The Evergreen State College Office of Admissions
2700 Evergreen Pkwy NW Olympia, WA 98505

A distinctive liberal arts and sciences college in the Pacific Northwest
Our Mission Statement

Adopted by the Evergreen faculty 4/28/11

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.
There are precious few public institutions where the faculty feels as close to the students or values them as highly."

Loren Pope, author of Colleges That Change Lives

Photo by Shauna Bittle '98.

This catalog is updated regularly; for the most current information please visit our Web site:

Planning and Curricular Options

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.

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. Many 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.

HOW TO SELECT A PROGRAM

• Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2013-14 academic year.

• Consult Web listings at www.evergreen.edu/catalog/2013-14. 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 curriculum 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.

REMEMBER...

• Read the “Preparatory for” section of a program description to find out the subjects covered in a program and what future studies or careers a program may lead to. Since Evergreen students do not have majors, this section will be especially helpful in your decisions about which programs to take.

• Many programs are offered over two or three quarters. To maximize your learning experience, you should plan to stay with a program for its entire duration.

• Plan for an entire academic year. If your fall program doesn’t last all year, you should plan ahead of time for a follow-on program.

• Have a back-up plan, just in case a program doesn’t work well for you, or if it is already full when you try to register.

• Some programs require a faculty signature for entry, have prerequisites or extra expenses involved. See “How to Read a Program Description” on page 32.

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.

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. Visit www.evergreen.edu/catalog/2013-14/research for more information.

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; American and World Indigenous People Studies (NAWIPS). Thematic planning groups include Native American and World Indigenous People Studies (NAWIPS). These pages feature the programs planned for the 2013-14 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.

- Core programs introduce you to Evergreen's interdisciplinary studies. Faculty members from different disciplines teach together to help you to explore a central theme, topic or issue as a whole rather than as a collection of unrelated fragments (courses). You will learn how to write more effectively, read critically, analyze arguments, reason quantitatively, work cooperatively in small groups and use campus resources such as the library. These programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. The small student-faculty ratio in Core programs (23:1) ensures close interaction between you, your faculty and other students.

- Lower-division programs are entry-level offerings that include a mix of freshmen and sophomores. Sophomores in these programs often act as informal peer advisors to freshmen, which helps freshmen orient to the place, the system and the world outside the classroom. These programs offer more choices (and reserved seats) for sophomores who have the last registration opportunity.

- All-level programs enroll freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent freshmen seats reserved. Most students in these interdisciplinary programs will have had some years of college experience, so students should expect less emphasis on basic skills development. Faculty expectations will be higher than those in Lower-division programs, and students in these programs are quite diverse in terms of age, experience and stages of learning. Talk with Academic Advising regarding the necessary background for particular programs.

- Sophomore and above programs occasionally admit a particularly well-qualified freshman. Review these programs in the Planning Unit listing in this catalog and consult the faculty and Academic Advising if one of these programs interests you.

Core: Designed for freshmen

- Consume Cultures
  - Latin American Women Writers
  - Madness & Creativity: The Psychological Link
  - Narrative Objects
  - The Nature and Evolution of Human Psychology
  - The Science Behind the Headlines: What's the Truth?
  - Self-Determination in Latin America
  - Skin
  - Who's Got What? Political Economy Through Food, Culture and Social Movements

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

- The Business of Art: Earning a Living as an Artist
- Catalyssms in the Pacific Northwest
- China: A Success Story?
- Creating Dangerously: Experiments in Feminist and Diaspora Art
- Exploring Learning and Development
- Fiction Laboratory
- From the Fire: The Art and Science of Ceramics
- Green Materials, Science/Craft, Construction
- Introduction to Environmental Studies
- Moving Towards Health
- Music Intensive
- Northwest Development: Land Use, Economics and the Politics of Growth
- Olympic to the Olympics: The Place and Its People
- Passages: American Comings-of-Age
- Reading Landscapes: Earth Science & Literature
- That's Classic!
- Explorations in the Ancient and Modern World

All-level: (freshmen - seniors)

