planning Units:** For Freshmen and Scientific Inquiry
Creative Environments: Entrepreneurship

Fall

Class Standing: Juniors or seniors; transfer students welcome.

Program is preparatory for careers and future studies in social work, environmental science, business, and public and non-profit work.

Faculty: Nelson Pizarro (business, entrepreneurship)

The traditional approach to innovation and creativity in entrepreneurship consists of researching the market, identifying a need, and creating a business to fill it. The problem with this approach is that you may very well end up realizing far too late that you are doing something you really don’t want to be doing, just because you figured you could make some decent money at it.

An alternative approach to finding business ideas is to follow your passion and the money will follow. Although a noble idea, and passion are not the only answers—you need a multidisciplinary approach to finding business ideas. As the titles indicate, these three works, and broader perspectives on sustainable and sustaining ways thinking, art-making as a practice and a business, and the function of art and artists in community. Fall studio work will focus on sculpture, winter on furniture and lighting, and spring on environmental art and installations. Each quarter’s work will be supported by technical workshops, readings and seminars. Students will be asked to ground their work and ideas in research, action, to understand their differences and compatibilities, and to develop critical responses in dialogue and writing.

Fall studio work will focus on sculpture, winter on furniture and lighting, and spring on environmental art and installations. Each quarter’s work will be supported by technical workshops, readings and seminars. Students will be asked to ground their work and ideas in research, action, to understand their differences and compatibilities, and to develop critical responses in dialogue and writing. Students should plan to make a full-time commitment to the program as a learning community, to daily effort in the studio, and to rigorous technical and conceptual development of their work. Dedicated students will leave the program with refined 3D and drawing skills, a fuller knowledge of materials and processes, a strong portfolio of 3D works, and broader perspectives on sustainable and sustaining ways to work in three-dimensional art forms—sculpture, furniture, and installations—considering their differences and compatibilities, and addressing such as a means of creatively relating to the environment, making a living, and expressing oneself. We will address dimensions of beauty and utility, interactions with sites and environments, responsive and responsible use of resources, art-making as a practice and a business, and the function of art and artists in community.

Additionally, we will explore the entrepreneurial creative process from three unique perspectives: systems thinking, art-making and design. We will keep asking ourselves three fundamental questions:

- Are my principles aligning with my idea? Am I expressing my values and emotions in the idea? What is the added value to society that I am providing with the idea?

In addition, we will look at the concept of entrepreneurship and how it can support our livelihood. We will look at examples of sustainable entrepreneurs around the world, learn to examine the best opportunities and activities in the social sector, and consider non-profit and for-profit approaches.

This program will share significant activities—field trips, guest lectures, seminars, and possible projects—with other programs Creative Environments: Shelter and Movement, Creative Environments: Entrepreneurship. As the titles indicate, these three programs share the conviction that the time is ripe in many fields for creative interchange and action based on solid knowledge and skill.

Credits: 16 per quarter

Enrollment: 24

Special Expenses: $75.00 for overnight trip.

Planning Units: Environmental Studies, Programs for Freshmen and Society, Politics, Behavior and Change

Creative Environments: Shelter and Movement

Fall and Winter

Programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2010-11.

Major areas of study include environmental physics, civil and mechanical engineering, conceptual architecture, sustainable building and transportation, and applied ecology.

Class Standing: Juniors or seniors; transfer students welcome.

Program is preparatory for careers and future studies in social work, environmental science, business, and public and non-profit work.

Faculty: Nelson Pizarro (business, entrepreneurship)

This program will share significant activities—field trips, guest lectures, seminars, and possible projects—with other programs Creative Environments: Shelter and Movement, Creative Environments: Entrepreneurship. As the titles indicate, these three programs share the conviction that the time is ripe in many fields for creative interchange and action based on solid knowledge and skill.

Credits: 16 per quarter

Enrollment: 24

Internship Possibilities: Winter only, with faculty approval.

Planning Units: Environmental Studies, Expressive Arts, Programs for Freshmen and Scientific Inquiry

Photo by Katherine B. Turner '09.
Dada and Surrealism: Art as Life—Life as Art

Winter and Spring

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in computer science, linguistics, library science, information science and web development.

Faculty: Judy Cash (computer science, ecology informatics), Ned Nelson (computer science, mathematics), Sherryl Shumlin (computer science)

Dance of Consciousness

Fall, Winter and Spring

Major areas of study include consciousness studies, somatic studies, feminist theory, Orissi dance, philosophy, psychology, psychology, yoga and postmodernisms.

Major areas of study include consciousness studies, somatic studies, feminist theory, Orissi dance, philosophy, psychology, psychology, yoga and postmodernisms.

This program will bring together faculty and students with interests in language and computer science with the goal of exploring these questions: When we (or Google’s computers) read a text, do we (or they) understand the text the same way?

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If you want answers, especially answers that someone else can provide, this program isn’t for you. If you want to think about consciousness, perplexity is necessary—mind-boggling, brain-burning. I can’t be allowed to think about this stupid problem anymore...—perplexity... I advise Susan Blackmore. Furthermore, she says, “if you do not wish your brain to hurt (though of course strictly speaking which does have pain receptors) and you think it to do so, your toe, which does have pain receptors, hurts, it is really your toe that is hurting?”, stop reading now or choose a more tractable problem to study. The “it” that defies definition in this 2nd century BCE sacred text

It is outside all this.

and it moves and moves not; It is far and likewise near.

The “it” that defies definition in this 2nd century BCE sacred text

It is outside all this.

and it moves and moves not; It is far and likewise near.

It is outside all this.

The inescapability of death can concentrate the mind. The contemporary philosopher Odo Marquard argues that from the facts of death and mortality, we can conclude that no choice is senseless. From other philosophies, come penetrating questions: Given that the human being knows he or she will die, how does he or she know this? Is it even possible to imagine one’s own death? If my death is not one of my experiences, in what sense is it mine? Some would answer: in the same sense that your birth is yours. But what sense is that?

In this program we will read the following works of prose fiction and philosophy: Melville, Moby-Dick; Dostoevsky, The Brothers Karamazov; Conrad, The Secret Agent; Anna Kawina, Hawthorne, Tales; James, Portrait of a Lady; Joyce, A Portrait of the Artist as a Young Man; Mann, The Magic Mountain; Conrad, Lord Jim; Faulkner, Light in August; Camus, The Plague; Thoreau, Walden; and Marquard, In Defense of the Accidental.

Death Considered is for the intellectually curious, diligent student eager to practice the craft of close reading. There will be weekly in-class exams and seminars on the literary works, exercises in critical thinking, and a term paper, one essay on an assigned topic and a comprehensive final exam.

Credits: 16 per quarter

Enrollment: 50

Planning Units: Culture, Text and Language

Data and Information: Computational Linguistics

Fall

Major areas of study include computer science, linguistics and languages.

Class Standing: This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in computer science, linguistics, library science, information science and web development.

Faculty: Judy Cash (computer science, ecology informatics), Ned Nelson (computer science, mathematics), Sherryl Shumlin (computer science)

How ever you wondered how web searches work? It is often claimed that one can successfully search for web sites, maps, blogs, images, just by entering a few “key words”. How do they do it? More generally, how can computers be programmed to interpret texts and understand them?

This program will bring together faculty and students with interests in language and computer science with the goal of exploring these questions: When we (or Google’s computers) read a text, do we (or they) understand the text the same way?

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Death Considered is for the intellectually curious, diligent student eager to practice the craft of close reading. There will be weekly in-class exams and seminars on the literary works, exercises in critical thinking, and a term paper, one essay on an assigned topic and a comprehensive final exam.

Credits: 16 per quarter

Enrollment: 50

Planning Units: Culture, Text and Language, Programs for Freshmen and Scientific Inquiry
Decolonization in Communities: Thinking Globally, Reflecting Locally

Spring

Major areas of study include community-based social action, political economy, gender and women's studies and history.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers in future studies in education, economics, law, politics, non-profit organizations and social services.

Faculty: Jon Davies (education), Savanna Chowdhry (Feminist economics, political economy)

This program builds on Imperialism (page 51), a full-time fall/winter program that examines the unequal relations of power purveyed through the discourse of neocolonial globalization. Students interested in examining resistance to neocolonialism are invited to explore the prospects for decolonization in the context of the Puget Sound area through this one-quarter full-time program.

Working in conjunction with community-based institutions, schools, advocacy groups, veteran's rights groups and other non-profit organizations, Decolonization in Communities will examine resistance strategies such as popular education, immigrant advocacy, gay/lesbian/transgender advocacy and community-based economics. What strategies are employed by these organizations to counter the effects of oppression along the lines of gender/racial/class/sexual orientation? How have neoliberal policies affected the economy in the Puget Sound area? How has neoliberalism affected public education and what community-based initiatives are contesting the commodification of education?

The eight-credit classroom component for this program will focus on decolonization, education, globalization, feminist economics and political economy. For the other eight credits, students will complete a 20-hour-per-week internship related to program themes. This program is open, without faculty signature, to qualified and motivated students who wish to examine these program themes in a local community setting.

Credits: 16 per quarter
Enrollment: 65
Prerequisites: Program-related internship with faculty approval only
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Designing Languages

Fall and Winter

Major areas of study include linguistics, programming languages, Spanish, French, and language and culture.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in linguistics, French, Spanish, computer science, education, law and writing.

Faculty: Susan Fiksdal (linguistics, French), Brian Walter (computer science, Spanish)

Have you wondered about the ways languages work? How do our thoughts get translated into language? Have you explored differences between natural languages (such as English, Spanish, or French) and artificial languages (such as computer programming languages or Esperanto)? Do you know in what ways computer languages are similar to natural languages and the ways in which they differ? Are these differences between languages that have written records and those that do not? Have you ever invented your own language?

In this two-quarter program, we will explore these questions by learning one natural language and one programming language, studying language evolution, artificial languages, language and culture, and designing a language. Specifically, you will study the structure and function of human language through an introduction to the fields of linguistics. There will involve a study of phonetics, phonology, morphology, syntax, discourse, metaphor, and pragmatics. This work on language structure will inform your study of either French or Spanish, both of which will be taught within the program. Besides these natural languages, you will learn a programming language. We will work on the connections between natural and artificial languages, and consider the implications of language design. In our seminars we will discuss theories of language evolution and the interrelationship of culture and language. Finally, you will work collaboratively on a language design project over the two quarters, culminating in a final symposium on language design.

Accepts Winter Enrollment with faculty signature. Students with college-level French or Spanish experience may register for the full program or contact the faculty for other options if they are taking a language. Students should expect to complete some catch-up work in linguistic analysis and a computer programming language.

Credits: 16 per quarter
Enrollment: 48
Planning Units: Culture, Text and Language, Programs for Freshmen and Scientific Inquiry

Dionysia: Enlivening Greek Theater

Winter and Spring

Major areas of study include ancient Greek tragedy and comedy, acting, theatrical design and play production.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in theater, literature, and other studies and careers demanding good written and oral communication skills.

Faculty: Andrew Reece (classical studies), Rose Jang (China studies, performing arts)

Twenty-five centuries ago, in Athens, Greeks would gather excitedly at dramatic festivals honoring their gods and introducing the latest productions by their tragic and comic poets. The theater was for these Greeks a spectacle, a rite, a source of wisdom. It helped them figure out who they were: it showed them situated precariously between civilization and savagery, between the bestial and the divine, between the sublime and the ridiculous. In tragedy, Greeks relived their aspirations for freedom and justice and their despair at their own ultimate powerlessness. In comedy, they laughed at their politicians, their gods, even the playwrights themselves. In ancient comedy, nothing was sacred, perhaps because everything was.

Done in two quarters, on the other side of the world, Aeschylus, Sophocles, Euripides and Aristophanes still invite us to answer the call of Dionysus, to gather round the stage and to join our stories with those of Orestes, Oedipus, Phaedra, and even Athenian war widows of the fifth century BCE. In his festivals, the Dionysia, the god taught Greeks to see themselves more clearly by standing outside themselves, whether on stage or in the audience. In the schools since then, the poetry of the plays continues to illuminate; the centuries have scarcely dimmed or softened the harsh light to which, and by which, we are exposed by theater's first masters. At the same time, that poetry has too often been left on the page, which, and by which, we are exposed by theater's first masters. At the same time, that poetry has too often been left on the page, while the poets meant it to be spoken and sung. In this program, we intend to study Greek drama but also to perform it, to understand it and to enliven it.

In winter quarter, we will read and interpret selected works of the three ancient Greek tragedians, and their one contemporary comedian, who are represented by plays that survive in their entirety. These will include, among others, Aeschylus' Oresteia trilogy, Sophocles' Oedipus the King and Oedipus at Colonus; Euripides' Hippolytus, Medea, and The Bacchae; and Aristophanes' Lysistrata. Students will also learn about the history of Athenian drama. We will write extensively about the texts and discuss them in seminar. Students will also begin to learn to act, to use their voices and bodies to interpret the characters and embody the poetry. In spring quarter, we will devise ourselves to full-scale productions of one tragedy and one comedy. During both quarters, we will view and discuss local theater performances as the opportunities arise.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: Up to $100 per quarter for theater tickets and field trips to local theatrical sites.

Drawing From Place

Fall

Major areas of study include visual art and environmental education.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

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

Faculty: Lucia Harrison (visual art)

Rather than viewing the landscape as an object of conquest or consumption, Drawing From Place explores the role of art and artists in helping people develop a deep personal relationship with a place. This all-level program is designed for beginning artists who would like to learn to draw and to make artworks that are inspired by their connection to a specific landscape. In the first half of the program, as a case study for place-based research and inspiration, students will study the Nisqually River Watershed. Through reading and field study, students will learn the history of the watershed and its communities, study its basic ecology, and learn about current restoration efforts. They will develop beginning drawing skills and practice techniques for keeping an illustrated field journal. Through lectures and readings, students will utilize centers, including environmental artists, whose work is inspired by their deep connection to place. In the second half of the quarter, students will create a series of drawings inspired by their own relationship with a particular place.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Environmental Studies, Expressive Arts and Programs for Freshmen
Effective Action for Sustainability and Justice

Fall, Winter and Spring

Major areas of study include political philosophy, economic analysis, social and democratic theory, history, and international relations. Students will interact with faculty and peers on the topic of effective political action, for print and web publication. In addition they will engage in community-based studies in the policy, strategy and tactics of sustainability and justice. This web site will also serve as a communications center for activism and for those studying activism. Attention will focus on ethical, personal and social consequences of choices about how to think and act in situations of uncertainty, complexity, conflict and stress, and how to live effectively in potentially despair-inducing times.

Students will examine local, contentious, ongoing issues with complex ecological, social and political aspects. They will attend meetings of organizations and legislative committees, interview participants, research history, and study interactions of biophysical, social and political components. Analysis will be informed by readings and class discussions on political theory, practical and ethical aspects of individual and collective action, complex systems, and environmental analysis.

During spring quarter students will obtain the needed factual and theoretical foundation, outline the book and web site, and establish communications with peers elsewhere. Fall quarter will center on field work, researching and drafting. Spring quarter will involve extensive editing, rewriting and assembly of the final products.

Faculty: Rob Esposito (modern dance), Walter Eugene Grodzik (dance). We will explore theories of dance theatre through structured solo and group improvisation, by creating original compositions, and in seminar discussions. Winter quarter will culminate in a public, collaborative concert.

Credits: 16 per quarter

Planning Units: Expressive Arts and Programs for Freshmen

Program is preparatory for careers in the performing arts, mediation, public relations, audience development, arts administration, museum and gallery management, theater production and arts education. This program accepts up to 25% freshmen as transfers. Accepts Winter and Spring Enrollment

Field Ecology

Fall, Winter and Spring

Major areas of study include ecology, field ecology, ornithology, entomology and botany. Students will be expected to intensively use the primary literature and student-driven field research to address observations about: ecological configuration, structure and function in natural environments. Students will participate in field trips to sites in the Pacific Northwest and the Evergreen campus forest reserve. Students will be expected to develop multiple independent and group research projects in local forests in the south Puget Sound, the Evergreen campus forest reserve, national forests, parks, state forests and other relevant natural settings.

During each quarter, we will work as a community to develop and implement multiple field projects based on: 1) relevant field data collection and analysis workshops; 2) participation in large multi-semester studies based in Washington and more distant field sites; and 3) student originated short and long-term studies. In fall quarter, students will focus on field sampling, natural history, library research and scientific writing skills to develop workable field data collection protocols for field trips. In the winter, students will learn to analyze ecological data using a variety of laboratory and statistical analytical approaches, and they will further refine their research and scientific writing skills through the development of research proposals for team-designed field projects that will be implemented during spring quarter. In spring quarter, students will demonstrate their research, noting that they are capable of conducting and individual research projects. Student manuscripts will be "crystallized" through a series of intensive multi-day paper-writing workshops in which group and individual papers will be produced. Research projects will also be formally presented by groups and individuals in the final weeks of the quarter at a public presentation. Finally, all written research projects will be reviewed by external experts, rebound and bound together in a printed journal-format volume.

Specific topics of study will include community and ecosystem ecology, plant physiology, forest structure, ecological restoration, riparian, fire science, light abundance and suppression, insect-plant interactions, disturbance ecology, and the broad fields of bio-complexity and ecological interactions. We will emphasize identification of original field research problems in diverse habitats, experimentation, data analyses, oral presentation and professional writing.

