As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.

Expectations of an Evergreen Graduate

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 an individual, 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 a thriving community is crucial to your own well-being, study diverse worldviews and experiences to help you develop the skills to act effectively as a local citizen within a complex global framework.

• Communicate creatively and effectively. Examples: Listen objectively to others in order to understand a wide variety of viewpoints, learn to ask thoughtful questions to better understand others' experiences, communicate persuasively, and express yourself creatively.

• Demonstrate integrative, independent, critical thinking. Example: Study across a broad range of academic disciplines and critically evaluate a range of topics to enhance your skills as an independent, critical thinker.

• Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines. Examples: Understand the importance of the relationship between analysis and synthesis, become exposed to the arts, sciences, and humanities to understand their interconnectedness, and learn to apply creative ways of thinking to the major questions that confront you in your life.

• As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning. Examples: Apply your Evergreen education in order to better make sense of the world, and act in ways that are both easily understood by and compassionate toward other individuals across personal differences.
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Academic Calendar 2012-2013

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Vacations

Fall 2012
- Thanksgiving Break November 19-24
- Winter Break December 17 - January 5
- Spring Break March 25-30

Winter 2013
- Spring Break March 25-30

Summer 2013
- First Session June 28
- Second Session August 3

* Subject to change

Commencement June 14, 2013

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

EQUAL 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) 867-6834.

RELIGIOUS OBSERVANCE
The college values religious diversity and, consistent with our Non-Discrimination policy, makes good faith efforts to reasonably accommodate the religious beliefs of students, faculty and staff. To request a reasonable accommodation for a religious belief or practice, it is a student's responsibility to inform his or her faculty in advance of any conflict so that the faculty may explore options for accommodation.

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

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 determines and applies to prospective students as well as those currently enrolled.

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The information contained in this Catalog is available in other media with 24 hours notice. To request materials in alternative format, contact Access Services, (360) 867-6348, TTY: 867-6834, Email: Access1@evergreen.edu.

This catalog is updated regularly; for the most current information please visit our Web site: www.evergreen.edu/catalog/2012-13.
Planning and Curricular Options

WHAT IS A PROGRAM?

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 into 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.

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. Most programs are offered in our daytime curriculum, with some also offered in the evenings and on weekends. Our curriculum is supplemented with discrete courses, usually 4-6 credits, focused on a single topic.

I 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 navigate the real-world issues that we face today—issues like health care in the United States, the search for oil worldwide, or artistic expression across cultures. Programs include lectures, labs, readings, seminars, field study, or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

HOW TO SELECT A PROGRAM

• Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2012-13 academic year.

• Consult Web listings at www.evergreen.edu/catalog/2012-13. The Web catalogs contain the most current updates to curriculum offerings.

• 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 curricular ins 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 course called Community Connections: Living and Learning at Evergreen is available. This course is designed to link incoming students to the broader Evergreen community.

REMEMBER...

• Read the “Program is Preparatory for” section of a program description to find out the subjects covered and whether the program description includes a list of the credits associated with program completion.

• Consult Web listings at www.evergreen.edu/catalog/2012-13. The Web catalogs contain the most current updates to curriculum offerings.

• Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen.

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To help freshmen tackle the challenge of college life and Evergreen’s unique culture, a two credit course called Community Connections: Living and Learning at Evergreen is available. This course is designed to link incoming students to the broader Evergreen community and to facilitate the transition to college by helping them identify academic pathways for self-directed learning. In addition to orientation week activities, during the first three weeks of fall quarter, students will work in small groups on topics that matter most to them, including community-based learning, career development, and college study skills.

WHY NO MAJORS?

We have neither majors nor departments at Evergreen. A liberal arts college, particularly one that emphasizes interdisciplinary work, prepares you to make connections between diverse ideas, concepts and philosophies. You may choose to emphasize one disciplinary study over others, but you have the opportunity here to broaden your learning horizons. To better understand our organization, please see the Condensed Curriculum (page 6).

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.

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.

The Spanish-Speaking World: Cultural Crossings

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, and Public Administration. For contact and general information, please turn to page 88.
Condensed Curriculum

Evergreen's faculty organize themselves into Planning Units and thematic planning groups to develop our interdisciplinary curriculum. The Planning Units are Consciousness Studies; Culture, Text and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; Society, Politics, Behavior and Change; and Sustainability and Justice. Thematic planning groups include Native American and World Indigenous Peoples Studies (NAWIPS).

These pages feature the programs planned for the 2012-13 academic year. Core programs are entry-level studies designed for freshmen. Lower-Division programs include freshmen and sophomores. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Intermediate programs are geared for sophomores and above. 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

Programs for Freshmen

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

Core: Designed for freshmen

A History of "Race" in the U.S.: From British Colonialism to 2013 56 S
Awakening the Dreamer, Pursuing the Dream 39 F W S
SOS: Independent Projects in Literature, Philosophy, Myth-Religion and Writing for Freshmen 81 S
Writing Nature, Writing "Race" 87 F W

Lower-division: (50% freshmen/50% sophomores)

Ahfraid to Laugh: The Psychology and Media of Fear and Humor 34 F W
Ancient Words and Works 74 F W
Art / Work 37 F W S
Biological and Physical Environments: Living on the Edge 40 F
Bridges: Poetry and Print 41 F S
Earth and Life 46 F W S
Psychology, Learning and Reconciliation 74 S
Transmutation: The Alchemy of Scientific Thought 83 S

Turning Eastward:

Examinations in East-West Psychology 83 F W
What Is Ecology? 86 F W

All-level: (freshmen - seniors)

Agriculture & Conservation in the Pacific NW 35 F W
Arts in New York 38 S
Astronomy and Cosmology 36 S
Botany: Plants and People 41 W
Computer Science Foundations 43 F W
Consciousness 44 W
Creating Dance 44 F
Dance: Body, Culture and Behavior 45 W S
Dancing Molecules 45 F
Drawing from the Sea 46 W S
Ecology of Grazing and Grasslands in the Pacific Northwest 47 S
Ecology, Education, Empowerment: Social Change Through Quantitative Literacy 47 F W S

Energy, Economics and Entrepreneurship 48 F W S
Entrepreneurship and Economic Development 48 F W
Ethnographic Research: Eyes in a Troubled World 50 F
Food, Health and Sustainability 51 F W S
Freedom: Dialogue and Mysticism 52 F
Freedom: Education 52 W
Freedom: Power 52 S
Gender and Power in Cross-Cultural Context 54 S
Gender Performances 54 W
General Chemistry 54 S
Iconoclasts 57 F W
Illustrations of Character: Literary and Philosophical Studies 57 S
Individual Study: Individual Music Instruction 59 F W S
Introduction to Natural Science: Navigating Observation and Theory 61 F W S
Mind-Body Medicine 65 F W
Mount Rainier: The Place and its People 66 F W
Music, Math and Cybernetics: Things + Relations = Systems 67 F W
Orsi Dance and Music of India 68 W
Orientalism 69 F
Picturing Plants 69 S
Popular Uprisings: 1968, 2011 & the Road Forward 71 S
Public Health and Economic Development in Sub-Saharan Africa 74 F W
Reality Check: Indian Images & Misrepresentations 75 W
Russia & Eurasia: Empires & Enduring Legacies 77 F W S
Self and Culture: Studies in Japanese and American Literature and Cinema 78 W
So You Want to be a Psychologist 78 S
Times and Works of Sosuke, Mabinsho, and Murakami 79 W
Studies in Literature, History and Cinema 82 S
Trajectories in Animation, Mathematics, & Physics 82 F W
Trajectories in Electromagnetism & Calculus 83 S

Photo by Karissa Carlson.
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 McCann, Evergreen’s First President, 1968-1977

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

And, what else?

In the spirit of Evergreen’s foundation, we approach the study of consciousness and experience in open inquiry. We admit that current bodies of knowledge don’t have all the answers. We’re interested in questions, especially those for which we need each other in order to explore.

Questions that we ask include: How does experience shape consciousness—and vice-versa? In what ways does the inclusion of the body effect 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? What constitutes collective forms of consciousness? How can analytical attention to consciousness and the recognition of subjectivity effect positive change?

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.

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<th>CONSCIOUSNESS STUDIES</th>
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Culture, Text and Language

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

Culture, Text, and Language invites 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 cultures, students explore the webs 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 to popular media and the artful practices of everyday life. Through the study of languages, they learn the means of communication used by different societies and nation states.

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 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, Spanish, Latin, and Greek.

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, study abroad, and senior thesis.

Students with a special focus on the humanities and interpretive social sciences are strongly encouraged to undertake a senior thesis or project 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, seniors have the opportunity to pursue advanced study while producing an original thesis or project in their area of interest. To prepare for this work, interested students should begin to discuss their plans with potential faculty sponsors during their junior year.

The faculty of Culture, Text and Language invite students to work with them to create living links between their past and 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."

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Photos: (inset) by Paul Reynolds '09, (above) by Hannah Pietrick '10.

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### CULTURE, TEXT, AND LANGUAGE

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<tr>
<td>Transmutation: The Alchemy of Scientific Thought</td>
<td>78</td>
<td>W</td>
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<tr>
<td>Turning Eastward: Explorations in East-West Psychology</td>
<td>79</td>
<td>W</td>
</tr>
<tr>
<td>What is Ecology?</td>
<td>80</td>
<td>F</td>
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</tbody>
</table>

### AFFILIATED FACULTY

- **Kristina Ashley**: Native American Studies
- **Marianne Ballew**: French Literature
- **Frederica Bewcutt**: Botany, Environmental History
- **Stacey Davis**: European History
- **Diego do Acosta**: Spanish Literature
- **Kathleen Eamon**: Philosophy
- **Susan Fiskal**: Linguistics and French
- **Steven Hendricks**: Creative Writing and Book Arts
- **Chaucery Harbison**: African American Studies
- **Grace Huerta**: Teacher Education, Language Acquisition Theory, Cultural Studies
- **Nancy Koppelman**: American Studies
- **Patricia Krafcik**: Russian Language, Literature and Culture
- **Ulrike Kretzschak**: Classical Studies, Archeology
- **David Marr**: American Studies
- **Harumi Moruzu**: Cultural Studies, Literature, Film Studies
- **Greg Mullins**: Literature and Queer Studies
- **Alice A. Nelson**: Latin American Literature, Spanish
- **Steven Niva**: International Politics, Political Philosophy
- **Toska Olson**: Sociology
- **Rita Pougiales**: Anthropology
- **Frances R país**: Multicultural Education
- **Bill Ransom**: Writing
- **Andrew Reece**: Classical Studies
- **Samuel A. Schrager**: Ethnography, American Studies
- **Leonard Schwartz**: Poetics
- **Matthew E. Smith**: Political Science, Community Studies
- **Robert W. Smur**: Russian History
- **Trevor Speller**: British Literature
- **Eric Stein**: Cultural Anthropology
- **Joseph Tougas**: Philosophy
- **Elizabeth Williamson**: English Literature
- **Tom Womeldorff**: Economics

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**Junior or senior: (advanced level)**

<table>
<thead>
<tr>
<th>Course</th>
<th>pg</th>
<th>quarter</th>
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<tbody>
<tr>
<td>Afrofuturism</td>
<td>35</td>
<td>S</td>
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<tr>
<td>Human Rights and the Tragedies of History</td>
<td>56</td>
<td>F</td>
</tr>
<tr>
<td>The Postcolonial Novel</td>
<td>57</td>
<td>F</td>
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<tr>
<td>Sound and Fury Since Shakespeare</td>
<td>60</td>
<td>W</td>
</tr>
<tr>
<td>Stop Making Sense</td>
<td>80</td>
<td>F</td>
</tr>
<tr>
<td>Working Artists: The Business of Creativity &amp; Art</td>
<td>87</td>
<td>S</td>
</tr>
</tbody>
</table>
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, experiential study and research primarily in the Pacific Northwest with additional work in other areas of the North and South America. Unit faculty members support sustainability and justice studies across the entire campus curriculum. Research methods and analysis emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems. In any year, each thematic area explores a set of topics listed here:

- **Human Communities and the Environment**—Addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. It includes community studies, ecological agriculture, environmental communication, environmental economics, environmental health, environmental history, environmental law and policy, geography, land-use planning and policy, and political economy.
- **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 systems 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. Most freshmen should consider core programs that include topics in environmental studies. Further study may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared for the program.

Specific topics recur in the curriculum either as a component of an interdisciplinary program or in-depth in an advanced, focused program. 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. Ecological Agriculture 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 offers a Master of Environmental Studies (MES) degree that integrates the study of the biological, physical, and social sciences. Faculty who teach MES electives, which are taught in the evenings, may allow advanced undergraduates to enroll with permission. For information on admissions requirements and procedures, please visit www.evergreen.edu/mes.

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Photos: ( inset) by Katherine B. Turner '09, ( opposite) 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 art works side by side with those interested in 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 encouraged to develop their own creative approach and cultivate 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 outlast them. We develop strong collaboration skills, as well as aesthetic literacy and cultural competencies that equip them well for their work beyond the college.

Programs that integrate art practice might be organized around concepts, geographical areas, scientific inquiry, artistic and cultural movements, environmental concerns or historical moments; program content is based on the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs offer ample opportunities for skill development in the context of these thematic investigations, rather than through narrowly focused and isolated sequential skill training. 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 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, enter the commercial sector to found or work for design and publicity firms, or find positions in theater, television, film or other production companies. Many successfully sustain their own creative practices. These graduates frequently discover that the collaboration, communication, management and creative problem solving skills they have cultivated in expressive arts programs also help them excel in fields outside the arts.

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

1. 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, metal working, mixed media, installation, time-based arts, 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 clear and rigorous writing. We encourage you to strive not just for self-expression, but also for clear mastery of 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 prioritize collaboration as well 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, the 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.

Photos: (inset) by Karissa Carlson, (opposite) by Hannah Pietrick ’10.

EXPRESSIVE ARTS

All-level: (freshmen - seniors)

| Arts in New York | 38 | F |
| Creating Dance | 44 | F |
| Dance: Body, Culture and Behavior | 45 | W S |
| Dancing Molecules | 45 | F |
| Drawing from the Sea | 46 | W S |
| Iconoclasts | 57 | F W |
| Individual Study: Individual Music Instruction | 59 | F W S |
| Music, Math and Cybernetics | 67 | F W |
| Things + Relations = Systems | 67 | F W |
| Orca Dance and Music of India | 68 | W |
| Picture Plants | 69 | S |
| Trajectories in Animation, Mathematics, & Physics | 82 | F W |

Lower-division: (50% freshmen/50% sophomores)

| Afraid to Laugh: The Psychology and Media of Fear and Humor | 34 | F W |
| Art / Work | 37 | F W S |
| Bridges: Poetry and Prints | 41 | S |

Sophomores or above: (intermediate level)

| Chinese Stories: Modern Fiction and Film | 42 | S |
| Fiber Arts | 50 | F W |
| Gothic Constructions: Architecture and Literature | 55 | F W |
| Greece and Italy: An Artistic and Literary Odyssey | 55 | F W S |
| Individual Study: Fiber Arts; Installation Art; Native American Studies; Creative Writing; Poetry, and Multicultural American Literature | 58 | S |
| Musical Theatre in Cultural Context | 67 | F W |
| Student-Originated Studies | 81 | W S |

Affiliated Faculty

Susan Aurand Visual Art
Andrew Buchanan Music
Arun Chandrak Music Performance, Composition, Computer Music
Joe Feddersen Visual Art
Walter Eugene Grotzik Theater
Bob Haft Photography, Art History
Lucia Harrison Visual Art
Ruth Hayes Animation, Media Studies
Rose Jang Theater
Robert Leverich Visual Art, Architecture
Naima Lowe Experimental Media
Jean Mandelberg Visual Art
Kobby Mitchell III Dance, African American Studies, Theater
Ratna Roy Dance, African American Studies, South Asian Studies
Lisa Sweet Visual Art
Gail Tremblay Visual Art, Creative Writing
Sean Williams Ethnomusicology
Julia Zay Video/Media Studies

Junior or senior: (advanced level)

| Afronautism | 35 | S |
| Media Art's Studio | 63 | F W S |
| Media Internships | 63 | F W S |
| Music Intensive | 66 | F W |
| Rites of Passage: Ceramics and Fine Metalwork | 76 | F W S |
| Working Artists: The Business of Creativity and Art | 87 | S |
## Native American and World Indigenous People Studies

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 Native American and World Indigenous People Studies (NAWIPS) programs can be viewed online at [www.evergreen.edu/nativeprograms](http://www.evergreen.edu/nativeprograms).

On-campus, 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 RBCD Program, visit [www.evergreen.edu/tribal](http://www.evergreen.edu/tribal).

The Longhouse Education and Cultural Center represents a living link to the tribal communities of the Pacific Northwest. Its purpose and philosophy are centered on service and hospitality to students, the college, Indigenous communities and the community at large. It provides classroom space, houses the NAWIPS programs, serves as a center for multicultural interaction, and hosts conferences, ceremonies, performances, exhibits and community gatherings. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP) that promotes education, cultural preservation and economic development for Native artists and tribes in the Pacific Northwest.

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

For information on the MPA track in Tribal Governance, visit [www.evergreen.edu/mpa/tribal](http://www.evergreen.edu/mpa/tribal) or the Graduate Studies page 83.

### 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).

- Students attend class two nights per week at Muckleshoot, Nisqually, Peninsula, Port Gamble, Quinault, or Tulalip. (Makah, Lower Elwha, 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 on 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 [www.evergreen.edu/tribal/graysharbor](http://www.evergreen.edu/tribal/graysharbor).

### RBCD PROGRAM

<table>
<thead>
<tr>
<th>RBCD Program</th>
<th>Credits</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>RBCD - Foundations for Sustainable Tribal Nations</td>
<td>76</td>
<td>F W S</td>
</tr>
</tbody>
</table>

### AFFILIATED FACULTY

Michelle Aguilar-Wells, Soboba/Luiseno, Director

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**NATIVE AMERICAN & WORLD INDIGENOUS PEOPLES**

**All-level: (freshman - seniors)**

<table>
<thead>
<tr>
<th>Program</th>
<th>Quarter</th>
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<tbody>
<tr>
<td>Astronomy and Cosmologies</td>
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<tr>
<td>Reality Check</td>
<td>75 W</td>
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<tr>
<td>Indian Images and [Mis]Representations</td>
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**Sophomores or above: (intermediate level)**

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<tbody>
<tr>
<td>Competing Contexts</td>
<td>36 F W S</td>
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<tr>
<td>SOS: Consciousness Studies</td>
<td>80 F W S</td>
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**Junior or senior: (advanced level)**

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<thead>
<tr>
<th>Program</th>
<th>Quarter</th>
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<tbody>
<tr>
<td>The Reservation Based Community-Determined Program - Foundations for Sustainable Tribal Nations</td>
<td>76 F W S</td>
</tr>
</tbody>
</table>

Photos by Carlos Javier Sánchez '97.
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. The following programs offer significant content in each of the main scientific disciplines. Programs with an asterisk are not currently planned for the 2012-2013 academic year but are usually offered at least every other year. Check the on-line catalog for previous versions of these programs and for updates about programs offered in 2012-2013.

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Computer Science</th>
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<tbody>
<tr>
<td>Food, Health, and Sustainability</td>
<td>Atoms, Molecules, and Reactions*</td>
<td>Algebra to Algorithms*</td>
</tr>
<tr>
<td>Earth and Life</td>
<td>The Chemistry of Living Systems</td>
<td>Computer Science Foundations</td>
</tr>
<tr>
<td>Environmental Analysis</td>
<td>Environmental Analysis</td>
<td>Computer Science Foundations</td>
</tr>
<tr>
<td>Foundations of Health Science*</td>
<td>General Chemistry</td>
<td>Computer Science Foundations</td>
</tr>
<tr>
<td>Human Biology</td>
<td>Foundations of Health Science*</td>
<td>Computer Science Foundations</td>
</tr>
<tr>
<td>Introduction to Natural Science</td>
<td>Introduction to Natural Science</td>
<td>Computer Science Foundations</td>
</tr>
<tr>
<td>Molecule to Organism (see below)</td>
<td>Molecule to Organism (see below)</td>
<td>Algebras and Logic</td>
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<tr>
<td>Molecule, Genes, and Health</td>
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<table>
<thead>
<tr>
<th>Earth and Life</th>
<th>Mathematics</th>
<th>Physics</th>
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</thead>
<tbody>
<tr>
<td>Environmental Analysis</td>
<td>Algebra to Algorithms*</td>
<td>Atoms, Molecules, and Reactions*</td>
</tr>
<tr>
<td></td>
<td>Computer Science Foundations</td>
<td>Astronomy and Cosmologies</td>
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<tr>
<td></td>
<td>Data and Information*</td>
<td>Energy Systems*</td>
</tr>
<tr>
<td></td>
<td>Elections, Education, and Empowerment</td>
<td>Methods of Mathematical Physics</td>
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<tr>
<td></td>
<td>Introduction to Natural Science</td>
<td>Trajectories in Animation, Mathematics, &amp; Physics</td>
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<tr>
<td></td>
<td>Mathematical Systems*</td>
<td>Trajectories in Electromagnetism &amp; Calculus</td>
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<tr>
<td></td>
<td>Methods of Mathematical Physics</td>
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<tr>
<td></td>
<td>Trajectories in Animation, Mathematics, &amp; Physics</td>
<td></td>
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<tr>
<td></td>
<td>Trajectories in Electromagnetism &amp; Calculus</td>
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</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.

Note on Molecule to Organism: This program will be offered as the combination of The Chemistry of Living Systems (Fall, Winter) and Molecule, Genes, and Health (Spring).

Photos: (inset) by Carlos Javier Sanchez '97, (opposite) by Katherine B. Turner '09.
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**—Some of our programs consider how societies and governments are organized. Our study of politics includes attention to 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.
- **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 venture, may be structured and financed in the Pacific Northwest and at the national and international level. Our business programs often emphasize economics and the role of private sector economic development in job creation.

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: economics, accounting, history, public policy, public administration, labor studies, business, management science, political science, law, entrepreneurship, international affairs, tribal governance, 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 business, education, law, psychology, political science and public administration.

### SUSTAINABILITY AND JUSTICE

<table>
<thead>
<tr>
<th>Course/ title</th>
<th>Core: Designed for freshmen</th>
<th>pg  quarter</th>
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<tbody>
<tr>
<td>From Colonial Era to 2013</td>
<td>A History of “Race” in the U.S.</td>
<td>56 S</td>
</tr>
<tr>
<td>Writing Nature, Writing “Race”</td>
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<td>87 F W</td>
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<tr>
<td>Agriculture &amp; Conservation in the Pacific NW</td>
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<td>35 F W</td>
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<tr>
<td>Elections, Education, Empowerment</td>
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<td>47 F W</td>
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<tr>
<td>Social Change Through Quantitative Literacy</td>
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<td>51 F W</td>
</tr>
<tr>
<td>Food, Health and Sustainability</td>
<td></td>
<td>71 S</td>
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<tr>
<td>Popular Uprisings: 1968, 2011 and the Road Forward</td>
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<td>74 F W</td>
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<tr>
<td>Public Health and Economic Development in Sub-Saharan Africa</td>
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<td>Sophomores or above: (Intermediate level)</td>
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<tr>
<td>Cultures of Solidarity</td>
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<td>The Formation of the North American State</td>
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<tr>
<td>Gateway:</td>
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<tr>
<td>Popular Education and U.S. Political Economy</td>
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<tr>
<td>Local Knowledge: Creating Inclusive Communities</td>
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<tr>
<td>Making Effective Change: Social Movement Organizing and Activism</td>
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<td>Nonfiction Media: Sustainability and Justice</td>
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<tr>
<td>Political Economy and Social Movements: Race, Class, and Gender</td>
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<tr>
<td>Practice of Sustainable Agriculture: Spring</td>
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<tr>
<td>Student-Originated Studies: Function and Feeling in Sustainable Building</td>
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<tr>
<td>Junior or senior: (advanced level)</td>
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<tr>
<td>The Making of Global Capitalism, 1500-1914</td>
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<tr>
<td>Political Ecology of Land: Planning, Property Rights and Land Stewardship</td>
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<tr>
<td>Power Play/ene: Actions and Their Consequences</td>
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</tbody>
</table>

### AFFILIATED FACULTY

- Peter G. Bohmer Political Economy
- Savina Chowdhury Feminist Economics
- Robert Cole Systems Science, Sustainability
- Peter Dorman Economics, Political Economy
- Anne Fischel Film/Video
- Karen Gaul Anthropology
- Jennifer Gerend Land Use Planning, Geographic Information Systems
- Jeanne E. Hohn Political Economy, Contemporary India
- Cheri Lucas-Jennings Environmental Health, Law and Policy
- Robert H. Knapp, Jr. Physics
- Paul McMullin Information Studies, Historical Sociology
- Laurie Mueker Film/Video
- Lawrence J. Mosqueda Political Economy
- Dave Muehlisen Sustainable Agriculture
- Lin Nelson Environmental Health and Policy
- Liza Rognas American History, Research Methods
- Martha Roseneyer Ecological Agriculture, Food Systems
- Theresa Saliba International Feminism, Middle East Studies, Literature
- Steve Scheuerei Ecological Agriculture, Sustainability
- Anthony Tindill Sustainable Design
- Michael Vavrus Social Foundations of Education, Political Economy
- Ted Whitcomb Geography, Political Ecology, Conservation
Tacoma Program

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

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

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

Features and Benefits

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

Who Should Apply

Working adult learners who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Everyone interested in building personal and professional advancement or preparation for graduate school are invited to apply. For more information about the Tacoma program and to apply, call (253) 680-3000.