- The Adaptive Meaning of the Musical Mind
- Algebra to Algorithms
- American Families: Historical and Sociological Perspectives on Close Relationships
- American Frontiers, Homelands and Empire
- Andean Roots: Language & Cultural Landscape
- Anthropology
- Botany: Plants and People
- Can Science Help Me...To Be Better?
- The Challenges of Aging
- China: Business, Economy, Society, Sustainability
- Community-Based Research
- Social and Environmental Justice
- Computer Science Foundations
- Education for Life
- The Empty Space
- Movement, Dance and Theatre
- Plant Taxonomy
- Individual Study Humanities & Social Sciences
- Inside Language
- Introduction to Natural Science
- Japan Today: Studies of Japanese History
- Literature, Cinema, Culture, Society & Language
- Language Counts
- The Mathematical Order of Nature
- Models of Motion, Matter and Interactions
- OrEsse Dance and Music of India
- Our Environment, Our Future
- The Physical World of Animals and Plants
- Power/Play: Balancing Control and Autonomy in the Social World
- So You Want to be a Psychologist
- Stalin and Stalinism
- Taking Things Apart: A Scientific and Artistic Exploration
- Theatre of Fantasy: Performing Chinese Drama on the Western Stage
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? 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.

Photos by Shauna Bittle ’98, (inset) by Hannah Patrick ’10.
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, post-colonial 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 theses.

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 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 invites 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."
Environmental Studies

The Environmental Studies (ES) planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas, Human Communities and the Environment, Natural History and Environmental Sciences. Programs emphasize interdisciplinary, experimental study and research primarily in the Pacific Northwest with additional work in other areas of the North and South America. 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 living and nonliving. Environmental sciences often involve significant laboratory and field work. They include biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology, oceanography, and issues of global climate change.

Environmental studies students will find the frequency of topics offered, prerequisites for study, breadth of liberal arts education, and graduate school admissions requirements described in individual programs. 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 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 sciences 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.

Expressive Arts

The Performing, Visual and Media Arts have a strong presence on campus. Performances, exhibitions and screenings are a regular part of campus life and learning. Expressive Arts programs and classes include intellectual and artistic exploration as well as technical development, providing disciplinary depth and interdisciplinary breadth. Entry-level work takes place in interdisciplinary programs while advanced students may focus on more sophisticated projects in arts-specific programs and individual contracts.

Media Arts emphasizes experimental, documentary and hybrid modes of production. We study the practice, history, and theory of film, video, animation, installation, sound design, and studio production. We focus on critical engagement with media in cultural and political context, through screenings, reading, writing and discussion as well as production. Students develop collaborative skills necessary to real-world production in an environment where multiple forms of expression are supported. They engage deeply with questions like: How do images shape our understanding of the world? How have image-makers resisted commercial models? How can we develop our own ways of seeing?

Beginning Media Arts programs vary each year, are interdisciplinary and generally open to everyone. Mediaworks, or Nonfiction Media, is offered every year to sophomores, juniors and seniors who seek intensive learning in production, history and theory. Student Originated Studies in Media, or Media Artist's Studio, is for more advanced students with a strong foundation of coursework in media who have demonstrated their ability to work independently and collaboratively.

The Performing Arts consist of three areas: Theater, Dance and Music. In Theater, Evergreen students study and explore traditional theatrical performance practices, avant-garde experiments in theater, and Chinese Opera. Under the guidance of faculty, upper-division students working in groups have written, directed and mounted their own works, as well as works from the traditional and avant-garde repertory.

Dance at Evergreen ranges from contemporary experiments in Dance to classes in Ballet, to performances of Orissi dances from India. Our faculty have been and continue to be as active as professional dancers and choreographers, and bring their experiences to bear on directing and coaching student soloists and ensembles.

The Music faculty range in expertise from Ethnomusicology to World Music, to contemporary composition and performance, to the recording sciences, to working with digital and analog sound synthesis. Students have gone on to graduate work in Ethnomusicology, and into professional work in recording studios and sound design. Our faculty are active as composers, scholars, performers and recording engineers.