Accepts Winter and Spring Enrollment with faculty signature. Interested students should have extensive (more than 16 credits) prior experience with field ecology, field botany, ornithology, entomology, field ecology, and student-driven data analyses. Students should expect to complete catch-up work and may not be eligible for upper-division credit. Contact the faculty for more information. Credits: 16 per quarter

Enrollment: 45

Special Expenses: Approx. $200 in fall and winter for field trips. Approx. $300 for an optional two-week field trip in the spring. Approx. $300 for a winter seminar. Approx. $200 in fall and winter for field trip fees. Approx. $200 in spring for a summer research trip. Special Expenses: Approx. $1,600. Eligibility for the Grand Canyon trip will be determined based on interviews and an application available winter 2011. Approx. $300 for an optional two-week field trip in the spring. Special Expenses: Approx. $200 in spring for a summer research trip. Special Expenses: Approx. $1,600. Eligibility for the Grand Canyon trip will be determined based on interviews and an application available winter 2011.
Financial Heartland

Spring

Major areas of study include finance and business history.

Class Standing: This all-level program accepts up to 25 freshmen as well as supporting and encouraging those ready for advanced work. Program is preparatory for careers and future studies in finance and public policy.

Faculty: Zoe Van Schyndel (finance, investments)

This program is an historical tour of the forces that molded and shaped the financial centers of three U.S. cities that are now mutual fund, commodity and capital-raising hubs, and an exploration of what impact the existing financial infrastructure will have on the future Emotions Trading Markets. It is designed for students with a strong interest in finance, business and history, as well as the role finance will play in climate change. This is a one-quarter program with a week of travel to one of the financial centers: Boston, Chicago, or New York City.

The first part of the quarter will involve a discussion of the evolution of mutual funds, commodities, and the capital-raising process. Students will work in groups to research the role that finance has played in the history of a financial center city and present their findings. We will conclude with a discussion of Emissions Markets and where they might fit into the existing market structure.

Credits: 16 per quarter

Enrollment: 24

Special Expenses: Approximately $1,700 for one week of travel to one of the financial center cities: Boston, Chicago, or New York City. This includes travel, lodging and meals, along with incidental expenses.

Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Forensics & Criminal Behavior

Fall, Winter and Spring

Major areas of study include forensic science, criminalistics, sociology and criminalology.

Class Standing: This Core program is designed for freshmen. Prerequisites: Although there are no prerequisites for this program, proficiency in high school algebra and science is strongly recommended.

Program is preparatory for careers and future studies in forensic science, education, science, criminology and sociology.

Faculty: Rebecca Sumberland (chemistry), Torsa Olson (sociology), Andrew Brabban (biology)

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

Through our forensic investigations, we will examine subjects including biology, chemistry, geology, paleontology, and anthropology. Structural issues of food security and sovereignty both local and global will also be explored.

Students will become familiar with major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips provide opportunities for observing food production and processing in the local communities, as well as edible landscapes of the Pacific Northwest. Workshops and seminar discussions will focus on topics addressed by such authors as Michael Pollan, Gary Paul Nabhan and Harold McGee.

Students will learn about the production microbiology and chemistry of fermented foods. Specific topics include yeast varieties (e.g. "killer yeast"); bacterial, fungal, and plant-borne diseases; food safety and hygiene; why and how foods are fermented; and the role of taste and smell, critical for the appreciation of food. We will consider the biological, biochemical and sociological factors that contribute to food quality issues, and examine what happens at a biochemical and physiological level during the process of cooking and processing. We will explore the physiology of taste and smell, critical for the appreciation of food. Students will also look at the interaction of food and health, and the transformation of food through the processes of cooking, eating, and digestion. Food and cooking have not only been essential for human sustenance, but have played a central role in economic and cultural life. This interdisciplinary exploration of the biology and chemistry of foods takes a broad ecological perspective, while also incorporating cultural, historical, cultural and anthropological perspectives. Structural issues of food security and sovereignty both local and global will also be explored.

Students will become familiar with major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips provide opportunities for observing food production and processing in the local communities, as well as edible landscapes of the Pacific Northwest. Workshops and seminar discussions will focus on topics addressed by such authors as Michael Pollan, Gary Paul Nabhan and Harold McGee.

Fall quarter focuses on the production of foods such as vegetables, fruits, grains, fish and shellfish. We explore the biochemistry of food, beginning with basic chemical concepts, then the structure of proteins, carbohydrates and fats. We also consider the role of evolution in the selection of plant and animal species used as food by different human populations, as well as systems of Native American Pacific Northwest coastal food procurement and production. Winter quarter concentrates on cooking and nutrition. We will study food quality issues, and examine what happens at a biochemical and physiological level during the process of cooking and processing. We will discuss how factors like nutritional content, heavy metal, and pesticide and pesticide contamination affect food quality. We explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we study the physiology of taste and smell, critical for the appreciation of food.

Special expenses: $50 per student for murder/mystery retreat in fall quarter.

Planning Units: Programs for Freshmen, Scientific Inquiry and Society, Politics, Behavior and Change

Accepts Winter Enrollment: This program will accept new enrollment without signature.

Credits: 16 per quarter

Enrollment: 52

Special Expenses: $50 per student for murder/mystery retreat in fall quarter.

Planning Units: Programs for Freshmen, Scientific Inquiry and Society, Politics, Behavior and Change

Field Plant Taxonomy

Spring

Major areas of study include floristics, research methods and vegetation ecology.

Class Standing: This all-level program accepts up to 25 freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in biology, ecology, and public policy.

Faculty: Introductory plant biology course (e.g. Basic Botany).

This is an historical tour of the forces that molded and shaped the financial centers of three U.S. cities that are now mutual fund, commodity and capital-raising hubs, and an exploration of what impact the existing financial infrastructure will have on the future trading markets. It is designed for students with a strong interest in finance, business and history, as well as the role finance will play in climate change. This is a one-quarter program with a week of travel to one of the financial centers: Boston, Chicago, or New York City.

The first part of the quarter will involve a discussion of the evolution of mutual funds, commodities, and the capital-raising process. Students will work in groups to research the role that finance has played in the history of a financial center city and present their findings. We will conclude with a discussion of Emissions Markets and where they might fit into the existing market structure.

Credits: 16 per quarter

Enrollment: 24

Special Expenses: Approximately $1,700 for one week of travel to one of the financial center cities: Boston, Chicago, or New York City. This includes travel, lodging and meals, along with incidental expenses.

Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Food, Health and Sustainability

Fall, Winter and Spring

Major areas of study include food, agriculture, ecology, biochemistry and nutrition.

Class Standing: This all-level program accepts up to 32 freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in the biological and physical sciences, including ecological agriculture, ecology, biochemistry, nutrition, food science, and food and agriculture policy.

Faculty: Martha Rosemeyer (ecological agriculture, food systems), David Shaw (agricultural economics, food science), Amy Cook (ecology, biology), James Netzel (biochemistry)

What should we eat? What is the difference between conventional and organic foods? Why is there an outcry over genetically modified foods? What is local food? Why does journalist Michael Pollan call this the American “Age of Nutrimation?” Why is there hunger?

This program takes a scientific approach to food and cooking. Topics span a broad range, from molecular biology to ecology of agriculture and the role of food producers. We will explore the consumption of humans and food, Pacific Northwest Native food traditions, the connection between diet and health, and the transformation of food through the processes of cooking, baking and fermentation. This highest truth, food and cooking have not only been essential for human sustenance, but have played a central role in economic and cultural life. This interdisciplinary exploration of the biology and chemistry of foods takes a broad ecological perspective, while also incorporating cultural, historical, cultural and anthropological perspectives. Structural issues of food security and sovereignty both local and global will also be explored.

Students will become familiar with major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips provide opportunities for observing food production and processing in the local communities, as well as edible landscapes of the Pacific Northwest. Workshops and seminar discussions will focus on topics addressed by such authors as Michael Pollan, Gary Paul Nabhan and Harold McGee.

Fall quarter focuses on the production of foods such as vegetables, fruits, grains, fish and shellfish. We explore the biochemistry of food, beginning with basic chemical concepts, then the structure of proteins, carbohydrates and fats. We also consider the role of evolution in the selection of plant and animal species used as food by different human populations, as well as systems of Native American Pacific Northwest coastal food procurement and production. Winter quarter concentrates on cooking and nutrition. We will study food quality issues, and examine what happens at a biochemical and physiological level during the process of cooking and processing. We will discuss how factors like nutritional content, heavy metal, and pesticide and pesticide contamination affect food quality. We explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we study the physiology of taste and smell, critical for the appreciation of food.

Special expenses: $50 per student for murder/mystery retreat in fall quarter.

Planning Units: Programs for Freshmen, Environmental Studies, Programs for Freshmen and Scientific Inquiry

Accepts Winter Enrollment: This program will accept new enrollment without signature.

Credits: 16 per quarter

Enrollment: 52

Special Expenses: $50 per student for murder/mystery retreat in fall quarter.

Planning Units: Programs for Freshmen, Scientific Inquiry and Society, Politics, Behavior and Change

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

Winter
Major areas of study include introductory chemistry, biochemistry, molecular biology, microbiology, immunology, physiology and anatomy, genetics, nutrition, epidemiology, history of medicine, bioethics and public policy. All credits are lower division science.

Class Standing: This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work. Program is preparatory for careers and future studies in business, marketing, management, psychology, economics and consumer studies.

Faculty: David Shaw (international business, entrepreneurship, strategic management)

This program will examine the art and science of marketing, as reflected in the theories, models and techniques employed in the marketing discipline today. While this program builds on concepts and perspectives explored in the fall program Marketing and (Anti-) Consumerism (page 58), it can safely be taken as an independent program, especially by more advanced or experienced students.

The focus of this program is on marketing as a contemporary, real-world practice, including analytical tools and techniques used by professionals in the field. The program will include case studies targeting and differentiating strategies for organizations, for-profit or non-profit, with an overview of topics related to product, distribution, communications and pricing issues.

Students will participate in a complex interactive team-based simulation which will also serve as an experiential laboratory for students to apply their concepts and tactics to a simulated marketplace under competitive conditions. Students will also learn how to prepare and update their written marketing plans for the product or service they are marketing in the simulated environment.

Credits: 12 or 16 per quarter
Enrollment: 23
A similar program is expected to be offered in 2013-14
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Games Marketers Play

Winter
Major areas of study include business, marketing, management, psychology, sociology and economics.

Class Standing: This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in business, marketing, management, psychology, economics and consumer studies.

Faculty: David Shaw (international business, entrepreneurship, strategic management)

This program will examine the art and science of marketing, as reflected in the theories, models and techniques employed in the marketing discipline today. While this program builds on concepts and perspectives explored in the fall program Marketing and (Anti-) Consumerism (page 58), it can safely be taken as an independent program, especially by more advanced or experienced students.

The focus of this program is on marketing as a contemporary, real-world practice, including analytical tools and techniques used by professionals in the field. The program will include case studies targeting and differentiating strategies for organizations, for-profit or non-profit, with an overview of topics related to product, distribution, communications and pricing issues.

Students will participate in a complex interactive team-based simulation which will also serve as an experiential laboratory for students to apply their concepts and tactics to a simulated marketplace under competitive conditions. Students will also learn how to prepare and update their written marketing plans for the product or service they are marketing in the simulated environment.

Credits: 12 or 16 per quarter
Enrollment: 23
A similar program is expected to be offered in 2013-14
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Gender and Culture: Japanese and American Literature, Cinema and Popular Culture

Fall
Major areas of study include gender studies, cultural studies, film studies, Japanese literature and American literature.

Class Standing: This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in gender studies, cultural studies, film studies and literary studies.

Faculty: Harumi Moruzzi (cultural studies, film studies, Japan studies, literature)

Due to globalization, communication, we have become increasingly aware that there may be multiple perspectives on reality. We now question the reality that we perceive as an absolute and universal reality. We wonder if that ultimate reality is in fact only accessible to human consciousness. In short, we have begun to understand that the reality that we see is heavily colored by the social and cultural ideologies that have been inscribed in us from birth by means of the language we use. We study the role language plays in shaping how we perceive the world around us.

Understanding cultural differences is vital in today’s globalized world. We are increasingly aware that many elements of human behavior are culturally specific and that individuals from different cultures may view situations differently. There are cross-cultural frameworks that examine the reality that we see as being dependent on cultural context. We now understand that there may be multiple perspectives on reality. We now have begun to understand the reality that we perceive as an absolute and universal reality. We now realize that there may be multiple perspectives on reality. We now understand that the reality that we see is heavily colored by the social and cultural ideologies that have been inscribed in us from birth by means of the language we use. We study the role language plays in shaping how we perceive the world around us.

Students will examine representations of gender and culture, as well as major literary theories in order to become aware of varied approaches to literary analysis and interpretation. After familiarizing themselves with these analytical and theoretical foundations, students will examine representations of gender and culture, as well as their interrelationships, through lectures, workshops, book and film seminars and expository writings.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Culture, Text and Language and Programs for Freshmen
Green for Green:
Entrepreneurship and The Environment

Winter and Spring
Major areas of study include environmental studies, business, management and entrepreneurship.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in business, management, sciences and entrepreneurship.
Faculty: Nelson Pizarro (sustainable entrepreneurship, marketing, management), Nalini Nadkarni (forest ecology, botany, forest outreach)

In a world where Earth's environment and its inhabitants are increasingly compromised by human activities, humans must learn to step outside of their own spheres of influence to understand and forge collaborations with other people, institutions and ways of knowing. Traditionally, the fields of ecology and business have regarded each other as "other"; yet they hold many concepts, concerns, and values in common. In this interdisciplinary program, we will first explore the structure and function of ecosystems in nature, and investigate similarities and differences with systems of business, commerce and entrepreneurship. Second, we will explore how business and entrepreneurship might be harnessed to increase our understanding of the natural world.

During winter quarter, we will explore compelling business ideas by examining key examples of social entrepreneurship, entrepreneurship, corporations, non-profits and social business in the USA and other parts of the world. We will examine the best opportunities for social sector activity, and examine non-profit and for-profit approaches. We will also examine cases where companies have sought to exploit business opportunities that result from global, social and environmental trends.

During spring quarter, students will be guided to develop feasibility plans for projects of their own choice. Projects could include such topics as developing awareness of natural ecosystems, analyzing a company that might be "green painting" its products, or forging links between different partners that could collaborate to protect the environment. The work will involve market research, library, web, data analysis, innovation and collaborative team work.

Accepts Spring Enrollment: Contact faculty for more information.
Credits: 16 per quarter
Enrollment: 50
Special Expenses: $170.00 for overnight field trips, entrance to National Parks and several museums.
Planning Units: Environmental Studies and Society, Politics, Library, Health and Society.

Fall, Winter and Spring
Major areas of study include abnormal psychology and personality theory, community psychology, human development, diversity and multicultural studies, community health, anti-oppression studies, quantitative research theory and design, systems theory and group process/change, and writing.

Class Standing: Juniors or above; transfer students welcome.
Prerequisites: One year study in an interdisciplinary, liberal arts program.
Program is preparatory for careers and future studies in education, law, politics, international relations and organizations, and non-profit organizations.
Faculty: Savina Chowdhury (feminist economics, political economy), Jon Davies (education), Zahid Shariff (political science)

By the time the First World War broke out in 1914, the vast majority of the societies of Asia, Africa, the Middle East and the Americas had been radically transformed through their encounters with the imperial powers of modern Europe. Colonial rule imposed through military conquests, political subjugation and the exploitation of human and natural resources was facilitated by wilgots, scientific, as well as cultural discursive practices that legitimized colonialist separations. How did the experiences of colonization affect colonized societies? What effects did colonialism have on the colonizers themselves? What lasting effects of imperial subjugation continue to impact relations between the former colonial powers and postcolonial states in the 21st century?

This two quarter program explores these kinds of issues from the perspective of the peoples of Asia, Africa, the Middle East and the Americas as a way to understand the complexities of the world in which we live. We are interested in unpacking the discursive practices of both the colonial past and the neo-colonial present. Through our study of history, literature and political economy, we will examine the ways in which European ideologies, traditions, and scientific knowledge were used to legitimize the formation of empire in the past and continue to re-inscribe asymmetrical relations of power today under the guise of modernity, progress and global economic development. We will explore the forms of resistance that arose in the historical colonial contexts, as well as those that mark the postcolonial experience as nations continue to contest manifestations of imperial power today. Frequently, this leads to an understanding of orientation, methodology, and politics, and capitalism will guide our study of these encounters as we also consider prospects of meaningful decolonization.

Accepts Winter Enrollment: This program will accept well-prepared academically new students, with or without signature. Interested students should contact faculty for a packet/handout to assist them in order to prepare for winter quarter.
Credits: 16 per quarter
Enrollment: 72
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

In The City
Spring
Major areas of study include social studies, urban studies and urban arts.
Class Standing: This all-level program accepts up to 25 freshmen as well as supporting and encouraging those ready for advanced work.
Program is preparatory for careers and future studies in education, law, politics, international relations and organizations, and non-profit organizations.
Faculty: Stephanie Koikkil (human development)

A city ought to be a school for learning how to lead a centered life. Through exposure to others, we might learn how to weigh what is important and what is not. We need to see differences on the streets or in other people neither as threats nor as sentimental invitations, rather as necessary visions. They are necessary for us to learn how to navigate life with balance individually and collectively.

— Richard Sennett

This is a field-based program designed for students who have completed previous academic work in urban studies and social science, and who are prepared to spend six weeks living in one of the world’s cities. Urban study topics are numerous and will include transportation issues, housing, art venues, urban community organizations, environmental concerns, architectural styles, historical studies, cities and city writing or arts projects.

Enrolled students will design a formal field study proposal and plan that includes a specific urban research topic of their interest, field study questions, research methods and modes of documentation. The first two weeks of the quarter will focus on the preparation of field studies with seminars that feature student selected readings associated with research ideas.