Matching Evergreen's Programs to Your Field of Interest

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Another option for matching your interests to Evergreen's programs is to use the search feature in the online version of the catalog at www.evergreen.edu/catalog/2012-13.

AFFILIATED FACULTY

- Mingqiao Liu (Zhang Eyi), Biology, Poetry, Chinese Studies
- Paul McCreary, Mathematics
- Gilda Shepard, Sociology, Media
- Tyrus Smith, Environmental Studies, Education
- Arthe Young, Law

Executive Director:
Dr. Arthe F. Young

Matching Evergreen's Programs to Your Field of Interest
### GENDER AND WOMEN'S STUDIES

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Art History</td>
<td>F W</td>
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<tr>
<td>Gateways: Popular Education and U.S. Political Economy</td>
<td>F W S</td>
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<tr>
<td>Gender and Power in Cross-Cultural Context</td>
<td>F W S</td>
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<tr>
<td>Gender Performances</td>
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<tr>
<td>Oriental Dance and Music of India</td>
<td>W</td>
</tr>
<tr>
<td>Political Economy and Social Movements: Race, Class, and Gender</td>
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<tr>
<td>Popular Uprisings: 1968, 2011 and the Road Forward</td>
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<tr>
<td>Queer Pleasure and Politics</td>
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### GEOGRAPHY

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<td>Agriculture &amp; Conservation in the Pacific NW</td>
<td>35 F W</td>
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<tr>
<td>Cultures of Solidarity</td>
<td>44 S</td>
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<tr>
<td>Making Effective Change: Social Movement Organizing and Activism</td>
<td>62 F W S</td>
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<td>The Making of Global Capital, 1500-1914</td>
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### HEALTH

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<tr>
<td>Ancient Words and Works</td>
<td>52 F</td>
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<tr>
<td>Archaeology: Property Rights and Land Stewardship</td>
<td>70 F W</td>
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<tr>
<td>Political Economy and Social Movements: Race, Class, and Gender</td>
<td>70 F W</td>
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<tr>
<td>RBCD - Foundations for Sustainable Tribals</td>
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### HISTORY

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<tr>
<td>A History of &quot;Race&quot; in the U.S.: From Colonial Era to 2013</td>
<td>56 S</td>
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<td>Americas Abroad</td>
<td>36 F W S</td>
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<td>Ancient Words and Works</td>
<td>74 F W</td>
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<tr>
<td>Astronomy and Cosmologies</td>
<td>38 S</td>
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<tr>
<td>The Formation of the North American State</td>
<td>52 F</td>
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<tr>
<td>Gothic Constructions: Architecture and Literature</td>
<td>55 F W</td>
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<tr>
<td>Human Rights and the Tragedies of History</td>
<td>56 F W</td>
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<tr>
<td>Illustrations of Character</td>
<td>57 S</td>
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<tr>
<td>Literary and Philosophical Studies</td>
<td>57 S</td>
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<tr>
<td>Individual Study: East-West Psychology</td>
<td>65 F W</td>
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<tr>
<td>Molecules and Health</td>
<td>65 F W</td>
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<tr>
<td>Public Health and Economic Development in Sub-Saharan Africa</td>
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<td>Turning East-West: Explorations</td>
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### HYDROLOGY

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<td>Environmental Analysis</td>
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<td>America Abroad</td>
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<tr>
<td>Ethnographic Research: Eyes in a Troubled World</td>
<td>50 F</td>
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<tr>
<td>The Formation of the North American State</td>
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<tr>
<td>Human Rights and the Tragedies of History</td>
<td>56 F W</td>
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<tr>
<td>Individual Study: East-West Psychology</td>
<td>58 S</td>
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<tr>
<td>Public Health and Economic Development in Sub-Saharan Africa</td>
<td>74 F W</td>
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<tr>
<td>Russia &amp; Eurasia: Empires &amp; Enduring Legacies</td>
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### LANGUAGE STUDIES

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<td>74 F W</td>
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<tr>
<td>Biodiversity Studies in Argentina</td>
<td>40 F W S</td>
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<tr>
<td>Russia &amp; Eurasia: Empires &amp; Enduring Legacies</td>
<td>77 F W S</td>
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<tr>
<td>The Spanish-Speaking World: Cultural Crossings</td>
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### LAW AND GOVERNMENT POLICY

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<td>American Indian Sovereignty</td>
<td>40 F W S</td>
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<td>Competing Contexts</td>
<td>36 F W</td>
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<tr>
<td>Equality and the Constitution</td>
<td>49 S</td>
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<tr>
<td>Making Effective Change: Social Movement Organizing and Activism</td>
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<td>Political Ecology of Land</td>
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<td>Planning, Property Rights and Land Stewardship</td>
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<tr>
<td>Power Play(ers): Actions and Their Consequences</td>
<td>72 F W S</td>
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<td>RBCD - Foundations for Sustainable Tribals</td>
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### LAW AND PUBLIC POLICY

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Boom or Bust: The U.S. Economy, 2013 &amp; Beyond</td>
<td>41 W</td>
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<tr>
<td>Equality and the Constitution</td>
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<tr>
<td>Making Effective Change: Social Movement Organizing and Activism</td>
<td>62 F W S</td>
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<tr>
<td>Power Play(ers): Actions and Their Consequences</td>
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### LEADERSHIP STUDIES

<table>
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<td>Social Movement Organizing and Activism</td>
<td>62 F W S</td>
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<td>Power Play(ers): Actions and Their Consequences</td>
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<tr>
<td>RBCD - Foundations for Sustainable Tribals</td>
<td>76 F W S</td>
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<tr>
<td>SOS: Consciousness Studies</td>
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### LINGUISTICS

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<tr>
<td>Creating Dance</td>
<td>44 F W S</td>
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<tr>
<td>Elections, Education, Empowerment</td>
<td>47 F W S</td>
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<tr>
<td>Social Change Through Quantitative Literacy</td>
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### LITERATURE

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<tr>
<td>Afrofuturism</td>
<td>35 S</td>
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<tr>
<td>America Abroad</td>
<td>36 F W S</td>
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<tr>
<td>Ancient Words and Works</td>
<td>38 F W S</td>
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<tr>
<td>Bridge of Poets and Prints</td>
<td>41 S</td>
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<tr>
<td>Chinese Stories: Modern Fiction and Film</td>
<td>42 S</td>
</tr>
<tr>
<td>Gothic Constructions: Architecture and Literature</td>
<td>55 F W S</td>
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<tr>
<td>Human Rights and the Tragedies of History</td>
<td>56 F W</td>
</tr>
<tr>
<td>Illustrations of Character</td>
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<tr>
<td>Literary and Philosophical Studies</td>
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<tr>
<td>Music, Myth and Cybernetics</td>
<td>79 F</td>
</tr>
<tr>
<td>The Postcolonial Novel</td>
<td>71 S</td>
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<tr>
<td>Postmodernism &amp; Postmodernism: Barth, Baudrillard, Delillo, Murakami</td>
<td>72 F</td>
</tr>
<tr>
<td>Pynchon, Said and World Cinema</td>
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<tr>
<td>Russia &amp; Eurasia: Empires &amp; Enduring Legacies</td>
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<tr>
<td>Self and Culture: Studies in Japanese and American Literature and Cinema</td>
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<tr>
<td>Sound and Fury Since Shakespeare</td>
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### MARINE SCIENCE

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<td>Advanced Research in Environmental Studies</td>
<td>33 F W S</td>
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<tr>
<td>Biodiversity Studies in Argentina</td>
<td>40 F W S</td>
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<tr>
<td>Biology of Ecosystems and Extreme Environments</td>
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<tr>
<td>Drawing from the Sea</td>
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<tr>
<td>Individual Study: Environmental Studies</td>
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### MARITIME STUDIES

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<tbody>
<tr>
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<tr>
<td>IS/Internships: Business, Management, Non-Profits, Seaport &amp; Maritime Studies</td>
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<tr>
<td>Studies in Literature, History and Cinema</td>
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<tr>
<td>Times and Works of Soasaki, Mishima, and Murakami</td>
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<tr>
<td>Self and Culture: Studies in Japanese and American Literature and Cinema</td>
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<td>Writing Nature, Writing &quot;Race&quot;</td>
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<td>Cultures of Solidarity</td>
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<tr>
<td>Local Knowledge: Creating Inclusive Communities</td>
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<tr>
<td>Media Artist’s Studio</td>
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</tr>
<tr>
<td>Media Internships</td>
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</tr>
<tr>
<td>Nonfiction Media: Sustainability and Justice</td>
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<tr>
<td>Power Play(ers): Actions and Their Consequences</td>
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<tr>
<td>Trajectories in Animation, Mathematics, &amp; Physics</td>
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### MEDIA STUDIES

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<td>Art / Work</td>
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<td>Chinese Stories: Modern Fiction and Film</td>
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<tr>
<td>Elections, Education, Empowerment</td>
<td>47 F W S</td>
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<td>Making Effective Change: Social Movement Organizing and Activism</td>
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<td>68 F W S</td>
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<td>Reality Check: Indian Images &amp; [Maj]Representations</td>
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### MUSIC

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<tr>
<td>American Indian Sovereignty</td>
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<tr>
<td>African Music, Math and Cybernetics: Things = Relations = Systems</td>
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<td>Musical Theatre in Cultural Activism</td>
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<tr>
<td>Orrisi Dance and Music of India</td>
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### NATIVE AMERICAN STUDIES

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<td>36 F W</td>
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<td>Competing Contexts</td>
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<tr>
<td>Individual Study: Fiber Arts, Installation Art</td>
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<tr>
<td>Native American Studies</td>
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<tr>
<td>Creative Writing, Poetry, and Multicultural American Literature</td>
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<tr>
<td>RBCD - Foundations for Sustainable Tribals</td>
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<tr>
<td>Reality Check: Indian Images &amp; [Maj]Representations</td>
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<td>SOS: Consciousness Studies</td>
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### Natural History

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<td>Botany: Plants and People</td>
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<td>Drawing from the Sea</td>
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<td>Ornithology</td>
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<td>Picture Plants</td>
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<td>Science Seminar: The Universe and Beyond</td>
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### Outdoor Leadership and Education

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### Philosophy

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<td>Human Rights and the Tragedies of History</td>
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<td>Illustrations of Character</td>
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<tr>
<td>Sound and Fury Since Shakespeare</td>
<td>F</td>
</tr>
<tr>
<td>SOS: Consciousness Studies</td>
<td>S</td>
</tr>
<tr>
<td>SOS: Independent Projects in Literature, Philosophy</td>
<td>W</td>
</tr>
<tr>
<td>Myth and Religion and Writing for Freshmen</td>
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<tr>
<td>Turning Eastward: Experiments in East-West Psychology</td>
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### Political Science

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### Psychology

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<td>From Colonial Era to 2013</td>
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<td>Social Change Through Quantitative Literacy</td>
<td>W</td>
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<tr>
<td>Equity and the Constitution</td>
<td>S</td>
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<tr>
<td>Ethnographic Research: Eyes in a Troubled World</td>
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<tr>
<td>The Formation of the North American State</td>
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<tr>
<td>Gateways: Popular Education</td>
<td>S</td>
</tr>
<tr>
<td>Making Effective Change</td>
<td>S</td>
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<td>Social Movement Organizing and Activism</td>
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<td>Political Economy and Social Movements</td>
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<td>Race, Class, and Gender</td>
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<td>Popular Uprisings, 1968 &amp; the Road Forward</td>
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<td>Postmodernity &amp; Postmodernism: Barth, Baublillard, Delillo, Murakami, Pynchon, Said and World Cinema</td>
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<td>Reality Check: Indian Images &amp; MifRepsresentations</td>
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### Political Economy

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<td>Gateways: Popular Education</td>
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<td>The Making of Global Capitalism, 1500-1914</td>
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### Sociology

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### Visual Arts

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<td>Arts in New York</td>
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<td>Bridges: Poetry and Paints</td>
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<td>Creating Dance</td>
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<td>Drawing from the Sea</td>
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<td>Greece and Italy: An Artistic &amp; Literary Odyssey</td>
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<td>Iconoclasts</td>
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<td>Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature</td>
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<td>Rites of Passage: Ceramics and Fine Metalwork</td>
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<td>Trajectories in Animation, Mathematics, &amp; Physics</td>
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<td>Working Artists: The Business of Creativity &amp; Art</td>
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<td>American Abroad</td>
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<td>Biological Sciences in Argentina</td>
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<td>Bridges: Poetry and Paints</td>
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<td>Equality and the Constitution</td>
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<td>Field Ecology, Forests</td>
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<td>Gender and Power in Cross-Cultural Context</td>
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<td>Gothic Construction: Architecture and Literature</td>
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<td>Human Rights and the Tragedies of History</td>
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<td>Illustrations of Character</td>
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<td>Literary and Philosophical Studies</td>
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<td>Inexcessibility and its Discontent</td>
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<td>Mount Rainier: The Place and its People</td>
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<td>The Postcolonial Novel</td>
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<td>Rites of Passage: Ceramics and Fine Metalwork</td>
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<td>The Spanish-Speaking World: Cultural Crossings</td>
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<td>Stop Making Sense</td>
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<td>SOS: Consciousness Studies</td>
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<td>SOS: Independent Projects in Literature, Philosophy</td>
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<td>Myth and Religion and Writing for Freshmen</td>
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<td>What is Ecology?</td>
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### Zoology

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How to Read a Program Description

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

FIELDS OF STUDY
- Indicates subject areas that correspond to traditional disciplines and subjects.

CLASS STANDING
- States at which level of study the program is aimed: freshmen, sophomores, junioirs or seniors.

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

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

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

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

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

Tt R A C T O R I E S  I N  A T I O N ,  M A T H E M A T I C S  &  P H Y S I C S

Fall and Winter quarters
Fields of Study: mathematics, media arts, moving image, physics, visual arts and writing
Class Standing: Freshman - Senior
Prerequisites: High school Algebra 2 or equivalent, Algebra II or equivalent, or permission of the instructor
Preparatory for studies or careers in: animation, art, media, mathematics, physics and education
Faculty: Ruth Haynes and Krishna Chowdhry

Animation follows the rules of physics — unless it is a funnier otherwise. Art Babbitt, animator

What are the 'rules' of physics, and where do they come from? How do animators follow these rules? How do they know when to break them?

This challenging program will introduce you to the mathematical models that help describe and explain motion in the natural world. You will learn how to combine observation, reason and imagination to produce such models, to explore the creative aspects that can be made of them, and consider the new meanings that result. We hope to highlight similarities and differences between how artists and scientists make sense of, and intervene in, the world.

We do not expect prior experience in drawing, animation or physics; the program is designed to accommodate new learners.

We do expect that you can read and write at the college level and have completed math through intermediate algebra.

You will all engage in common work in drawing, animation, mathematics and physics, for 14 credits. You will also be asked to choose one of two more focused tracks for the remaining two credits, either in (1) drawing or (2) mathematics.

- Faculty Signature: Contact...
- This program does not accept new enrollment in winter.
- Credits: 16
- Enrollment: 46
- Required Fees: $75 per quarter for art and science supplies.
- Internship Possibilities: none
- A similar program is expected to be offered in...
- Thematic Planning Groups: Expressive Arts and Scientific Inquiry

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

PROGRAM IS PREPARATORY
- Indicates subject areas that correspond to traditional disciplines and subjects and might be a particularly useful step for future studies or careers.

FACULTY
- Lists members of the faculty team scheduled to teach the program. See faculty bios page 97.

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

ACCEPNTS WINTER/SPRING ENROLLMENT
- Indicates whether faculty approval must be obtained before registering for the second or third quarter of a continuing program, and other requirements for new students.

SPECIAL EXPENSES FEES
- Lists expenses in addition to regular tuition and fees.

INTERNERSHIP POSSIBILITIES
- States whether an internship is optional or required.

SIMILAR PROGRAMS OFFERED
- Gives the next opportunity to join a similar program.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
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and changing resource bases will be examined. Archival and field research is encouraged.

Lin Nelson studies and is involved with advocacy efforts on the linkages between health, community and social justice. Students can become involved in researching environmental health in Northwest communities and Washington policy on phasing out persistent, bio-accumulative toxins. One major project students can work on is the impact of the Asarco smelter in Tacoma, examining and changing resource bases will be examined. Archival and field research is encouraged. Three special areas of interest are natural history collections, with specimen-based research and collection curating and management; the Evergreen Ecological Observation Network (EEON) 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 bio-chemical adaptations of gelatinous zooplankton to environmental stress and climate change. Other research is focused on the biodiversity of marine zooplankton. Students working in his lab typically have backgrounds in different aspects of marine science, ecology, physiology and biochemistry.

Accepts winter and spring enrollment. Contact faculty in area of interest for specific information. Faculty Signature: Contact faculty in area of interest for specific information.

Credits: Variable credit options available.
Theme Planning Groups: Environmental Studies

The Psychology and Media of Fear and Humor

Fall and Winter quarters

Fields of Study: American studies, media studies and psychology

Class Standing: Freshman - Sophomore

Preparatory for studies or careers in: psychology, education, literature, music and writing

Faculty: Carrie Margolin, TBD

From Frankenstein to Freddy, From Groucho to Lena. Over the years, audiences have screamed in terror or terrorized at what Hollywood has presented. This program will look at the changes in what scares us, and what makes us laugh, over the course of American cultural history from the inception of filmmaking to present day. We will examine the psychology of fear, the psychology of humor, and the language and craft of filmmaking and other media used to convey these human emotions.

We will focus on fear during fall quarter. Audiences in 1910 were terrified by Frankenstein. Phantom of the Opera was a heart-pounder in 1925. Mass panic ensued in 1938 from the radio production of War of the Worlds. What were the cultural and historical factors that made these so fear-inducing? Today, we need much more than monsters or aliens to give us goosebumps. It takes twisted psychological dramas and graphic violence to startle and thrill. How has society changed in its response to what is considered scary?

In winter quarter, we will switch to humor studies. As early as 1914, comedians such as Charlie Chaplin and the Keystone Kop provided merriment. Slapstick reigned supreme from the 1920s through the 1960s with the antics of The Three Stooges. Comedy branched out with the "Borscht Belt" stand-up comedians during that same era. Comedy continues into present day, from sit-coms to Saturday Night Live, with the acceptance of increasingly "off-color" and /or "dark" humor.

The program format may include lectures, workshops, films, seminars, guest presentations and group and individual projects. We will focus on clarity in oral and written communication, critical thinking skills, and the ability to work across significant differences.

Credits: 16
Enrollment: 46

Thematic Planning Groups: Expressive Arts, Society, Politics, Behavior and Change

Afrofuturism

Spring quarter

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

Class Standing: Junior - Senior

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

Faculty: Andrew Buchman, Chico Herbsen and Joyce Hardiman

Afrofuturism is an emergent literary and cultural aesthetic embraced by artists who have imagined alternative futures, where often grappling with aspects of race, gender and ethnicity. Roni Shavers and Charles Joseph offered a critical working definition of the genre, first named by Mark Dery around 1995, as follows: Afro-Futurism...combines elements of science fiction, historical fiction, fantasy and magic realism with non-Occidental (non-Western) cosmologies in order to critique not only the present-day dilemmas of people of color, but also to revive, interrogate, and re-examine the historical events of the past. Artists often listed in an emergent Afrofuturist pantheon include authors Samuel R. Delany and Octavia Butler; visual artists Jean-Michel Basquiat and Rene Cox; and musicians Parliament-Funkadelic (including George Clinton and Bootsy Collins); Sun Ra, DJ Spooky (Paul D. Miller), and Janelle Monae.

After laying the groundwork for explorations of the work of these other artists, we will ask students to help us address these and other avenues for explorations of Afrofuturism, including race and digital culture; the role of technology in cultural formations; and/or urban music (i.e., drum and bass, garage, hip-hop, house, jungle, neo-soul, funk, dub, techno, trip hop, etc.);

Black identity in Western literature, in light of Afrofuturism's general interrogation of identity and identity politics; Afrofuturism and its relation to previous race-based art movements and aesthetics (e.g., the Harlem Renaissance, Black Arts Movement, the New Black Aesthetic, etc.);

Black Music as a source of Afrofuturistic discourse and/or liberation; the superhuman as Afrofuturistic rebel and the black comic book as a "paraliterary" source of contemporary folklore; Afrofuturism from the perspective of film studies and/or video culture; and/or the social and cultural implications of a theory of Afrofuturism.

Because the world we will be dealing with will be both exciting, provocative and fine, we think that students will find this hard intellectual work deeply rewarding, sometimes in unexpected ways. We expect to be learning from students, and to share an intellectual adventure in an emerging, enrossing artistic terrain.

Credits: 16
Enrollment: 73

Thematic Planning Groups: Culture, Text, and Language, and Expressive Arts

Agriculture and Conservation in the Pacific Northwest

Fall and Winter quarters

Fields of Study: agriculture, ecology, environmental studies, geography and philosophy

Class Standing: Freshman - Senior

Preparatory for studies or careers in: agriculture, conservation, science, philosophy and policy.

Faculty: Michael Paros, Steven Scheureell

"The question of all questions for humanity, the problem which lies behind all others and is more interesting than any of them, is that of the determinate man's place in nature and his relation to the cosmos." - T.H. Huxley

Crop agriculture and animal production dominate human-managed ecosystems. Both provide forms of human sustenance yet simultaneously disrupt natural ecological functions. Tensions often exist between humanists and agricultural communities. How do we balance biodiversity conservation and modern agricultural production? Is it possible to have both? Should public policy support wildlife habitat and provide land for wildlife areas and keep conservation areas separate from human production activities? Can our planet afford to preserve culturally and biologically diverse agricultural systems? Are traditional agricultural practices vital to our sustainable future?

Faculty and students will challenge and develop their own personal ethical framework in an attempt to address the many questions that arise when we alter natural systems through agriculture. This will be accomplished through experiential field trips, reading, writing, scientific analysis and open discussion. Students will visit a variety of Washington and Oregon farming operations and conservation areas that illustrate the agricultural and environmental ethical dilemmas that society currently faces. Multiple perspectives from land stakeholders will be presented. Fall quarter will focus on the fundamental principles of conservation biology and ethical theory, while familiarizing students with basic agronomic practices.

In winter quarter, students will develop a personal land ethic while analyzing tensions between agriculture and conservation specific to a particular locale.

This program will interest students who are open-minded and want to think critically about the agricultural sciences, conservation biology, and ethics.

Accepts winter enrollment with faculty signature. Enrollment in winter quarter is suitable for students who have a background in agriculture, conservation biology, and ethics, and have a willingness to review significant material covered during fall quarter. Students should email faculty prior to the start of winter quarter to arrange a meeting to discuss fall quarter material and their qualifications to join the program in winter.

Credits: 16
Enrollment: 48

Required Fees: $250 for overnight field trips in fall

Thematic Planning Groups: Environmental Studies, Scientific Inquiry, Sustainability and Justice, Society, Politics, Behavior and Change

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
**American Indian Sovereignty: Competing Contexts**

**Fall and Winter quarters**

**Fields of Study:** Native American studies, cultural studies and law and government policy.

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** Native American studies, cultural studies and law.

**Faculty:** Kristina Ackley and Jose Gomez

American Indians have a relationship with the federal government unlike that of any other ethnic or political group in the United States. This program will explore these complex relationships between the American Indian and America-in-the-world. How, we will ask, are our identities as Americans shaped by ethnic, religious, gendered, class and place-based experiences? For example, by the cultural hybridizations and the real (and imagined) ties to home cultures and communities that have persisted and revitalized, developing intellectual and political resources.

In winter quarter, one of our central aims will be to attempt our own little Utopian reconciliations by developing “schools,” each of which will educate in a specific discipline (visual art, media or philosophy) and will thus make collaborative “work” across those disciplines. We will read a range of challenging and important theorists, and the variety of objects and themes will require a lively curiosity and imagination. Possible authors include: G. W. F. Hegel, Karl Marx, Sigmund Freud, Michel Foucault, Pierre Bourdieu, Michel de Certeau, Cary Wolfe, Lazzio Borden, Chantal Akerman, Charles Burnett, Robert Bresson, The Mayebes, Lit Boys,为主的跳墙。我们将从一个视角的出发点，进入西方文化和西方社会的讨论，关注文化、政治、社会和经济的联系，讨论工作将包括研究材料、艺术和媒体理论，以及社会理论。项目工作将包括研究（包括实践和理论）的创作、批判和，以及媒体材料和艺术的制作。
Arts in New York

Spring quarter

Fields of Study: aesthetics, architecture, dance, media arts, music, theater and visual arts

Class Standing: Freshman - Senior

Preparatory for studies and careers in: arts, visual arts, media arts, performing arts, aesthetics, photography, architecture, critical theory, humanities, cultural studies, social sciences, music studies, material culture, the leisure and tourism industry.

Faculty: Ariel Goldberger

This program will study the intense and lively cultural life of New York City, the most active arts production center in the United States, and perhaps the world. Students and faculty will collaborate on final touches to the program in Olympia, then fly to New York for seven weeks (options from 4 to 10 weeks) to engage in program and individual project-related activities.

Program activities will consist of weekly cultural events and shows in as many art genres as possible followed by seminars on readings in contemporary art theory. The class will explore a wide range of sites and art forms in venues ranging from established world-renowned institutions to emerging art spots.

Arts events may include visits to galleries in Chelsea, MOMA, DIA Arts Center, PS1, The Metropolitan Museum of Art, and emerging venues. The class will attend culturally relevant institutions such as the Japan Society, Asia Society, Jewish Museum, Harlem Studio Museum, and El Museo del Barrio to experience cultural diversity.