Pathways in Visual Arts emphasize experimentation, skill development and concept building. Beginning students can take lower division or all level interdisciplinary programs or thematic studio-based programs. Intermediate and advanced students can take upper level interdisciplinary programs or thematic studio-based programs. Student Originated Studies in Visual Art and Independent Learning Contracts are offered for students ready for more independent studio work.

Evergreen has well-equipped shops and studios where students work across a range of media. These include fully equipped wood and metal shops, ceramics studio and kiln room, fine metals studio, digital video editing lab, printmaking studio, electronic music lab, an 8-channel digital imaging studio and darkrooms, an HD production studio for live filming, performance and/or television production. Teaching spaces include a life drawing studio, drawing and painting studios, a 3D studio and two AV equipped critique rooms. The Evergreen Gallery and the annual Artist Lecture series bring artists, their works and contemporary concerns in the arts to the Evergreen community.

Photos: (inset) by Hannah Pietrick '10, (above) Carlos Javier Sánchez '97, (opposite) Shauna Bittle '98.

EXPRESSIVE ARTS

<table>
<thead>
<tr>
<th>Core: Designed for freshmen</th>
<th>pg</th>
<th>quarter</th>
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<tbody>
<tr>
<td>Madness and Creativity: The Psychological Link</td>
<td>60</td>
<td>F W</td>
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<tr>
<td>Narrative Objects</td>
<td>67</td>
<td>F</td>
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</tbody>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
<th>Sophomores or above: (intermediate level)</th>
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<tbody>
<tr>
<td>Dark Romantics</td>
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<tr>
<td>Individual Study: Fiber Arts, Non-Western Art</td>
</tr>
<tr>
<td>History, Native American Art, Creative Writing</td>
</tr>
<tr>
<td>Nonfiction Media: Animation, Documentary and Experimental Approaches to the Moving Image</td>
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</tbody>
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<tr>
<th>Junior or senior: (advanced level)</th>
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<tr>
<td>Ireland in History and Memory</td>
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<tr>
<td>Music and Consciousness</td>
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<tr>
<td>Ready Camera One: We're Live</td>
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AFFILIATED FACULTY

Evan Blackwell Ceramics, Sculpture
Andrew Buchanan Music
Arun Chandra Music Performance, Composition, Computer Music
Sally Cloninger Film, Video
Ampad Fear Photography
Walter Eugene Grodski Theater
Bob Haft Photography, Art History
Lucia Harrison Visual Art
Ruth Hayes Animation, Media Studies
Rose Jung Theater
Robert Lavorch Visual Art, Architecture
Naima Lowe Experimental Media
Jean Mandelberg Visual Art
Kabby 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
The Longhouse Education and Cultural Center represents a living link to the tribal communities of the Pacific Northwest. Its purpose is to recognize 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.

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 the recognition of the founding principles of the American Indian Studies Program. They honor the role of the program and its commitment to involving our community’s keepers of the land, water, culture, and tradition. Through an interdisciplinary approach, students may work toward a Bachelor of Arts degree.

Who Should Apply
Those who are interested in pursuing an Associate of Arts direct transfer degree that is reservation-based and intended to prepare students for law or other professions. Students who want to develop a more specialized course of study may do so with faculty approval. Students gain a solid foundation in the arts and sciences in order to compete with others in the professional or graduate school arena.

Community-Determined Program
• Students work toward a Bachelor of Arts degree.
• Students attend class two nights per week at Muckleshoot, Nisqually, or the Evergreen campus.
• Students attend class four Saturdays per quarter at the Longhouse on the Evergreen campus.
• Students work toward a Bachelor of Arts degree that is reservation-based and intended to prepare students for law or other professions.

AFFILIATED FACULTY
To obtain the packet, contact rbcdprog@evergreen.edu.
**Scientific Inquiry**

The faculty of the Scientific Inquiry (SI) planning unit is committed to integrating science and mathematics into an Evergreen student's liberal arts education. We help students—whatever their primary interests may be—understand the wonders of nature and appreciate the power of science and math in our technological society.