During the six weeks of field study, students will keep a field research journal that documents research activities and responds to their readings. Research documentation will also include photographic essay work. During week nine, students will return to campus to prepare a formal program presentation of their research findings and have time to consult with faculty. Students will present their research in the final week of class.

Credits: 16 per quarter
Enrollment: 24
Special Expenses: Students are responsible for all travel, accommodate and other expenses associated with urban field studies.
Planning Units: Culture, Text and Language and Programs for Freshmen.

Imperialism
Fall and Winter
Major areas of study include history, political economy, political science, literature and postcolonial studies.
Class Standing: This all-level program accepts up to 33 freshmen as well as supporting and encouraging those ready for advanced work.
Program is preparatory for careers and future studies in education, law, politics, international relations and organizations, and non-profit organizations.
Faculty: Savina Chowdhury (feminist economics, political economy), Jon Davies (education), Zahid Shariff (political science)

By the time the First World War broke out in 1914, the vast majority of the societies of Asia, Africa, the Middle East and the Americas had been radically transformed through their encounters with the imperial powers of modern Europe. Colonial rule imposed through military conquests, political subjugation and the exploitation of human and natural resources was facilitated by wilgots, scientific, as well as cultural discursive practices that legitimized colonialist separations. How did the experiences of colonization affect colonized societies? What effects did colonialism have on the colonizers themselves? What lasting effects of imperial subjugation continue to impact relations between the former colonial powers and postcolonial states in the 21st century?

This two quarter program explores these kinds of issues from the perspective of the peoples of Asia, Africa, the Middle East and the Americas as a way to understand the complexities of the world in which we live. We are interested in unpacking the discursive practices of both the colonial past and the neo-colonial present. Through our study of history, literature and political economy, we will examine the ways in which European ideologies, traditions, and scientific knowledge were used to legitimize the formation of empire in the past and continue to re-inscribe asymmetrical relations of power today under the guise of modernity, progress and global economic development. We will explore the forms of resistance that arose in the historical colonial contexts, as well as those that mark the postcolonial experience as nations continue to contest manifestations of imperial power today. Frequently, this leads to an understanding of orientation, methodology, and politics, and capitalism will guide our study of these encounters as we also consider prospects of meaningful decolonization.

Accepts Winter Enrollment: This program will accept well-prepared academically new students, with or without signature. Interested students should contact faculty for a packet/handout to assist them in order to prepare for winter quarter.
Credits: 16 per quarter
Enrollment: 72
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change
Individual Study: Imperialism, Political Science, Third World Foreign Policy

Spring

Major areas of study include areas of student interest in political science including politics, Third World issues, imperialism, ideologies and development.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in government, political science and related disciplines. Faculty: Zahid Shariff (political science)

Students are expected to work closely with faculty to first, plan precisely what the learning contract expects to achieve, and second, develop a work plan that will be accomplished. The first will become part of the written learning contract. The second will be an agreement concerning how often the student and faculty will meet or exchange messages that review the progress being made and to make specific suggestions that might help meet the needs of each student. Individual study yields the most fruitful results when the objectives as well as the ways to achieve them are clear. Zahid Shariff will sponsor contract on topics in political science, including international relations, economics, political ideologies and development.

Faculty Signature: To enroll, students must develop an Individual Learning Contract in consultation with Zahid Shariff. Interested students who have a project in mind should (1) e-mail their proposal to him, (2) include it with evaluations from three Evergreen professors, and (3) arrange an appointment with Zahid. For further information, contact him at shariffz@evergreen.edu.

Credits: 8, 12 or 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change

Individual Study: Legislative Internship

Winter and Spring

Major areas of study include sociology, social issues, political science, public policy and community studies.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year of college-level social science, public policy or interdisciplinary study.

Program is preparatory for careers and future studies in public policy, law, regulation, governance and a broad array of community studies. Faculty: Lin Nelson (social science, public policy, environmental studies)

This program will explore the broad conditions that shape legislative work. We will examine models, evidence and debates about the sources, causal connections and impacts of evolving systems of law, regulation, governance and a broad array of community response. Each student will be learning through work as an intern with a legislator and her or his staff. This will involve intensive staff-apprenticeship activities, especially legislative research and draft development, bill-tracking and constituent correspondence.

Students apply to participate in the 2011 Washington State Legislative session in the fall of 2010. Information sessions on the Internship Program will be held spring quarter and in early October. The Academic Advising Office will inform students about the process. Applications are available online through the Internship Program website.

Individual internships may be negotiated with faculty for critique and discussion as part of their contract. Other internships proposed by individual students are welcome. Students are expected to work closely with faculty to first, plan precisely what the learning contract expects to achieve, and second, develop a work plan that will be accomplished. The first will become part of the written learning contract. The second will be an agreement concerning how often the student and faculty will meet or exchange messages that review the progress being made and to make specific suggestions that might help meet the needs of each student. Individual study yields the most fruitful results when the objectives as well as the ways to achieve them are clear. Lin Nelson will sponsor contract on various topics in political science, including internships, community service and study abroad options.

Individual Study: Expressive Arts Therapy, Globalization, Contemporary India

Spring

Major areas of study include political economy, U.S. history (esp. the "Founding Period"), topics on globalization, historical capitalism and contemporary India.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in social sciences, history, informed citizenship and graduate work. Faculty: Jeanne Hahn (political economy)

Individual Study offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students must consult with Jeanne about their proposed projects. The project is then described in an Independent Learning Contract. She will sponsor student research and reading in political economy, U.S. history (especially the "Founding Period"), various topics in globalization, historical capitalism and contemporary India.

Faculty Signature: Students must draw up an Independent Learning Contract in consultation with Jeanne Hahn.

Credits: 2, 4, 6, 8, 10, 12 or 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change

Individual Study: Psychology

Spring

Major areas of study include psychology, health, counseling, social and human services.

Class Standing: No restrictions.

Program is preparatory for careers and future studies in psychology, the health professions, human services and education.

Faculty: Mukti Khanna (psychology)

Individual Study: Psychology allows opportunities for students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students pursuing individual study or internships in psychology, counseling and health are invited to join this program. Mukti Khanna will sponsor contracts and internships in psychology, counseling, service-learning, expressive arts therapy, cultural studies, ecopsychology and health.

Students are expected to work closely with faculty to first, plan precisely what the learning contract expects to achieve, and second, develop a work plan that will be accomplished. The first will become part of the written learning contract. The second will be an agreement concerning how often the student and faculty will meet or exchange messages that review the progress being made and to make specific suggestions that might help meet the needs of each student. Individual study yields the most fruitful results when the objectives as well as the ways to achieve them are clear. Mukti Khanna will sponsor contracts and internships in psychology, counseling, service-learning, expressive arts therapy, cultural studies, ecopsychology and health. While this opportunity is oriented towards sophomores through seniors, freshmen may be admitted if they are applying for an internship or are part of a group project.

Faculty Signature: Students interested in an Individual Learning Contract or internship are invited to create a draft of a contract using the online contract process and submit to Mukti Khanna as the sponsor. Please notify Mukti Khanna (khanna@evergreen.edu) that you are interested in a contract sponsorship.

Credits: 8, 12 or 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change

Individual Study: Media Arts, Visual Anthropology, Communications

Fall

Major areas of study include media arts, visual arts, performance studies, visual anthropologies and communications.

Class Standing: Juniors or seniors; transfer students welcome.

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

Faculty: Sally Cloninger (media arts)

Sally offers opportunities for intermediate and advanced students to create their own course of study, practice art and crafts, including internships, community service and student abroad options. Prior to the beginning of fall quarter, interested individual students or small groups of students must describe the work to be completed in an Individual Learning or Internship Contract. Sally is particularly interested in sponsoring individual contracts in media arts, media studies, media production, visual anthropology, cultural studies, photography, performance studies, screenwriting and communications but will also consider other disciplines on a case-by-case basis. Where applicable, students will meet in small groups with faculty for critique and discussion as part of their contract.

Credits: 12 or 16 per quarter

Enrollment: 25

Internship Possibilities: Media Services internships for fall only.

Other internships proposed by individual students are welcome.

Planning Units: Environmental Studies and Society, Politics, Behavior and Change

Individual Study: Political Economy, Globalization, Contemporary India

Spring

Major areas of study include political economy, U.S. history (esp. the "Founding Period"), topics on globalization, historical capitalism and contemporary India.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in social sciences, history, informed citizenship and graduate work. Faculty: Jeanne Hahn (political economy)

Individual Study offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students must consult with Jeanne about their proposed projects. The project is then described in an Independent Learning Contract. She will sponsor student research and reading in political economy, U.S. history (especially the "Founding Period"), various topics in globalization, historical capitalism and contemporary India.

Faculty Signature: Students must draw up an Independent Learning Contract in consultation with Jeanne Hahn.

Credits: 2, 4, 6, 8, 10, 12 or 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change

Individual Study: Expressive Arts Therapy, Globalization, Contemporary India

Spring

Major areas of study include political economy, U.S. history (esp. the "Founding Period"), topics on globalization, historical capitalism and contemporary India.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in social sciences, history, informed citizenship and graduate work. Faculty: Jeanne Hahn (political economy)

Individual Study offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students must consult with Jeanne about their proposed projects. The project is then described in an Independent Learning Contract. She will sponsor student research and reading in political economy, U.S. history (especially the "Founding Period"), various topics in globalization, historical capitalism and contemporary India.

Faculty Signature: Students must draw up an Independent Learning Contract in consultation with Jeanne Hahn.

Credits: 2, 4, 6, 8, 10, 12 or 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change

Individual Study: Psychology

Spring

Major areas of study include psychology, health, counseling, social and human services.

Class Standing: No restrictions.

Program is preparatory for careers and future studies in psychology, the health professions, human services and education.

Faculty: Mukti Khanna (psychology)

Individual Study: Psychology allows opportunities for students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students pursuing individual study or internships in psychology, counseling and health are invited to join this program. Mukti Khanna will sponsor contracts and internships in psychology, counseling, service-learning, expressive arts therapy, cultural studies, ecopsychology and health.

Individual Study: Expressive Arts Therapy, Globalization, Contemporary India

Spring

Major areas of study include political economy, U.S. history (esp. the "Founding Period"), topics on globalization, historical capitalism and contemporary India.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in social sciences, history, informed citizenship and graduate work. Faculty: Jeanne Hahn (political economy)

Individual Study offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students must consult with Jeanne about their proposed projects. The project is then described in an Independent Learning Contract. She will sponsor student research and reading in political economy, U.S. history (especially the "Founding Period"), various topics in globalization, historical capitalism and contemporary India.

Faculty Signature: Students must draw up an Independent Learning Contract in consultation with Jeanne Hahn.

Credits: 2, 4, 6, 8, 10, 12 or 16 per quarter

Enrollment: 25

Planning Units: Society, Politics, Behavior and Change
Introduction to Natural History

Fall
Major areas of study include natural history, biology, and mathematics.
Class Standing: This lower-division program is designed for 50% freshmen and 50% sophomores. This program is preparatory for careers and future studies in environmental science and biology.
Faculty: David McAvity (mathematics), John Longino (natural history)

The scientific study of nature is carried out with a combination of descriptive natural history and quantitative analysis. We will develop skills in both areas by exploring the major terrestrial habitats of the world, focusing on the most biologically rich areas in the world. We will take one-day field trips to visit shrub steppe, alpine, and coastal forest habitats. Evaluation will be based on exams, written assignments, and a field journal.

Credits: 16 per quarter
Enrollment: 46
Planning Units: Environmental Studies, Programs for Freshmen and Scientific Inquiry

Introduction to Natural Science: Life on Earth

Fall, Winter and Spring
Major areas of study include chemistry, biology, and geology.
Class Standing: This lower-division program accepts up to 40% freshmen as well as sophomores and juniors ready for advanced work.
Prerequisites: Competence in intermediate algebra.
Program is preparatory for careers and future studies in chemistry, biology, geology, environmental studies and health professions.
Faculty: Ernesti, Babayi (chemistry), Paul Butler (geology), Clarissa Darks (biology)

The origin and evolution of life on Earth, along with changes in Earth itself, have been sources of fascination and controversy. This yearlong interdisciplinary program will examine significant events in the history of life, and the large-scale geological changes that have occurred in Earth's history, to provide a conceptual and experimental introduction to natural science. This program will include the cycles and transformations of matter and energy in living and nonliving systems, providing an opportunity to gain an understanding of physical and biological and physical Earth processes on a variety of scales.
Students will engage these themes using an experimental approach to develop critical and quantitative reasoning skills.

Fall quarter introduces students to fundamental principles in geology, chemistry and biology by studying early Earth history through the end of the Paleozoic. In winter quarter, we will continue to move forward in geological time, providing students an opportunity to apply their knowledge while adding layers of complexity to their investigations.
In spring quarter, students will use this background to engage in independent projects based on their interests in biology and chemistry.

Each quarter, program activities will include: lectures, small group problem-solving workshops, laboratories, field trips and seminars. Seminar materials will be spread across the historical and contemporary applications of science. During spring quarter there will be an opportunity for small groups of students to conduct an independent scientific investigation designed in collaboration with the program faculty. Students will work to develop their skills through research writing and public presentations.

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

Accepts Winter Enrollment with faculty signature. Admittance will be based on an exam given by the faculty and completion of a reading list of fall quarter materials.

Credits: 16 per quarter
Enrollment: 72 Fall, 72 Winter and 48 Spring
A similar program is expected to be offered in 2011-12.
Planning Units: Environmental Studies, Programs for Freshmen and Scientific Inquiry

Language Matters: Persuasive Language in Popular Culture

Spring
Major areas of study include linguistics, communications, media studies, writing and gender studies.
Class Standing: This all-level program accepts up to 25% freshmen as well as sophomores and juniors ready for advanced work.

Program is preparatory for careers and future studies in linguistics, languages, communications, law, gender studies, media studies and national belonging.
Faculty: Rachel Hastings (linguistics, mathematics), Susan Fiksdal (linguistics, French)

This program will focus on the linguistic resources we all use to persuade and engage our audiences. We will explore how speakers use language to apply their knowledge to persuade us. We will study how different individuals and different categories of communication vary with respect to the structure and content of their persuasive language. A particular area of focus in this regard will be language and gender, as we study how men and women may sometimes adopt different rhetorical strategies for persuasion. For a broader view of language as persuasion, we will examine cross-linguistic variation in persuasion languages other than English, including Quechuan and Nahuatl.

Students will apply their understanding of concepts by writing papers using three formats—persuasive essays, short summary essays and blogs. To demonstrate their understanding of persuasion in a particular setting, they will create final oral presentations.

Credits: 16 per quarter
Enrollment: 46
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Law and Literature: Equality, Citizenship and Democracy in the United States

Fall and Winter
Major areas of study include law and literature.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in law, literature, American studies, education and government.
Faculty: Greg Mullins (literature, American studies), José Gómez (law)

Democracy in the United States, as a social practice and political ideal, has been a work in progress since the Revolution. Given the linguistic, religious, ethnic and regional diversity of the U.S. population, and given differential hierarchies assigned to race, gender, sexuality and social class in this country, institutions that aspire to promote democratic ideals have become sites of debate and struggle around such questions as how to define citizenship, how to define equality, how to protect minority populations against majority prejudices, and how to promote individual liberties while safeguarding the common good.

In this program we will study U.S. Constitutional history and U.S. literature from the Constitutional Convention to the Civil Rights Movement. Our studies will focus on how the law defines, and how literature represents, national belonging and exclusion. During fall quarter we will focus on the origins and framing of the Constitution, American Indian sovereignty, slavery, the Civil War, and Reconstruction. During winter quarter we will focus on women's suffrage, school segregation and desegregation, interment of Japanese Americans, Critical Race Theory, and migrant workers' struggle for justice.

Central themes will include the political factors the Supreme Court considers in deciding cases, comparison between sectors of society in wielding effective political citizenship, the gradual expansion of formal citizenship and voting rights over the course of the nation's history, and forms of social discrimination. We will complement our analysis of Constitutional history by reading literature that reflects and illuminates the struggle for equality and national belonging.

Accepts Winter Enrollment with faculty signature. Students must have completed a reading list based on fall quarter materials. Contact the faculty for more information.

Credits: 16 per quarter
Enrollment: 46
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Law and Literature: Revolution to Reconstruction

Spring
Major areas of study include law and literature.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in law, literature, American studies, education and government.
Faculty: Greg Mullins (literature, American studies), José Gómez (law)

This program repeats the fall quarter content of Law and Literature: Equality, Citizenship and Democracy in the United States. Students who take the fall/winter program may not sign up for the spring repeat program.

Democracy in the United States, as a social practice and political ideal, has been a work in progress since the Revolution. Given the linguistic, religious, ethnic and regional diversity of the U.S. population, and given differential hierarchies assigned to race, gender, sexuality and social class in this country, institutions that aspire to promote democratic ideals have become sites of debate and struggle around such questions as how to define citizenship, how to define equality, how to protect minority populations against majority prejudices, how to define and safeguard the common good.

In this program we will study U.S. Constitutional history and U.S. literature, from the Constitutional Convention to Reconstruction. Our studies will focus on how the law defines, and how literature represents, national belonging and exclusion. We will focus on the origins and framing of the Constitution, American Indian sovereignty, slavery, the Civil War, and Reconstruction.

Central themes will include the political factors the Supreme Court considers in deciding cases, comparison between sectors of society in wielding effective political citizenship, the gradual expansion of formal citizenship and voting rights over the course of the nation's history, and forms of social discrimination. We will complement our analysis of Constitutional history by reading literature that reflects and illuminates the struggle for equality and national belonging.