Performance venues may include Galapagos Space, PS 122, La MAMA, The Kitchen, HERE, off-Broadway, BAM, or emerging and more traditional venues. Dance events may include contemporary performances, experimental works, or festivals. The class may attend poetry readings at different venues such as The Bowery Poetry Club, the Nuyorican Poets Cafe, The New York Public Library, or Poets’ House.

Individual projects will be based on personal learning goals and may include internships, work in the arts, writing or research. Students will convene during the final week for presentations of their individual projects to the class.

As part of the New York experience, students will be responsible for making all arrangements for their travel, room and board, event tickets (once selected by the class) and individual projects. Each student’s expenses will depend on individual resourcefulness.

Faculty Signature: Students interested in the program need to fill out a relatively simple application form and proposal project forms and send it directly to professor Goldberger. The forms are available at blogs.evergreen.edu/artsiny. and from the program secretaries at the Seminar II Cluster Support office. Once you fill out the application please email it to professor Goldberger - or print it out and place it in his mailbox in the SEM II Cluster Support office. Professor Goldberger will contact you a week after receiving your completed forms. Students will be signed-in on a rolling basis until the program is filled, so please do not hesitate to send in a proposal as room may still be available!

Credits: 16
Enrollment: 25

Required Fees: $350 for art event tickets.

Internship Possibilities: Students are welcome to propose internships in New York as a component of their individual projects.

Thematic Planning Groups: Consciousness Studies, Culture, Text, and Language, and Expressive Arts

Astronomy and Cosmologies

Spring quarter

Fields of Study: astronomy, cultural studies, history, mathematics, philosophy and physics

Class Standing: Freshman - Senior

Preparatory for studies or careers in: astronomy, natural sciences, history and philosophy of science, and education.

Prerequisites: Facility with algebra, good reading, writing and thinking skills. Willingness to work in teams and to use computers for web-based assignments and information. There is no prerequisite in physics.

Faculty: EJ Zita

We will learn beginning to intermediate astronomy through lectures, discussions, interactive workshops and observation, using naked eyes, binoculars and telescopes. We will learn about the evolution and structure of our universe and celestial bodies. How are stars born and why do they shine? What are some of the ways in which stars can die, and what new life can they contribute to? How do we know the universe is expanding—and accelerating? What evidence is there for the Big Bang?

Students may build and take home astronomical tools such as spectrometers and position finders. Student teams will research topics of personal interest through observations, readings and calculations; and will share their findings with classmates and the community. In previous programs, students have organized observation field trips to eastern Washington or beyond, to regions with clearer skies.

In seminars, we will discuss cosmologies: how people across cultures and throughout history have understood, modeled, and ordered the universe they perceive. We often study creation stories and worldviews, from those of ancient peoples (e.g. Greeks, Arabs, Chinese, Egyptians, Mayans,...) to modern astrophysicists. Student teams will meet for pre-seminar discussions and assignments. Individuals will write short essays and responses to peers’ essays.

Students taking this program must be willing to work in teams and to use computers for online information and completing assignments. There is no physics prerequisite. Students will be learning the introductory, algebra-based physics that underlies astronomy and astrophysics, and should have good algebra skills.

Faculty Signature: One month prior to registration, students must email faculty zita@evergreen.edu with evaluation by faculty from the most recent quarter completed at Evergreen.

Credits: 16
Enrollment: 24

Required Fees: $30 for use of a spectrometer, solar motion demonstrator, and small telescope.

A similar program is expected to be offered in 2014

Thematic Planning Groups: Environmental Studies, Native American and World Indigenous Peoples and Scientific Inquiry

Awakening the Dreamer, Pursuing the Dream

Fall, Winter and Spring quarters

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

Class Standing: Freshman - Senior

Preparatory for studies and careers in: the liberal arts, expressive arts, psychology, sociology, and cultural studies.

Faculty: Terry Setter and Cynthia Kennedy

The only myth that is going to be worth thinking about in the immediate future is one that is talking about the planet, not the city, not these people, but the planet, and everybody on it. -Joseph Campbell

Joseph Campbell points out that our greatest challenge is how to live a humane existence in inhuman times. Awakening the Dreamer, Pursuing the Dream will focus on the individual’s relationship to personal and cultural values, society, leadership and the creative process. This program is intended for students who seek to explore and refine their core values in a context where they can act upon them with increasing awareness and integrity.

The program faculty recognize that the social, ecological and psychological challenges of every era have required people to live their lives in the face of significant challenges and it is now widely recognized that crisis often precedes positive transformation. Therefore, this program will begin by focusing on how people in the past have worked to create a meaningful relationship between themselves and the world around them. We will explore movement, stories, and images of various creative practices and spiritual traditions from ancient to modern times to discover their relevance in our own lives. As students gain knowledge and skills, they will develop their own multifaceted approaches to clarifying their identity, then prioritizing and pursuing their dreams.

Throughout the year, the program will work with multiple forms of intelligence, somatic practices and integrative expressive arts approaches to learning. Students will explore the practices of music, movement (such as dance or yoga), writing, drawing and theater in order to cultivate the senses as well as the imagination and powers of expression. These practices will help us understand the deeper aspects of the human experience, which are the source of self-leadership, intentional living and positive change. Students will also investigate the relationship between inner transformation and social change through engagement in community service. Students will read mythology, literature and poetry while exploring ideas that continue to shape contemporary culture. We will also look to indigenous cultures to deepen our appreciation of often-overlooked wisdom and values. We will seek to develop a broader understanding of contemporary culture as a stepping stone to thinking critically about how today’s dreams can become tomorrow’s reality.

Accepts winter and spring enrollment. New students must complete readings and writing assignments to review content from the previous quarter(s). Please contact faculty for more information.

Credits: 16
Enrollment: 46

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

Thematic Planning Groups: Consciousness Studies, Culture, Text, and Language

Photo by Hannah Patrick '10

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
Biodiversity Studies in Argentina

Fall and Winter quarters

Fields of Study: botany, ecology, field studies, language studies, marine science, natural history, study abroad and zoology

Class Standing: Sophomore - Senior

Preparatory for studies or careers in: biodiversity, conservation, field biology, Latin American studies, natural history and Spanish

Prerequisites: One year of college-level Spanish language studies and previous academic work in natural history and/or environmental science is required.

Faculty: Erik Thuesen

In the 19th century, well-known European scientists such as Darwin and Humboldt traveled to Argentina and brought their knowledge of the flora and fauna back to Europe. The marine, desert and alpine environments of the Southern Cone harbor flora and fauna very different from similar environments in North America. In this two-quarter program, we carry out intensive natural history studies of the unique systems and ecosystems of Argentina, focusing on those of Patagonia.

After an introductory week in Olympia at the start of fall quarter, the program will return to Buenos Aires. We will focus on the flora and fauna of the Southern Cone through an intensive study of the province of Buenos Aires. In Patagonia, we will study the natural history of Patagonia, with field studies on specific ecosystems or organisms, including those in desert and alpine environments of the Southern Cone. Students will conduct formal field exercises and keep field notebooks detailing their work and observations. We will read primary literature articles related to the biodiversity of Argentina and augment our field studies with seminars.

During the winter quarter in Buenos Aires, students will reinforce their language skills with two weeks of intensive Spanish studies in Buenos Aires. In Patagonia, we will continue our work with small groups on projects examining biodiversity topics. It will be possible to conduct more focused studies by including specific organisms, including those in the more southern parts of Patagonia, at this time of year. Clear project goals, reading lists, etc., will be developed during fall quarter in order to ensure successful projects in winter quarter. Examples of individual/small-group projects include: comparisons of plant/animal communities across coastal, desert and alpine zones; comparative studies of the impacts of ecotourism activities on biodiversity; or examining the physical characteristics of the ecotones and the dynamics of biogeochemical cycles that cross community boundaries. Taking advantage of the Evergreen campus and nearby areas as natural laboratories, we will focus on the following ecosystems: intertidal zones, the boundary between freshwater aquatic systems and marine systems, the transition zone between marine and freshwater (estuaries) and the ecotones associated with human-dominated landscapes. In addition, we will examine the ecological properties of these systems; the structure and function of ecosystems and their interrelations across several of the major techniques used in field ecology and improve their writing, quantitative and communication skills.

Faculty: Amy Cook and Gerardo Chin-Leo

Boundaries between habitats (ecotones) and extreme environments (temperature, pressure and salinity) often contain unique and productive ecosystems. This program will explore the structure and function of these ecosystems and examine the organism adaptations and ecological interactions that determine their unique biodiversity and productivity. In addition, we will examine the ecotones and extreme environments created by the expansion of human development into natural ecosystems. An understanding of the structure and function of these extreme environments will contribute to conservation biology efforts such as the design of national parks and reserves and allow us to better understand how human-dominated landscapes influence natural landscapes.

Throughout the program, we will discuss the structure and function of ecosystems and extreme environments, including primary sources. Students should expect to become well informed about the economy and political developments, and to be prepared to draw conclusions about economic policies and defend those conclusions in discussions with their classmates.

The final project for the program will be an economic forecast for the U.S. economy for 2013 and beyond.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Environmental Studies

Biology of Ecotones and Extreme Environments: Living on the Edge

Fall quarter

Fields of Study: biology, ecology and marine science

Class Standing: Freshman - Sophomore

Preparatory for studies or careers in: ecology, marine biology and resource management.

Faculty: Amy Cook and Gerardo Chin-Leo

Boundaries between habitats (ecotones) and extreme environments (temperature, pressure and salinity) often contain diverse and productive ecosystems. This program will explore the structure and function of these ecosystems and examine the organism adaptations and ecological interactions that determine their unique biodiversity and productivity. In addition, we will examine the ecotones and extreme environments created by the expansion of human development into natural ecosystems. An understanding of the structure and function of these extreme environments will contribute to conservation biology efforts such as the design of national parks and reserves and allow us to better understand how human-dominated landscapes influence natural landscapes.

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The final project for the program will be an economic forecast for the U.S. economy for 2013 and beyond.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Environmental Studies

Boom or Bust: The U.S. Economy, 2013 and Beyond

Winter quarter

Fields of Study: business and management, economics and law and public policy

Class Standing: Sophomore - Senior

Preparatory for studies or careers in: economics, public policy, business and law.

Faculty: Bill Bruner

Over the past few years, the world economy has gone through a gut-wrenching recession from which it may now-at least at this writing-be recovering. Our objective in this program is to understand the current condition of the economy—with particular emphasis on the U.S. economy—in the context of economic cycles that have been a part of economic history for centuries. We will develop conceptual frameworks for explaining these cycles and apply these frameworks to analyze current economic conditions. We will be concerned especially with the tools that might be used to smooth the ups and downs of the economy. We will include introductions to macroeconomics, economic policy, economic indicators and economic history to help us understand how the economy works. Students who enroll in this program must be prepared to read about current economic and business conditions on a daily basis in several different publications, both electronic and print-based. This might include the traditional—Wall Street Journal or The New York Times—government publications from such agencies as the Federal Reserve or the Department of Labor and a variety of web-based publications. Students should expect to become well informed about the economy and political developments. They should be prepared to draw conclusions about economic policies and defend those conclusions in discussions with their classmates.

The final project for the program will be an economic forecast for the U.S. economy for 2013 and beyond.

Credits: 16

Enrollment: 24

Thematic Planning Groups: Culture, Text and Language, and Environmental Studies

Botany: Plants and People

Winter quarter

Fields of Study: botany, environmental studies, natural history

Class Standing: Freshman - Senior

Preparatory for studies or careers in: plant science, plant ecology, economic botany, agriculture, forestry and environmental education.

Faculty: Frederica Bowcutt

This program investigates people's relationships with plants for food, fiber, medicine and aesthetics. We will examine economic botany, interrelationships with local flora and horticulture. We will also work through a botany textbook learning about plant anatomy, nomenclature and systematics. Lectures based on the textbook readings will be supplemented with laboratory work. Students will explore how present form and function informs us about the evolution of major groups of plants such as mosses, ferns, conifers and flowering plants. Students will get hands-on experience studying how plants perform a plant's characteristic. To support their work in the field and lab, students will learn how to maintain a detailed and illustrated nature journal. Students will write a major research paper based on a series of workshops. In addition, they will present their projects and in weekly seminars we will discuss program readings, which will include, among others, Writing Poems by Robert Wallace and Michelle Boisseau, How to Read a Poem by Edward Hirsch and Book Binding for Book Artists by Keith Smith and Fred Jordan.

Other activities of the program will include instructor critiques of visual art and writing, and workshops that will focus on revision, peer critique and new work.

Credits: 16

Enrollment: 50

Required Fees: $30 for printing and bookmaking supplies.

Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

Bridges: Poetry and Prints

Spring quarter

Fields of Study: literature, visual arts and writing

Class Standing: Freshman - Sophomore

Prerequisites: This lower-division program welcomes freshmen and sophomores who have had at least one visual arts and one writing class in high school or college. Students who register for a program but do not attend the first class meeting may be dropped.

Preparatory for studies and careers in: printmaking, bookmaking, knowing the different steps in the book production process, writing, critical and creative thinking, and visual analysis. This program will present students with the opportunity to read widely in the visual arts, poetry, and related texts which will include, among others, Writing Poems by Robert Wallace and Michelle Boisseau, How to Read a Poem by Edward Hirsch and Book Binding for Book Artists by Keith Smith and Fred Jordan.

Other activities of the program will include instructor critiques of visual art and writing, and workshops that will focus on revision, peer critique and new work.

Credits: 16

Enrollment: 50

Required Fees: $30 for printing and bookmaking supplies.

Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

Students register for a program but do not attend the first class meeting may be dropped.
The Chemistry of Living Systems

Fall and Winter quarters

Fields of Study: biochemistry and chemistry

Class Standing: Junior - Senior

Prerequisites: Organic chemistry, general education general chemistry

Preparatory for studies and careers in: chemistry, biochemistry, industrial or pharmaceutical chemistry, and biochemistry.

Faculty: Paul Schofield and Lydia McIntyre

This upper-division chemistry program will develop and integrate chemical knowledge and the foundations of chemical technology. Students will be exposed to integral aspects of chemical analysis, chemical synthesis, and the development of advanced technology. The program will focus on applying scientific visualization, data mining and statistics to facilitate this, we will organize small research groups that meet twice a week, and students will share responsibility for presenting their work. Themes will include: understanding natural phenomena, understanding complex computing systems and their impact on society, and understanding the role of chemistry in modern society.

Accepts winter enrollment with faculty signature. This program is expected to be offered in 2013-14.

Thematic Planning Groups: Scientific Inquiry

Computability and Language Theory

Fall and Winter quarters

Fields of Study: computer science and mathematics

Class Standing: Sophomore - Senior

Preparatory for Computer Science Foundations program or a strong mathematical background with two quarters of computer programming.

Faculty: Robert Shulman and Neal Nelson

The Logic theme will cover traditional logic systems and their applications to computer science. In the Programming Language theme we will study both the theoretical basis and practical applications of modern programming languages. Students will have an opportunity to conclude the program with a major project that includes a definition and implementation of a small programming language.

Accepts winter enrollment with faculty signature. This program has four threads of study with variable credit options. Students will be placed in the group that best fits their course work or experience, equivalent to the fall quarter material.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2014-15.

Thematic Planning Groups: Scientific Inquiry

Computer Science Foundations

Fall and Winter quarters

Fields of Study: computer science, consciousness studies and mathematics

Class Standing: Freshman - Senior

Preparatory for: Computer Science Foundations, or Music, Math and Cybernetics opportunities

The Logic theme will cover traditional logic systems and their applications to computer science. In the Programming Language theme we will study both the theoretical basis and practical applications of modern programming languages. Students will have an opportunity to conclude the program with a major project that includes a definition and implementation of a small programming language.

Accepts winter enrollment with faculty signature. This program has four threads of study with variable credit options. Students will be placed in the group that best fits their course work or experience, equivalent to the fall quarter material.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2013-2014.

Thematic Planning Groups: Society, Politics, Behavior and Change
Cultures of Solidarity

Spring quarter

Fields of Study: community studies, geography, media arts and sociology

Class Standing: Sophomore - Senior

Preparatory for students or careers in: community development, social movement organizing, education and media arts.

Faculty: Anne Fischel and John Baldridge

How do communities remain resilient in the face of oppression, exploitation, disempowerment, and the shock of what Naomi Klein has termed "capitalist catastrophe"? How do people come together and hold together—in challenging times? Conversely, how do people organize to resist and transform their societies' embedded inequities? How do groups create, nurture and develop networks of mutual aid, cooperation and solidarity that uphold principles of justice and sustainability?

We will consider ongoing challenges facing communities seeking answers to these questions, in theory and in practice, to create and maintain cultures of solidarity. Key topics include: alternative economic models, such as producer and consumer cooperatives; the role of bottom-up, non- hierarchical authoritarian education models in building durable, multigenerational lines of communication; challenges faced by indigenous, migrant, working class and other constituencies, including language, cultural and media literacy, and critical analysis of the concepts of sustainability, justice, culture and solidarity. Students will engage with communities in places as nearby as Olympia and Shelton and as far afield as Venezuela, Argentina, and the Basque region of Spain. We aim to learn how answers to theoretical questions can drive constructive practices in the real world.

This program offers a full-time and a half-time option. The central program components outlined above will be offered as part of the Evening & Weekend Studies curriculum, for 8 credits, for all students in the program.

Creating Dance

Fall quarter

Fields of Study: aesthetics, art history, dance, linguistics, somatic studies, theater and visual arts

Class Standing: Freshman - Senior

Preparatory for careers in: dance and theatre.

Faculty: Robert Esposito

This focused, one-quarter program involves progressive study in modern dance composition/choreography. Prior dance experience at the beginner/intermediate level is helpful. Students who register for a program but do not attend the first class meeting may be dropped.

This class is devoted to researching and exploring the idea of consciousness from many disciplinary vantage points. Participants will examine the latest developments in the study of consciousness in four thematic units focusing on the relationship of consciousness and neuroscience, psychology, mindfulness and spirituality. Modes of inquiry will include seminars, individual research, project and presentations. As a way to express Evergreen's collaborative focus, students will meet together on the first week of the quarter and will collate their investigations with the faculty.

The class will follow contemplative educational practices as a way to develop consciousness and the ability to address the complex themes with a clear mind. Students will also design a four-credit independent project based on individual interests. This project will be presented orally to the rest of the class by the last week of the quarter, and can include art, presentation software, images and sound.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Consciousness Studies, Expressive Arts

Dance: Body, Culture and Behavior

Winter and Spring quarters

Fields of Study: biology, dance, health and psychology

Class Standing: Freshman - Senior

Preparatory for studies or careers in: dance, anatomy, psychology, cultural anthropology, behavior, writing and education.

Faculty: Amy Cook and Kabbly Mitchell

Dance is a complex mix of human physiology, emotion and culture. The term "dance" has also been used by animal behaviorists to describe movements animals do as part of courtship and other social interactions. In this program we will explore dance from these various perspectives. Students will develop the skills necessary to dance and will gain a better understanding of what is behind the movements—both in terms of anatomy and physiology and in terms of what dance means to us as humans. We will examine and perform dance, not simply within categories like ballet or modern, but from a broader perspective of movement and culture.

In winter we will examine the anatomical and physiological basis of dance and other demanding activities. Through labs, lectures and workshops we will look at the structure of the musculoskeletal, cardiovascular and respiratory systems and how these functions both independently and together to allow us to do anything from walking across the street to performing the complex movements of dance. These ideas will be reinforced in dance workshops and students will be encouraged to learn through participating attention to what is happening in their own bodies. Students will begin to develop an understanding of the dance community and how it fits into a larger context and community context.

In spring we will continue our examination of the physiology of dance and integrate energy, metabolism, balance and coordination with cultural studies. Students will continue to develop and hone their movement and dance skills in workshops and work towards a final performance in which they will be asked to show what they have learned in the program and bring together the major program themes. We will also look at the activities that animal behaviorists call dance and compare them to dance in humans. What are animals trying to communicate in their dance? Is there any evidence of individuality or creativity in animal dance? Students will be encouraged to think deeply about what dance is and whether it is unique to humans.

This program is for anyone who has an interest in dance, human biology and culture and students do not need to have a background in either dance or science to succeed in the program. In taking an interdisciplinary approach to dance we hope to attract both students who have a long-term interest in dance as a career and students who have never before thought about learning to dance but are interested in human physiology and culture and would like to be involved in a creative approach to learning the major concepts of these fields.

Accepts spring enrollment with faculty signature. Students entering the program in spring will need to do assigned background reading on the anatomy and physiology of the musculoskeletal system, respiratory system and cardiovascular system prior to entering the program. Interested students should contact Amy Cook (cooka@evergreen.edu).

Credits: 16

Enrollment: 48

Thematic Planning Groups: Expressive Arts and Environmental Studies

Dancing Molecules

Fall quarter

Fields of Study: chemistry and dance

Class Standing: Freshman - Senior

Preparatory for studies or careers in: performing arts, sciences and education.

Faculty: Rebecca Sudderman and Kabbly Mitchell

In this program we will investigate the basic languages of dance and chemistry. We will explore the theoretical practices and dynamics of how science and dance are connected through properties of movement: vibrations, reactivity, heat, light and conductivity.

We will present seminar assignments, exam quizzes, reflective writing, technical writing (fab-related) as part of our collective work, but no large research paper.

Students will participate in laboratory experiments and dance workshops, along with lectures, seminars, films, held trips and guest speakers. We want students to grasp the commonalities between these disciplines, to develop critical thinking skills, to become in tune with their bodies, and to realize their academic potential. No experience in either field is required.

Credits: 16

Enrollment: 48

Required Fees: $50 for event tickets.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

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

Winter and Spring quarters

Fields of Study: aesthetics, art history, biology, ecology, environmental studies, marine science, maritime studies, natural history and visual culture.

Class Standing: Freshman - Senior

Preparatory for studies and careers in: visual arts, education, marine science, biology and ecology.

Faculty: Gerardo Chin-Leo and Lucia Harrison

This program will examine marine environments and life (The Sea) from the perspectives of science and visual arts. This program is designed for beginning students in either discipline. The Sea accounts for a major portion of the biomass and diversity of life and plays a major role in global cycles. The Sea also is a source of inspiration for artists, and artwork provides insights into the relationships of humans to this environment. Currently, The Sea faces major crises caused by human activities such as habitat degradation and natural resource over-exploitation. Science and art can contribute to finding solutions to these environmental problems by providing an understanding of natural phenomena and insights into how nature is perceived and valued by humans. We will examine how visual arts and the natural environment are interconnected through observation and study. The Sea and produce images to communicate the results of our work. We will also study how scientific findings can provide a foundation for expressive art and how art can effectively convey the implications of scientific findings to how humans relate with nature.

Activities will develop concepts and skills of marine science and visual art and examine how each discipline informs the other. Lectures will cover aspects of science and aesthetics and develop a basic scientific and visual arts vocabulary. Labs and field trips to local Puget Sound beaches, the San Juan Islands and Olympic Peninsula will provide students with hands-on experience to apply the concepts/skills learned in class. Weekly workshops on drawing and watercolor painting will provide an introduction to observed field journals and strategies for developing observations into polished expressive drawings. Seminars will explore how scientific and artistic disciplines contribute to solving environmental issues. For example, we will study how the understanding of human relationships can be combined with knowledge of the science underlying marine phenomena to promote effective political change (artists and scientists will work closely with local and national organizations). This fall quarter program will include the Sea as a source of food, a metaphor for human experience, a place of work or medium of expression, and will represent a serious commitment of time and effort. Overall, we expect students to end the program with an increased understanding of the interconnectedness of biological and physical systems, and the ability to apply this knowledge to complex problems. It will be a rigorous program, requiring a serious commitment of time, work as a way to apply their learning across the three quarters of this program, allowing students to experience the natural world using skills they learned. Each quarter program will include lectures, small group problem-solving workshops, laboratories, field trips and seminars. There will be opportunities for small groups of students to conduct hands-on scientific investigations, particularly in the field. Students will learn to describe their work through scientific writing and presentations.

This program is designed for students who want to take their first year of college science using an interdisciplinary framework. It will be a rigorous program of study 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 the ability to reason critically and 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.

One component of this program will involve field trips along the Grand Canyon. While conducting fieldwork in the Grand Canyon, students will be able to participate in the Grand Canyon river trip. For the river trip, students will be selected through an application process, which includes submitting a brief essay on their motivation for the trip. The expense of this trip is often prohibitive ($1,700 plus airfare to and from Las Vegas); however, alternative less expensive options include: co-evolutionary relationships between ruminants and grasses, prairie ecology and restoration, controversies in public land use, and perennial grain development.

Enrollment Condition: Students should contact the faculty by email with a brief paragraph describing their relevant academic background, farming experience, and why they want to take the course. The faculty will review course offerings and make any necessary accommodations. The faculty member will arrange a meeting to discuss the student's qualifications. Credits: 16

Enrollment: 24

Required Fees: $250 for field trips.

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Ecology of Grazing and Grasslands in the Pacific Northwest

Spring quarter

Fields of Study: agriculture, biology and ecology

Class Standing: Freshman - Senior

Preparatory for studies and careers in: animal agriculture, ecology, conservation, range management, animal physiology and behavior.