Credits: 16 per quarter
Enrollment: 46
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change
The Lens-Based Image: Theory, Criticism, Practice

**Spring**

**Major areas of study include** art, photography, art theory, art criticism and studio practice.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** At least two college-level courses in 2D art (drawing, painting, printmaking, etc.) or, at least one year of Evergreen programs with significant interest and work in this area. Students need to be prepared to do intermediate and higher level art, working and writing work.

**Program is preparatory for** careers and future studies in social science, public policy, health, environmental protection and community development.

**Faculty:** Lin Nelson (social science, public policy, environmental health, community studies)

This program explores the relationship between the Legislature (the Washington State Legislature in particular) and the public. We’ll examine how citizens, community groups, non-governmental organizations and social movements engage with the legislative process. We’ll read legislative, political and community literature, and we’ll meet with a range of individuals (legislators, agency staff, lobbyists and activists) and organizations working themselves for the upcoming session through research, collaboration and strategic planning.

Our central goal will be to understand how the public learns about and interacts with the legislative process. We’ll examine links between the Legislature and the public agencies, as we study selected pieces of proposed and enacted legislation to learn how they originate, develop, and respond to community-based concerns. Our focal points will be environment, public health, labor, poverty and community development, as we explore how features of public life are transformed into legislative initiatives. Case studies will include issues such as environmental monitoring and remediation, environmental justice, right-to-know, welfare rights and health care for low-income populations.

Students will deepen their knowledge and application of public documents, case analyzes, field research, interviewing and public presentation. Each student (or student team) will design and complete a case study of a legislative initiative being developed for the 2011 session or an initiative being activated through a public agency. Students may take this program in coordination with the application process for the Legislative Internship 2011 program (page 52), or students may take the program based on a general interest in legislative initiatives and political and social change. Our work will be shaped in tandem with emerging regional issues and in connection with organizations focusing on environment, health, working conditions, community and poverty.

**Credits:** 16 per quarter

**Enrollment:** 25

**Planning Units:** Environmental Studies and Society, Politics, Behavior and Change

Looking at Animals

**Spring**

**Major areas of study include** art history, literature and visual arts.

**Class Standing:** This all-level program accepts up to 50% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Students should have completed one college-level drawing class, or have done significant formal study of studio art in high school.

**Program is preparatory for** careers and future studies in humanities, arts, art history and creative writing.

**Faculty:** Susan Ausland (studio art, art history), Joe Touges (studio art, philosophy)

This program is a one quarter interdisciplinary study of how we see, understand and represent animals. Animal images are the oldest known artworks. From the painted bulls in Lascaux cave to Mickey Mouse, Godzilla and the Republican Elephant, images of animals pervade our history and culture. Our relationship to animals as the Other/Ourselves has been a major preoccupation throughout human history.

Through lectures, seminars and common readings, we will examine our relationship to animals as it is portrayed in art and literature. We will consider how the study of animals can give us ideas about human nature and the human mind. We will look at the portrayal of animals throughout art history, and we will read novels, short stories and critical texts that deal with our relationship to animals. We will also use studio work to explore our individual relationships to animals.

Workshops in the program will provide skill development in 2D art (drawing, painting, mixed media) and 3D art (e.g., making animal masks). As a major part of the program, each student will do an individual project that combines studio work with library research, exploring a particular animal or topic within our larger theme.

**Credits:** 10 per quarter

**Enrollment:** 46

A similar program is expected to be offered in 2011-12

**Planning Units:** Culture, Text and Language, Expressive Arts and Programs for Freshmen

Looking Backward: America in the Twentieth Century

**Fall, Winter and Spring**

**Major areas of study include** American history, economic thought, American literature and mass culture.

**Class Standing:** This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for** careers and future studies in the humanities and social sciences, law, journalism, history, economics, sociology, literacy, popular culture, cultural anthropology and education.

**Faculty:** David Hitchens (American diplomatic history), Gerald Lassen (economics)

The United States began the 20th century as a minor world power and a debtor country. The nation ended the century as the last superpower with an economy and military that sparked responses across the globe. In between, Americans invented flying, created atomic weapons, sent men to the moon and began exploration of the physical underpinnings of our place in the universe. Many have characterized the 20th century as “America’s Century” because in addition to developing the mightiest military machine on earth, the United States also spawned the cultural phenomenon of “the mass,” mass culture, mass media, mass action, massive destruction, massive fortunes—all significant elements of life in the United States.

This program will be a retrospective, close study of the origins, development, expansion and elaboration of “the mass” phenomenon and will place those aspects of national life against our heritage to determine if the political, social, and economic growth of the nation in the last century was a new thing or a 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 other tools to help us understand the nation and its place in the century. Simultaneously, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight, and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, weekly student panel discussions of assigned topics and program-wide discussion periods. Each weekly panel will provide a model for removing the student’s work and provide students with valuable experience in public speaking and presentation.

**Accepts Winter and Spring Enrollment without signature.**

**Credits:** 16 per quarter

**Enrollment:** 48

A similar program is expected to be offered in 2011-12

**Planning Units:** Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

The programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2010-11.
Marketing and (Anti-)Consumerism

This all-level program accepts up to 50% freshmen as Class Standing: Juniors or seniors; transfer students welcome.

Program is preparatory for careers and future studies in business, marketing, management, psychology, economics, consumer and leisure studies.

Faculty: David Shaw (international business, entrepreneurship, strategic marketing)

This quarter-long program is designed to provide an introduction to, and overview of, the intersection of three related fields—consumerism, anti-consumerism and marketing, including classical, critical and multidisciplinary perspectives on the field of marketing as it reflects consumer and business participation and behavior in economic exchanges in the marketplace.

In the economic perspective, firms engage in various behaviors and efforts (which could include artifice, persuasion or other means) to influence consumer choice. Firms and consumers are said to be engaging in economic exchanges in pursuit of their own benefit, however calculated or construed. This quarter-long program begins a two-quarter program sequence examining (1) interdisciplinary approaches to the study of consumer behavior, firm marketing behavior and their consequence, as well as (2) an introduction to the art and science of marketing, as reflected in the theories, models and techniques employed in the marketing discipline today.

In fall quarter, we will review the literature from marketing and related disciplines (e.g., economics, psychology and sociology) including classic, critical, practical and recent books, essays and studies, with an eye toward identifying the theories, models and perspectives that help illuminate real-world behavior by firms and consumers. While the primary focus will be on the behavior of marketing firms and consumers in their interdependent coursework of each other in the marketplace, positive and negative spillover effects (i.e., consequences, intentional or not) of these exchanges in the marketplace will also be examined.

Credits: 12 or 16 per quarter
Enrollment: 23
A similar program is expected to be offered in 2013-14
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Marxist Theory

Spring

Major areas of study include philosophy, political theory and economy, history and race and gender studies.

Class Standing: Juniors or seniors; transfer students welcome.

This challenging program is an integrated introduction to linguistics, mathematics and physics. We invite serious students of various backgrounds who are interested in reading, writing, communicating and calculating in order to become quantitatively literate citizens. Students will be supported in developing a firm background in physics, mathematics and linguistics at the college level, and becoming prepared for further work in those areas.

We believe any area of inquiry involves entering into a previously ongoing conversation. Quoting a charming articulation by Kimman (a mathematician-turned-oceanographer, in the preface to Wind Waves): "To the beginner, science is a conversation that has been in progress for a very long time. Science resembles the babble at a party; some of the participants are euphoric; some satirize, some quarrelsome, and some inspired beyond their usual capacity. Whatever else happens, the conversation cannot proceed systematically or at the level of humdrum triteness. Some scientists wander from group to group, while others remain fixed. Some groups talk about similar things, and occasionally conversations pass from one group to another. You have arrived in the middle of the party."

Our collective work is to catch up on the conversation, which means being deliberate about how we calculate and communicate, speak and write, listen and read, and also means acquiring the scientific content and process skills required to judge what is being argued.

Faculty Signature: Faculty will assess students’ ability to write at systematic or at the level of humdrum sobriety. Some scientists

Fall and Winter

Meaning, Math and Motion

Major areas of study include lower-division mathematics and physics, linguistics, writing and quantitative literacy.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work. Pre-requisites: Intermediate algebra.

Program is preparatory for careers and future studies in linguistics, mathematics, physics and education.

Faculty: Rachel Hastings (linguistics, mathematics), Krishna Chowdry (physics)

This all-level program is designed for students with high school math who are ready for pre-calculus, but requires or prior preparation in linguistics or physics. It is intended for students serious about understanding language, improving their writing, and learning physics and mathematics, including calculus. The work will be intensive in both science and language, and students should expect to spend over 50 hours per week engaged with material. Students will participate in seminars, labs, workshops and lectures. Students will perform linguistic analyses of texts, do weekly problem sets in all areas that combine concepts, calculations and communication, and write about linguistics, math and physics. Quizzes and exams will be among the methods used to assess student learning.

Fall quarter, we will study pre-calculus and begin calculus. In winter, we will continue the study of differential calculus and move on to integral calculus. In physics, topics will include mechanics and electromagnetism (algebraic- and calculus-based) over the two quarters. In linguistics, we will study principles of pragmatics, semantics and discourse analysis in both quarters.

Accepts Winter Enrollment with faculty signature. Admission will be based on equivalents to fall quarter content. Students should expect to complete some catch-up work over winter break.

Credits: 16 per quarter
Enrollment: 25

Special Expenses: $50 per quarter to cover field trips and physics toy kits.

Planning Units: Culture, Text and Language, Programs for Freshmen and Scientific Inquiry

Students who register for a program but do not attend the first class meeting may be dropped.
Major areas of study include archaeology, political science, Middle East studies and cultural studies.

Class Standing: Sophomores or above; transfer students welcome. Program is preparatory for careers and future studies in science, politics, society, planning, policy and international affairs. Middle East studies, archaeology, education and international affairs.

Prerequisites: A year of college-level calculus and calculus-based physics. Willingness to work in teams and online. Students interested in advanced mathematics but lacking the necessary background in physics should contact the professor for advice at zita@evergreen.edu. Program is preparatory for careers and future studies in science, physics, engineering, and education.

Faculty: EJ Zita (physics, astrophysics)

A close examination of the complex and varied world around us reveals a high degree of underlying order. Our goal as scientists is to understand and explain this order. Mathematics is the language created (or discovered) to describe the order observed in physics. The goal of this advanced program is to introduce the mathematical language we use to describe and create physical models of our natural world, and to better understand both. To that end, we will cover a broad array of topics and theories and systems as a result of colonialism, nationalism and religious differences. We will also focus on how contested memories of the past shape conflicts between Israelis and Palestinians, over the ancient heritage and modern identity of Egypt and over the identity and boundaries of modern Turkey and Greece. We will examine how struggles over the past—who claims it, what it means, and whose memories are empowered or marginalized—persists in the present—who has power, which identities will be favored, and who has rights to territory and place.

Drawing primarily upon the fields of archeology and political science, the program is for students interested in central debates and methodological issues in each discipline and students will learn how to examine these through claims from archaeological findings, museums and heritage sites in light of contemporary political and cultural power violations. In the fall, the program will trace this region's evolution from the rise of ancient Egypt and classical Greece to the rise of Judaism, Christianity and Islam, and then the transformation of the region through the reconquista, Ottoman, and British occupation. We will explore the relationship between past and present through examination of the ancient city of Memphis, the Sphinx and Pyramids (Ancient Thebes) in Egypt, the Temple Mount/Haram al-Sharif in Jerusalem and Cataclysms in Turkey.

In the winter, we will continue this study through examining Napoleon's conquest of Egypt, the origins and present status of the Israel-Palestinian conflict, and the role of Greece and Turkey at the end of the Ottoman Empire, among other topics. Our study will be based on theoretical texts and primary sources, with various documents, as well as specialized and seasonal field trips. Students will build learning communities through workshops, and will bring those skills and experiences to bear in the design and presentation of their work. In the process, students will learn how to apply theory to case studies, and to develop critical thinking skills based upon a awareness of a diversity of views.

In the spring quarter, a group of students from the program—subject to qualifications and available space—will have the opportunity to travel to Greece and Turkey. The six-week travel abroad program will explore both ancient and modern sites and political developments in each location in order to deepen their learning about the role of memory and conflict within the contemporary region.

Accepts Winter and Spring Enrollment: This program may accept new students with appropriate background, with signature. Contact faculty member (see above) during the Spring Fair, December 1, 2010 or March 2, 2011 for more information. New students should expect a lot of work, including a catch-up work during the break before each quarter. Credits: 16 per quarter

Enrollment: 16

Special Expenses: $110 for field trip to integrative health center; $75 for art supplies.

Internship Possibilities: Winter internships are possible within the program.


The program may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2010-11.
Mount Rainier: The Place and its People
Fall, Winter and Spring
Major areas of study include environmental education, environmental studies, and consciousness studies.

Studies, protected areas, natural history and visual communication. Fall, Winter and Spring
Major areas of study include education and environmental studies.

Jeff Antonelis-Lapp (environmental education), Carolyn Dobbs (land use, environmental planning), Lucia Harriot (visual arts)

Mount Rainier, known locally as the Mountain or Tahoma dominates the landscape of the Puget Sound region and commands European-American settlers as a potentially vast resource for timber Puget Sound inhabitants and tourists from the world over.

Some of the questions we will investigate include: What do we know about the natural and human history at Mount Rainier, and how may this predict the future? What are the interrelationships of people, place, flora and fauna at Mount Rainier? What role does environmental stewardship? Mount Rainier play in the arena of conserving protected areas? Does... read and designed individual and group projects. A range of place-based projects—scientific, historical, environmental education, interpretive and artistic—will be available.

Faculty Signature: No signature is required for freshmen, but an application is still required. All students must submit a completed application form, available by emailing Jeff Antonelis-Lapp (lappj@evergreen.edu). Applications received by the Academic Fair, May 12, 2010, will be given priority. Qualified students will be accepted until the program fills.

Accepts Winter and Spring Enrollment with faculty signature. Contact faculty by email. Students should complete some catch-up work during the breaks between quarters and must be prepared to substantive independent or small group work.

Credits: 16 per quarter

Special Expenses: $200 per quarter for overnight field trips/ service learning component; $100 per quarter for art supplies.

$200 per quarter for overnight field trips/

Planning Units: Environmental Studies and Programs for Freshmen

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

Accepts Winter Enrollment with faculty signature. Students should expect to complete bi-weekly research projects, listening exercises, and to keep a journal of their experiences with the music that we create. In fall, we will build listening and compositional skills and begin to relate these to the psychological and spiritual dimensions of the pieces, learning to use appropriate musical vocabulary. A public concert of original pieces will be given priority during which guest artists from various cultures will work with the students and share information about how music functions in their respective cultures. In winter, students will develop their musical skills and will select a topic for a twenty-minute formal research paper. There will also be a public performance of original pieces at the end of winter quarter.

Accepts Winter Enrollment with faculty signature. Students should complete a twelvemonth program in music composition, music therapy and consciousness studies.

Prerequisites: One year of college-level music study.

Program is preparatory for careers and future studies in music composition and therapy, and consciousness studies.

Faculty: Terry Setter (music composition, technology)

This program will investigate the relationship between sound, music and human consciousness. We will compose music that explores the psychological and spiritual effects of this music on those who hear it. The program is for experienced composers and performers. It is primarily a musical endeavor, working with aspects of psychology and contemplative studies, rather than a study of psychology that involves aspects of music. The goal is to become better composers and performers and to develop greater understanding of the qualitative aspects of listening, how music functions in our lives, and how it can be used to affect changes in various internal states, such as brain wave frequencies, breathing patterns and galvanic skin response. We will read texts that deal with established music composition techniques as well as recent findings related to the effects of music at the somatic level. We will also read texts on psychology, such as Jung’s Man and His Symbols, in order to build a working vocabulary of psychological terminology.

Students will be expected to complete bi-weekly research projects, listening exercises, and to keep a journal of their experiences with the music that we create. In fall, we will build listening and compositional skills and begin to relate these to the psychological and spiritual dimensions of the pieces, learning to use appropriate musical vocabulary. A public concert of original pieces will be given priority during which guest artists from various cultures will work with the students and share information about how music functions in their respective cultures. In winter, students will develop their musical skills and will select a topic for a twenty-minute formal research paper. There will also be a public performance of original pieces at the end of winter quarter.

Special Expenses: $75 for expenses associated with the overnight retreat.

Planning Units: 8-12 Credit Programs and Expressive Arts
Music and Movement in Nature and Culture

Fall, Winter and Spring

Major areas of study include music, ethnomusicology, dance and cultural studies.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in ethnomusicology, dance and anthropology.

Faculty: Andrew Buchman (music), Sean Williams (ethnomusicology), Kabb Mitchell (dance).

This performing arts program explores sociocultural concepts, artistic behaviors, and reactions to music and dance in cultural and physical contexts. Themes include the exploration of music and dance in relation to the natural world, and the interactions of music and dance with gender, spirituality, urbanization, and social change. After establishing a firm base of concepts, skills and approaches together in the fall, we will emphasize thematic and/or regional work and individual or small group projects during the winter term. Spring quarter offers the opportunity for students to engage in individual fieldwork studies with performing artists off campus. Faculty will initially prepare a reading list for students, which may be adapted within the group in winter on a space-available basis, but not in spring.

A deep interest in music and/or dance is expected, and prior study, formal or informal, will help. Students will be expected to do significant reading, writing and study of musical texts and choreography—especially field recordings, videos and ethnographies. Knowing how to read music will help you, if you do not, we will teach you. We will engage in critical listening and viewing (analyses of what we hear and watch), and transcription—simple, quick ways to write music and dance down so that you can look at them in different ways. Those with previous training will do work at their level, but such training is not expected. If you're a serious student, you will write and perform.

Other activities are likely to include choreography, composition, field trips, instrument building, research projects, papers and presentations. If funds are available, we will have workshops by visiting artists. We will have periodic performances and critiques of work by students, where we will work to hang, on developing your performance skills in a musical instrument or dance genre, practice regularly and perform. The goal of this study is not necessarily the development of performance skills, but rather the development of insights into the performance arts that only hands-on, experiential work can provide. We cannot subsidize private lessons, but we will provide a steady, challenging and safe forum for performance, critique, and creative and intellectual growth.

Accepts Winter Enrollment: Students entering in winter will be asked to do preparatory reading and listening, and provide a writing sample on the first day of class. Contact faculty for more guidance.

Credits: 16 per quarter.

Enrollment: 75 Fall, 75 Winter and 50 Spring.

Special Expenses: $50-$75 per quarter for performances; approx. $150 for books each quarter. Spring quarter expenses will vary depending on the fieldwork site chosen by each student.

Planning Units: Expressive Arts

New Zealand: Maori and Native Decolonization in the Pacific Rim

Fall and Winter

Major areas of study include Native American studies, geography, cultural studies and world Indigenous peoples studies.

Class Standing: Sophomores or above; transfer students welcome.

Program is preparatory for careers and future studies in cultural studies and world Indigenous peoples studies.

Faculty: Kristina Ackley (Native American studies), Zoltan Grossman (geography, Native American studies).

Maori scholar Linda Tuahai Smith asserts, "Our communities, cultures, languages, and society are spaces of marginalization, but they have also become spaces of resistance and hope." We will identify and contextualize these spaces and the politics of how Indigenous peoples and settler colonialism. We will use the Pacific Rim broadly as a geographic frame, with a focus on the Pacific Northwest Native nations and the Maori in Aotearoa (New Zealand). By concentrating on a larger region, students will broaden Indigenous studies beyond the lower 48 States, and show common processes and differences in fieldwork decolonization through cultural revitalization, treaty relationships, and sovereignty jurisdiction in First Nations. With the goals of understanding Indigenous experiences in other areas of the Pacific Rim, including Aboriginal peoples in Australia, Pacific island peoples, and Tribal peoples in the region's cultural and environmental survival, we will use the lexicon of geography, history, art and literature.

In fall, our focus will be on familiarizing students with the concept of sovereignty, working with local Native nations, and preparing to travel to New Zealand. The concept of sovereignty must be placed within a local, historical, cultural and global context. Through theoretical readings and discussions, we will move from nation building in America to Native forms of nationalism. We will stress the complexities and intricacies of colonization and decolonization by concentrating on the Maori and western Washington and British Columbia.

In winter, we will examine the similarities and differences of Indigenous experiences in our areas of the Pacific Rim, including Aboriginal peoples in Australia, Pacific island peoples, and Tribal Filipinos. We will emphasize common concerns such as climate change, tourism, militarization and cultural domination. For five weeks in winter quarter, most of us will travel to Aotearoa, New Zealand, where we will learn in a respectful and participatory way how the Maori have been engaged in revitalizing their language, art, land and politics. Through guest speakers and visits to Maori whare (communal social, spiritual, political centers), education centers, historical and contemporary public sites, and a Kōhanga Reo (preschool Maori language program) we will build on our knowledge and work with Native nations.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. Our basic premise in this program that those wishing to know about the history of a particular Native group should write with a purpose to be of support to these people today. Students will develop skills as writers and researchers by studying scholarly and imaginative works, with an emphasis on policy research and fieldwork. There will be films and guest speakers that reflect important aspects of Indigenous experience. The program will include a range of research and presentation methodologies such as the production of thematic maps (cartography) and other computer graphics. Students will be expected to integrate extensive readings, lecture notes and other sources in writing assignments.

Accepts Winter Enrollment: With faculty signature.

Credits: 16 per quarter.

Enrollment: 50

Special Expenses: $3,600 for five weeks of study in New Zealand and a shorter field trip to British Columbia, Canada. A deposit is due by the beginning of winter quarter.

Planning Units: Culture, Text and Language, Native American and World Indigenous Peoples; Studies and Society, Politics, Behavior and Change

Nonfiction Media: Animation, Documentary, and Experimental Approaches to the Moving Image

Fall, Winter and Spring

Major areas of study include media arts and studies.

Class Standing: Sophomores or above; transfer students welcome.

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

Program is preparatory for careers and future studies in media arts, visual arts, education and communication.

Faculty: Ruth Hayes (animation, visual arts, media arts and studies), Anne Flachle (media arts, documentary film/video, community studies).

What does it mean to make moving images in an age of media proliferation and saturation? How do we critically engage traditions of media practice while pushing beyond established forms? How are images used in commodity culture and how can we repurpose them to communicate our own meanings and values? What responsibilities do media artists and producers have to subjects and audiences? How can we make media that responds to the world and supports struggles for change? What strategies, formats, and distribution venues are available to us? Students will engage with these and other questions while gaining knowledge of media history, theory and production.

This is an intensive full-time, yearlong program linking media theory with practice. We will start by exploring media's capacity to observe and record the world, and its potential to create meaning. We will explore media modes and communication strategies including animation, documentary and experimental film/video, emphasizing the materiality and artistic properties of sound and moving image media, as well as the strategies artists and media producers have employed to challenge commercial forms. We will experiment with alternative approaches to production, including stop animation, visual essays, installations and collaborations with community groups. Through experiments with image-making and sound students will build critical, conceptual and technical skills. They will develop their own media analysis and critique skills through readings, seminars, research and critical writing. As a learning community we will participate in critique sessions, another form of collaboration through which we help each other evaluate and improve our work.

In fall, students will build skills in field observation and research that are essential to media-based work. Through a series of design exercises, students will combine observation with technical skills in digital photography, video, audio, drawing and writing. We will critically analyze how the media frame our understanding of reality. Internship Possibilities: Spring quarter internship workshops will explore the idea of image as commodity and the ways images create and contest meaning in art, politics and consumer culture. Our exploration of the social implications of the image will include representations of the body, self and other, identity and community.

In winter, we will expand our study and practice of media to include its use in community collaboration. Through research, photography, video, sound and installation, student groups will produce multimedia works that extend and support the work of community organizations. We will do research into how information and experimental approaches to community involvement, and explore the new modes of distribution and exhibition that electronic and popular culture make possible.

In spring, the conceptual, collaboration and production skills developed in fall and winter will form the foundation of independent project work—from individual projects in non-fiction video, animation, installation or web-based work to internships or professional commitments. Students also have the opportunity to develop a project proposal demonstrating informed and thoughtful planning in the mode or format of their choices.

Faculty Signature: Submit a written application and evaluation from a recent program. Transfer students submit an unofficial transcript and a letter of recommendation from previous program. Applicants will be available in April 2010, from the Program Secretary's office, COM 301. Applications received by the Academic Fair, May 12, 2010, will be given priority consideration.

Qualifying students will be accepted up the program files.

Enrollment: 48

Special Expenses: $200-300 per quarter for media supplies, lab costs and field trips. In spring quarter, additional expenses may apply depending upon the scope of individual projects.

Applications and evaluations are due by May 12, 2010. Students will participate in critique sessions, another form of collaboration through which we help each other evaluate and improve our work.

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

The Programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2010-11.
Students who register for a program but do not attend the first class meeting may be dropped.
Power in American Society (fall)

Fall

Major areas of study include U.S. history, government, foreign policy and political economy.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in government, public policy, history and advanced political economy.

Faculty: Lawrence Mosqueda (political economy, social change)

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

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

In this period of war and economic, social and political crisis, a good deal of our study will focus on international relations in a systematic and intellectual manner. This is a serious class for serious people. There will be a good deal of reading and some weeks will be more complex than others. Please be prepared to work hard and to challenge your and others’ thinking.

Credits: 16 per quarter

Enrollment: 24

A similar program is expected to be offered in 2010-11

Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Power in American Society (winter)

Winter

Major areas of study include U.S. history, government, foreign policy and political economy.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in government, public policy, history and advanced political economy.

Faculty: Lawrence Mosqueda (political economy, social change)

This program repeats the content of Power in American Society offered fall quarter. Students who take the fall quarter program may not sign up for the winter repeat program.

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

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

In this period of war and economic, social and political crisis, a good deal of our study will focus on international relations in a systematic and intellectual manner. This is a serious class for serious people. There will be a good deal of reading and some weeks will be more complex than others. Please be prepared to work hard and to challenge your and others’ thinking.

Credits: 16 per quarter

Enrollment: 24

A similar program is expected to be offered in 2012-13

Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

The Practice of Sustainable Agriculture

Fall, Winter and Spring

Major areas of study include agriculture, small farm management and applied horticulture.

Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.

Program is preparatory for careers and future studies in farm and garden management, state and county agriculture agencies and agricultural non-profit organizations.

Faculty: Steve Scheurell (agriculture, horticulture, composting)

The Practice of Sustainable Agriculture (PSA) program integrates theoretical and practical aspects of small-scale organic farming in the Pacific Northwest during the fall, winter and spring quarters. This program requires serious commitment from students—we start at 8 AM Monday, Tuesday, Wednesday and Thursday, and all students start farm chores at 7 AM one day per week. Each week of the program will have eight hours of classroom instruction and twenty hours of practicum work at Evergreen’s Organic Farm.

The program’s academic classroom portion will cover a variety of topics to aid students in developing a critical thinking ability and a critical management mindset, including methods of annual and perennial plant propagation, entomology and pest management, plant pathology and disease management, weed biology and management, soil quality and soil management, crop botany, animal husbandry/physiology, polycultures, integration of crops and livestock, orchard management, appropriate technology, weather forecasting, and climatology. As part of their training, students will be required to develop and write farm management and business plans. On a weekly basis, students can expect to complete seminar readings and reflective writings, work through assigned textbooks, and write technical reports to demonstrate an integration of theoretical concepts and practice gained through the farm practicum.

The academic practicum on Evergreen’s organic farm will include hands-on instruction on a range of farm-related topics including greenhouse management and season extension techniques, farm-scale composting and vermiculture, seed saving, irrigation systems, mushroom cultivation, farm recordkeeping, tillage and care, farm equipment operation and maintenance, personal wellness and flow through guided yoga practice, and techniques for adding value to farm products.

Students will also have the opportunity to explore their personal interests related to agriculture, homesteading, and developing communal farm/eco-villages through research projects. Each quarter we will visit farms that represent the ecological, social and economic diversity of agriculture in the Pacific Northwest. Students will also attend and participate in key sustainable and organic farming conferences within the region.

After completing the Practice of Sustainable Agriculture, students will have an understanding of a holistic approach to managing a small-scale sustainable farm operation in the Pacific Northwest.

Accepts Winter and Spring Enrollment with faculty signature.

Admittance is contingent on space and evidence of prior student learning and experience. Students should expect to complete significant catch-up reading and assignments prior to the start of the quarter.

Credits: 16 per quarter

Enrollment: 24

Special Expenses: Approximately $100 for video storage and supplies; additional expenses for production materials may apply depending upon scope of individual projects.

Planning Units: Expressive Arts

Ready Camera One: We’re Live

Spring

Major areas of study include communications, moving image, television production, performance and media criticism.

Class Standing: Sophomores or above, transfer students welcome.

Prerequisites: One year of interdisciplinary work or credits in more than one subject area.

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

Faculty: Sally Clonginger (film, television)

This program is designed primarily for students interested in exploring visual literacy, television production, performance and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lecture/screenings, workshops and design problems that focus primarily on collaborative multi-camera studio production. No prior media production experience is required.

We will take a critical, performative and historical approach as we examine and even emulate the production style and lessons from the early history of 20th century live television. Students will be expected to perform in front of as well as behind the camera and we will explore the logistics and aesthetics of multi-camera direction and design. We will investigate the aesthetics and implications of live performance and multi-camera production for new media as well.

This program will also examine the politics of representation, i.e., who gets the camera, who appears on the screen, and who has the power. Therefore, students who choose to enroll should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the media. We will specifically study the role of visual humor as it applies to representation and stereotyping in the mass media. Activities also will include training in the multi-camera TV studio facility, instruction in basic performance and writing for television, and a survey of visual design principles.

Credits: 16 per quarter

Enrollment: 24

Special Expenses: Approximately $175 per quarter for overnight field trips, conference costs and farm supplies.

A similar program is expected to be offered in 2011-12

Planning Units: Environmental Studies and Programs for Freshmen
Winter
Major areas of study include art, history, geography, political science, Native American studies and media studies.
Class Standing: This level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.
Program is preparatory for careers and future studies in education, Native American cultural studies and political science.
Faculty: Frances V. Rains, Ph.D. (Native American studies)

This program will address historic and contemporary images and misrepresentations of Indians in a variety of media. Indian images from films, photographs, language, masquerade, popular culture and commercial interests will be deconstructed and analyzed for meaning, significance, power, representation and issues of authenticity. Colonialism, U.S./Indian history, geo-politics, and economics will be decolonized through the lenses of Native resistance, Native sovereignty and Native critical and economic essential. Essential to this exploration will be an investigation of the dynamics of "self" and "other.

Learning will take place through readings, seminars, lectures, films and workshops. Students will improve their research skills through document review, observations, and critical analysis. Students will also have opportunities to improve their writing skills through variously written assignments. Oral speaking skills will be improved through small group and whole class seminar discussions, and through individual final project presentations. Options for the final product may be discussed in the syllabus and in class.

Credits: 16 per quarter
Enrollment: 48
Planning Units: Culture, Text and Language, Native American and World Indigenous Peoples' Studies and Programs for Freshmen

The Remembrance of Things Past
Fall, Winter and Spring
Major areas of study include European, American, and Southeast Asian history; cultural anthropology, museum studies, literature, politics, and law.
Class Standing: This level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work.
Program is preparatory for careers and future studies in social sciences and humanities, including history, anthropology, urban planning and museum studies.
Faculty: Eric Stein (anthropology, history), Stacey Davis (history)

Situated somewhere between fact and dream, memory shapes our individual lives in countless ways. When we recall the past, what, how, and why are we remembering? To what extent are our individual memories shaped by collective stories about the past, and how do collective memories, whether real or fabricated, help create and sustain communities? For whom does a historical memory of the past matter, and under what political circumstances is it important to forget history? Can groups use the lack of memory, or shared forgetting, to further their sense of identity?

This program will explore the links between memory and both individual and group identity. We will investigate historical memory as a product of memory making, and through archival research, oral history or museum studies, touching memory through a wide range of experiences.

Accepts Winter Enrollment without signature. New students should expect to complete some catch-up work during the December break and are encouraged to contact faculty via email.
Credits: 16 per quarter
Enrollment: 48
Special Expenses: $90 fee in fall quarter for field trips. Students will need to cover travel and living expenses if they choose to do non-local independent research in winter and spring quarters.
Internship Possibilities: Mid-winter to mid-spring only with faculty approval.

A similar program is expected to be offered in 2014-15
Planning Units: Culture, Text and Language and Programs for Freshmen

Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society
Fall, Winter and Spring
Major areas of study include indigenous political science and history, intergovernmental relationships, leadership, literature, economic, cultural, and environmental sustainability and management within a global context.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: AA direct transfer degree or 90 credits equivalent.
Program is preparatory for careers and future studies in government, tribal and public services, American Indian studies, and political science.
Faculty: Michelle Aguilar-Wells (public administration, political science), TBA (Muckleshoot), TBA (Quinault), TBA (Nisqually), Gina Corpuz (education)

The Reservation-Based Community-Determined (RBCD) program is an upper-division program designed specifically for students wishing to return to reservations. Students meet two evenings a week at a tribal site to build and sustain a learning community. Students will become familiar with the culture of tribes from all states. In addition, students from all tribes will meet four Saturdays per quarter for classes at the Longhouse. Tribes help design the curriculum by addressing the question, "What does an educated tribal member need to know in order to contribute to their community?" The RBCD interdisciplinary approach allows students to participate in seminar, participatory research, and study their individual areas of interest while meeting the challenges and topics identified by the tribes.

The 2010-11 academic year there is Contemporary Indians in a Global Society. In fall, students will engage in work that allows them to understand how history has shaped cultural, historical, cultural, legal and intergovernmental relationship between the tribes as Sovereign Governments and the United States. In winter, they will examine leadership qualities that have shaped their communities. In addition to collective memory, we will look for applications to the global society. In spring, they will study economic, cultural and environmental sustainability and management within a global context. Students will also have opportunities for independent work and study as well as 1-2 credit strand on a broad range of topics including, art, theater, literature, writing and management.

Faculty Signature: New students must submit an intake interview form signed by the program director or site faculty. No signature is required of students continuing in the program from the previous year, from students who are transferring from the Whites or the Wicked Indians, or from Northwest Indian College with an AA direct transfer degree.
Accepts Winter and Spring Enrollment: This program accepts new enrollment with four-week admission into the RBCD program.
Credits: 12 per quarter
Enrollment: 48
Special Expenses: Travel costs to and from campus for the Saturday classes.
A similar program is expected to be offered in 2013-14
Planning Units: Native American and World Indigenous Peoples' Studies

Rethinking the Suburbs
Fall, Winter and Spring
Major areas of study include urban planning, American history, political science and community development.
Class Standing: This all-level program accepts up to 25% freshmen as well as supporting and encouraging those ready for advanced work. Program is preparatory for careers and future studies in architecture, land use planning, urban planning, government, landscape architecture, and other fields.
Faculty: Jennifer Gerend (land use planning), Matt Smith (political science)

Suburbia evokes images of tidy-tacky boxes spread across the hills of California, green-painted frame homes in the Midwest, charming Victorian cottages in the Pacific Northwest, sprawling malls, a world without sidewalks dominated by mothers in tennis shoes, and a nation of dream houses.