Faculty: Michael Pares

This academically rigorous field-based course will provide students with an appreciation of the role of livestock and grasslands in the Pacific Northwest by exploring the ecological relationships between ruminants and the land. We will begin the quarter learning about the physiology of grasses and their response to grazing and fire. Practical forage identification, morphology and production will be taught. Upland nutrition, foraging behavior, and digestive physiology will be covered as a precursor to learning about the practical aspects of pasturing, assessing and managing livestock rotational grazing operations. We will divide our time equally between intensive grazing and extensive rangeland systems. Classroom lectures, workshops and guest speakers will be integrated with field trips to dairy, beef and goat grazing farms. There will be an overnight trip to Eastern Washington where students can practice their skills in range management. Other special topics that will be covered in the program include: co-evolutionary relationships between ruminants and grasses, targeted and multiple-species grazing, prairie ecology and restoration, controversies in public land use, and perennial grain development.

Enrollment Condition: Students should contact the faculty by email with a brief paragraph describing their relevant academic background, farming experience, and why they want to take the course. The faculty will review course offerings and make any necessary accommodations. Contact faculty for further information. Credits: 16

Enrollment: 72

Required Fees: $250 for field trips.

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

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

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Energy, Economics and Entrepreneurship  

Fall, Winter and Spring quarters  

Fields of Study: business, management, sustainability studies  

Class Standing: Sophomore - Senior  

Preparatory for studies or careers in: business, management, or for jobs in the private sector, government or non-profit organizations.  

Faculty: Zoe Van Schyndel and Glenn Landram

This three-quarter all-level program examines how energy, economics, and entrepreneurship have influenced the growth of the United States as a nation, and the development of global economic enterprise. The theoretical and practical application of knowledge through ethical issues will be examined primarily through the use of case studies. This methodology of how to examine legal requirements, economic outcomes and ethical principles.

In fall and winter quarters we will examine finance, accounting, quantitative methods and macroeconomics through two in-depth case studies that will show how American businesses think and operate. In the fall, our case study will consider the golden age of American whaling, a mid-19th century version of global economic enterprise. The whaling nation of the United States, with a strong seafaring tradition and project work with some of these organizations and it will provide an opportunity to investigate and design exciting internships for students who register for a program but do not attend the first class meeting may be dropped.

Expect to read a lot, study hard and be challenged to think clearly, right questions: beauty is in the eye of the beholder: for scientists, beauty may be at the scale of the landscape, the organism, or the atomic level. In order to describe a system, scientists are required to collect quantitative data. This is a rigorous program that will focus on the development of business problem-solving skills supported by analytical study. This methodology of how to examine legal requirements, economic outcomes and ethical principles.

In the winter, our in-depth case study will cover energy development in the United States in the 20th century. This will include the benefits of inexpensive energy such as hydroelectric, coal and oil, why these energies may or may not be affordable when all costs are considered, as well as the pitfalls and dependencies that accompanied the immediate economic benefits of these energy options.

In spring quarter we will engage in a capstone simulation project that challenges students to apply finance, budgeting, marketing, quantitative methods and leadership to establish a sustainable, successful business. Teams will manage simulated businesses competing against each other and will have an opportunity to demonstrate their ability to synthesize many of the fundamentals of business in one comprehensive computer simulation.

The program format will include workshops, field trips, lectures, films, seminars, guest presentations and group and individual projects. This program can also serve as a preparatory course for continuing work in any master's degree, such as an MBA, requiring a quantitative foundation. Students who successfully complete the program will gain a solid introduction to business and management and as a possible basis for more advanced study in business, or for jobs in the private sector, government or non-profit organizations. Students will also learn the program with an appreciation of emerging issues regarding energy policies, business and society.

Credits: 16  
Enrollment: 48  
Required Fees: $250 for a fall field trip on the Zodiac  
Thematic Planning Groups: Society, Politics, Behavior and Change

Environmental Analysis  

Fall, Winter and Spring quarters  

Fields of Study: biology, chemistry, ecology, environmental studies  

Class Standing: Sophomore - Senior  

Preparatory for studies or careers in: environmental studies, field ecology  

One year college biology with a molecular emphasis required.  

Preparatory for studies or careers in: geology, hydrogeology, chemistry, microbiology, molecular biology, biochemistry, ecology, chemical characterization, environmental analysts and environmental fieldwork.

Faculty: Andrew Brabban, Clyde Barlow and Kenneth Tabbott

“Beauty is in the eye of the beholder: for scientists, beauty may be at the scale of the landscape, the organism, or the atomic level. In order to describe a system, scientists are required to collect quantitative data. This is a rigorous program that will focus on the development of business problem-solving skills supported by analytical study. This methodology of how to examine legal requirements, economic outcomes and ethical principles.

Management is a highly interdisciplinary profession where getting the results. Knowledge plays a critical role. Knowledge plays a critical role. Students who register for a program but do not attend the first class meeting may be dropped.

Expect to read a lot, study hard and be challenged to think clearly, right questions: beauty is in the eye of the beholder: for scientists, beauty may be at the scale of the landscape, the organism, or the atomic level. In order to describe a system, scientists are required to collect quantitative data. This is a rigorous program that will focus on the development of business problem-solving skills supported by analytical study. This methodology of how to examine legal requirements, economic outcomes and ethical principles.

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Credits: 16  
Enrollment: 48  
Required Fees: $250 for a fall field trip on the Zodiac  
Thematic Planning Groups: Society, Politics, Behavior and Change

Equality and the Constitution  

Spring quarter  

Fields of Study: government, law and policy management, law and policy management, political science and writing  

Class Standing: Sophomore - Senior  

Preparatory for studies or careers in: law, education, public policy, political theory, history and political science.  

Faculty: Jose Gomez

Equality is an ancient ideal, yet at best the United States has embraced it ambivalently throughout its history. Thomas Jefferson wrote in the Declaration of Independence that "all men are created equal," yet he owned slaves; the framers claimed to cherish equality, yet they chose not to enfranchise it in the Constitution. Even the Fourteenth Amendment's guarantee of equal protection did not prevent the states from passing Jim Crow laws to maintain white supremacy or the Supreme Court from ruling that the amendment did not mean what it said. Women were denied the right to vote until the ratification of the Nineteenth Amendment in 1920. The struggle to secure equal rights for all Americans continues to this very day.  

We will begin by taking a critical look at the early cases in which the Supreme Court eviscerated the ideal of equality by circumventing the Thirteenth, Fourteenth and Fifteenth amendments. Then we will move to the 20th and 21st centuries that have chipped away at Jim Crow and inequality. These involve struggles for equal rights in education, employment, public accommodations, housing, voting and university admissions. We will also examine the modem cases that have gone beyond race to fight discrimination based on sex, age, disability, inheritance, wealth and sexual orientation.

Working in legal teams, students will develop appellate briefs on real equal protection cases and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, to hear arguments, and write and complete opinions on the cases. The principal text will be a law school casebook.

Credits: 16  
Enrollment: 24

Thematic Planning Groups: Society, Politics, Behavior and Change

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

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
Ethnographic Research: Eyes in a Troubled World

Fall quarter
Fields of Study: anthropology, community studies, cultural studies, international studies and political science
Class Standing: Freshman - Senior
Preparatory for studies and careers in: anthropology, political science, community studies, and research in the social sciences.
Faculty: Rita Poujades and Matthew Smith

Ethnographic research, attuned as it is to everyday cultural expressions and their meaning, equips us to not only inquire into the cultural workings of value but to also develop a substantive body of data that allows both deeper understanding as well as an informed interpretation. Ethnographic research is conducted in the midst of active cultural settings with the researcher gathering data in the traditional roles of both a "participant" in those settings and an "observer" of the cultural practices and meanings involved. This program includes an examination of and application of ethnographic research methods and methodologies, a study of varied theoretical frameworks used by anthropologists today to interpret and find meaning in data, and an opportunity to conduct an ethnographic project. Students will also read and explore a wide range of ethnographies that demonstrate the application of ethnographic study in some of our most troubled settings locally and in the world. In particular, we will explore the interaction of ethnographic research and human rights advocacy, and how an ethnographer must prepare for such a project. All members of the program will develop and/or conduct an ethnographic project.

Credits: 16
Enrollment: 48
Thematic Planning Groups: Culture, Text and Language

Fiber Arts

Fall and Winter quarters
Fields of Study: visual arts
Class Standing: Sophomore - Senior
Prerequisites: English Composition (or equivalent college-level writing course) is required. Courses in design, color theory, and art are recommended.
Preparatory for studies or careers in: weaving, needlework arts, basketry and felting, color theory, art history and criticism, visual arts and textile design.
Faculty: Gail Trembley

This program is designed to introduce students to movements in contemporary fiber arts and to techniques that will allow them to create works of art using a wide variety of materials and processes. Over three weeks, students will explore techniques for weaving, wet-dyeing for knitted weaving, felting, embroidery, needle arts and basketry. Students will weave a sampler on the four-harness loom and design make three pieces as well as one collaborative project with other students each quarter. Projects must use or incorporate at least three different techniques we are studying. There will be lectures and films about the history of 20th-century fiber art. All students are expected to produce a research paper with illustrations and footnotes each quarter as well as a 10-minute slide presentation about the work of a contemporary fiber artist.

Credits: 16
Enrollment: 20
Thematic Planning Groups: Expressive Arts

Field Ecology: Forests

Spring quarter
Fields of Study: biology, botany, ecology, field studies, writing and zoology
Class Standing: Junior - Senior
Prerequisites: Students must demonstrate at least one full year of college natural sciences including mathematics, biology, chemistry, botany and zoology.
Preparatory for studies or careers in: ecology, biology, natural resources, conservation and forest resources.
Faculty: Dylan Fisher and Alison Styring

This program will focus on intensive group and individual field research on current topics in ecological science. These topics will include forest structure, ecosystem ecology, effects of forest management, ecological restoration, riparian ecology, fire history, bird abundance and monitoring, insect plant interactions, and disturbance ecology. Students will be expected to intensively use the primary literature and student-driven field research to address observations about ecological composition, structure and function. Multiple independent and group research projects will form the core of our work in local forests of the south Puget lowlands, national forests, national parks, state forests and other relevant natural settings. Students are expected to "hit the ground running" and should develop research projects for the entire quarter within the first several weeks of the program. Through a series of short, intensive field exercises, students will hone their skills in observation, developing testable hypotheses, and designing ways to test these hypotheses. We will also explore field techniques and approaches in ecology, and especially approaches related to measuring plant and animal biodiversity. Students will have the option to participate in field trips to sites in the Pacific Northwest and the Southwestern US. Research projects will be formally presented by groups and individuals at the end of the quarter. Finally, student research manuscripts will be created throughout the quarter utilizing a series of intensive multi-day paper-writing workshops. We will emphasize identification of original field research problems in forest habitats, experimentation, data analyses, oral presentation of findings, and writing in scientific journal format.

Faculty Signature: Applications will be available from the faculty at the beginning of the quarter. Students must submit a 300-word essay describing experience with technical writing. Students must also demonstrate at least one full year of college natural sciences, mathematics, biology, chemistry, botany and zoology.

Credits: 16
Enrollment: 50
Required Fees: $300 for an optional field trip.
A similar program is expected to be offered in 2015
Thematic Planning Groups: Environmental Studies

Food, Health and Sustainability

Fall, Winter and Spring quarters
Fields of Study: agriculture, biochemistry, biology, botany, ecology, health and sustainability studies
Class Standing: Freshman - Senior
Preparatory for studies and careers in: ecological agriculture, genetics, biochemistry, nutrition, microbiology, and agriculture and food policy.
Faculty: Donald Morisato and Martha Rosemeyer

What should we eat? What is the link between diet and health? How do we define "organic" and "local" food? How are our agricultural practices linked to issues of sustainability?

This program will take a primarily scientific approach to food and cooking. The topics will span a broad range of scale, from ecological agriculture to molecule structure, including sustainable production, the coevolution of humans and food, the connection between food and medicine, as well as the transformation of food through the processes of cooking and fermentation. Throughout history, food and cooking have not only been essential for human sustenance, but have played a central role in the economic and cultural life of civilizations. This interdisciplinary exploration of food will take a broad ecological systems approach as it examines the biology and chemistry of food, while also incorporating political, historical, and anthropological perspectives.

Students will directly apply major concepts learned in lectures to experiments in the laboratory and kitchen. Field trips will provide opportunities for observing food production and processing in the local community. Program themes will be reinforced in problem solving workshop sessions and seminar discussions focused on topics addressed by such authors as Michael Pollan, Harold McGee, Gary Paul Nabhan, Sidney Mintz and Senator Katz.

Credits: 16
Enrollment: 48
Required Fees: $50 per quarter for conference registration and supplies.

Thematic Planning Groups: Environmental Studies, Scientific Inquiry and Sustainability and Justice

Photo by Kasia Carlson

In fall, we will introduce the concept of food systems, and analyze conventional and sustainable agricultural practices. We will examine the botany of vegetables, fruits, weed grains and legumes that constitute most of the global food supply. In parallel, we will study the genetic principles of plant and animal breeding, and the role of evolution in the selection of plant and animal species used as food by different human populations. We will consider concepts in molecular biology that will allow us to understand and assess genetically modified crops.

In winter, we shift our attention to cooking and nutrition. We will explore the biochemistry of food, beginning with basic chemical concepts, before moving on to the structure of proteins, carbohydrates and fats. We will study meat, milk, eggs, vegetables and cereal doughs, and examine what happens at a biochemical level during the process of cooking and baking. We will explore how our food choices 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 will study the physiology of taste and smell, critical for the appreciation of food.

In spring, we will examine the relationship between food and microbes, from several different perspectives. We will produce specific fermented foods, while studying the underlying biochemical reactions. We will also consider topics in microbiology as they relate to public health, food production, and focus on specific interactions between particular microbes and the human immune system.

Accepts winter and spring enrollment with faculty signature. Students will need one quarter of college-level biology to join in winter, and two quarters to join in spring. To obtain a signature, attend the Academic Fair or e-mail Martha Rosemeyer (rosemeym@evergreen.edu).

Credits: 16
Enrollment: 48
Required Fees: $50 per quarter for conference registration and supplies.

Thematic Planning Groups: Environmental Studies, Scientific Inquiry and Sustainability and Justice

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
The Formation of the North American State

Fall quarter
Class Standing: Sophomore - Senior
Preparatory for careers in: history, political economy, political science, secondary education, graduate school and informed citizenship
Faculty: Jeanne Ullman

This program will examine the movement of the North American colonies in their separation from Britain to the emergence of the United States through the election of 1800. It will investigate the conflict; the social, racial and class divisions; and the distinctly different visions of the proper social, economic and political system that would dominate in the new nation. Much conflict surrounded the separation of the settler colonies from Britain, including a transatlantic revolutionary movement, development of slave-based plantations and the birth of capitalism. Capitalism was not a foregone conclusion. We will study this process and pay close attention to the Articles of Confederation and the framing of the Constitution; in addition, we will investigate the federalist and anti-federalist debates surrounding the new framework, its ratification, and the move from three to two governing states to one governing structure to the other. This program will require close and careful reading, engaged seminar participation, and considered, well-grounded writing.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change

Freedom: Dialogue and Mysticism

Fall quarter
Class Standing: Freshman - Senior
Faculty: Bill Arney

It's difficult to talk about an ethic based on our relationships to others because we hardly have any relationships to others. —Curtis White, The Spirit of Disobedience

How should we treat one another? We will look to Martin Buber (1875-1965) for answers. Because we are free, Buber said, we have to decide what to do in our relationships with others. But one has to decide with one's whole being—passionately, intentionally, forcefully, decide how to respond to the present situation, and decide without relying on rules, historical precedence or principles. Buber wanted not to decide on one's responsibility in this moment—to live in a state of decisiveness—leaves one open to being managed, conditioned, controlled, not free.

Buber's early studies of mysticism taught him that one must focus on the inner life, on oneself, to be able to respond well to others. A person's aim with his work will be, "the intention of establishing a living mutual relation between himself and them." The aim is "genuine dialogue," "living life in and through what Buber called "‘I-Thou' relationships.” We will learn what Buber meant by "the life of dialogue" and trace his influence on education, psychotherapy, ethics and international relations.

In addition to our common work and contemplative practices, students, alone or in groups, will complete independent study that matters. An excellent introductory program for people interesting in teaching or psychotherapy.

Credits: 16
Enrollment: 24
Thematic Planning Groups: Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change

Freedom: Education

Winter quarter
Class Standing: Freshman - Senior
Faculty: Bill Arney

What is the aim of education? Self-awareness? Self expression? The good life? An above-average achievement in a congenial community? Culture? Collaborative and responsible participation in our diverse society? Creative disobedience? To become a life-long learner? The creation of new possibilities for all time, the creation of beauty and the discovery of significant truths, as well as the performance of great acts? Buber was concerned with all of these. Do we have to do all of them? Don't be in a hurry; carry this question about with you, but do at any rate consider it day and night. For you are now at the parting of the ways, and now you know where each path leads. If you take the one, your age will receive you with open arms, you will not find it wanting in honors and decorations: you will form units of an enormous rank and file; and there will be as many like-minded standing behind you as in front of you... On the other path you will have few fel low-travelers: it is more arduous, winding and precipitous; and those who take the first path will mock you, for your progress is more wearisome, and they will try to lure you over into their own ranks. (Friedrich Nietzsche)

We'll not hurry. We will take our time with good responses to the question. The answer you decide on could change your life.

The program will include an independent study of considerable significance, undertaken individually or in a group, and contemplative practices.

Credits: 16
Enrollment: 24
Thematic Planning Groups: Consciousness Studies, Culture, Text, and Language, and Society, Politics, Behavior and Change

Gateways: Popular Education and U.S. Political Economy

Fall, Winter and Spring quarters
Fields of Study: economics, education, gender and women's studies, political economy and political science
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: juvenile justice, education, political economy, community work and social work
Faculty: Savina Chowdhury

This program is part of the Gateways for Incarcerated Youth program. A fundamental principle of Gateways is that every person has talents given to them at birth; it is our job to encourage each other to search out and find our passions and gifts. Our work is guided by ideas of popular education. We recognize and value the knowledge and experience of each participant. The program works to strengthen notions of self and community through cultural awareness and empowerment. In connecting and building with people from other cultures and class backgrounds, each person becomes empowered to share their knowledge, creativity, values and goals.

This program offers Evergreen students the opportunity to be peer learners with incarcerated young men in a maximum-secure prison institution. Students will address issues of diversity, equality and critical thinking, along with other issues that are chosen by the young men who are incarcerated. At the same time, the Evergreen students will deepen their understanding of the theory and practice of popular education. Students in this program will have the opportunity to reflect on how they themselves learn as well as how others learn, as they gain experience in the facilitation of discussions and workshops. Students will work on designing, implementing and assessing the workshops. In the process of collectively shaping the Gateways seminar, students will also learn how to organize productive meetings and work through conflict.

Each week the Evergreen students will visit one of two institutions for a cultural diversity and equality workshop, and a college class book seminar. Through the workshops we will explore various aspects of culture in order to understand ourselves and others as an important part of analyzing contemporary society and building egalitarian relationships. In preparation for the workshop, each week the Evergreen students will meet to organize the workshops' activities. We will also take time each week to reflect on the previous workshop to assess how it worked and draw lessons for the next one. After the workshops, we will continue to deepen our understanding of political economy and popular education. Building on our experiences, reflections and studies, each quarter students will take increasing responsibility for designing, implementing, and assessing the program, workshops and seminars. This program requires that all participants be ready to fully commit themselves to our common work and show a willingness to help build a community of learners.

Students should expect to spend approximately 11 hours per week in class on campus and 5 hours per week off campus (including time at, and travel to and from, the institutions).

Faculty Signature: Students must interview with the faculty and submit an application, available by April 14, 2012, from the Program Secretaries' office, Sem 2 A2117. Applications received by the Spring 2012 Academic Fair will be given priority. For more information, contact Savina Chowdhury, (360) 867-6594 or chowdhsi@evergreen.edu.

Accepts winter and spring enrollment with faculty signature.

Interested students should obtain an application form in the program office, 1706 Main, or online at www.evergreen.edu/gateways. The completed application in the faculty member's mailbox in Sem 2 A2117. Applications for winter should be submitted by Friday of week 3, fall quarter 2012; for spring, by the winter 2013 Academic Fair.

Students will be considered for entry on a space available basis.

Credits: 14
Enrollment: 25
Thematic Planning Groups: Sustainability and Justice
**Gender and Power in Cross-Cultural Context**

**Spring quarter**

**Fields of Study:** anthropology, cultural studies, gender and women's studies, sociology

**Class Standing:** Freshman - Senior

**Preparatory for studies or careers in:** humanities and social sciences.

**Faculty:** Toska Olson

Around the world, people's sex, gender and bodies have been socially constructed, and these processes have profound impacts on power and interpersonal dynamics. This program is a sociological and anthropological exploration of gender, masculinity, femininity and power. We will examine questions such as: How do expectations of masculine and feminine behavior manifest themselves worldwide and anthropologically? How do social theorists explain the current state of gender stratification? How does gender interact with issues of race, ethnicity, sexual orientation, and social class identity? One major component of our inquiry will be an investigation of how these identities shape and reflect gender and sexuality. We will examine topics such as prostitution, body modification, standards of beauty and reproduction, and gendered experiences in the United States and elsewhere. Students will be encouraged to bring information about gender in cultures other than their own.

Students are invited to register for this program if they are excited about exploring these topics and about engaging with others who share their interest. This program involves extensive student-initiated research and preparation. Students will conduct cross-cultural library research on gender, and will produce a research paper that represents a culmination of their college-level general chemistry. We will use an organizing theme that is based on the cycles and transformations of matter and energy at a variety of scales in both living and nonliving systems. Use of quantitative methods will be emphasized in all areas of the program, gaining additional insights into these processes. Students will undertake assignments focused on interpreting and integrating all of the topics covered. Our work will emphasize critical thinking and quantitative reasoning, as well as the development of proficient writing and speaking skills.

Program activities will include lectures, small-group problem-solving workshops, laboratories and field trips. Students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports and give formal presentations of their work. Group work will also include reading and discussion of topics of current or historical significance in chemistry. It will be a rigorous program; requiring a serious commitment of time and effort on the part of the student. Overall, we expect students to end the program with the ability to reason critically, solve problems, and have hands-on experience with general chemistry.

This one-quarter program will offer an intensive introduction to the conceptual and mathematical foundations of college-level general chemistry. We will use an organizing theme that is based on the cycles and transformations of matter and energy at a variety of scales in both living and nonliving systems. Use of quantitative methods will be emphasized in all areas of the program, gaining additional insights into these processes. Students will undertake assignments focused on interpreting and integrating all of the topics covered. Our work will emphasize critical thinking and quantitative reasoning, as well as the development of proficient writing and speaking skills.

Program activities will include lectures, small-group problem-solving workshops, laboratories and field trips. Students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports and give formal presentations of their work. Group work will also include reading and discussion of topics of current or historical significance in chemistry. It will be a rigorous program; requiring a serious commitment of time and effort on the part of the student. Overall, we expect students to end the program with the ability to reason critically, solve problems, and have hands-on experience with general chemistry.

This program provides the equivalent of one-year long course in general chemistry, and will give students the chemistry prerequisite needed to pursue upper division work in chemistry, biochemistry and environmental science.

**Credits:** 16

**Enrollment:** 48

**Thematic Planning Groups:** Scientific inquiry

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**Gothic Constructions: Architecture and Literature**

**Fall and Winter quarters**

**Fields of Study:** aesthetics, architecture, cultural studies, history, literature and writing

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** history, literature, classical studies, the visual arts and the humanities.

**Faculty:** Trevor Spaller and Anthony Tindall

In 1748, Horace Walpole purchased an estate in England. Over the next thirty years he converted that estate into a Gothic castle and plantation. In 1753, Walpole wrote The Castle of Otranto, a novel widely regarded as the first true work of Gothic fiction. In an age of reason, Walpole's focus on the supernatural, feudal ruins and high passion pulled a medieval past into the order of the day, transforming it to meet the desires of a modern public both in print and in stone. From its beginnings, Gothic fiction shared a common link and a common bond with architecture.

For generations before Walpole, the architecture of the Gothic period was created by monks and clerics to commemorate the glory of the Church and one of its greatest achievements: the European civilization. Here was an attempt to lift everyday life up to the heavens—to touch the face of God—using the highest stone vaults, the highest towers, the most glorious steeples permitted by contemporary technology...it led to some of the most inspiring and daring buildings of all time.” Though not written in actual words, Gothic architecture is written in structural form and religious allegory.

We will ask ourselves:

- How do different cultures create and maintain gender?
- How do different cultures create and maintain gender?
- How do different cultures create and maintain gender?
- How do different cultures create and maintain gender?

We will focus on the relationship between literature and architecture.

- How are space and form delimited, described, and invested with the architecture of gender?

What roles does symbolism play in architecture?

- How does the relationship between literature and architecture change over time?

- What aspects of the built environment can be represented by the architecture of gender?

- How does one "read" Gothic architecture?

What is the structure of a Gothic novel?

- What modes of expression does literature employ in the development of Gothic narratives?

We will read and discuss works ranging from the Middle Ages to the present (including The Castle of Otranto, The Monk, and The Monk Must Die). Throughout the program we will learn about modern rediscoveries and re-interpretations of these periods, culminating in our own journeys to Greece and Italy.

**Credits:** 16

**Enrollment:** 40

**Thematic Planning Groups:** Culture, Text and Language

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**Greek and Italian Studies**

**Fall, Winter and Spring quarters**

**Fields of Study:** art history, classics and visual arts

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers in:** history, literature, classical studies, the visual arts and the humanities.