The suburbanization of the U.S. has touched nearly every aspect of our way of life, from the location and size of our homes to the nature of our everyday social interactions. It yielded massive profits for closely-aligned interests, from automakers and petroleum producers to banks and insurance agents. Since the 1950s, the growth model of the suburb has been based on the least sustainable assumptions about transportation, community, and public space.

With this "growth model" of development came repercussions for existing suburbs and their residents.

In the fall and winter quarters, we will examine the history of suburbs and the people who developed them, looking at a U.S. over the past century that has radically shaped our options for suburban living and development.

In recent decades, population, employment and cultural centers have emerged throughout the NorthEast, today's suburbs still attract residents for many of the reasons they initially developed, yet they are at a critical juncture. Assumptions about transportation, public and private space, what defines a community and what counts as a home are drawn into question.

Many suburban places face new challenges, as they strive to create public gathering spaces, "town centers," a socially inclusive culture, pedestrian-oriented neighborhoods, viable mass transit options and other "urban" amenities. What does it mean to live in a suburb in the United States today? Can communities observe their own limited histories? Students will be engaged by tasks that explore the history, land use, sociology and public policy, as well as the literature of the suburbs.

Central to our work will be the study of planning and the development of suburbs, but also the study of suburbs and cities and their cultural contexts. How can they become sustainable communities within their cultural contexts? How can the suburbs be the key to sustainable communities? We will explore the advantages and disadvantages of the suburban lifestyle and contemporary (sub)urban planning challenges by knowing the historical and cultural specifics. In the spring, students will undertake an independent or group project of their own that is designed to fulfill with special requirements and assist in the facilitation of weekly seminars. Guest presenters and documentary films will support our analysis.

Accepts Winter and Spring Enrollment with faculty signature. Students should expect to complete some catch-up work during the break.
Credits: 16 per quarter
Enrollment: 48
Special Expenses: $120 for field trip expenses
Planning Units: Culture, Text and Language, Environmental Studies and Programs for Freshmen

The programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu.catalog/2010-11.
Accepts Winter and Spring Enrollment: We will inform prospective students at the Academic Fair, December 1, 2010 or March 2, 2011, of preparatory reading required to join in winter or spring. Credits: 4; 12 or 16 per quarter

Enrollment: 24

Planning Units: Culture, Text and Language and Programs for Freshmen

Photo by Carlos Javiei

Seven Oceans

Spring

Major areas of study include marine biology, Class Standing: This Core program is designed for freshmen. Program is preparatory for careers and future studies in marine sciences and environmental studies. Faculty: Erik V. Thuesen (zoology)

This program will examine environmental characteristics of Earth’s oceans with particular focus on marine organisms and their ecological interrelationships. We will examine topics in marine biology from various coastal and oceanic ecosystems around the planet. Students will explore topics related to diversity across a wide variety of marine ecosystems. Laboratory work will introduce students to basic skills needed to carry out studies in marine biology. We will conduct various field studies in Puget Sound, including a weeklong field trip to the coast of the Olympic Peninsula to observe marine organisms in their natural habitat. Through weekly workshops, students will hone their abilities to analyze data and improve their knowledge of the material covered in readings and lectures. Students will be evaluated through written reports, laboratory exercises, notebooks, and participation in seminars and workshops.

Credits: 16 per quarter

Enrollment: 23

Special Expenses: Approximately $280 for a weeklong overnight field trip to the Olympic Peninsula.

Planning Units: Environmental Studies and Programs for Freshmen
Shattered images of Changing China: Modern Chinese Literature and Film

Fall, Winter and Spring
Major areas of study include Chinese philosophy and religion, modern Chinese history, literature, political and economic development, and Chinese film.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in Latin American and international studies, literary and cultural studies, language, politics, history, education, writing, and human and social services.
Faculty: Alice Nolan (Spanish language, literature, Latin American studies), Diego Acosta (Spanish language, linguistics, Iberian studies)

Spain and Latin America share not only the Spanish language but also an intertwined history of complex cultural crossings. The cultures of both areas have produced a profusion of brilliant writers, artists, and musicians who continue to be unexplored powerhouses of originality. The focus here will be on developing an understanding of regional differences and what gives rise to hybrid Latin American communities. In the 20th century, Spain and several countries of Latin America experienced profound political, social, and cultural shifts. These 20th-century events of both arose from dynamic and sometimes violent encounters, and legacies of these communities have persisted in Spanish society. The first Spanish experiences with Latin America involved violent clashes between the Spaniards and indigenous peoples, as well as Africans brought to the Americas as slaves. The long aftermath of these initial clashes—wars of conquest, religious missions, colonization, and slavery, all confronted continuously through resistance—gave rise to new, hybrid Latin American communities.

This program, led by faculty members with extensive experience in this field, will explore the literature, film, and music of the Spanish-speaking world, focusing on the emergence of social movements that enabled democratization. The method of theoretical and critical analysis will have a focus on community-based projects such as installing edible or medicinal landscaping on campus or community gardens. The program is designed to promote an understanding of survival strategies, local ecological restorations efforts, or creating plant-themed public art. Students in the Evergreen Teaching Gardens will be given priority, as well as those interested in conducting research on exotic invasive plant species common to the Puget Sound region. The goal is to benefit humanity through sustainable enterprises. This might take the form of exploring the medicinal uses of species like dandelions or the use of Scott's for boat production. Students interested in honing their botanical illustration skills that propose writing work from heritage specimans to create illustrations for the Puget Sound region. Students will collaborate on projects and groups wanting to study the history and practice of herbalism will receive serious consideration during the signature review process.

Spanish studies and literature, Asian studies, international studies and film

Fall
Major areas of study include botany, herbology, horticulture
Class Standing: Juniors or seniors, transfer students welcome.
Program is preparatory for careers and future studies in botany, horticulture and herbology.
Faculty: Frederica Bowcutt (Botany, environmental history)

This program offers opportunities for well-prepared students to create their own course of study and research. In addition, at least four credits of each student’s work will be in collaboration with other students in the program. Group activities will include seminars, workshops, lectures and weekly meetings. Interested students will also have the opportunity to learn about the world of woody plants in winter. Student project work will be presented in a symposium at the end of the quarter.

Some research topics are of particular interest to the faculty members involved. These include projects on community-based projects such as installing edible or medicinal landscaping on campus or community gardens. The program is designed to promote an understanding of survival strategies, local ecological restoration efforts, or creating plant-themed public art. Students interested in conducting research on exotic invasive plant species common to the Puget Sound region to determine how they might benefit humanity through sustainable enterprises. This might take the form of exploring the medicinal uses of species like dandelions or the use of Scott’s for boat production. Students interested in honing their botanical illustration skills that propose writing work from heritage specimans to create illustrations for the Puget Sound region. Students will collaborate on projects and groups wanting to study the history and practice of herbalism will receive serious consideration during the signature review process.

Special Expenses: Approx. $150 for field trips in Washington and Oregon, approx. $400 for travel to Ecuador (all levels, minimum of 15 students) or approx. $3200 for 10 week program abroad in Ecuador (all levels, minimum of 15 students). A deposit of $200 for study abroad is due by Feb. 1, 2011.

Accepts: Winter and Spring Enrollment with in-house Spanish language skills assessment and faculty signature.

Winter
Major area of study: botany, herbology and horticulture
Class Standing: Sophomores or above, transfer students welcome.
Prerequisites: Students need not have extensive experience in creative writing, but they must have sound writing skills and the willingness to accept and apply critiques of their process and work.
Program is preparatory for careers and future studies in creative writing, literature and teaching.
Faculty: Eddy Brown (writing, literature)

This program supports students doing individual projects in creative writing. Students will enroll for 505, then design their quarter-long, contract-style work plans using input from the faculty member. In the first week of the program, each student will prepare a project proposal, and then complete that project during the quarter. The program will have weekly class sessions where students will report on their progress, share work-in-progress, common crawl, peer reviews, get advice and guidance, and take in faculty and guest lectures related to topics. Students must attend and participate in all the sessions. There will also be book seminars with weekly reader responses to both assigned and self-selected texts. Students will maintain and submit a progress portfolio and ongoing evaluation.

Students will have in-class student readings of their work at the end of the quarter.

The weekly meeting is intended to provide a sense of community and support to students. All other contract obligations will be worked out individually with the faculty member.

Students may select and propose nonfiction and/or short fiction projects for the program; however, the faculty member has expertise in the following topics: creative writing (particularly the narrative memoir), modern and contemporary American literature (particularly creative writing), poetry, literary criticism, cultural studies, and interspersional psychology (self-awareness).

Faculty Signature: Students must submit a one-page summary for their individual study project, and or two or two finished pieces of creative writing (in the genre) selected by the student, plus a one-page description of the project (12-page maximum per sample). Interested students should meet with the faculty member to schedule an appointment. Students who have completed a quarter-long appointment by the deadline will receive preference. After the Academic Fair, March 2, 2011, will be given priority. Qualified students will receive faculty approval to participate, and the program fee will be charged.

Credits: 16 per quarter

Enrollment: 25

Planning Units: Culture, Text and Language

Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)

Winter
Major areas of study include writing.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Students need not have extensive experience in creative writing, but they must have sound writing skills and the willingness to accept and apply critiques of their process and work.
Program is preparatory for careers and future studies in creative writing, literature and teaching.
Faculty: Eddy Brown (writing, literature)

This program supports students doing individual projects in creative writing. Students will enroll for 505, then design their quarter-long, contract-style work plans using input from the faculty member. In the first week of the program, each student will prepare a project proposal, and then complete that project during the quarter. The program will have weekly class sessions where students will report on their progress, share work-in-progress, common crawl, peer reviews, get advice and guidance, and take in faculty and guest lectures related to topics. Students must attend and participate in all the sessions. There will also be book seminars with weekly reader responses to both assigned and self-selected texts. Students will maintain and submit a progress portfolio and ongoing evaluation.

Students will have in-class student readings of their work at the end of the quarter.

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Faculty Signature: Students must submit a one-page summary for their individual study project, and or two or two finished pieces of creative writing (in the genre) selected by the student, plus a one-page description of the project (12-page maximum per sample). Interested students should meet with the faculty member to schedule an appointment. Students who have completed a quarter-long appointment by the deadline will receive preference. After the Academic Fair, March 2, 2011, will be given priority. Qualified students will receive faculty approval to participate, and the program fee will be charged.

Credits: 16 per quarter

Enrollment: 25

Planning Units: Culture, Text and Language

Student Originated Studies: Environmental Studies
Student Originated Studies: Media/ Writing/ Philosophy

Writing Track

Major areas of study include media arts, experimental media, film history and theory, literary history, critical and creative writing, and philosophy. Class Standing: Juniors and seniors; transfer students welcome.

Prerequisites: To be considered for the media track, students must have completed all the projects from the entry-level program in media studies at Evergreen or its equivalent (i.e., approximately a year of media skill training, media history and media theory), or completed another interdisciplinary media program at Evergreen. Applicants in writing and philosophy should demonstrate similarly advanced coursework.

Program is preparatory for careers and future studies in the arts and humanities, media arts and digital communications.

Faculty: Elizabeth Williamson (literature, theater history), Julia Zay (media arts, film and visual culture studies, gender and queer studies), Kathleen Eamon (philosophy).

This program is designed to foster projects that can only arise from ongoing research in these academic and creative labor. Our goal is not to mold these three modes of inquiry, but to create new pathways and interventions into the public sphere. We invite applications from students, including transfers, who have significant academic experience in media production and studies, critical or creative writing, and/or critical and theory and philosophy, and who are committed to exploring the boundaries of these disciplines and modes of inquiry.

Our experiments with form will be propelled by discussions of authority, identity, and power—so central to queer theory, gender studies, philosophy, media studies, and beyond. By the way, students will attend these seminars and determine their own future. This program is designed to support the academic and creative development of students who share a specific set of skills and common interests to do advanced work that may have grown out of previous academic projects and/or programs. Students will work with faculty throughout the quarter; we will design small study groups, collaborative projects and critique groups that will allow students to support one another's work.

Writing Track: This part of the program will focus on honing student writing, with a significant emphasis on the interplay of form and content. Within the broader category of "writing" we will be breaking down the walls between "creative" and "critical." At the same time, students working to pursue this track must cultivate the ability to write and think analytically before picking up the sledgehammer.

Philosophy Track: This part of the program is for students who have some substantial background in philosophy and/or critical theory. Ideally, students in this track will arrive with a specific set of categories that they find both intriguing and perplexingly abstract, and terms and ideas that invite extra-philosophical attempts to render them concrete. Students are free (and in fact, required) to choose their own topic, but viable areas of inquiry of particular interest to the professor include Hegel's notion of Spirit and conceptual pairings such as subject-object, universal-particular, and consciousness and society.

Faculty Signature: Students must submit a portfolio, which includes copies of recent faculty and self evaluations from interdisciplinary programs or letters of recommendation for transfer students, as well as a project prospectus. Additional materials will be required depending upon your area of academic interest (media/writing/philosophy). Applications will be available in the Sam II Program Office. Applications received by the Academic Fair, Dec. 1, 2010, will be given priority. Qualified students will be accepted until the program fills.

Accepts Spring Enrollment: Students wishing to enter in spring must submit a letter of application to the one described above. It is strongly recommended that students consult with the relevant faculty member about the status of their project and its suitability for the program before submitting their work.

Credits: 16 per quarter

Enrollment: 15

Special Expenses: For media production materials, dependent upon the nature of the student project

Planning Units: Culture, Text and Language and Expressive Arts

Student Originated Studies: Poetics

Spring

Major areas of study include poetics, poetry, metatext, literary theory and criticism. Class Standing: Sophomores or above; transfer students welcomed.

Program is preparatory for careers and future studies in writing, publishing and the arts.

Faculty: Leonard Schwartz (poetics)

Students are invited to join this learning community of culture workers interested in language as a medium of artistic production. This program is designed for students who share similar skills and common interests to do advanced work that may have grown out of previous academic projects and/or programs. Students will work with faculty throughout the quarter; we will design small study groups, collaborative projects and critique groups that will allow students to support one another’s work.

Poetics involves writing as creative functions (writing, poetry, fiction), language as performance, language as image, and language as a tool of thought (philosophy, criticism). The work of SOS: Poetics will be guided primarily by one such system: the Yoga Sutras of Patanjali. This ancient philosophical system is still profoundly relevant today. The students will create a body of work as a community through regular study with guest teachers. We will explore this philosophical system and its code of conduct in-depth, investigating personal, political, social, political and environmental themes of sustainability. We will consider ways to make sustainable choices through a regular inquiry of our assumptions about ourselves and the world with an eye towards the creation of a sustainable future.

Students will engage in weekly critical book seminars, regular writing assignments, in-depth research and writing projects, independent and collaborative work, and questions that seem to invite extra-philosophical attempts to render them concrete. Much of the work will be highly experimental, using radical personal accountability and a direct investigation of the habits of the mind to explore the body as a micro-organism of the outer natural world. Practice, an important concept in many spiritual traditions around the world, is a central theme in the program. Weekly yoga and awareness classes, workshops, self-reflective writing and other expressive art practices will provide opportunities for students to examine their own habitual patterns of behavior and develop insight into new ways of being. No experience in yoga is necessary. Students will also engage in regular critique and community action stems from careful self-reflection, the program will focus on successful sustainability initiatives in a variety of cultures and examine their own habitual patterns of behavior and develop insight into new ways of being. No experience in yoga is necessary. Students will also engage in regular critique and community action stems from careful self-reflection, the program will focus on successful sustainability initiatives in a variety of cultures.

Students will engage in weekly lectures, critiques and field trips.

Faculty Signature: Candidates for this program must have completed college-level foundational 2-D and 3-D studios, plus liberal arts studies beyond visual art. Applications for the program will be available in Seminar II A2177; those received by the Academic Fair, March 3, 2011, will be given priority. Students will be notified of their acceptance through their Evergreen e-mail accounts. Contact the faculty for more information.

Credits: 16 per quarter

Enrollment: 10

Special Expenses: Approximately $200 for art materials (will vary depending on the student’s project).

Planning Units: Expressive Arts

Student Originated Studies: Working Across Dimensions (2D and 3D)

Spring

Major areas of study include 2D and 3D studio arts.

Class Standing: Sophomores or above; transfer students welcomed.

Program is preparatory for careers and future studies in studio arts and art education.

Faculty: Lisa Sweet (2D visual arts), Jean Mandeborg (3D visual arts, metal working, sculpture).

This program is designed for students who are considering professions in the visual arts or art education at any level, and who want to join a community of visual artists. Ideal candidates for this program will be interested in doing advanced work that addresses both object and image—working across 2-D and 3-D practices—and significant writing and research focused on some aspect of art.

Students will design their own projects, complete visual research and write papers appropriate to their artistic inquiry, share their research through presentations, work intensively in the studio together, produce a significant thematic body of work, and participate in a culminating week of critiques. The group will meet together weekly for technical demonstrations, student faculty lectures, guest artist talks, critiques and field trips.

Faculty Signature: Candidates for this program must have completed college-level foundational 2-D and 3-D studios, plus liberal arts studies beyond visual art. Applications for the program will be available in Seminar II A2177; those received by the Academic Fair, March 3, 2011, will be given priority. Students will be notified of their acceptance through their Evergreen e-mail accounts. Contact the faculty for more information.

Credits: 16 per quarter

Enrollment: 10

Special Expenses: Approximately $200 for art materials (will vary depending on the student’s project).

Planning Units: Expressive Arts
Techniques of Sustainability Analysis
Fall
Major areas of study include environmental science, systems science and method of sustainability analysis.
Class Standing: Juniors or seniors; transfer students welcome.
Program in preparation; 2013-14 and future studies in sustainability planning and implementation, environmental science, business, and greenhouse gas accounting and mitigation.
Faculty: Rob Cole (physics), sustainability studies.
This program is intended for junior or senior students wanting to work professionally in fields of sustainability planning and implementation, greenhouse gas monitoring and mitigation, and reduction of waste (physical and electronic) footprints of organizations and services. We will study various indicators of sustainability, and several approaches to sustainable transformation including the Natural Step, cradle to cradle design, and life cycle assessment (LCA). We will explore greenhouse gas accounting methods, and protocols for measuring carbon-footprints. We will examine the fundamentals of the carbon market, cap-and-trade strategies and of carbon offsetting: what are the market-based incentives and disincentives for reducing carbon emissions? How do these strategies help design and implement sustainability programs for agencies, businesses and organizations. We will explore some successful programs, including the Evergreen campus, and students will be expected to complete a research project on an organization of their choosing. We will employ methods of systems thinking in our work, and connect a variety of disciplines as we forge programs to implement sustainability and greenhouse gas reduction. Students should have a solid background in using spreadsheets, and be comfortable working with complex quantitative formulas.
Credits: 16 per quarter
Enrollment: 25
Planning Units: Environmental Studies

Temporal Images
Fall and Winter
Major areas of study include visual art, media art, new media, philosophy of art and theories of representation.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in media and visual arts. This program introduces students to academic inquiry into concepts of time and artistic practices with a myriad of references to temporal space. We will investigate the many ways time is defined, tracked and represented across cultures. From physics to natural philosophy, we will explore references to time from narrative structures to technical communication and abstract images. We will look at the work of realist scholars such as Sir Isaac Newton and contrast these concepts to ideas posited by Immanuel Kant and others.
Themes emerging in the program will inform the production of written and digital work. Class time will involve a combination of lectures, workshops, practical assignments, and studio hours. Some studio time will be included, including the Evergreen campus, and students will be expected to complete a research project on an organization of their choosing. We will employ methods of systems thinking in our work, and connect a variety of disciplines as we forge programs to implement sustainability and greenhouse gas reduction. Students should have a solid background in using spreadsheets, and be comfortable working with complex quantitative formulas.
Credits: 16 per quarter
Enrollment: 25
Planning Units: Environmental Studies

Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema
Spring
Major areas of study include Japanese literature, modern Japanese history, film studies and cultural studies.
Class Standing: This all-level program accepts up to 25 freshmen as well as supporting and encouraging those ready for advanced work.
Program is preparatory for careers and future studies in Japanese literature and cinema.
Faculty: Harumi Moruzzi (cultural studies, film studies, Japan studies, literature)
Nobody lives in a vacuum. Every person is a product of that society and the culture that produced such artists and intellectuals. They represent turbulent and paradigm-shifting periods in Japanese history: Meiji modernization, post-World War II democratization and the emergence of a corporate society. In this program, we study the literary works of these three writers in the context of their times, with respect to their cultural and socio-economic structures, through lectures, workshops, films and seminars. At the beginning of the quarter, students will be introduced to the rudiments of written and artistic work. Class time will involve a combination of lectures, workshops, practical assignments, and studio hours. Some studio time will be included, including the Evergreen campus, and students will be expected to complete a research project on an organization of their choosing. We will employ methods of systems thinking in our work, and connect a variety of disciplines as we forge programs to implement sustainability and greenhouse gas reduction. Students should have a solid background in using spreadsheets, and be comfortable working with complex quantitative formulas.
Credits: 16 per quarter
Enrollment: 25
Planning Units: Environmental Studies

Undergraduate Research in Scientific Inquiry
Fall, Winter and Spring
Major areas of study include molecular biology, chemistry, physics, computer science, astronomy and astrophysics.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in biology, chemistry, physics, computer science, astronomy and astrophysics.
Faculty: Kevin Francis (history of science), Andrew Brabban (biotechnology, bioinformatics), Patrick Schlofeld (chemistry), Lyndra McKenney (organic chemistry), Ned Nelsen (computer science), Sherry Zita (computer science), James Neitzel (biochemistry), Clarissa Dvors (biology), Donald Morisato (biology), IL Zita (physics, astronomy), Ruben Schmidt (computer science), physical chemistry, Robert Green (chemistry, Japan studies, literature), Judy Cushing (computer science), Benjamin Simon (biology), Donald McCarthy (mathematics, physics), Clyde Barlow (chemistry).
Many faculty members in the Scientific Inquiry planning unit have ongoing academic projects and are open to offering the opportunity to participate in research at the undergraduate level. Students typically begin by working with a faculty member on a small group or laboratory staff and gradually take on more independent projects within the context of the specific research project as they gain experience. Well-prepared students are encouraged to take advantage of Evergreen’s flexible learning structure and excellent equipment to help them complete their original research. Faculty are currently offering undergraduate research opportunities, and these range from full-time work on new projects with the opportunity to publish research results to working closely with faculty members on ongoing research projects. Faculty interested in offering undergraduate research opportunities are listed below. Contact them directly if you are interested.
Andrew Brabban (biology, bioinformatics) studies microbiology and biotechnology, focusing particularly on bacteriophages as model organisms in molecular genetics, as major players in controlling microbial ecology worldwide and as possible antimicrobials. His research involves approximately 15 students each year who explore bacterial metabolism and the infection process under a variety of environmental conditions, phage ecology and genomics, and the application of phages as antibacterial agents targeting human and animal problems. Current projects include the development of phage treatments for cancer and infectious diseases, and studies of Pseudomonas aeruginosa and Staphylococcus infections of both humans and dogs (in collaboration with colleagues in the Republic of Georgia). Studies of such infections have generated insights into the roles of biofilm in human health and disease, and new directions for regenerative medicine. Well-prepared students are encouraged to take advantage of Evergreen’s flexible learning structure and excellent equipment to help them complete their original research. Faculty interested in offering undergraduate research opportunities are listed below. Contact them directly if you are interested.
Judith Bayard Cushing (computer science) studies how scientists might better use information technology in their research. She would like to work with students who have a background in computer science or one of the sciences (e.g., ecology, biology, chemistry or physics), and who are motivated to explore how new
Students who register for a program but do not attend the first class meeting may be dropped.

Students may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2010-11.
With Liberty and Justice for Whom?

Fall, Winter and Spring

Major areas of study include law and public policy, history, community and environmental studies, political economy, public health, bioethics, social science research, research methodology, literature, art and art history, quantitative reasoning, critical thinking, composition, media literacy, computer studies, instructional technology, project management, statistics, human development, mathematics, computer graphics, biochemical modeling and human biology.

Class Standing: Juniors or seniors; transfer students welcome. Requirements: Formal admission to the Tacoma program.

Prospective students must attend an intake interview. For information about admission and the application process call (253) 680-3000 or send an e-mail to inglebreo@evergreen.edu

The Program is preparatory for careers and future studies in social work, organizational leadership, public administration, counseling, law, education, public health, environmental science, multimedia and arts production, and community development, advocacy and sustainability.

Faculty: Arthe Young (law, literature, Mingxia Li (biology, public health, bioethics), Chinese cultural studies, Mandarin Chinese), Gilda Sheppard (media literacy, sociology, cultural studies), Tynus Smith (environmental science, ecology, environmental policy), Paul McCready (mathematics, social justice, life science), TBA (literature, writing, law, political science), TBA (public policy, foreign policy, law).

The faculty and students will embark upon a thorough study of the origins and current status of justice in American society. From an interdisciplinary perspective, we will consider various definitions and theories of justice, review the way justice is carried out in different settings and historical periods and examine the possibility of achieving truly just social institutions. Topics to be considered include: social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as conceptions of equity, fairness and equality. By the end of the academic year we will be able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

The theme for full quarter is identifying the problem and clarifying the question. We will lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We will explore the concept of justice as it is explicated in theory, history and practice. The concept will be analyzed from both the perspectives of the legal system and moral teachings. In seminars, we will read and analyze texts dealing with issues that have historically raised questions of whether justice was achieved. Students will examine their personal experiences with justice issues by constructing an autobiographical memoir. Our work will be supplemented with a series of courses designed to ensure literacy with words, numbers and images. Students will have the opportunity to hone their skills in critical reasoning, research and the use of multimedia and computers.

Winter quarter’s theme is researching the roots, causes and potential solutions. We will look at specific contemporary societal issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government and politics. Students will investigate specific justice issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes and establishing action plans for its remedy.

In the spring, the theme will progress to implementation. This final quarter will be devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups will combine their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may take the form of educational events, publications, multimedia presentations or art installations, to help the community find higher levels of justice. Courses will assist in the successful implementation and evaluation of the student group activities.

Accepts Winter and Spring Enrollment with formal admission to the Tacoma Program. Prospective students must attend an intake interview. For information about admission and the application process call (253) 680-3000 or send an e-mail to inglebreo@evergreen.edu

Credits: 16 per quarter

Enrollment: 200

Special Expenses: Approximately $25-50 for media and/or data storage supplies.

Internship Possibilities: Yes, with program coordinator and faculty advisor approval.

A similar program is expected to be offered in 2014-15 Planning Units: Tacoma

Photo by Paul Reynolds '09

Graduate Studies

Graduate Studies

EVERGREEN TEACHER EDUCATION PROGRAMS

MASTER IN TEACHING (MIT)
Sherry Walton, Director
Maggie Foran, Admissions and Advising (360) 867-6559 or foranm@evergreen.edu

Evergreen’s Master in Teaching (MIT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master’s degree. The program aspirers to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally diverse, inclusive, democratic, and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who are also leaders in curriculum development, assessment, child advocacy and anti-bias work.

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

MASTER OF CURRICULUM AND INSTRUCTION (M.C.I.)
Sherry Walton, Director

The Master of Curriculum and Instruction is a 40-credit, seven-quarter program intended to allow current K-12 teachers to advance in their abilities and professions by providing a graduate-level theoretical and practical framework to increase their positive impact on student learning.

All candidates will engage in a core coordinated studies curriculum encompassing the needs of learners in multicultural settings, the latest research on how the brain, culture and language development influence learners, and the integration of research and data analysis into teaching practices. Included in the core will be topics such as curriculum theory, best practices, developmentally appropriate curriculum, critical pedagogy, and cultural competence. Current and prospective district-level curriculum supervisors, as well as teachers involved in education, may also be interested in this advanced degree because of the program’s focus on effective, research-based classroom practices.

Along with the completion of the core program of study, candidates will have the opportunity to prepare for an endorsement in the area of English as a Second Language and Mathematics Education with an option to complete their Professional Certification.

For complete information on admissions requirements and procedures, please visit www.evergreen.edu/med.

MASTER OF ENVIRONMENTAL STUDIES (MES)
Martha Henderson, Director

The Evergreen State College’s Graduate Program on the Environment offers a Master of Environmental Studies (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences with public policy. Its core curriculum explores the interactions among environmental problems, policy responses, and environmental sciences. The program produces graduates who combine an interdisciplinary understanding of environmental sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional leadership in both the public and private sectors.

For complete information on admission requirements and procedures, please consult the current catalogue of the Graduate Program on the Environment or visit www.evergreen.edu/mes.

MASTER OF PUBLIC ADMINISTRATION (MPA)
Cheryl Sievall King, Director
Randee Gibbons, Assistant Director (360) 867-6545 or gibbonsr@evergreen.edu
Magdalene McCarty, Assistant Director, Tribal Governance (360) 867-6202 or mccartym@evergreen.edu

The Masters in Public Administration provides high-quality professional education to students pursuing careers within government agencies, nonprofits, tribal governments, and research and advocacy organizations. Hundreds of program graduates work in responsible positions throughout Washington state, the Northwest, and beyond. Through the program, students gain important knowledge and skills and learn how to be effective advocates for change. Evergreen’s MPA program is unique, due to our emphasis on social change and democratic governance, and the College’s innovative approach to education.

For more information on the MPA program, please consult the current Master of Public Administration catalog or visit www.evergreen.edu/mpa. The Tribal Governance concentration focuses on structures, processes and issues specific to tribal governments. For information on the MPA track in Tribal Governance, visit www.evergreen.edu/mpa/tribal.

JOINT MES/MPA DEGREE

The Master in Environmental Studies and Master in Public Administration programs also offer a combined MES/MPA degree.

This joint program is designed both for environmental professionals who wish to improve their administrative skills and for public administration professionals who seek to develop expertise in the analysis of environmental issues. Students must complete a total of 30 credits in both programs to obtain the degree. For more information, contact the MES director or the MPA director.

Catalogs are available from the Graduate Studies office, Lab I 309, or the Admissions office.
Admissions

Complete and updated information regarding admission criteria and standards for all applicants is available on Evergreen's Admissions Web site: www.evergreen.edu/admissions.

ELIGIBILITY FOR ADMISSION

Applicants are initially reviewed based upon academic factors such as grade point average, test scores and course work completed and/or attempted. Evergreen offers admission to all qualified applicants until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic course work. Grade point average or narrative evaluation progress, and scores from the ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your 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.

Information you provide on your application for admission may support programs for all students. The data collected from responses to the questions in the Family Information and Ethnicity and Race Information sections of the application—such as education level of your parents and your ethnicity/race—may result in additional funding from Washington state and federal government programs to support the educational needs of all Evergreen students. Additionally, you may be eligible for financial assistance through "Passport to College," if you were in foster care in Washington. More information about Passport to College may be found at www.evergreen.edu/apply.

If Evergreen determines that an applicant's enrollment could present a physical danger to the campus community, based on the application, the college reserves the right to deny admission.

TO APPLY FOR ADMISSION

A substantial amount of time is needed to process and evaluate each application. After you send your application and nonrefundable application fee, request all official transcripts and/or test scores. All of these items and documents should be sent to the Office of Admissions. The priority application dates are:

- Fall Quarter accepting applications from September 1 to March 1
- Winter Quarter accepting applications from April 1 to October 1
- Spring Quarter accepting applications from June 1 to December 1

Your application file should have all of the required documents by the latter priority date for timely admission consideration.

Note: If you are unsure whether you meet the admission criteria as a freshman or transfer student, or if you are unsure whether all the credits you earned will be transferable, you should submit all of the materials required for both freshman and transfer applicants. By taking this precaution, you can avoid processing delays and increase the likelihood that your application file will be complete and ready for review in a timely manner.

Use the online application or print the four page application from a PDF file found at www.evergreen.edu/apply.

GENERAL TRANSCRIPT INFORMATION

Official college transcripts from each and every institution attended must be submitted. An official high school transcript for freshman applicants must be sent from the high school from which you graduated. Transcripts must reflect all course work completed at the time you submit your application. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

RETENTION OF RECORDS

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

NOTIFICATION AND DEPOSIT

Once the college approves you for admission, 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 COURSE WORK

English: Four years of English study are required, at least three of which must be in composition and literature. One of the four years may be satisfied by courses in public speaking, drama as literature, ethnic literature, 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 are trigonometry, mathematical analysis, elementary functions and calculus are recommended. Arithmetic, prealgebra and business mathematics courses will not meet the requirement. An algebra course taken in eighth grade may satisfy one year of the requirement if second year algebra is completed in high school.

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

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

Science: Two years of laboratory science are required. One credit (one full year) of algebra-based biology or chemistry or physics should be included in this two year requirement. The second year may be completed in any lab science course that satisfies the high school's graduation requirement in science. Students planning to major in science or science-related fields should complete at least three years of science, including at least two years of algebra-based laboratory science.

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

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

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

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

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

More information for freshman applicants can be found at www.evergreen.edu/admissions/freshman.htm
ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

COMMUNITY COLLEGE DEGREES

Designated Transfer Degrees and Direct Transfer Degrees receive the highest transfer admission preference. Applicants who have earned or will earn (prior to enrolling at Evergreen) either of these degrees will be awarded 90 quarter hour credits, which is the equivalent of junior class standing. Each community college has a designated transfer degree and it is your responsibility to consult with the college you attend to ensure that you are registered in the correct course sequence. A complete list of designated degrees can be found at www.evergreen.edu/transferdegrees.

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

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

TRANSFER OF CREDIT

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

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

TRANSFER OF CREDIT

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). A maximum of 90 quarter hours (60 semester hours) of lower division (100-200 level) course work will transfer. Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable if a minimum 2.0 grade point average or grade of C was received (work completed with a C-minus does not transfer). Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable; others are not. Evergreen abides by the policies outlined in Washington's Policy on Intercollegiate Transfer and Articulation. See the Transfer Student section on the Admissions website for more 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 credit earned through CLEP, AP and IB 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.” A special student must apply to Evergreen before enrolling. In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will be only discussed with the student. If the student is dependent on someone else for financial support, that person will be informed of the student’s financial responsibility to inform the other party when payments are due. Students can sign a release form in the Student Accounts Office to allow another person to request or review their billing information.

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. Appearances of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the office assessing the charge.
ESTIMATED EXPENSES
These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2009-10 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>$5,412</td>
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<tr>
<td>Books and supplies</td>
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<td>924</td>
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<td>Housing and meals</td>
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<td>Personal needs</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Total</td>
<td>$17,427</td>
<td>$28,450</td>
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Note: Full-time undergraduate tuition figures do not include the quarterly health, transit, CAB, and clean energy fees, which are mandatory for students attending the Olympia campus.