**Faculty:** Bob Haft

The legacy of the Greek and Italian cultures in the Western world—from the Minoan world to that of the Italian Renaissance—continues to hold considerable sway over contemporary cultures. The great writings and powerful visual arts that were produced in Greece and Italy established standards of excellence which succeeding generations have both struggled against and paid homage to up to the present day. In this program, we will study the texts and monuments of two of the most dynamic and seminal civilizations in European history: Classical Greece and Renaissance Italy. We will read and discuss works from the period we study such as Homer's Odyssey, Aeschylus' Oresteia and Dante's Inferno, as well as contemporary literature and art. Throughout the program we will learn about modern rediscoveries and re-interpretations of these periods, culminating in our own journeys to Greece and Italy.

**Fall quarter**

"Naissevem," we will investigate the rise of the Greek polis, or city-state, from the ashes of the Bronze Age. Ancient civilizations, as well as that of the Etruscans, in what is now Tuscany. In addition to reading primary source materials, we will study the architecture, sculpture and painted pottery that was produced, and we will all learn the rudiments of drawing.

Winter quarter will focus on the Roman appropriation of Greek art and thought and the later Florentine rediscovery and interpretation of the Classical past. We'll study how 15th-century Italians used the ideal of classical antiquity and learning as the basis for revolutions both in artistic practices and in the conceptualization of humanism, the organization of society, and the issues of black and white photography.

During the spring ("Odyssy"), we will travel to Greece and Italy for six weeks, visiting, studying, and holding seminars in sites and cities synonymous with the Classical and the Renaissance. We will make the first three weeks in Greece, where we will focus on focusing our attention on the Minoan Civilization. Next, we will travel throughout Italy, including Athens, Corinith, Olympia and Delphi. The last three weeks will be spent in Italy, using Florence as our main base but making side trips to nearby cities such as Siena and Florence.
Human Rights and the Tragedies of History

Fall and Winter quarters

Fields of Study: History, international studies, literature, philosophy and writing

Class Standing: Junior - Senior

Prerequisites: substantial study in the humanities and/or social sciences.

Preparatory for studies or careers in: government, social services, NGO development, writing, philosophy and history.

Faculty: Nancy Koppelmann and Joseph Tougas

History is unkind. This program will consider the possibilities for human rights in light of the tragedies of history.

The phrase “human rights” suggests high moral principles and political ideals. It champions the dignity of all people who have ever lived based solely on their humanity. It calls forth an image of a world better than the one we are in now—a world in which ideals have become realities and people can hold high moral principles with complete integrity. But humanity existed long before human rights.

Historians are often astonished by the way that, in the wake of the Second World War, people can think and act only with the conceptual tools they have. Structural realities can cause people to harm one another because they do not have the ability or desire to challenge or resist them. As a result, violence, racism, anti-Semitism and sexism are central to our history. For most people who have ever lived, there was no hope for their human rights. What are we to make of these tragic features of history?

What if Hegel is right, and “history is the slaughter-bench of happiness”? Are suffering and injustice the costs of making progress toward a better world? When and how does moral idealism help or hinder aims of “social justice”? If we can find out, how might that knowledge shape efforts to make a better world in our own time?

Before Hegel, suffering was thought to be caused by mysterious forces—divine or human. For example, when John Adams defended British soldiers accused of killing a crowd during the Boston Massacre of 1770, he noted that there were “state-quakes in the moral and political world” akin to earthquakes in the physical world. Our program will examine a range of “state-quakes,” and particularly those that shaped the lot of Native peoples, the Puritans, American slaves and the holders of liberty, and generations of women, immigrants, and people devoted to the life of the mind. We will learn about the philosophies and conceptions of human rights that are precursors in the ancient world through the Enlightenment. We will consider the rise of the notion-state in the 19th and 20th centuries, tensions between political liberalism and pluralism, and the emergence of 21st century internationalism which seems to eclipse mutual obligations tethering citizens to states. Writing will focus on employing the skills of close analysis and developing sound arguments informed by our texts. Students will write lengthy term papers that could serve as writing samples in graduate school applications.

Students who have completed substantial studies in the humanities and social sciences who are prepared for advanced level work are warmly invited to join this program.

Credits: 16

Enrollment: 20

Required Fees: $250 for entrance fees to cultural museums and reading materials. Thematic Planning Groups: Culture, Text, and Language, Society, Politics, Behavior and Change, Sustainability and Justice

Iconoclasm

Fall and Winter quarters

Fields of Study: aesthetics, art history and visual arts

Class Standing: Freshman - Senior

Preparatory for studies or careers in: visual arts, art history, philosophy and aesthetics.

Faculty: Lisa Sweet and Elizabeth Williamson

Iconoclasm is about more than just destroying or defacing an existing image—it also creates its own symbolic content. This program addresses iconoclasm as both a contemporary and a historical phenomenon, asking questions such as: What perceptions and convictions inspire people to attack, deface or destroy images? What is achieved by burning a Quran or toppling a statue of a government leader?

This program is designed for students with interest in aesthetic philosophy and printmaking. Over the course of 20 weeks, we will explore several case studies of the destruction of images—from religious objects to ‘canonicalized’ works of art in museums, from iconoclasm found in the political context to more familiar forms of illegal iconoclasm associated with political dissent. We will also cover image-breaking as an ontological strategy. In the first part of the program, students will begin to gain clarity on the impulses, expressions and consequences of iconoclasm. Fall quarter will provide students with a framework for understanding the history and thinking embedded in instances of iconoclasm. Students will be introduced to texts and concepts through lecture and seminar, and will begin to process ideas and themes through studio practice and related reading. In the second half of the program, students will also develop culminating projects in printmaking techniques, providing a hands-on context in which to address the practices and potentialities of iconoclasm.

Credits: 15

Enrollment: 25

Required Fees: $100 for entrance fees and supplies. Thematic Planning Groups: Culture, Text, and Language, Society, Politics, Behavior and Change, Sustainability and Justice

Illustrations of Character:

Literary and Philosophical Studies

Spring quarter

Fields of Study: American studies, classics, history, literature, philosophy and writing

Class Standing: Freshman - Senior

Preparatory for studies or careers in: literature, classics, philosophy, history, education, psychology, law and public service.

Faculty: Nancy Koppelmann, Andrew Reece and Charles Palthorp

What is character but the determination of incident? What is incident but the illustration of character? — Henry James

How do we determine what to do when faced with hard choices? Is our own happiness uppermost in our minds, or is something else—loyalty to a friend, say, or religious principles? How can we live with integrity in the face of temptation or tragedy? These ethical questions demand that we think carefully about character. Character compels not only our distinctive qualities, but also our disposition to act in certain ways, for good or ill. Indeed, our word ‘ethical’ derives from the Greek word for character, ethos, which, like our word, can refer to a literary figure (a character) or an individual’s qualities and dispositions.

In this program, we study works of philosophy, history, drama and fiction that illuminate our understanding of character. We explore how character affects, and is affected by, desire, deliberation, action and suffering. We read literary and historical accounts that illustrate the character of people or a people. These accounts may portray profound moral dilemmas or day-to-day trials woven into the fabric of human experience. Texts in ethical philosophy will broaden our notions of character, particularly in relation to external goods, habit, happiness, friendship and duties. They provide powerful interpretive tools and informed vocabulary for grappling with questions raised by our other texts. Authors will include Plato, Aristotle, Sophocles, Immanuel Kant, Soren Kierkegaard, Nathaniel Hawthorne and Edith Wharton, among others.

This program suits students who are prepared not only to think critically, but to investigate their own beliefs and submit them to rigorous scrutiny: that is, to practice ethical thinking as well as study it. Writing will be central to that practice, and students will write long and short essays submitted to peer and faculty review.

Credits: 16

Enrollment: 72

Required Fees: $100 for entrance fees and supplies. Thematic Planning Groups: Culture, Text and Language, Society, Politics, Behavior and Change, Sustainability and Justice

Students who register for a program but do not attend the first class meeting may be dropped.
Individual Study: East-West Psychology

Spring quarter
Fields of Study: anthropology, communications, consciousness studies, cultural studies, education, environmental studies, field studies, health, history, international studies, music, philosophy, psychology, religious studies, sociology, somatic studies, study abroad and sustainability studies
Class Standing: Sophomore - Senior
Preparatory for studies or careers in: personality theory, abnormal psychology, Jungian psychology, ethics in psychotherapy, cross-cultural counseling, gerontology, Buddhist studies, Asian psychology, socially engaged Buddhism, Chinese spiritual paths, social work, education, transpersonal psychology, and studies in death and dying.
Faculty: Ryo Imamura

This is an opportunity for sophomore, junior and senior students to create their own course of study and research, including internship, community service, and study abroad options. Before the beginning of spring quarter, interested students should submit an Individual Learning or Internship Contract to Ryo Imamura, which clearly states the work to be completed. Possible areas of study are Western psychology, Asian psychology, Buddhism, counseling, social work, cross-cultural studies, Asian-American studies, religious studies, nonprofit organizations, aging, death and dying, deep ecology and peace studies. Areas of study other than those listed above will be considered on a case-by-case basis.

Faculty Sponsor: Students interested in my contract sponsorship should email a contract draft/proposal (imamurar@evergreen.edu). For directions, and to view a sample contract, visit www.evergreen.edu/individualstudy/individuallearningcontracts.htm. Credit: 16

Enrollment: 25
Thematic Planning Groups: Environmental Studies

Individual Study: Environmental Studies

Spring quarter
Fields of Study: biology, ecology, environmental studies, marine science and soceology
Class Standing: Freshman - Senior
Preparatory for studies or careers in: environmental science, ecology and biology.
Faculty: Erik Thomsen

This is an opportunity for advanced students to create their own course of study and research in environmental studies. Prior to the beginning of spring quarter, interested individual students or small groups of students must consult with the faculty sponsor about their proposed projects. The faculty sponsor will support students to carry out studies in environmental fieldwork, ecology, zoology and marine science. Students wishing to conduct laboratory-based projects or carry out extensive fieldwork should have the appropriate skills needed to complete the project.

Faculty Sponsor: Students should contact the faculty member via email as early as possible by sending an outline of proposed work. Preference will be given to those students submitting viable study plans by early in winter quarter. Visit www.evergreen.edu/individualstudy/individuallearningcontracts.htm for directions and to view a sample contract.
Credits: 16

Enrollment: 25
Thematic Planning Groups: Environmental Studies

Individual Study: Fiber Arts, Installation Art, Native American Studies, Creative Writing, Poetry and Multicultural American Literature

Spring quarter
Fields of Study: Native American studies, art history, cultural studies, visual arts writing
Class Standing: Sophomore - Senior
Prerequisites: College-level writing program and enough previous academic work to merit an independent contract in the area of student work.
Preparatory for studies and careers in: the arts, art history, literature, creative writing, especially poetry, and the humanities.
Faculty: Gal Tremblay

This is an opportunity for intermediate and advanced students to create their own course of study, creative practice and research, including internship, community service and study abroad options. Prior to the beginning of each quarter, interested individual students or small groups of students must describe the work to be completed in an Individual Learning or Internship Contract. The faculty sponsor will support students wishing to do work that has 1) skills that the student wishes to develop, 2) cooperation with others who have mastered a particular skill or asked a similar or related question, and 3) an outcome that matters. Areas of study other than those listed above will be considered on a case by case basis.

Faculty Sponsor: Students must develop an Individual Learning or Internship Contract and submit their proposals to Gal Tremblay prior to the beginning of the quarter. For more information, email Gal Tremblay (tremblygal@evergreen.edu). For directions, and to view a sample contract, visit www.evergreen.edu/individualstudy/individuallearningcontracts.htm

Credits: 16

Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Expressive Arts

Individual Study: Individual Music Instruction

Fall, Winter and Spring quarters
Fields of Study: music
Class Standing: Freshman - Senior
Preparatory for studies or careers in: many professions, as performing on a musical instrument is helpful for mental discipline.
Faculty: Arun Chandra

This is an opportunity for individual instruction on a musical instrument from a qualified instructor from the Olympia area. I can help you find an appropriate instructor, assuming one is available.

Each student will be expected to bear the cost of the individual lessons. Lessons will most likely occur off-campus, at the instructor’s discretion. The instructor will provide a 1-page evaluation of the student’s work at the end of the quarter.

Each student will be expected to have one lesson a week, of a duration to be determined by the student and the instructor. At the end of the quarter, each student will be expected to perform one or two pieces (demonstrating what they have learned) in a collective, public recital on the Evergreen campus. From observing the performance, I will add my evaluation to the instructor’s evaluation.

Thematic Planning Groups: Expressive Arts

Individual Study: Psychology & Integrative Health

Spring quarter
Fields of Study: health and psychology
Class Standing: Sophomore-Senior
Preparatory for studies or careers in: psychology; the health professions, human services and education.
Faculty: Mukti Khanna

This opportunity allows 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 coursework. Students may pursue individual studies or internships in psychology, integrative health, mind-body medicine, sensory integration, expressive arts and cultural studies are invited to submit contracts through the online learning contract system to khannam@evergreen.edu. While this opportunity is oriented towards individual study, faculty and advanced students will be given preference.

Faculty Sponsor: Students interested in my contract sponsorship should email Mukti Khanna (khannam@evergreen.edu) to discuss proposals. Visit www.evergreen.edu/individualstudy/individuallearningcontracts.htm for directions and to view a sample contract.
Credits: 16

Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Expressive Arts

Individual Study / Internships: Business Management, Non-Profits, Seaport & Maritime Studies International Trade

Spring quarter
Fields of Study: business and management, economics and maritime studies
Class Standing: Sophomore - Senior
Prerequisites: Basic course work in preparation for this course of study.
Preparatory for studies or careers in: agency administration, business, economics, leadership, management, maritime and seaport studies, and U.S. history.
Faculty: John Filmer

This is not a course! There is no classroom! Individual Learning Contracts require students to take full responsibility for their learning, including a bibliography, the design of the syllabus, and learning how to learn. The faculty sponsor merely acts as an educational manager and not as a tutor. Individual Learning Contracts traditionally give students an opportunity to do advanced study in areas that are not usually possible through regular programs or courses at Evergreen and in which they already have established skills and/or background. Internships provide a different opportunity to apply prior learning but in this case, with the intent of developing applicable skills and people skills rather than focusing solely on advanced study or research.

John welcomes the opportunity to work with students interested in maritime studies including history, geography, sociology, literature and navigation and the technology of sailing vessels. He also can prove of great value to students interested in business and non-profit development, organizational management, project management, international business, financial analysis, international trade, maritime commerce, economics, intermodal transportation and seaport management. John also sponsors business and non-profit internships, legislative internships and internships with state and federal government agencies, port authorities, maritime and merchant marine firms, freight forwarders and other private sector organizations, including banks and financial houses.

Faculty Sponsor: Students should provide a short paragraph of professional goals and how this will build on their basic preparation. Call (360) 867-8519 for an appointment. Visit www.evergreen.edu/individualstudy/individuallearningcontracts.htm for directions and to view a sample contract.

Credits: 16

Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Society, Politics, Behavior and Change

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

Fall and Winter quarters
Fields of Study: literature, philosophy, theater and writing
Class Standing: Junior - Senior
Preparatory for studies and careers in: the humanities.
Faculty: Miranda Bailey and Leonard Schwartz

In this program we will study the function of myth, the concept of art as ritual and the critique of language and representation in the work of the ancient and pre-modern world.

Preparation for studies and careers in:
- the humanities.
- fields of art as ritual and the critique of language and representation in free spirit described by Nietzsche in his essay "On Truth and Lie in Whom we will study never relent in their fascination with reconceiving philosophy Paul Ricoeur writes, points toward a meaning otherwise that would contain word, image, music, flesh and movement in a composer Richard Wagner and the poet and theoretician of the will read extensively from Artaud's work, considering his poetry, his in theater, capable of the transformation of their participants. We will read extensively from Artaud's work, considering his poetry, his
- essays comprising Theater and its Double, as well as his records of personal quests to places which he considered privileged, in which Wagner's "Total Art" or "Gesamtkunst" realized the Isolde.

The program will focus on the relationship between language and reality, and the role of art in shaping human experience. It will examine the work of key figures such as Friedrich Nietzsche, Paul Ricoeur, and Antonin Artaud, among others. The program will also explore the intersections between art, philosophy, and science, and will consider the implications of these intersections for our understanding of the world.

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

Local Knowledge: Creating Inclusive Communities

Fall and Winter quarters
Fields of Study: communications, community studies, education and media
Class Standing: Sophomore - Senior
Preparatory for studies or careers in: education, literacy, media, community development, journalism, and work with non-profit organizations.
Faculty: Anne Fischel and Grace Huerta

This program links immigration studies, literacy, language assessment and evaluation, and community development to build a foundation for participation and shared learning with local communities.

The community base of knowledge is an important foundation for creating justice and sustainability. How communities view themselves—their sense of place, history and identity—can influence how they assess problems and create solutions. How can we support our communities so that we can learn, what we can teach, and what resources can we offer one another through the collaborative process?

In fall we will learn about local immigration history in Shelton, including the raids and repression of the early 1990s, and the movement to create a dual-language school. Through reading, observation, and discussion and research we'll seek to understand the diversity and richness of immigrant experiences. We will analyze the profound changes including the demise of the timber industry and shifts in the laboring population. We will learn about challenges young people face, and approaches to literacy and language development, including dual language and ESE teaching models. Some classes will be held off campus to build deeper community connections.

We will learn to analyze locally held knowledge and resources. We will develop case studies of our region, supplemented by research and assessment of skill development in video production, media analysis, oral history interviewing, and historical research. Through research and fieldwork we will build a base of collaborative community work. We are interested in projects that link media artists with researchers and community activists, and we encourage multi-disciplinary student teams that include a media arts component.

In winter we will develop projects that put into practice the skills, knowledge and relationships we have developed. We will continue to build our knowledge of the region through reading, research and site visits. Finally, we will develop and present a tool box that helps articulate broad frameworks for community sustainability and justice.

Students who wish to continue their project work should contact our region's project coordinator. This program Cultural of Solidarity.

This program will focus on alternative economic development with a focus on cooperatives.

Accepts winter enrollment with faculty signature. Please contact the faculty to discuss background and interest in community studies and the work covered in the program during fall quarter.

Credits: 16
Enrollment: 50
Required Fees: $50 per quarter for entrance fees and supplies.
Internship possibilities: 2013-2014 faculty approval in winter quarter; if consistent with the focus and goals of the program.

Thematic Planning Groups: Sustainability and Justice
Making Effective Change: Social Movement Organizing and Activism

Fall, Winter and Spring quarters

Fields of Study: American studies, communications, community studies, environmental studies, government and public policy, leadership studies, media studies, political science, sociology and sustainability studies

Class Standing: Junior - Senior

Preparatory for studies or careers in: non-governmental organizations, public policy, law and legal rights, education, public health, alternative justice systems, graduate school in social science, history, law, geography and political economy.

Faculty Signature: Zohari Griswold and Linda Salon

Social movements don't just happen. They emerge in complex, often subtle ways out of shifting historic conditions, at first unnoticed or underestimated. Social movements—across the political spectrum—push us to carry a wide array of questions about ideas, communication and organization, and how people are inspired and mobilized to create change. In this program, we will explore what individuals and communities can do about whatever issues are of most concern to them.

This program examines and develops methods of community organizing that educate and draw people into social movements, and methods of activism that can turn their interests and commitment into issues that matter most to them.

The Making of Global Capitalism, 1500-1914

Winter quarter

Fields of Study: anthropology, economics, geography, history, political science and sociology

Preparatory for studies or careers in: history, political economy, political science, communication studies, secondary education, graduate school and informed citizenship.

Faculty: Jeanne Hahn

Working together in a seminar format, students and faculty will establish an historical, theoretical and analytical understanding of the rise and consolidation of the modern capitalist economy. We will consider the international context of globalization, how it has transformed the world materially, socially and ecologically. We will consider the interdependencies among these three categories as capitalism developed and changed through its formative period.

Major analytical categories will be imperialism, colonialism, and globalization, the accompanying ecological transformation, and the rise of social classes in support of and resistance to these developments. We will study the rise of liberalism in its historical context, as well as its counterparts, conservatism and social democracy. Understanding the trajectory, deep history and logic of global capitalism will provide students with the tools to analyze their own experiences and will take us across the political spectrum, including lessons from how populist movements effectively reach and mobilize disillusioned portions of the electorate.

Students will acquire skills in the fundamental aspects of media production, such as the web, audio, video and other electronic communication. Projects will include social justice campaigns, art, music or performance projects. Students will also have the opportunity to work with organizations outside the classroom, such as community media agencies, non-profits and social justice organizations.

Fall quarter will consider the development and early history of capitalism. We will learn about the rise of market capitalism and the factors that contributed to its development. In winter quarter, we will focus on the development of the modern capitalist economy, including globalization and the rise and consolidation of imperialism. Spring quarter will focus on the development of the modern capitalist economy, including the role of technology and the impact of globalization.

Credits: 16
Enrollment: 25

Thematic Planning Groups: Sustainability and Justice

Media Art's Studio

Fall, Winter and Spring quarters

Fields of Study: media arts, media studies and moving image

Class Standing: Junior - Senior

Preparatory for studies or careers in: media arts, media production and media theory.

Faculty: Naima Lowe

Semester 1: Thematic Planning Groups: Sustainability and Justice

This is an opportunity for advanced media students who want to continue their skills in media arts, theory and production with an emphasis on community. The focus is on the development of each student's personal style and their critical understanding of that style in relation to contemporary and historical media issues. We will explore how students who have already developed some expertise in media production are familiar with media history and theory and wish to do advanced production work that has developed out of previous academic projects or programs. Students who are interested in experimental film and digital video production, documentary, sound design, writing, photography, installation, media/performance hybrids and contemporary media theory/history are invited to join this learning community of media artists.

Experimental media work often requires a period of germination for new ideas, approaches and impulses to emerge. During fall, students will engage in a period of idea development and reflection, including a 2-3 day retreat for consolidated work. Each student or team of students will be assigned a production planning and research major for the fall semester and will work closely with the faculty member assigned to their project. Students will have the opportunity to develop an individual project or to participate in a collaborative project with a team of students. Fall quarter will also involve opportunities for students to expand their media practice and theory skills through workshops, writing assignments and other activities. Students will have the opportunity to learn and develop their media skills through a variety of projects and will be able to propose media projects that may require travel. Students will conduct research into new and old media technologies. Students will also work in teams of 3-4 to develop experimental projects that will enhance their collaborative skills and production experience.

Media internships

Fall, Winter and Spring quarters

Fields of Study: media arts, media studies and moving image

Class Standing: Junior - Senior

Preparatory for studies or careers in: media arts, media production and media theory.

Faculty Signature: Acceptance determined through the submission of a written application and portfolio. We will be looking for demonstrated technical ability, theoretical and historical grounding in media, critical thinking skills, creativity, originality, and conceptual depth. Include copies of recent faculty evaluations or two letters of recommendation (for transfer students), and a DVD which contains two examples of their best work in film, video, installation, visual art or audio. All prospective students must complete the written application by April 12 from Naima Lowe (nlowe@evergreen.edu). Portfolios and applications received by the Academic Fair in May will be reviewed. After the Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by e-mail of the outcome of the program.

Accepts winter enrollment with faculty signature approval (Timmy Terpening above). Portfolios and applications reviewed by the Academic Fair in December 2012 will be given priority. Does not accept new enrollment in spring.

Credits: 16
Enrollment: 13
Required Fees: $500 in fall for cinematography supplies and a retreat.

Faculty Signature: Expressive Arts

Thematic Planning Groups: Expressive Arts

Media internships

Fall, Winter and Spring quarters

Fields of Study: media arts, media studies and moving image

Class Standing: Junior - Senior

Preparatory for studies or careers in: media arts, media production and media theory.

Faculty Signature: Acceptance determined through the submission of a written application and portfolio. We will be looking for demonstrated technical ability, theoretical and historical grounding in media, critical thinking skills, creativity, originality, and conceptual depth. Include copies of recent faculty evaluations or two letters of recommendation (for transfer students), and a DVD which contains two examples of their best work in film, video, installation, visual art or audio. All prospective students must complete the written application by April 12 from Naima Lowe (nlowe@evergreen.edu). Portfolios and applications received by the Academic Fair in May will be reviewed. After the Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by e-mail of the outcome of the program.

Accepts winter enrollment with faculty signature approval (Timmy Terpening above). Portfolios and applications reviewed by the Academic Fair in December 2012 will be given priority. Does not accept new enrollment in spring.

Credits: 16
Enrollment: 13
Required Fees: $500 in fall for cinematography supplies and a retreat.

Faculty Signature: Expressive Arts

Thematic Planning Groups: Expressive Arts

The Electronic Media internships provide opportunities for in-depth learning of a variety of media skills and concepts. They require a year-long commitment for fall, winter and spring quarters. The internships range from part-time to full-time, and from part-class or other academic components. Interns work 30 to 40 hours a week, depending on the internship, and receive credit distribution. The internship's primary responsibilities are focused on supporting instruction, maintenance and administration for the rebuilt HD video and 5.1 surround audio production studios. Interns will work in the Center for Creative and Applied Media (CCAM), the Academic Fair in May 2012 will be given priority. After the Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by e-mail of the outcome of the program.

Faculty Signature: Expressive Arts

Thematic Planning Groups: Expressive Arts

Media internships

Fall, Winter and Spring quarters

Fields of Study: media arts, media studies and moving image

Class Standing: Junior - Senior

Preparatory for studies or careers in: media arts, media production and media theory.

Faculty Signature: Acceptance determined through the submission of a written application and portfolio. We will be looking for demonstrated technical ability, theoretical and historical grounding in media, critical thinking skills, creativity, originality, and conceptual depth. Include copies of recent faculty evaluations or two letters of recommendation (for transfer students), and a DVD which contains two examples of their best work in film, video, installation, visual art or audio. All prospective students must complete the written application by April 12 from Naima Lowe (nlowe@evergreen.edu). Portfolios and applications received by the Academic Fair in May will be reviewed. After the Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by e-mail of the outcome of the program.