ESTIMATED TUITION AND FEES
Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2008-09 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>RESIDENT TUITION*</th>
<th>NONRESIDENT TUITION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Undergraduate</td>
<td>10-18</td>
<td>$1,804 per quarter</td>
<td>$5,476 per quarter</td>
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<tr>
<td></td>
<td>19</td>
<td>$1,961</td>
<td>$5,937</td>
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<tr>
<td></td>
<td>20</td>
<td>$2,118</td>
<td>$6,498</td>
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<tr>
<td>Part-time Undergraduate</td>
<td>9 or fewer**</td>
<td>$180.40 per credit;</td>
<td>$547.60 per credit;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credit minimum</td>
<td>2 credit minimum</td>
</tr>
<tr>
<td>Full-time Graduate</td>
<td>8 MPA &amp; MES</td>
<td>$1,836 per quarter</td>
<td>$5,338.40 per quarter</td>
</tr>
<tr>
<td></td>
<td>16 MIT</td>
<td>$2,295 per quarter</td>
<td>$6,673.00 per quarter</td>
</tr>
<tr>
<td>Part-time Graduate</td>
<td>9 or fewer**</td>
<td>$229.50 per credit;</td>
<td>$667.30 per credit;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credit minimum</td>
<td>2 credit minimum</td>
</tr>
</tbody>
</table>

*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 hours are considered full-time, 7 or fewer, part-time.

MISCELLANEOUS FEES
Admissions Application Fee (nonrefundable) $50
Late Registration Fee 2nd week of the quarter $50
Mandatory Health Fee (quarterly) $50
Late Registration Fee 3rd week of the quarter $50
Mandatory Bus Fee (quarterly) $1.10 per credit up to $13.20
Graduation Fee $25
ID Card Replacement with meal plan $5
CAB Renovation Fee $5.75 per credit
Undergraduate Tuition Deposit (nonrefundable) $50
Clean Energy Fee $1 per credit
Graduate Tuition Deposit (nonrefundable) $100
Late Night Transit Fee (quarterly) $3
Transcript, per copy $10
Returned Check $15
Late Payment Fee (per quarter) $50
Housing / Administrative Fee: Rental Contract or Unit Lease $45 each

These fees are current at time of publication. Please check to verify amounts or additional fees.

PARKING FEES

<table>
<thead>
<tr>
<th></th>
<th>Automobiles / Motorcycles</th>
<th>Automobiles / Motorcycles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>$2.00</td>
<td>Academic year $115 / $60</td>
</tr>
<tr>
<td>Quarterly</td>
<td>$40 / $25</td>
<td>Full year $120 / $65</td>
</tr>
</tbody>
</table>

Registration and Academic Regulations

NEW AND CONTINUING STUDENT REGISTRATION PROCESS
Each quarter, prior to the Academic Fair, registration information for the upcoming quarter is available on the Web at my.evergreen.edu. You are responsible for looking up your time ticket to register, researching the curriculum information and registering. New students will be asked to participate in an academic advising session. Registration priority is based on class standing. Early registration may increase your chances of getting into the program of your choice. Late registration begins the first week of the quarter and requires a faculty signature. Some programs require a faculty interview or audition for entry. For those programs, you will need to obtain faculty approval in the form of an override in order to register online. You may be required to specify the number of credit hours you are registering for in a term. Late fees begin the second week of the quarter for all transactions.

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

COLLEGE EMAIL POLICY
All students, including both admitted and "special" (non-admitted) students, will be given an Evergreen email account upon admission (or registration for "special" students.) This email account will be a primary mechanism for official college communications to students, including registration and student account information, announcements of official college policies and general announcements and information. As part of their responsibility to work with the college to manage their business and enrollment issues, students are expected to check their college email on a regular basis.

CHANGES IN PERSONAL INFORMATION
It is vital to maintain current information that affects your student records with the Office of Registration and Records. Any change(s) affecting your student record requires acceptable documentation before a change in records can be made. Students can update address information at any time using their my.evergreen.edu account. See also Billing and Payment Procedures, page 87.

TO ADD, CHANGE, OR DROP A PROGRAM
If you want to add, change or drop your program or courses, you should complete your change of registration by the 10th day of the quarter. During or after the second week of the quarter, you must petition to change a program or course (as opposed to changing your credits or dropping). The petition form is available at www.evergreen.edu/registration.

Reducing credits or dropping a program must be completed by the 20th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 87.)

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 87.)

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 registered in a program or contract by the deadline, you are considered to be on leave (for up to one year).

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

General Policies
You receive academic credit for meeting your program requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not award credit for duplicate work.

Credit Limit
Students may register for a maximum of 20 credits during any given quarter, and a minimum of 2. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for an overload up to 20 credits. Students registering for more than 16 credits must follow college policy and complete their registration by the Friday of the first week of the quarter. Additional tuition charges may apply.

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

Registration is prioritized by the number of credits earned, giving seniors first choice, and is organized as follows:
- 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 or submitted, your self-evaluations.

If you decide to write a summative self-evaluation—up to one quarter after graduation—the specific form must be turned in to Registration and Records to be included. (See Expectations of an Evergreen Graduate, page 97.)

Credit and evaluations are reported at the end of a program, course or contract. For multi-term programs, credit is reported once the program ends unless you withdraw or change programs. You have 30 calendar days from the time you receive an evaluation to seek an amendment. Aside from corrections, revisions are approved by your faculty.

Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records. Pay close attention to spelling, typographical errors, appearance and content before you turn it in.

When a transcript is requested on-line, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. For additional information on ordering your transcript, please see www.evergreen.edu/transcripts.

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have holds which prevent the release of a transcript.

Confidentiality of Records
The federal Family Educational Rights and Privacy Act (FERPA) gives students certain rights regarding their education records. You have the right to:
- Inspect and review your educational records within a reasonable time period
- Request an amendment to education records you believe are inaccurate or misleading
- Consent to disclosures of personally identifiable information contained in your records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA

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

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

ACADEMIC STANDING POLICY

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

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

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

2. Required Leave of Absence
A student who has received an academic warning, and while in warning status received either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year.

A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

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

GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.
- If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits once admitted as a registered Evergreen student.
- The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be noted as upper division by the faculty.
- Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and application at least one year in advance.
- To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MED, MES and MFT programs, please refer to the appropriate catalog.

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

ENROLLMENT STATUS

<table>
<thead>
<tr>
<th>Undergraduate students</th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-20 credits</td>
<td>11 credits or fewer</td>
<td></td>
</tr>
<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.
The following is a list of Evergreen's faculty as of summer 2009. A more extensive description of their areas of expertise can be found on the Faculty website: www.evergreen.edu/advocacy


Michelle Aguinaldo-Wells, Public Administration, 2003; B.S., Business Administration, Western Washington University, 1977; M.F.A., University of Arkansas.


Theresa A. Aragon, Management; 1999; Academic Dean 2006-present, B.A., Political Science/Philosophy, Seattle University, 1985; M.P.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Philosophy/Public Administration, University of Washington, 1977.

William Ray Arey


Paul R. Butler, Geology and Hydrology, 1965; Ph.D., Geology, Yale University, 1960; M.A., Science, Yale University, 1955; B.A., Science, Yale University, 1952.


Gerhard Chin-Lee, Marine Biology, 1990; Ph.D., Cell Biology, University of California, Berkeley, 1986; Ph.D., Cell Biology, University of California, Davis, 1984.

Arund Chandra, Music Composition, 2002; M.M., Music Composition, University of Renew, 1997; B.M., Music Composition, University of Washington, 1987.


Clarissa Dirs, Biology, 2006; B.S., Microbiology, Arizona State University, 1994; M.S., Molecular and Cellular Biology, University of Washington, 2001.

Carolyn E. Dobbs, Urban Planning, 1997; Ph.D., City and Regional Planning, Virginia Polytechnic Institute and State University, 1972; M.S., Urban Planning, Virginia Polytechnic Institute and State University, 1972.

Kevin J. Francis, Philosophy, 2004; B.A., Biology, Reed College, 1993; Ph.D., Philosophy; University of Minnesota, 2002.

Frederica Bowcutt, Ecology, 1996; B.A., Environmental Science, California State University, Northridge, 1981; M.S., Botany, University of California, Berkeley, 1966; Ph.D., Environmental Science, California State University, 1980; Ph.D., Geology, Colorado State University, 1984.

Heather E. Heying, Vertebrate Paleontology, 2002; B.A., Anthropology, California State, Culver City, 1992; Ph.D., Biology, University of Michigan, Ann Arbor.

Robert Cole, Physics, 1961; B.A., Physics, University of California, Berkeley, 1959; M.S., Physics, Michigan State University, 1972; Ph.D., Physics, Stanford University, 1979.


Robert C. Hayes, Political Science, 1978; B.A., Political Science, University of Notre Dame, 1974; M.A., Political Science, University of Washington, 1978; Ph.D., Political Science, University of Washington, 1980.

J. Charles, Acting Professor, 2002; B.A., Dance, University of California, Santa Barbara, 1979; M.F.A., Dance, California Institute of the Arts, 1983; D. M. A., Dance, University of California, Santa Barbara, 1983.


Continued...
Cheryl Simrell Kirk, Master in Public Administration, 2000; Director of Graduate Admission, 1987; M.A., Political Science, University of California, San Diego, 1990; B.A., Psychology, San Francisco State University, 1974.


Marina Smolkin, Ph.D., Psychology, 1972; B.A., Psychology, University of California, Los Angeles, 1970.

Robert A. Smith, Jr., Ph.D., 1972; B.A., Psychology, University of California, Los Angeles, 1970.


BOARD OF TRUSTEES SEPTEMBER 2009

Paul Winters
Vancouver (Chair)

Keith Kessler
Hoquiam (Vice Chair)

Anne Proffitt ’76
Freeland (Secretary)

Carver Gayton
Seattle

Irene Gonzales
Seattle

Kevin Hayden
Olympia

Dixon McReynolds III
Olympia (Student Trustee)

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Ed.D., Idaho State University
President

Don Banta
D.P.A., University of Southern California
Provost and Academic Vice President

Arthur A. Costantino
Ph.D., Pennsylvania State University
Vice President for Student Affairs

D. Lee Hoemann
B.A., Montana State University
Vice President for Advancement

Executive Director:
The Evergreen State College Foundation

John A. Hurley, Jr.
Ed.D., Seattle University
Vice President for Finance and Administration

As the nation’s leading public interdisciplinary liberal arts college, Evergreen’s mission is to sustain a vibrant academic community and offer students an education that will help them excel in their own effective and creative work. Examples: Articulate and assume responsibility for your own work. Examples: Know how to work well with others. Be an active participant, assume responsibility for your actions as individuals, and exercise power responsibly and effectively.

Participate collaboratively and responsibly in our diverse society. Examples: Give of yourself to make the success of others possible. Know that all of us are equal and that we should all be treated with respect. Examples: Communicate creatively and effectively. Examples: Write about your experiences and express yourself creatively.

Demonstrate integrative, independent, critical thinking. Examples: Apply what you learn to the real world. Examples: Apply your Evergreen education in ways that are both easily understood by and compassionate toward other people.

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 learning. Examples: Apply your Evergreen education in order to better make sense of the world and the way that you participate in it.

Adapted by the Evergreen faculty, 1/17/01

The curriculum is designed to support students’ continuing growth in the following areas:

- Articulate and assume responsibility for your own work. Examples: Know how to work well with others. Be an active participant, assume responsibility for your actions as individuals, and exercise power responsibly and effectively.
- Participate collaboratively and responsibly in our diverse society. Examples: Give of yourself to make the success of others possible. Know that all of us are equal and that we should all be treated with respect.
- Communicate creatively and effectively. Examples: Write about your experiences and express yourself creatively.
- Demonstrate integrative, independent, critical thinking. Examples: Apply what you learn to the real world.
Public Service At Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

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

www.evergreen.edu/communitybasedlearning

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-sponsored 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 Art 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, 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 those 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/mai

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, has a mission to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington state. The institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions. Current areas of staff expertise include: education, criminal justice, welfare, children and adult services, health, utilities, and general government. The institute also collaborates with faculty in public and private universities and contracts with other experts to extend our capacity for studies on diverse topics. www.wsipp.wa.gov

Diversity and Community

COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. Our emphases—interdisciplinary understanding and analysis, collaborative learning, communication, problem-solving skills, multicultural richness and seeing the connections between global issues and personal or community action—provide our students with community commitment.

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 battered women; working with organic farmers to research the impact of sustainable development on traditional farming practices; helping neighborhood organizations develop effective community leadership, and collaborative leadership.

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 our 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 other communities. Internships with social change organizations, support services for students of color, and study-abroad opportunities that include immersion in local culture and reciprocity of learning and service, further our commitment.
Services and Resources

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

Student Affairs
Art Contostantis, Vice President
LIB 3000, (360) 867-6296
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 policies. The office provides student conduct, the Evergreen Student Conduct Code, and establishes a hearing 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.

www.evergreen.edu/studentaffairs

Academic Advising
LIB Second Floor, (360) 867-6312
Academic Advising provides advising and information on the curriculum, internship possibilities, and academic career and professional opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor to drop in classes or by appointment—whichever best suits your schedule. We also have evening and Saturday advising and workshops. You can help set up an internship, plan your academic pathway and answer all kinds of questions.

www.evergreen.edu/advising

Access Services for Students with Disabilities
LIB Second Floor, (360) 867-6348, TTY: 867-6834
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 to see us, or contact us any time if you have questions or would like more information about how our offices can assist you.

www.evergreen.edu/access

Athletics and Recreation
CRC 210, (360) 867-6670
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 walls, weight training rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track and field and women's volleyball. There are also intramural sports in crew, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountain biking, surfing, kayaking, rockclimbing and mountain biking are also available.

www.evergreen.edu/athletics

Career Development Center
LIB Second Floor, (360) 867-6193
We provide career, internship planning services, resources, referral and support to students and alumni, including career counseling, school and graduate school advising, career exploration and planning, resume 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 2,000 job opportunities each year. We are the local service of the FAFSA. For students seeking help, the CARE Network offers relevant information and guidance and accepts alumni and Americorps. The Alumni Career Educator program connecting current students with alumni and alumni with alumni counselors. We offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

www.evergreen.edu/care

Counseling and Health Centers
Counseling: SEM I, 4126, (360) 867-6080
Health: LIB 2, 2110, (360) 867-6200
The Counseling and Health centers provide counseling, 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 Insurance plan. For small charges for lab work or prescriptions. Both centers make referrals to community providers as needed.

www.evergreen.edu/counseling
www.evergreen.edu/health

Financial Aid
LIB First Floor, (360) 867-6265
Email: finaid@evergreen.edu
The goal of the Financial Aid Office is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Evergreen participates in most federal and state aid programs, but students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). Federal Pell Grant awards can be obtained at the Free Application for Federal Student Aid. It is recommended that you file your FAFSA online at www.fafsa.ed.gov. Because funds are limited, you should submit your 2006-2007 FAFSA to the federal processor as soon as January 1, 2006 as you can. Evergreen must receive your completed FAFSA information on or before March 15, 2006 in order for you to receive full consideration for all available campus-based financial aid. Please stop by and see us, or contact us anytime with questions regarding your financial aid options.

www.evergreen.edu/financialaid

First Peoples' Advising Services
LIB Second Floor, (360) 867-6533
First Peoples' Advising Services assists students of color in 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.

www.evergreen.edu/multicultural

Health/Counseling Centers, KEY Student Services
LIB 2706, (360) 867-6656 or (360) 867-6732
The Center for Mediation Services conciliation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

www.evergreen.edu/health
www.evergreen.edu/counseling

Housing
Housing, 4, Room 301, (360) 867-6412
Campus Housing offers a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-basileums, four-person apartments. 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.

www.evergreen.edu/housing

KEY Student Support Services
LIB Second Floor, (360) 867-6644
KEY (Keep Enhancing Yourself) Student Support Services is a educational guidance program for students with 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 services, counseling, academic and study skills development, financial aid, career guidance, cultural enrichment, advocacy and referral.

www.evergreen.edu/key

Police Services
LIB 2706, (360) 867-6140
Police Services offer community-based, service-oriented law enforcement. Officers also assist students with every need 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/policies/services/crimes/annualreport.htm.

www.evergreen.edu/policies/services

Student Activities
LIB Second Floor, (360) 867-6420
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.

www.evergreen.edu/activities

Student and Academic Support Services
LIB Second Floor, (360) 867-6034
Student and Academic Support Services is a clearinghouse, and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, 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.

www.evergreen.edu/studentaffairs

USEFUL URLs
Student Conduct Code — www.evergreen.edu/policies
Sexual Harassment Policy — www.evergreen.edu/policies
Student Conduct Code — www.evergreen.edu/policies
Tuition Rates — www.evergreen.edu/tuition

www.evergreen.edu/athletics

www.evergreen.edu/career

www.evergreen.edu/key

www.evergreen.edu/financialaid

www.evergreen.edu/health

www.evergreen.edu/counseling

www.evergreen.edu/activities

www.evergreen.edu/studentaffairs

www.evergreen.edu/policies

www.evergreen.edu/activities

www.evergreen.edu/studentaffairs

www.evergreen.edu/policies
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 these 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 all 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. Although all must share alike in sharing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, 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 process for informal conflict resolution, grievances and appeals procedures. The Student Conduct Code is available at www.evergreen.edu/policies/g-001.htm.

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 verbal 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 name 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.
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 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.
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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.
We are not just jumping onto the Sustainability bandwagon. It’s woven into the very fabric of our identity & history as an institution. **EVERGREEN** is a national model for interdisciplinary liberal arts education.