Accepts winter enrollment with faculty signature approval (Timmy Terpening above). Portfolios and applications reviewed by the Academic Fair in December 2012 will be given priority. Does not accept new enrollment in spring.

Credits: 16
Enrollment: 13
Required Fees: $500 in fall for cinematography supplies and a retreat.

Faculty Signature: Expressive Arts

Thematic Planning Groups: Expressive Arts
Memories, Dreams and Beliefs

Fall, Winter and Spring quarters

Fields of Study: consciousness studies and psychology
Class Standing: Junior - Senior
Preparatory for studies or careers in: psychology, social and human services, cultural studies and consciousness studies.
Faculty: Heesoon Jun and Donald Middendorf

In this interdisciplinary program, we will focus on personal and cultural explorations of the dynamic psyche. We will explore consciousness by examining personal belief systems, dreams and memories. One of our goals will be to understand the relationship between our memories and our dreams, and what is conscious and what is unconscious. We will explore the intricate and complex dynamics of our personal and cultural psyche by examining the following questions. What is the psyche, what is consciousness, and what is the relationship between the conscious and unconscious? How are memories and dreams related? How do we know what we know about the psyche? What are the connections between our memories, dreams and beliefs? What is the role of our dreams and memories in constructing our sense of self? How do our beliefs structure our experience individually and as a society?

During fall quarter, we will build a foundation for our year-long study, by examining theoretical and historical perspectives of identity construction, depth psychology, and belief systems and their relationships to conscious and unconscious mental processes. Our texts will include autobiographies, Memories, Dreams, Reflections, and the journal Scientific American Mind. During winter quarter, we will use this base to provide a foundation for a more in-depth analysis of our personal and cultural memories, dreams and beliefs and their relationship to emotions. These topics will be examined from a research perspective. Some of our texts will be Van de Castle’s Our Dreaming Mind. We will study mindfulness teachings. In spring quarter, students will choose to work on one of two projects: to read and discuss all the papers and text for a quarter of advanced mechanics; for spring, one quarter of linear algebra. Activities will include lectures, seminar discussions, workshops, film critiques and some effective learning activities. Students will also be expected to keep a personal log of hours spent on academic activities, participation in class and other learning activities, work in groups, complete papers, take exams, and give presentations to the class. Be prepared to explore challenging and unfamiliar ideas in a cooperative and friendly manner.

Faculty Signature: Submit answers to questions found on our program website (blog). Submit hard copy only. Send to Heesoon Jun, Lab II, TESC, Olympia, WA 98505 or to Don Middendorf, Lab I, TESC, Olympia, WA 98505.

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

Methods of Mathematical Physics

Fall, Winter and Spring quarters

Fields of Study: mathematics and physics
Class Standing: Sophomore - Senior
Prerequisites: One year of calculus and calculus-based physics

Students with less physics should consult the faculty to discuss possible arrangements.

Preparatory for studies and careers in: mathematics, physics, chemistry and education.

Faculty: David McAvity

Close observation of the natural world reveals a high degree of interconnectedness. One of the ways scientists understand and explain this complexity is by using the language of mathematics. Indeed, the degree to which the universe lands itself to a mathematical description is remarkable. The goal of this advanced program is to introduce the mathematical language and methods we use to describe and create physical models of our world. To that end, we will examine a number of key physical theories and systematically develop the mathematical tools that we need to understand them.

We will begin, in fall quarter, with a detailed study of classical mechanics—the mathematical description of the clockwork universe. In winter quarter, we will move beyond linear approximations and study non-linear systems and chaos and the implications of these ideas for the determinism implied by classical mechanics. We will also extend the Newtonian synthesis to the realm of the very fast and very massive by considering Einstein’s theories of special and general relativity. Mathematical topics associated with these ideas include differential geometry, tensor calculus and variational calculus. In spring quarter, we will consider electromagnetics, the quantum theory that governs the interactions between charged particles. We will also explore the quantum theory, which describes the physics of the atomic scale. In support of this work we will study boundary value problems and partial differential equations.

The work in this program will consist of lectures, tutorials, group projects, internships, workshops, student presentations, computer labs and seminars on the history of mathematics and physics.

Accepts winter and spring enrollment. Students must have completed one quarter of differential equations and multivariable calculus. For winter, students must also have completed one quarter of advanced mechanics; for spring, one quarter of linear algebra.

Credits: 16
Enrollment: 50
Required Fees: $205 in fall for art supplies and an overnight field trip. Winter quarter will allow students to implement their own Creative Learning Plans with program modules and individual project or internship studies through the program-wide fair at the end of the quarter.

Mind-body Medicine

Fall and Winter quarters

Fields of Study: consciousness studies, health and psychology
Class Standing: Freshman - Senior
Preparatory for studies and careers in: counseling, health, health care practice, psychology, and social and human services.

Faculty: Mukti Khanna, TBD

Mind-body medicine is an interdisciplinary field focusing on the applications of sociocultural, psychosomatic, somatic and behavioral knowledge relevant to health and wellness. Fall quarter will explore historical foundations of mind-body medicine from diverse cultural and disciplinary perspectives. We will look at how mind-body medicine is being integrated into health care in disease prevention, health promotion, treatment and rehabilitation centers. Winter quarter will focus on energy psychology, qigong, expressive arts therapy, somatic practices, communication skills and mindfulness in psychotherapy.

Winter quarter will allow students to implement their own Creative Learning Plans with program modules and individual project or internship studies through the program-wide fair at the end of the quarter. Students will be expected to keep a personal log of hours spent on academic activities, participation in class and other learning activities. Students will also be expected to keep a personal log of hours spent on academic activities, participation in class and other learning activities. Work in groups, complete papers, take exams, and give presentations to the class. Be prepared to explore challenging and unfamiliar ideas in a cooperative and friendly manner.

Faculty Signature: Submit answers to questions found on our program website (blog). Submit hard copy only. Send to Heesoon Jun, Lab II, TESC, Olympia, WA 98505 or to Don Middendorf, Lab I, TESC, Olympia, WA 98505.

Accepts winter enrollment. Students will need to submit a proposal (available from the program website) of a 4-16 credit project or internship to Mukti Khanna for entry into winter quarter. Contact Mukti Khanna (khannam@evergreen.edu) or (360) 867-6752 for more information.

Credits: 16
Enrollment: 40
Required Fees: $205 in fall for art supplies and an overnight field trip. Winter, $75 for art supplies and $150 (optional) for academic and coarse books; $20 for entrance fees in spring.

Molecules, Genes and Health

Spring quarter

Fields of Study: biochemistry, biology, chemistry and health
Class Standing: Junior - Senior
Preparatory for studies or careers in: biology, chemistry, health professions and biotechnology

Faculty: James Netzel, TBD

This program will explore the molecular events that determine the biological activity and toxicity of selected xenobiotics—chemicals not normally produced by the body. These molecules include natural products, drugs and chemicals released in the environment by human activity. We will focus on specific molecules, which might include drugs like ethanly estrodiol (birth control pill), and other toxicants like BPA (bisphenol A). For each molecule, we will examine in detail the molecular mechanisms by which they act on cellular or physiological processes. How do chemicals treat a disease or cause cancer? Are all people (or species) equally sensitive to these therapeutic and/or toxic effects? How are these molecules metabolized and what molecular targets does a xenobiotic molecule alter? How are genes affected by chemicals and how do the genes affect the way the chemicals act or fail in the body? Can we use molecular structures to predict which molecules may bioaccumulate and cause cancer, while other molecules can be easily degraded and excreted?

To help understand the actions of these molecules, this program will examine biochemical pathways used in the transformations of these molecules. We will examine cellular signal pathways in detail, as the biological actions of these molecules are often due to perturbations of these pathways. Students will be exposed to basic tools from modern genetics and bioinformatics to examine how genetic differences can influence the effects of these chemicals. This will include current research in epigenetics that explains how prior environmental exposures can influence an individual’s health.

We will emphasize data analysis and interpretation obtained from primary literature reports or agency databases. Quantitative reasoning will be a major component of class activities, workshop and homework assignments. Embedded in these activities are principles of cell biology and biochemical, organic chemistry, genetics, physiology and epidemiology. Students who take this program and Chemistry of Living Systems will cover all of the major subject areas usually covered in Molecule to Organism.

Credits: 16
Enrollment: 50
Thematic Planning Groups: Scientific Inquiry

Thematic Planning Groups: Consciousness Studies

Accepts winter and spring enrollment. Students must have completed one quarter of differential equations and multivariable calculus. For winter, students must also have completed one quarter of advanced mechanics; for spring, one quarter of linear algebra.

Credits: 16
Enrollment: 50
Required Fees: $20 per quarter in fall/winter for offset of print texts; $20 for entrance fees in spring.

Thematic Planning Groups: Scientific Inquiry

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

Fields of Study: natural history, outdoor leadership and education

Class Standing: Freshman - Senior

Prerequisites: All students must agree to and complete the "Agreement for the Mount Rainier Program," which will be obtained from labsupport@evergreen.edu. Because we wish to preserve a long-term working relationship with Mount Rainier National Park and the Nisqually Indian Tribe, the agreement asks faculty and students to refrain from alcohol and recreational drug use on the land. This same commitment must be the criterion for all students submitted to faculty by the first day of class.

Preparatory for studies or careers in: environmental education and related fields.

Faculty: Jeff Antonelis-Lapp, Andrew Gilbert and Lucía Harrison

Mount Rainier, known locally as "the Mountain" or "Tahoma," dominates the landscape of eastern Washington. We will focus on the change, attention, and respect of its inhabitants. The relationship of people to the Mountain has varied widely: praised by Native Americans for its grandeur and power, denigrated by European American settlers as a potentially vast resource for timber and mining, and venerated as a wilderness and recreation destination for Puget Sound inhabitants and tourists from the world over.

We will begin week 1 with a 3-day on-campus orientation, followed immediately by a 10-day field trip to Mount Rainier National Park. Students must be prepared to camp in primitive conditions and able to undertake strenuous hikes and outdoor work. Field trip activities will include conservation service learning, studying the area's natural history, and creation of an illustrated field journal that provides the basis for further research in natural history and creative nonfiction writing.

Once back on campus, students will receive an introduction to developing ideas about music. Each student will create a thematic series of expressive drawings, a scientific literature review, and a creative nonfiction essay inspired by the field trip. We will place Mount Rainier in its historical context by studying the history of the National Park system and the human presence at Mount Rainier through the ages.

During winter quarter, we will broaden our study to include more specific areas of study; with faculty guidance, students will choose an issue, a place, and a genre to study and write about in a single short essay early in the quarter. Our work through the rest of fall quarter and well into winter quarter will focus on composite work to music and sound everywhere, including race, class, gender, colonialism, liminality, physics, politics, and context all serve to inform your learning.

Enrollment: 48

Credit: 16

Fall programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
Nonfiction Media: Sustainability and Justice

Fall, Winter and Spring quarters

Fields of Study: communications, cultural studies, media arts, media studies, museum/curatorial studies
Class Standing: Sophomore - Senior
Prerequisites: Two quarters of an Evergreen interdisciplinary program or the equivalent. This foundational program in media arts assumes no prior experience in media, but does require upper-division college-level critical thinking, reading and writing skills.
Preparatory for studies or careers in: media, visual art and communication.
Faculty: Laurie Meeker, TBD

This is the foundational program for moving image practices at Evergreen. This program will continue to emphasize the study of media technologies and hands-on production practices along with the study of film/video history and theory. This year our work as filmmakers will be placed in the service of both sustainability and justice. A number of academic programs have begun to center their inquiry on important issues facing us and our planet—climate change, environmental justice, the relationship between people and the land, the sustainability of human and natural communities—issues that are vital to our well-being and the health of the planet. How do we engage these issues as filmmakers and artists? Can our work make a difference?

Engaging media history and theory will be central to developing strategies of representation in our own work as producers of media. We will examine the history of documentary filmmaking to explore the strategies filmmakers have developed to represent "reality." We will study non-fiction filmmaking practices through screenings, readings, research projects, writing, and seminar discussions. One thread of our inquiry will focus on media addressing sustainability and justice. Some media makers have placed their work in the service of political struggle, sustainability, justice, and the environment? Another thread of our inquiry will address critical alternatives to mainstream media, including autobiography, the history of experimental film and video art, and ecosyavtic video. We will also address the politics of representation in relation to race, class, and gender. Most people agree that media has the power to educate, as well as influence identities and value systems. Can media artists contribute to social change? As artists, how do we enter the debates around social and political justice, around energy, the environment and climate change? How does political media content in the dominant discourse surround these issues?

During fall and winter, students will develop media production skills as they engage a series of design problems related thematically to sustainability and justice, which provides a context for our work. The "sustainability and justice" framework will be broadly defined, and students can expect to create work that uses a variety of representational strategies, from documentary, to ecocentric, to personal and autobiographical. We will explore a variety of production techniques, including a focus on audio production, an exploration of the image through cinematography, and the study of digital media production. Collaboration, a skill learned through hands-on experience in dance and music. We will immerse ourselves in this ancient culture of dance and music. Our readings will include themes such as gender, colonial history and post-colonial theory, and the current economic ferment that is transforming many aspects of Indian society today.

The first iconographical evidence of Orissa's dance and music culture comes from 2nd-1st century BCE, and the culture thrived for centuries before it declined under colonial rule to be partially revived in the 1950s and 60s. This effort still continues, and we will be part of that effort.

Credits: 16
Enrollment: 44
Required Fees: $300 per quarter for media production supplies in fall/winter.

Thematic Planning Groups: Sustainability and Justice

Orissi Dance and Music of India

Winter quarter

Fields of Study: cultural studies, dance, gender and women's studies and music
Class Standing: Freshman - Senior
Prerequisites: Some previous training in dance or music would be useful, but not expected.
Preparatory for studies or careers in: performing arts, cultural studies, Asian studies, South Asia, gender studies and postcolonial studies.
Faculty: Andrew Buchanan and Ratna Roy

In this program we will focus on the dance and music culture of central eastern India, specifically the art-rich state of Orissa. While some music or dance background would be useful, it is not necessary. This is a culture and history offering, along with some practical hands-on experience in dance and music. We will immerse ourselves in this ancient culture of dance and music. Our readings will include themes such as gender, colonial history and post-colonial theory, and the current economic ferment that is transforming many aspects of Indian society today.

The first iconographical evidence of Orissa's dance and music culture comes from 2nd-1st century BCE, and the culture thrived for centuries before it declined under colonial rule to be partially revived in the 1950s and 60s. This effort still continues, and we will be part of that effort.

Credits: 16
Enrollment: 48
Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

Orientalism

Fall quarter

Fields of Study: ecology, environmental studies, field studies, natural history and zoology
Class Standing: Freshman - Senior
Preparatory for studies or careers in: ornithology, zoology, ecology, natural history and wildlife biology.
Faculty: Alison Styring

Birds are the most diverse vertebrates found on the earth. We will explore the causes of this incredible diversity through a well-rounded investigation of general bird biology, the evolution of flight (and its implications), and the complex ecological interations of birds with their environments. This program has considerable field and lab components and students will be expected to develop strong bird identification skills, including Latin names, and extensive knowledge of avian anatomy and physiology. We will learn a variety of field and analytical techniques currently used in bird monitoring and research. We will take several day trips to field sites in the Puget Sound region throughout the quarter to hone our bird-watching skills and practice field-monitoring techniques. Students will keep field journals documenting their skill development in species identification and proficiency in a variety of field methodologies. Learning will also be assessed through exams, quizzes, field assignments, group work and participation.

Credits: 16
Enrollment: 24
Required Fees: $300 (optional) for an overnight field trip to the Chelan Ridge Raptor Observatory early in the quarter (during the peak of raptor migration).

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Picturing Plants

Spring quarter

Fields of Study: botany, field studies, media arts, moving image, natural history and visual arts
Class Standing: Freshman - Senior
Preparatory for studies or careers in: animation, art, scientific illustration, botany, and education.
Faculty: Ruth Hayes and Frederica Bowcutt

This program offers students opportunities to learn scientific and creative approaches to representing plants including field plant taxonomy, botanical illustration, observational and expressive drawing, and animation. Through lectures, lab exercises, design problems and field trips, students will learn to recognize the distinctive characteristics of common plant families, and use dichotomous plant and field guides for plant identification.

In lectures, readings and critiques, participants will study the history of botanical illustration and explore aspects of how plants have been represented by artists and in popular culture. In workshops, students will practice skills in drawing, black and white illustration (pen and ink and scratchboard) and color illustration (watercolor) techniques. As living things, plants grow and change through time, and we experience them in time, so students will also learn a variety of analog and digital animation techniques to represent the temporal dimensions of plants. Students will practice these skills in the execution and analysis of illustration and animation exercises.

Several one-day field trips and one multi-day field trip are the core of this program. Participation in the field trips is required and will provide students access to a variety of habitats including prairie, coniferous forest, oak woodland, riparian woodland, saltwater marsh and freshwater marsh. During and after field trips, students will apply their taxonomy, drawing, illustration and animation skills in exercises and entries in field journals and sketchbooks.

Credits: 16
Enrollment: 48
Required Fees: $500 for overnight field trip and art and animation supplies.

Thematic Planning Groups: Culture, Text and Language, Expressive Arts and Environmental Studies
Political Economy of Land: Planning, Property Rights and Land Stewardship

Fall and Winter quarters

Fields of Study: American studies, community studies, economics, environmental studies, government, law and government policy and sustainability studies

Class Standing: Junior - Senior

Preparatory for studies and careers in: land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management, and community development

Faculty: Jennifer Gerend and Ralph Murphy

This program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. We will give special attention to the political, economic, social/cultural, environmental and justice contexts of land use. We will also look at land ethics, concepts of land ownership, and efforts to regulate land uses and protect lands that have been defined as valuable by society.

To understand the context, role and purposes of land use regulations, the following topics and social science disciplines will be used to evaluate human treatment of land primarily in the United States: history and theory of land use planning; economic and community development; the structure and function of American government and federalism; public policy formation and implementation; contemporary land use planning and growth management; elements of environmental and land use law; economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods, such as statistics and GIS. Taken together, these topics will help us examine the diversity of ideas, theories and skills required for developing an in-depth analysis of land issues. Our goal is to have students learn the program with a comprehensive understanding of the complexity of issues surrounding land use planning, restoration, urban development, stewardship and conservation.

In the program, we will host guest speakers, films, research methods workshops, field trips in western Washington and individual and group research projects and presentations. Fall quarter will focus on developing an understanding of the political and economic history that brought about the need for land use regulations and the historical context of the political, legal, theoretical and economic context. Winter quarter will continue these themes into international applications and the professional world of land use planning, such as the Washington Growth Management Act, historic preservation and shoreline management. Students will leave the program with the foundation to prepare themselves for internships or potential careers in land use policy and management.

Credits: 16
Enrollment: 50

Thematic Planning Groups: Environmental Studies and Sustainability and Justice

Political Economy and Social Movements: Race, Class, and Gender

Fall and Winter quarters

Fields of Study: American studies, cultural studies, economics, gender & women's studies, history, political science and sociology

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: political science, economics, education, labor and community organizing, law and international relations, teaching and political science

Faculty: Michael Vavrus and Peter Bohmer

We will examine the nature, development and concrete workings of modern capitalism and the intersection of race, class and gender in the context of social movements, and the role of land use and economic inequality in shaping social movements. Issues will be the relationship among oppression, exploitation, social movements and the foundations of social and economic change, and the construction of alternatives to capitalism, nationally and globally. We will examine how social change has occurred in the past, present trends, and alternatives for the future. We will also examine different theoretical frameworks such as liberalism, Marxism, feminism, anarchism and institutional and political economy approaches to the study of social movements, political ecology and global political economy and key issues such as education, the media and the criminal justice system. Students will learn communication skills related to public debate and social change.

In fall, the U.S. experience will be the central focus, whereas winter will have a global focus. We will begin with the colonisation of the U.S., and the material and ideological foundations of the U.S. political economy from the 18th century to the present. We will explore specific issues including the slave trade, racial, gender and economic inequality, the labor movement and the western push to "American Empire." We will look at policy changes from the past to the present between the economic core of capitalism, political and social structures, and gender, race and class relations. Resistance will be a central theme throughout the quarter. We will study political and economic movements from a microeconomic and social and political context. Within microeconomics, we will study the role of land movements, the role of race and class, the role of gender, and the role of work, wages, poverty, and the gender and racial division of labor.

In winter, we will examine the interrelationship between the U.S. political economy and the changing global system, and U.S. foreign policy. We will study causes and consequences of the globalization of the world economy, and the significance of international migration, the role of multilateral institutions and the meaning of trade agreements and regional organizations. This program will analyze the response of different countries, especially in Latin America, to growing resistance to globalization, as labor, feminist, anti-war, environmental, indigenous and youth in the U.S. and the world makes its political and cultural connections. We will study alternatives to neoliberal capitalism including socialism, participatory economics, and community-based economics and strategies for social change. We will study macroeconomic theories regarding causes and solutions to the high rates of unemployment and to economic instability. We will introduce concepts and techniques of international trade and finance, and examine their applicability in the global South and North. In winter quarter, we will explore the role of economic and political institutions in shaping social movements, and the role of students in understanding and organizing for social change.

Students will engage in political activism, learning skills and strategies to develop social movements, and to engage in social movements as a means of changing the world. This includes understanding how to use the political process, including the role of social movements in shaping public policy, and in influencing the political agenda.

Credits: 16
Enrollment: 50

Thematic Planning Groups: Sustainability and Justice, Society, Politics, Behavior and Change

Popular Uprisings: 1968, 2011 and the Road Forward

Spring quarter

Fields of Study: African American studies, American studies, cultural studies, economics, gender & women's studies, history, political science and sociology

Class Standing: Freshman - Senior

Preparatory for studies and careers in: political science, economics, environmental studies, political science, and community development; organizing; working for an economic or social justice organization—locally, nationally or globally; graduate school in social sciences or cultural studies.

Faculty: Peter Bohmer and Elizabeth Williamson

1968 and 2011 were world historic years. In both cases, uprisings spread within and between countries. In 1968, major resistance to the existing order produced mass movements in liberation in Vietnam (Teo offensive; France, May, 1968; Czechoslovakia (Soviet invasion, August, 1968); Mexico (Tlatelolco and Olympics) and the United States—including the rebellions after Martin Luther King's assassination in April, 1968 and the occupation of the Democratic Convention Convention in Chicago in the mid-1960s. In 2011, the United States experienced uprisings in a number of other countries. New left theory and practice were central to these movements. 1968 was perhaps the central year of the 1960s—where the status quo was challenged culturally, socially and politically; a period of experimentation where countercultures emerged and revolution was in the air. 2011 was another major uprisings. Social movements against repressive governments and against social inequality spread from the United States to Tunisia, Egypt, Syria, Libya, Bahrain—among many others. The nature and global scale of the uprisings vary from country to country, but all are connected by an egalitarian and democratic spirit that youth and students share. Inspired partially by the events in the Middle East, Wisconsin residents and especially public sector workers occupied the Wisconsin State Capital in the spring of 2011, and there were massive demonstrations against the frontal attack on public sector unions, and on education and social programs. These social and economic struggles are occurring all over the United States. There is also occupation of public space as a form of resistance to government and independent of political parties. An important focus of our attention, as well as conflicting contemporary views around the rise of the novel.

In this program, students will have a firm foundation in postcolonial literature, experience significant strands of literary theory, and engage in the methods of literary analysis.

Students will be asked to attend class, lead discussions, and prepare a presentation (at least 20 pages), and to present on certain topics. Students will be asked to read all texts, prepare a presentation, lead class discussions, and produce a critical paper (1-25 pages), and to participate actively in class discussions. Students will be asked to develop a final project, which may be a critical paper or a research paper.

Credits: 16
Enrollment: 25

Thematic Planning Groups: Popular Uprising, Alternative Politics, and Critical Theory

The Postcolonial Novel

Spring quarter

Fields of Study: cultural studies, literature and writing

Class Standing: Junior - Senior

Preparatory for studies and careers in: literary studies.

Faculty: Trevor Speller

With the break-up of the British empire following the second World War, a new set of states emerged into the world, with particular cultural concerns. Grounded in commonwealth literature, this program will explore the particular aesthetic and political issues that accompany the writing of the novel. We will read novels ranging from the mid-nineteenth century to the late twentieth century, written by novelists from Ireland to India. We will consider the novel as an art form that establishes a genre, and one that breaks genre boundaries.

Our considerations will include what makes a novel "British," "colonial," or "postcolonial." How did this art form come to be? What is the relationship between politics and literature? How do writers express nationalist sentiment in fiction? What influence does Britain exercise on the literature of her former colonies? Are there differences in aesthetics that come with political emancipation? Do these novels constitute a national—or international—art form? This intersection of colonialism, nationalism and the novel will be an important focus of our attention, as well as conflicting contemporary views around the rise of the novel.

The reading list will tackle novels such as The Moonstone, Heart of Darkness, Kim, A Passage to India, Burmese Days, Things Fall Apart, A Bend in the River, Midnight's Children or Troubles. We will read excerpts from other works of fiction, critical views on the postcolonial novel, and contemporary literary theory. By the end of the quarter, students will have a firm foundation in postcolonial literature, exposure to significant strands of literary theory, and experience in the methods of literary analysis.

Students are expected to attend class, participate actively in class discussions, and present on certain topics. Students will be asked to read all texts, prepare a presentation, and write a critical paper (1-25 pages), and to participate actively in class discussions. Students will be asked to develop a final project, which may be a critical paper or a research paper.
Fall quarter

Fields of Study: cultural studies, literature, moving image, philosophy and sociology

Class Standing: Sophomore - Senior

Preparatory for: In pursuit of the liberal arts, philosophy, sociology, cultural studies and film studies.

Faculty: Harumi Moruzi and Zahid Shariff

The program will explore colonial, postcolonial and neocolonial issues as they unfold on local, national and global stages. Colonialism is a concept of neocolonialism that is unexplored in our daily lives and work. Emphasis is placed on how to recognize which generations of people are oppressed and forced to submit to exploitation and state and/or corporate-sponsored tyranny. Moreover, students will center on how peoples' mental health is used to their hagening, how to assert individual, family and community values and identities, and how to decipher and reframe meanings in diverse communities. How do media and power at play in societal institutions, how to empower oneself and community, and how to understand the ways in which these structures of power control and influence the quality of life for ordinary people at home and abroad are some of the skills you will learn in this Power Play concentration.

This upper division program will examine local, national and foreign policy issues of the postcolonial and neocolonial world in education, health care, social welfare and the environment through interdisciplinary studies of law, bioethics, biomedical sciences, environmental science, the legislative process, organizational management, mathematics, modeling, sociology, psychology, American and world history, media literacy, world literature and cultures. Research methods in social and natural sciences and statistics emphasized in this program will present you with a systematic approach and analytical tools to address real life issues in research practice throughout the quarter. Information and multimedia technology and biomedical laboratory technology will be employed in hands-on laboratory practice to enhance your academic capacity and power.

The theme for fall quarter is identifying the problem and clarifying the question. The first quarter of the program will be used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. The second quarter will examine identity, power and politics viewed from an intercultural perspective of colonialism. Colonialism will be analyzed from the perspectives of both polities and humanities. In the final quarter, students will write and analyze texts that will add to our understanding of the power viewed from a variety of institutional perspectives, most notably in health, education, law, science, government, politics, youth, race, ethnicity and gender. In addition, students will identify the problem and the potential solutions.

In this three-quarter program which begins spring quarter, we will integrate the theoretical and practical aspects of organic small-scale direct market farming in the Pacific Northwest by working on the Evergreen Organic Farm through an entire growing season (spring, summer and fall quarters). All students will work on the farm a minimum of 40 hours per week. The program is rigorously physical and academically and requires a willingness to work outside in adverse weather on a schedule determined by the needs of crops and animals.

Our exploration of critical agricultural topics will occur through a curriculum that is intricately tied to what is happening in the fields as the growing season progresses. The major focus of the program will be developing the knowledge and skills needed to start up and operate a small-scale agricultural operation based on a sound understanding of the underlying science and business principles. At the same time, hands-on farm work will provide the context for developing applied biology, chemistry and math skills.

Each quarter will create a variety of seasonally appropriate topics needed to operate a sustainable farm business. In spring, we will focus on soil science and nutrient management, annual and perennial plant propagation, greenhouse management, crop nutrition, composting, vermiculture and market planning. In summer our focus will be on entomology, pesticide management, plant pathology, weed biology and management, water management and irrigation system design, animal husbandry, maximizing marketing and value-added opportunities and regulatory issues. Fall quarter's focus will be on season extension techniques, production and business planning, the use and management of green and animal manures, cover crops, and crop storage techniques and physiology.

Additional topics will include record keeping for organic production systems, alternative crop production systems, aquaculture, urban agriculture, small-scale grain raising, mushroom cultivation, and techniques for adding value to farm and garden products. Students will learn how to use and maintain farm equipment, handle from tool to tractors and implements. Students will have the opportunity to develop their personal agricultural interests through research projects. Topics will be explored through on-farm workshops, seminars, lectures, laboratory exercises, farm management groups, guest lectures, field experimentation and field trips to regional agricultural operations.


If you are a student with a disability and would like to request accommodation, please contact the instructor or the office of Access Services prior to the start of the quarter. Access Services, Library 215Q, Contact Program Coordinator, Dave Schmidt (360.867.6348; TTY 360.867.6834; schmidtd@evergreen.edu). If you require accessible transportation for field trips, contact the instructor well in advance of the field trip dates to allow time to arrange this.

Students planning to take this program who are receiving financial aid should contact financial aid early in fall quarter to develop a financial aid plan that includes summer quarter 2013.

Faculty Signature: Interested students should apply by writing a letter that details how they have met the specific prerequisites. Email to Dave Muehleisen (muehleid@evergreen.edu). Applications received by the Winter Academic Fair will receive priority. After that, applications will be reviewed as space becomes available. Students will be notified by e-mail of their acceptance into this program.

Enrollment: 15

Required Fees: $150 per quarter for field trips.
Thematic Planning Groups: Society, Politics, Behavior and Change

Enrollment: 23

This program introduces a broad spectrum of contemporary and classical psychological theories about learning and personality. It has the complementary intent of applying these theories to our understanding of ourselves as a unique learners and human beings. Our guiding questions will be both theoretical and personal, including: How can we make sense of human personality differences? How do people learn? Do I have a unique life calling? What is my learning style?

Topics of study will include developmental and educational psychology, depth psychology and personality theory. Our work will be informed by such thinkers as Sigmund Freud, Carl Jung, Howard Gardner, Jacob Moreno, John Welwood, Carl Rogers, Helen Palmer, Ken Wilber, Lawrence Kohlberg, Richard Schwartz, John Bowlby and Mary Ainsworth.

In addition to reading, writing, and engaging in weekly seminars, our activities will include experiential workshops and individual and group projects, as well as regular assessments to support our activities will include experiential workshops and individual learning. Learning about and from each other will be an essential understanding of ourselves as unique learners and human beings.

It has the complementary intent of applying these theories to our understanding not only of sexual and gender identity and community, but also of how sexual and gender politics have been advanced through visibility, spectacle and the carnivalesque. Students should emerge from the program with a sophisticated understanding not only of sexual and gender identity and community, but also of how sexual and gender politics have been advanced through visibility, spectacle and the carnivalesque.

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

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2012-13.
This program teaches course work from a Native based perspective within the context of the larger global society. Students at all reservation sites follow the same curriculum with opportunities to focus on local tribal specific issues. The overall theme provides students with a foundational knowledge base for tribal sustainability. In the broadest sense it includes: social, cultural, political, economic and environmental sustainability. At the end of the year they will have developed an understanding of the role that education and exploration restorative solutions and development for sustainability at the local, national and international levels.

The theme for 2012-2013 is Foundations for Sustainable Tribal Nations.

In fall, students will review federal Indian law through study of historical and contemporary materials and case law. They will develop a foundation for understanding treaties, the trust relationship, legal precedents, sovereignty, threats to sovereignty, and Indian activism. Study of basic conflicts over jurisdiction, land rights, domestic relations, environmental protection and other areas will provide students with insight into court systems and the political will of governments.

During winter, students will study the identity formation and politics of several US presidents and world leaders through the lens of race, class, gender, nationality, education and other differences that have influenced the development of the Muscovite state, imperial expansion and the development of the modern state. Students will be introduced to the rich Byzantine cultural legacy of Orthodox Christianity with its impact on Russia and the world.

In spring, students will take part in the incredible and diverse cultural events in the city of St. Petersburg such as the Great, and on to the start of the 19th century.

We are interested in symmetries in nature and the universe, and in human understanding and interaction with nature. We will read books and articles on astrophysics, cosmology and the universe to explore topics such as these. Physicists have discovered new puzzles which your generation will solve. Why is the expansion of the universe accelerating? What are dark matter and dark energy? What are the origins of the universe? Why do these ideas take the forms that we observe?

We will work together, read and write about the beauty and importance of quantifiable study of nature and our place in the universe. Students will gain a deeper physical understanding of the universe, with little to no dependence on high technology.

We will share our insights, ideas, and questions about the readings with our peers and instructors. Students will write weekly short essays and many responses to peers' essays. Students will meet with their team (of 3 peers) at least one day each week to discuss the readings. We are interested in symmetries in nature and the universe, and in human understanding and interaction with nature. We will read books and articles on astrophysics, cosmology and the universe to explore topics such as these. Physicists have discovered new puzzles which your generation will solve. Why is the expansion of the universe accelerating? What are dark matter and dark energy? Why do these ideas take the forms that we observe?

We will work together, read and write about the beauty and importance of quantifiable study of nature and our place in the universe. Students will gain a deeper physical understanding of the universe, with little to no dependence on high technology.

We will share our insights, ideas, and questions about the readings with our peers and instructors. Students will write weekly short essays and many responses to peers' essays. Students will meet with their team (of 3 peers) at least one day each week to discuss the readings.
Self and Culture: Studies in Japanese and American Literature and Cinema

Winter quarter
Fields of Study: cultural studies, literature and moving image
Class Standing: Freshman - Senior
Preparatory for studies or careers in: humanities, cultural studies and film studies.
Faculty: Harumi Mizutani

This program is designed for students interested in cross-cultural exploration of the concept of self.

Modernity in the West established the concept of a human being as a thinking subject through Descartes' seminal discourse in Meditations on First Philosophy. Since then, the concept of an autonomous, thinking and perceiving subject as the center of reality, as the source of truth, has been the dominant ideology in the West, particularly in the United States. With globalization and cultural exchanges, we have begun to question the idea that there is no such thing as a universal "human" or "self." This dichotomized comparative cultural frame presents an interesting context in which we can explore the concept of self. Thus, we explore the concept of self through the critical examination of American and Japanese literature, cinema and popular media.

At the beginning of the quarter, students will be introduced to the rubrics of film technical terms in order to develop a more critical and analytical attitude toward film-viewing experience. Early in the quarter students will also be introduced to major literary texts in order to familiarize themselves with the evolution of characters and themes through the literature. Later on, students will examine themes in American and Japanese literature through seminars and critical writings. Weekly film viewing and film viewing will accompany the study of literature in order to facilitate a deeper exploration of the topics and issues presented in the literary works.

Credits: 16
Enrollment: 24
Thematic Planning Groups: Culture and Text and Language

So You Want to be a Psychologist

Spring quarter
Fields of Study: psychology
Class Standing: Freshman - Senior
Preparatory for students and careers in: psychology, education and social work.
Faculty: Carrie Margolin

Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services and the science of psychology. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, including both classic and contemporary journal articles and books by well-known psychologists. Students will also explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling and clinical settings, social work agencies and applied research settings.

Among our studies we will be ethical quandaries in psychology, including the ethics of human and animal experimentation. Library research skills, in particular the use of PsychInfo and Science and Social Science Citation Indexes, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and an optional field trip.

There's no better way to explore the range of activities and topics that psychology offers, and to learn to cut the edge research in the field, than to attend and participate in a conference of psychology professionals and students. To that end, students have the option of attending the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Reno, Nevada on April 25-28, 2013.

Credits: 16
Enrollment: 24
Thematic Planning Groups: Culture and Text and Language

Required Fees: $233-$311 (depending upon the type of accommodations students require) for WPA membership/ registration fees and four-night hotel at the convention site.

Thematic Planning Groups: Society, Politics, Behavior and Change

Readings and Language

The Spanish-Speaking World: Cultural Crossings

Fall quarter
Fields of Study: literature and philosophy
Class Standing: Junior - Senior
Preparatory for students and careers in: any field requiring competence in the use of language, textual evidence and interpretation, especially literature, philosophy, history, law, publishing, theatre arts and public service.
Faculty: David Marr

Out, out, brief candle!
Like's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.—Macbeth

For centuries, thinkers have argued about the purpose of life. Some hold that the purpose is pleasure, and others to worship God and glorify him forever. Still others believe the aim is to alleviate human suffering, or to live free, or even to learn to die well. Along comes Shakespeare's Macbeth whose bleak vision says no to all such notions. We are born, we have our hour on the stage, we die: That's the human story. Could he be right?

In this program, we will keep this disturbing question open, as we read Shakespeare's plays alongside masterpieces of prose fiction. Our method of inquiry will be close textual analysis of how the plays and novels are put together. To this end, the program will be a seminar on the patterns made of words, the aesthetic forms, with their rhythm and rhyme, the moral of the story, the metaphors and the similes of human existence.

We will examine nine plays of Shakespeare and the following novels: Melville, Moby-Dick; Dostoyevsky, The Brothers Karamazov; Mann, The Magic Mountain; Kafka, The Trial; Camus, The Plague. The workload will be heavy. This course is an intellectually curious, diligent student eager to practice the craft of close reading. There will be weekly exams, seminar reports on the authors' lives and times, one essay on an assigned topic, and a comprehensive final exam.

Credit: 15
Thematic Planning Groups: Culture, Text and Language

The Spanish-Speaking World: Cultural Crossings

Fall, Winter and Spring quarters
Fields of Study: cultural studies, history, language studies, literature, social science, writing
Class Standing: Sophomore - Senior
Preparatory for studies or careers in: Latin American and international studies, language studies, literature, politics, history, education, film studies, writing, and human and social services.
Faculty: Diego de Acosta and Alice Nelson

Spain and Latin America share not only the Spanish language but also an intertwined history of complex cultural crossings. The cultures of both arose from dynamic and sometimes violent encounters, and continue to be shaped by uneven power relationships as well as vibrant forms of resistance. In this program, students will engage in an intensive study of the Spanish language and explore the literature remembered, imagined and recorded by Spaniards and Latin Americans in historical context. Every week will include seminars on
Stop Making Sense

Fall, Winter and Spring quarters

Programs of Study: literature, psychology, and sociology and writing

Class Standing: Junior - Senior

Preparatory for studies or careers in: psychology, sociology, writing, the humanities and social sciences.

Faculty: Steven Hendricks and Laura Cirri

Through the lenses of social psychology, literature and literary theory, we will inquire into the process of constructing external and internal realities. How does our conception of self, other and society depend upon learned social routines, metaphors and narratives? How do the ritual discourses and behaviors of everyday life become part of who we are and what we are capable of doing and thinking? What myths allow us to go about our days as if they made any sense?

In fall quarter, we'll equip ourselves with the psychological and theoretical models for understanding reality, culture and self as constructions. In winter quarter, we'll take a critical look at the processes of conformity and assimilation, attempting to understand the mechanisms by which being, thinking and acting become naturalized. In spring quarter, we'll study key examples of transformative forms of selfhood by emphasizing the imaginative and disruptive endeavors that challenge the true and the natural.

Our study of literature will range over 20th century novels, stories and essays, predominantly from Europe and the U.S.—works that challenge familiar literary forms and that relate strongly to themes and questions within our study of psychology. Creative writing work will give students another venue for understanding inquiries in literature and psychology. Our goal is not, however, to produce realistic psychological narratives; on the contrary, we'll look at how the conventions of psychological portraiture in novels frequently fail to take actual psychological insight into account, insights that challenge us more profoundly than the goal of realism. Our study of literary theory will focus on theorists whose work deals closely with the nature of literary meaning and the process of constructing the world through language. Over the year, we'll take a sweep of 20th century, emphasizing the role of Roland Barthes as a challenge us more profoundly than the goal of realism. Our study of psychology will enable us to examine how individuals construct their sense of self via observation of and interaction with others in social context. Possible social psychological themes to be explored include identity formation, social norms, social hierarchy, power, conformity, transgressions, obedience, prejudice, stigma, marginalization, groupism, persuasion and mobilization.

The program material will be taught via lectures, workshops, seminars, and student research projects. Writing and research-intensive projects, as well as the reading of diverse theoretical material, will make this a demanding program. The program is for students who have completed a year of calculus, have a strong interest in this area, and have experience in having read serious work in the humanities and social sciences.

Accepts winter enrichment and spring enrichment with faculty signature. Students must submit an application to be considered for spring enrollment.

Credits: 16

Enrollment: 24

Thematic Planning Groups: Consciousness Studies and Native American and World Indigenous Peoples

Student-Originated Studies: Function and Feeling in Sustainable Building

Winter and Spring quarters

Programs of Study: architecture, environmental studies and sustainability studies

Class Standing: Sophomore - Senior

Prerequisites: Critical reading and thinking and analytical writing adequate to support proposed research; experience in collaborative team project work; additional skills as required for proposed project.

Preparatory for studies and careers in: architectural design and construction, sustainability consulting and policy, and city and regional planning.

Faculty: Robert Knaap

This SOS confronts the question, What forms of building are both sustainable in environmental and societal terms, and life-enhancing in the experience of those who live and work in them? Sustainability is a pressing issue in this era of transition away from an industrial and individualized culture and to a society that is more than construction in the industrial world are energy-hungry, impact laden, often unhealthy, and merely adequate, not life-enhancing in every sense of the word. As buildings become complex systems, designers and owners are beginning to recognize these hard facts, experiments and initiatives of many kinds have sprung up to explore alternatives. New materials, like straw bales or bamboo, new construction methods, like the German Passiv Haus approach; renewed appreciation of traditional and indigenous modes of building; reworked design methods, using computer simulation, the Anglo-American pattern language of symbols, and all these and more are being actively pursued at sites all over the United States. Which ones have real potential for both sustainable building and enhancement of life?

This program 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 will make in their lives and within their communities. Learners will be encouraged to assume responsibility for their choices. Faculty and learners together will work to develop habits of worthwhile community interaction in the context of the education process and liberation. We will be interested in providing an environment of collaboration where faculty and learners will identify topics of mutual interest and act as partners in the exploration of those topics.

Credits: 16

Enrollment: 24

Thematic Planning Groups: Consciousness Studies and Native American and World Indigenous Peoples

Student-Originated Studies: Consciousness Studies

Fall, Winter and Spring quarters

Programs of Study: American studies, Native American studies, aesthetics, communications, community studies, consciousness studies, education, environmental studies, leadership studies, literature, philosophy, psychology, religious studies, sustainability studies and writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

Faculty: David Rutledge

This program uses a Native American approach to pedagogy: it's a student-centered program. The philosophical core of the program is the work on educational liberation by Paulo Freire, especially Pedagogy of the Oppressed and Education for Critical Consciousness. The traditional center of the program is the historical contributions of the on-campus Native American programs. This program will focus on the ways that historical and current patterns of design and construction in the industrial world are energy-hungry, impact laden, often unhealthy, and merely adequate, not life-enhancing in every sense of the word. As buildings become complex systems, designers and owners are beginning to recognize these hard facts, experiments and initiatives of many kinds have sprung up to explore alternatives. New materials, like straw bales or bamboo, new construction methods, like the German Passiv Haus approach; renewed appreciation of traditional and indigenous modes of building; reworked design methods, using computer simulation, the Anglo-American pattern language of symbols, and all these and more are being actively pursued at sites all over the United States. Which ones have real potential for both sustainable building and enhancement of life?

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Credits: 16

Enrollment: 24

Thematic Planning Groups: Consciousness Studies and Native American and World Indigenous Peoples

Student-Originated Studies: Independent Projects in Literature Philosophy, Myth/Religion, and Writing for Freshmen

Spring quarter

Programs of Study: literature, philosophy, religious studies, writing

Class Standing: Freshman

Preparatory for studies or careers in: the humanities.

Faculty: Marianne Bailey

In this SOS, first year students will learn how to conceive, plan, structure and successfully carry through a major independent learning project. More importantly, they will have the pleasure and fulfillment of realizing their first major college level independent body of work. Students have an exciting array of humanities and artistic areas to work in. For example, I can foresee projects as different from one another as a well edited collection of stories or free form poetry, perhaps illustrated and bound in a beautiful book, or a research project in religious symbols and ritual of Haitian worldview, or in archetypal characters such as the Trickster, the Underworld mediators, or the artist/Orphus and his quest. A student could decide to write essays on specific collections of essays and images dealing with a philosopher such as Nietzsche or Foucault; or write a continuous interpretation of a whole film or a whole novel or play for the power and nature of artistic language. Students could also plan and research a transformational, pilgrimage journey, keep a rich travel journal, make art quality photographs and present the pilgrimage experiences at the quarter's end to your colleagues in the class. Students could plan a multimedia spectacle or a short film based on artistic work as a small group in the style of the Surrealists. This course will be a great challenge if it is a challenging academic or artistic body of work which you find deeply fascinating and which will keep you going enthusiastically for a quarter, we can shape this idea and make it possible for you to carry it through. We will do this step by step, in close collaboration between professor and individual student, and with the support of a small group of other program students working in similar veins of inquiry or creation, who will serve as a critique and support group. At Evergreen this mode of intellectual and creative work is part and parcel of student life. The course is a focus of the intellectual discipline and stamina, and in pursuing academic projects about which you are passionate. It is no easy feat, however, to master the fine art of writing and proposing, let alone bringing to fruition, a top quality independent learning project. The purpose of this SOS is first, to coach you through the conception stage, then, to help you to choose your readings and activities and make your schedule, and finally, to guide and support you along the path to completion of the best work of which you are capable. During the first eight weeks of spring quarter, students will meet every week with their professor and one or two other students - a total of six to eight meetings. The first two meetings will be held during the first two weeks of the program. You may enroll in this program for 12 or 16 credits.

Credits: 16

Enrollment: 24
Times & Works of Soseki, Mishima & Murakami: Study of Literature, History & Cinema

Spring quarter
Fields of Study: history, literature and moving image
Class Standing: Freshman - Senior
Preparatory for studies or careers in: humanities, Japanese studies, history and film studies
Faculty: Harumi Monuzi

This program is designed for students who are interested in the literary works of Soseki Natsume, Yukio Mishima and Haruki Murakami as well as modern Japanese history. Nobody lives in a vacuum. Every person is a product of that person's time and place, even when he/she rebels against such a background. Most people in society conform to the current ideology of society in order to succeed and perhaps merely to get by, even when their society is moving toward spiritual bankruptcy. It is often believed that the wise and the intellectuals are the saviors and prophets of the society that can shed light on the social and cultural problems, thus reforming and regenerating society. Such may be a romantic view of artists and intellectuals. However, this premise often yields an advantageous framework through which one can examine the society and culture that produced these artists and intellectuals.

The highly esteemed Japanese writers, Soseki Natsume, Yukio Mishima and Haruki Murakami, are examples of such artists and intellectuals. They represent turbulent and paradigm-shifting periods in Japanese history. Meiji modernization, Post World War II devastation, and the advent of a rabid consumer society.

In direct contrast, Eastern psychology shuns any impersonal analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to an average, paper-thin understanding of the ancient wisdom of the East, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

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Clinical psychology provides an important alternative approach to the study of human thought and behavior. Western psychology has so far proved to be an inadequate tool for directly exploring the mind and its felt complexity. This may be one reason why the Analects and Buddhism, Chinese spiritual paths, social work, psychotherapy, and studies in death and dying.

Faculty: Ryo Imamura

Transmutation: The Alchemy of Scientific Thought

Spring quarter
Fields of Study: chemistry, history and philosophy of science
Class Standing: Freshman - Sophomore
Preparatory for studies and careers in: science and education

We have inherited a scientific worldview that provides explanations for many phenomena that were great mysteries to earlier generations. It's easy to overlook how amazing it is that we can explain visible effects in terms of invisible objects such as fields, particles, and forces; how we can explain the conservation of energy and momentum at the macroscopic level by invoking concepts of electricity and magnetism, which were not known to earlier generations. It's easy to overlook how amazing it is that we can explain visible effects in terms of invisible objects such as fields, particles, and forces; how we can explain the conservation of energy and momentum at the macroscopic level by invoking concepts of electricity and magnetism, which were not known to earlier generations. It's easy to overlook how amazing it is that we can explain visible effects in terms of invisible objects such as fields, particles, and forces; how we can explain the conservation of energy and momentum at the macroscopic level by invoking concepts of electricity and magnetism, which were not known to earlier generations.

We will work hands-on in the laboratory with some of the "magical" chemical phenomena and compounds that historically have been the "driving force" of the development of modern chemistry. We will pay special attention to the meaning and implications of these "magical" phenomena and compounds that historically have been the "driving force" of the development of modern chemistry.

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Undergraduate Research in Scientific Inquiry

Fall, Winter and Spring quarters

Fields of Study: biochemistry, biology, chemistry, computer science, mathematics and physics

Class Standing: Sophomore - Senior

Preparatory for studies or careers in: biology, chemistry, physics, pre-medical, pre-engineering, pre-pharmacy, pre-veterinary, pre-dental, and other health professions. Students interested in research in the biological and physical sciences should contact the faculty members listed below. Interested students should contact the faculty member of their choice to discuss projects and potential research opportunities.

Rigorous quantitative and qualitative research is an important component of academic learning in Scientific Inquiry. This independent learning opportunity allows advanced students to delve into real-world research with faculty who are currently engaged in specific projects. Students typically begin work in the spring or fall of their junior year and continue their research for one or two years. Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

Clayde Lorway (chemistry) works with biological applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in chemistry and computer science can obtain practical experience in applying their backgrounds to laboratory research projects in an interdisciplinary laboratory environment.

Maria Bastaki (biology) studies the toxicity of chemical mixtures as related to their effects on environmental pollutants. Research projects focus on toxicological interactions among endocrine disruptors, specifically on estrogen pathways, and involve laboratory toxicology methods using in vitro cell cultures.

Arif Binwas (geology, earth science) studies nutrient and toxic trace elements in sediments from terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and metal pollution. Students interested in this laboratory should contact the faculty member of their choice to discuss projects and potential research opportunities.

Lydia McKenzie (organic chemistry) is interested in organic synthesis research, including asymmetric synthesis methodology, and catalysis. She is also interested in organic chemistry principles, including synthetic methods and their potential applications to industrial processes. Students working with him will help create computational methods for the design and optimization of new compounds with potential medicinal properties.

E. J. Zita (physics) studies the Sun and other magnetized astrophysical objects. This research involves the study of magnetic fields and their effects on the behavior of stars and other celestial bodies. The Sun is a fascinating target for research because its magnetic field plays a crucial role in its dynamics and evolution. Students interested in this area of research should contact the faculty member of their choice to discuss projects and potential research opportunities.

Donald Morisato (biology) is interested in the development of novel techniques for the study of cell death and differentiation in mammalian cells. The lab is currently focused on the study of programmed cell death (e.g., apoptosis), and students will be involved in projects that explore the mechanisms that regulate apoptosis and its role in disease. Students will have the opportunity to work closely with members of the lab and gain valuable experience in experimental biology.

Jim Netzel (biochemistry) uses methods from organic chemistry to study biological systems. The lab focuses on the development of new synthetic methodologies and their application to the study of complex biological systems. Students will work on projects that involve the design and synthesis of new compounds for the study of biological processes.

Faculty Signature: Students should contact the faculty member of their choice to discuss projects and potential research opportunities. Interested students should contact the faculty member of their choice to discuss projects and potential research opportunities.

This program does not accept new enrollment in spring.

Credits: 16 variables credit options available.

Requisites: $150 per quarter for entrance fees and overnight field trips. Students planning to participate in environmental studies programs should contact the faculty member of their choice to discuss potential research projects and potential research opportunities. Interested students should contact the faculty member of their choice to discuss projects and potential research opportunities.

Credits: Variable credit options available.

A similar program is expected to be offered in 2013-14

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Photo by Hannah Patrick 10
What is Ecology?

Fall and Winter quarters

Class Standing: Freshman - Sophomore

Prerequisites: High school algebra, trigonometry and calculus; high school chemistry and biology.

Fields of Study: environmental studies, history, writing

Faculty: Dylan Fischer, Matthew Smith and Bill Ransom

What does the word "ecology" mean to you? Ecology is understood differently in different fields of study. For example, in the sciences, ecology is a broad field of study which draws together information from evolution, biology, zoology, botany, chemistry, geology and atmospheric science. In this context, ecology means the "study of the house", or the study of organisms and their interactions with each other and the abiotic world. Popular use of the word ecology does not imply this context, and in fact most of our experiences with the natural world are far more personal.

In this program we will explore human interactions with ecology and the natural world from the point of view of the scientist, the historian, and the creative writer. In this two-quarter experience we will explore what it means to interact with, and modify, the natural world, and what that means for ecology. We will provide introductions to the fields of ecology, creative writing, and environmental history over two quarters. Our introduction to ecology will include textbook readings, quizzes, lectures and field trips designed to introduce basic physical, biological, ecological and chemical processes that govern ecosystems. These processes are intimately tied to patterns in biodiversity, evolution, population cycles and symbioses. In local field trips we will learn about human history and adaptations in plant and animal species occurring in prairies and forests of the Northwest. In seminars we will explore books that deal explicitly with human-ecology interactions, controversies and misunderstandings. And through writing workshops, students will engage in refining their own writing about the natural world through scientific, historic and creative approaches. In this way we will discuss both fiction and non-fiction books covering ecological controversies to explore how human activities are affecting ecosystems.

At the end of the two-quarter sequence we will emerge very well versed in what the field of ecology is all about, and how human interactions and interpretations of ecology can change both ecosystems and people.

Accepts winter enrollment with faculty signature. Extra work over December break may be required.

Credits: 16

Enrollment: 69

Required Fees: $150 per quarter for field trip fees.

Thematic Planning Groups: Culture, Text, and Language, Environmental Arts, Expressive Arts, and Society, Politics, Behavior and Change

Environmental Studies

What is Nature Writing?

Fall and Winter quarters

Class Standing: Junior - Senior

Preparatory for studies or careers in: arts administration, business, visual art, political economy and economics.

Faculty: Tom Womeldorf and Lisa Sweet

What does it mean to be a working artist? How does the need to make money influence our artistic expression? Are artistic freedom, authenticity and purity of expression inevitably tarnished once an artist is produced in anticipation of sale? From the buyer's perspective, what exactly is being bought? Is it the pure aesthetics of the object, or is it the name of the artist being purchased, or even an intimate relationship with the artist herself? How do the artist, the gallery and the buyer determine the appropriate price? What roles do galleries and other intermediaries play in uniting the artist with the consumer? These are not new questions. In fact, artists such as Michelangelo depended on patrons; their artistic expression was defined and constrained by those paying them to be artists. Today this process reaches into every corner of the globe. Australian aborigines, for example, have resailed their art to easily fit in suitcases of their tourist buyers.

We will explore these issues in this program, designed for students interested in the interaction of art and business. Our focus will be the economic, cultural and production dynamics involved in making a living as an artist or entrepreneur in the art world. We will critically explore the commercial relationships and market transactions among artists, gallerists, collectors and patrons.

This program is not a preparatory course on how to make a living as an artist, on marketing strategies, or establishing portfolios and promotional materials.

Another theme is the life-long artistic practice and making a living in the process do so by undertaking daily—often unpriming—practices. We will similarly engage in daily practice as artists in business, developing skills in observational drawing and personal finance. Our regular rigorous practice will serve both as metaphors for the daily work of producing, and as opportunities for improving foundational necessities for the business of art.

In addition to seminar, lecture, workshops, writing and exams, each week will include twelve hours in drawing and personal finance. Sharpen your pencils, grab your calculators and join us, B23 am.

Credits: 16

Enrollment: 40

Required Fees: $5.00 per quarter for field trip fees.

Thematic Planning Groups: Culture, Text and Language, Expressive Arts, and Society, Politics, Behavior and Change

Environmental Studies

Washington State Legislative Internships

Winter and Spring quarters

Fields of Study: government, law and public policy

Class Standing: Junior - Senior

Preparatory for studies or careers in: community studies, law, political science, public interest advocacy.

Fields of Study: environmental studies, history, writing

Faculty: Cheri Lucas-Jennings

This is an opportunity to explore the broad conditions that shape legislation. We will examine models, evidence and debates about the causes, consequences and impacts of existing 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 become interns for the 2013 Washington State Legislative session in the fall of 2012. Information about applications will be held spring quarter and is due on October 26th by 5pm to the Office of Academic Advising. Olympia campus. Students will be interviewed and informed of acceptance by late November.

Each student accepted as an intern will develop an internship learning contract, profiling legislative responsibilities and linkages to associated studies in liberal arts. Each student intern will translate her or his activities in the Legislature into analytic and reflective writing about the challenges, learning and implications of the work; students will present oral and written reflections of their learning and participate in various workshops. Each intern will keep a journal, submit a test portfolio on a regular basis; they will keep a complete application, including personal essay; a letter of reference from faculty (discussing research and writing skills), and a personal statement. Information sessions for students interested in applying to become legislative interns will be held spring quarter. Applications are available at www.leg.wa.gov/internships. Two copies of the completed application must be submitted to the faculty sponsor, field supervisors and legislative office staff.

For the Fall quarter we will explore internship activities, especially legislative research and draft legislation. We will examine models, evidence and debates about the differences between state and national legislative processes. We will examine the role of lobbyists and the impact of money in the legislative process. We will examine the role of the media and the public in influencing the legislative process.

For the Spring quarter, students can develop an 8-credit Legislative Apprenticeship activity, which can include work on bills and legislation. We will examine models, evidence and debates about the role of lobbyists and the impact of money in the legislative process. We will examine the role of the media and the public in influencing the legislative process.

The Washington State Legislative Internship program is offered in both the Fall and Spring quarters. Students may apply to the program for either quarter, or both quarters. The program is a three-credit course. Students may not receive credit for both quarters.

Washington Legislative Internship students are expected to apply for internships in early October. Applications are due on October 26th by 5pm to the Office of Academic Advising. Olympia campus. Students will be interviewed and informed of acceptance by late November.

Each student accepted as an intern will develop an internship learning contract, profiling legislative responsibilities and linkages to associated studies in liberal arts. Each student intern will translate her or his activities in the Legislature into analytic and reflective writing about the challenges, learning and implications of the work; students will present oral and written reflections of their learning and participate in various workshops. Each intern will keep a journal, submit a test portfolio on a regular basis; they will keep a complete application, including personal essay; a letter of reference from faculty (discussing research and writing skills), and a personal statement.

Information sessions for students interested in applying to become legislative interns will be held spring quarter. Applications are available at www.leg.wa.gov/internships. Two copies of the completed application must be submitted to the faculty sponsor, field supervisors and legislative office staff.

Faculty Sponsor: Applications to the Legislative Internship program must be approved by Capitol Senate and House of Representatives Executive staff. These are available at www.leg.wa.gov/internships and are due by October 26:

to be addressed to Jean Eberhardt in the Office of Academic Advising, Admissions. Students will be informed by late November of acceptance. An information session will be held on campus spring and in early October. Check with Academic Advising for date and location.

This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2013-2014.

Thematic Planning Groups: Politics, Behavior and Change and Sustainability and Justice
Graduate Studies

MASTER OF ENVIRONMENTAL STUDIES (MES)
Martha Henderson, Director
Gail Wootan, Assistant Director (360) 867-6225 or wootang@evergreen.edu

Master of Environmental Studies (MES) degree 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 preparation for people employed in the public, private, and non-profit sectors or for continuing graduate study in related fields.

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

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 aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles 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 PUBLIC ADMINISTRATION (MPA)
Lee Lyttle, Director

Evergreen’s dynamic Master of Public Administration (MPA) program has been noted by US News and World Report as one of the nation’s top Public Affairs programs by the 2012 edition of “Best Graduate Schools”. Hundreds of Evergreen MPA graduates are working throughout Washington state and the Pacific Northwest in responsible positions within state, local, tribal and federal governments, education, nonprofit organizations and for-profit firms. MPA students gain important knowledge and skills that can be put to work right away; they learn how to be effective advocates for change, becoming graduates who are in high demand. In the MPA program you’ll explore and implement socially just, democratic public service in a dynamic learning community that you create with your faculty and fellow students. Coursework covers critical elements of administration such as budgeting, strategic planning, human resources and information systems, public law, leadership and ethics, multicultural competencies, political and policy analyses and research methods.

For more information about the MPA program’s Tribal Governance concentration please visit www.evergreen.edu/mpa/tribal or contact Erin Genis, Assistant MPA Director - Tribal Cohort, at genie@evergreen.edu or at (360) 867-6202.

For more information about the MPA program’s Public and Non-Profit Administration concentration or Public Policy concentration, please visit www.evergreen.edu/mpa or contact Randee Gibbons, Assistant MPA Director - General Cohort, at gibbons@evergreen.edu or at (360) 867-6554.

Admissions

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

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 on 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.

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 admissions.evergreen.edu/special.

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.

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 five-page application from a PDF file found at admissions.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 notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of $50 by a stated deadline to ensure your place at the college for the quarter of admission. The deposit will be credited toward your first quarter’s tuition. Admission and deposit do not guarantee your enrollment in a particular program, contract or course.
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, debate, journalistic writing, business English or English as a Second Language (ESL). Courses that are not generally acceptable include those identified as remedial or applied (e.g., developmental reading, remedial English, basic English skills, yearbook/business English or English as a Second Language (ESL)).

**Mathematics:** Three years of mathematics, at the level of algebra, geometry and advanced (second year) algebra, are required. Advanced mathematics courses, such as trigonometry, mathematical analysis, statistics, 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 in any of the social sciences (e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology). Credit for student government, leadership, community service or other applied or activity courses will not satisfy this requirement.

**Foreign Language:** Two years of study in a single foreign language, including Native American language or American Sign Language, are required. A course in foreign language, Native American language or American Sign Language taken in the eleventh or twelfth 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 that 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 admissions.evergreen.edu/freshman

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 college 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 admissions.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 Web address above.

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

**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 Web site at admissions.evergreen.edu/transfer for detailed information.

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

**OTHER SOURCES OF TRANSFER CREDIT**

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

**AP examinations:** A minimum test score of 3 is required to receive credit.

**CLEP general and subject examination may also generate credit. Minimum test scores vary by subject area.**

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

**SPECIAL STUDENTS**

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. Admission counselors are available to assist special students with academic advising and registration information. For an overview, refer to admissions.evergreen.edu/adultstudent.

**SUMMER QUARTER**

Summer quarter enrollment is handled through the Office of Registration and Records and does not require formal admission. Students who wish to continue their studies into fall quarter may do so by registering again as a special student or by being admitted to the college through the formal application process.

More information for transfer applicants can be found at admissions.evergreen.edu/transfer
**Tuition and Fees**

**RESIDENCY STATUS FOR TUITION AND FEES**

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

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

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

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

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

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

**BILLING AND PAYMENT PROCEDURES**

The Student Accounts Office is the central billing office for The Evergreen State College. All students are assigned a billing account to which their tuition, fees, housing, meal plans, health clinic services, charges or late fees from other departments (e.g., Library, Media Loan, Lab Stores, Childcare Center, Parking, etc.) are charged. This allows a single check (payment) to be submitted for those charges. Evergreen conducts all billing electronically; messages are sent to the student’s Evergreen email account when their monthly statements are generated. Students can view the statement by logging onto their my.evergreen.edu student account.

Tuition and fees are billed quarterly if students are pre-registered. If students are not registered two-four weeks prior to the beginning of the quarter, their billing statement will not reflect tuition charged for that quarter.

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a $50 late payment fee will be charged. Web payment is available for students wishing to pay by MasterCard, Discover or American Express (2.75% transaction payment) to be submitted for those charges. Evergreen conducts all billing electronically; messages are sent to the student’s Evergreen email account when their monthly statements are generated. Students can view the statement by logging onto their my.evergreen.edu student account.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with the student. If the student is dependent on someone else for financial support while attending Evergreen, it is the student’s 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.

Students registering during week two of the quarter will be charged a $50 late registration fee. Students registering during or after week three will be charged a $100 late fee.

**REFUNDS/APPEALS**

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

- 100 percent to Friday of the first week of the quarter
- 50 percent to the 30th day

No refund after the 30th calendar day.

If your tuition is paid by financial aid, any refund will be made to the financial aid program, not to you. Appeals of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the 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 2011-12 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>$6,909</td>
<td>$18,090</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$972</td>
<td>$972</td>
</tr>
<tr>
<td>Housing and meals</td>
<td>$9,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Personal needs</td>
<td>$1,704</td>
<td>$1,704</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,224</td>
<td>$1,224</td>
</tr>
<tr>
<td>Total</td>
<td>$19,809</td>
<td>$30,990</td>
</tr>
</tbody>
</table>

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 2011-12 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>QUARTERLY 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>$2,303 per quarter</td>
<td>$6,030 per quarter</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>$2,508</td>
<td>$6,593</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>$2,713</td>
<td>$7,156</td>
</tr>
<tr>
<td>Part-time Undergraduate</td>
<td>9 or fewer</td>
<td>$230.30 per credit</td>
<td>$603 per credit;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 credit minimum</td>
</tr>
<tr>
<td>Full-time Graduate</td>
<td>8 MPA &amp; MES 16 MIT</td>
<td>$201.84 per quarter</td>
<td>$5,346.40 per quarter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,523 per quarter</td>
<td>$6,683.00 per quarter</td>
</tr>
<tr>
<td>Part-time Graduate</td>
<td>9 or fewer**</td>
<td>$252.30 per credit</td>
<td>$668.30 per credit;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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.

**MISCELLANEOUS FEES**

<table>
<thead>
<tr>
<th>Admissions Application Fee (nonrefundable)</th>
<th>$50</th>
<th>Late Registration Fee</th>
<th>2nd week of the quarter</th>
<th>$50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory Health Fee (quarterly)</td>
<td>$68</td>
<td></td>
<td>3rd week of the quarter</td>
<td>$100</td>
</tr>
<tr>
<td>Mandatory Bus Pass (quarterly)</td>
<td>$1.10 per credit up to $13.20</td>
<td>ID Card Replacement</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>CAB Renovation Fee</td>
<td>$5.75 per credit</td>
<td>with meal plan</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Clean Energy Fee</td>
<td>$1 per credit</td>
<td>Graduation Fee</td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Late Night Transit Fee (quarterly)</td>
<td>$3</td>
<td>Undergraduate Tuition Deposit (nonrefundable)</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Returned Check</td>
<td>$15</td>
<td>Graduation Tuition Deposit (nonrefundable)</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Late Payment Fee (per quarter)</td>
<td>$50</td>
<td>Transcript, per copy</td>
<td>$10</td>
<td></td>
</tr>
<tr>
<td>Housing / Administrative Fee: Rental Contract or Unit Lease</td>
<td>$45 each</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**PARKING FEES**

<table>
<thead>
<tr>
<th>AUTOMOBILES / MOTORCYCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
</tr>
<tr>
<td>Quarterly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUTOMOBILES / MOTORCYCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year</td>
</tr>
<tr>
<td>Full year</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 these 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 those enrolling as non-degree-seeking special students. These special registration periods, which usually follow the registration period for continuing students, are announced in publications distributed on and off campus.

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.

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, course or individual/internship contract (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 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 92.)

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 92.)

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 a continuing student and 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 Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

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 1.)

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.

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have held 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 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

ACADEMIC REGISTRATION SCHEDULE

Each quarter, prior to the Academic Fair, registration information for the upcoming quarter is available on the www.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 these 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.

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Faculty

The following is a list of Evergreen's faculty as of summer 2011. An extensive description of their areas of expertise can be found at www.evergreen.edu/faculty.

Kristina Ackley, Political Science, University of California, 1984; M.A., Political Science, University of Wisconsin-Madison, 1989; Ph.D., Political Science, University of Wisconsin-Madison, 1993.


Paul Butler, Emeritus, Geology and Hydrology, 1968; B.A., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1972; Ph.D., Geology, University of California, Davis, 1980.

Arun Chandra, Music Performance, 1998; B.A. Composition and English Literature, Indiana University, 1977; M.M. Music Composition, University of Illinois, Urbana-Champaign, 1983; D.M.A., Composition, University of Brooklyn, Urbana-Champaign, 1989.

Gerardo Chin-Leo, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1994; Ph.D., Oceanography, University of Delaware, Lewes, 1998.

Krishna Chowdary, Physics, 2008; B.A., Physics, Johns Hopkins University, 1995; M.S., Physics, Carnegie Mellon University, 1997; Ph.D. (ABD), Physics, Carnegie Mellon University.


Sally J. Coninger, Emeritus, Film and Television, 1986; B.S., Syracuse University, 1969; M.A., Ohio State University, 1971; Ph.D., Communications, Film, Ohio State University, 1974.

Robert Cole, Physics, 1981; B.A., Physics, University of California, Berkeley, 1965; M.S., Physics, Organizational Development, State University of New York College at Brockport, 1969; Ph.D., Physics, University of California, Berkeley, 1981.


100 I Faculty


Charles N. Paltoft, Philosophy, 1971; Bachelor of Arts, University of Pittsburgh, 1967.


Michael Pare, Health Science, 1999; B.A., Molecular Biology, University of California, San Diego; Ph.D., Veterinary Medicine, Washington State University, 1993.


Gary W. Peterson, Northwest American Indian, 1996; B.A., Human Services, Western Washington University, 1992; M.S.W., Counseling and Social Work, Seattle Pacific University, 1996.


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

www.evergreen.edu/longhouse

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

www.evergreen.edu/windian

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.wispip.wa.gov

SEEKING DIVERSITY, SUSTAINING COMMUNITY

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

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

We put our ideas about diversity into practice in many ways. There is a wide variety of student organizations working on issues of justice and cultural expression and a diverse faculty and staff. Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities are employed, and field trips and community projects are designed to engage students and faculty in dialogue with diverse segments of our communities. Internships with social change organizations, support services for students of color, and study abroad opportunities that include immersion in local culture and reciprocity of learning and service, further our commitment.
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 Costantino, Vice President**
- **LIB 3500, (360) 867-6296**
- [www.evergreen.edu/studentaffairs](http://www.evergreen.edu/studentaffairs)

The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a 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.

**Academic Advising**
- **LIB Second Floor, (360) 867-6312**
- [www.evergreen.edu/advising](http://www.evergreen.edu/advising)

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

**Access Services for Students with Disabilities**
- **LIB Second Floor, (360) 867-6348**
- **TTY: 867-6324**
- [www.evergreen.edu/access](http://www.evergreen.edu/access)

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

**Athletics and Recreation**
- **CRC 210, (360) 867-6770**
- [www.evergreen.edu/athletics](http://www.evergreen.edu/athletics)

Evergreen offers a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountaineering, skiing, kayaking and mountain biking are also available.

**CARE Network**
- **SEM II, E2129, (360) 867-5291**
- [www.evergreen.edu/care](http://www.evergreen.edu/care)

The CARE Network, staffed by volunteer faculty, staff, and students, is designed to creatively and proactively assist community members in addressing conflict on campus. We offer relevant training and development; encourage members of the community to discuss issues early and execute strategies for solving problems before they escalate; provides clear, accurate and consistent information about how to address conflicts; and supports those recovering from conflict. Office hours are found at our website.

**Career Development Center**
- **LIB Second Floor, (360) 867-6193**
- [www.evergreen.edu/career](http://www.evergreen.edu/career)

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, 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-site Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

**Center for Mediation Services**
- **SEM II, E2129, (360) 867-6732**
- **or (360) 867-6658**

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

**Centers for Active Student Learning (CASL)**
- **QUaSR**
- **LIB 2304, (360) 867-5547**
- [www.evergreen.edu/mathcenter](http://www.evergreen.edu/mathcenter)
- **Writing Center**
- **LIB 2304, (360) 867-6420**
- [www.evergreen.edu/writingcenter](http://www.evergreen.edu/writingcenter)

**Counseling and Health Centers**
- **SEM I, 4116, (360) 867-6800**
- **Health**
- **SEM I, 2110, (360) 867-6200**
- [www.evergreen.edu/counseling](http://www.evergreen.edu/counseling)
- [www.evergreen.edu/health](http://www.evergreen.edu/health)

**Financial Aid**
- **LBF First Floor, (360) 867-6205**
- Email: [financialaid@evergreen.edu](mailto:financialaid@evergreen.edu)
- [www.evergreen.edu/financialaid](http://www.evergreen.edu/financialaid)

**First Peoples' Advising Services**
- **LBF Second Floor, (360) 867-6467**
- [www.evergreen.edu/multicultural](http://www.evergreen.edu/multicultural)

**Residential and Dining Services**
- **Housing Bldg. A, Room 301, (360) 867-6432**
- [www.evergreen.edu/housing](http://www.evergreen.edu/housing)

**KEY Student Support Services**
- **LBF Second Floor, (360) 867-6464**
- [www.evergreen.edu/key](http://www.evergreen.edu/key)

**Police Services**
- **SEM I, 2150, (360) 867-6140**
- [www.evergreen.edu/policeservices](http://www.evergreen.edu/policeservices)

**Student Activities**
- **(360) 867-6220**
- [www.evergreen.edu/activities](http://www.evergreen.edu/activities)

**Student & Academic Support Services**
- **LBF Second Floor, (360) 867-6034**
- [www.evergreen.edu/studentaffairs](http://www.evergreen.edu/studentaffairs)

Evergreen's Center supports students in all genres of writing for academic and personal enrichment. The Writing Center also sponsors additional activities such as Scrabble-icious and the Writers' Guild. Please check our Web site for more detailed information.

The Counseling and Health centers provide safe, confidential environments for enrolled students to discuss personal issues. 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, wellness, pregnancy and STI testing. Visits are covered by the quarterly Health and Counseling fee; there may be small charges for lab work or prescriptions. Both centers make referrals to community providers as needed.

Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). While the paper version of the FAFSA can be obtained at the Financial Aid Office, it is recommended that you file online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Evergreen must receive your processed FAFSA information on or before March 15 in order for you to receive full consideration for all available campus-based financial aid. Please stop by or contact us anytime with questions regarding your financial aid options.

For students of color, and are open to all students. We look forward to working with you.

**Counseling Services**
- **(360) 867-6658**
- [www.evergreen.edu/Counseling](http://www.evergreen.edu/Counseling)

Counseling Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.

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Evergreen's Social Contract

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

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

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


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 with each other on specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining open to others and their ideas provides a powerful framework for teaching and learning.

**FREEDOM AND CIVILITY:**

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm. Civil libel, sexual abuse, and social abuse are civil wrongs. Civil liberty is not a license to 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 operations from interruption. Members of the community must exercise the rights accorded to them to voice their opinions with respect to basic matters of policy and other issues. Evergreen will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college in its own name and not by virtue of its office as an institution.

**FUNCTIONS WHICH THEY HAVE AGREED TO PERFORM.**

All members of the Evergreen community must respect the rights and responsibilities that apply to us both as groups and as individuals. Our rights—and our responsibilities—are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning.

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

**INDIVIDUAL AND INSTITUTIONAL RIGHTS:**

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

**SOCIETY AND THE COLLEGE:**

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

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

**FREEDOM AND HONESTY:**

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

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

**INTELLECTUAL FREEDOM AND HONESTY:**

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

**OPEN FORUM AND ACCESS TO INFORMATION:**

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

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

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

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

**POLITICAL ACTIVITIES:**

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

Because Evergreen is a state institution, we must meet state and county responsibilities.

USE OF COLLEGE PREMISES

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, (360) 867-6192. Reservations for space and/or facilities are made through Space Scheduling. (360) 867-6314. All space is reserved for Evergreen's regular instructional and research programs, next for major 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.

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.

BICYCLES

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or on 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.

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.

SMOKING

No smoking is allowed inside main campus buildings or near building entrances. Smoking is prohibited in Residential and Dining Services except in designated outdoor areas. Public smoking areas are designated by staff and will be shared with the community at the beginning of the academic year.

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The Evergreen State College Catalog Production Team

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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.