Because science, math, and technology are essential in our world, citizens must be scientifically and quantitatively literate in order to participate effectively 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 integrates with the study of the history and philosophy of science, ethics, and public policy.

We support students learning math and science as part of their interdisciplinary liberal arts education. Whether a first-year or more advanced student, all students can find a variety of ways to fit math and science into their academic plans. Some students may simply want to explore the wonder and application of math or science in an interdisciplinary context, such as in programs that combine art and science or writing and mathematics. Some may choose to follow a pathway that emphasizes a particular science—we offer programs that provide beginning, intermediate, and advanced work in all the major scientific disciplines. We help students prepare for graduate study and careers in math, science, medicine, allied health, and technology.

Scientific Inquiry offerings emphasize the application of theory to practice. Students taking a science or math program generally engage in individual or small-group project work that, depending on the discipline, might involve lab or field work. Students of mathematics and computer science learn rigorous mathematical thinking in a variety of contexts, ranging from proofs of theorems to application. By engaging in laboratory and group problem-solving exercises, students apply mathematical and scientific principles as they learn to solve theoretical and real-world problems. Students learn to think like scientists—to develop hypotheses, design experiments, collect data and see patterns, analyze findings within a theoretical framework, read scientific literature, write technical reports and papers, and to apply these skills to new situations. Our students have unique opportunities to use high-quality instruments, such as the scanning electron microscope and nuclear magnetic resonance spectrometer. In addition, they can use some of the best modern software available.

Scientific Inquiry students also have many opportunities to do scientific research on faculty research teams under the Undergraduate Research in Scientific Inquiry program. Research students routinely present their work at scientific meetings and co-author 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.

We usually offer recurring programs with significant content in each of the main scientific disciplines annually or in alternate years and we also create new offerings on a regular basis, as shown below. Many Scientific Inquiry programs also have components that can fulfill math and science endorsement requirements for Evergreen's Master's in Teaching program. Refer to the individual program descriptions for more details about these and other programs.

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**Scientific Inquiry**

<table>
<thead>
<tr>
<th>Core: Designed for freshmen</th>
<th>pg quarter</th>
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<tbody>
<tr>
<td>The Science Behind the Headlines</td>
<td>What's the Truth?</td>
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</tbody>
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**All-level: (freshmen - seniors)**

- The Adaptive Meaning of the Musical Mind | 33 | S |
- Algebra to Algorithms | 35 | S |
- Models of Motion, Matter, & Interactions | 37 | F W S |
- Anthropology | 38 | W S |
- Can Science Help Me?...To Be Better? | 41 | F |
- Computer Science Foundations | 45 | W S |
- Inside Language | 57 | W S |
- Introduction to Natural Science | 58 | W S |
- Language Counts | 59 | F |
- The Mathematical Order of Nature | 62 | F |
- Models of Motion, Matter and Interactions | 64 | W S |
- Our Environment, Our Future | 70 | F W |
- The Physical World of Animals and Plants | 71 | F |
- Taking Things Apart: A Scientific and Artistic Exploration | 82 | W S |

**Lower-division: (50% freshmen/50% sophomore)**

- Catalyats in the Pacific Northwest | 42 | F W S |
- From the Fire: The Art and Science of Ceramics | 53 | S |
- The Science Behind the Headlines | 69 | F W S |
- The Physical World of Animals and Plants | 73 | S |

**Sophomores or above: (intermediate level)**

- Applied Biology and Chemistry | 39 | S |
- Atoms, Molecules and Reactions | 39 | F W S |
- Energy Systems and Climate Change | 49 | W S |
- Fire and Water: The Sun, Oceans and Atmosphere in Climate Change | 52 | F |
- Mathematical Systems | 62 | F W S |
- Science Seminar in Energy Systems and Climate Change | 49 | W S |
- Taking Things Apart: A Scientific and Artistic Exploration | 78 | F W S |
- Undergraduate Research in Scientific Inquiry | 85 | F W S |

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**Affiliated Faculties**

- Clyde Barlow Chemistry
- Abir Biswas Geology
- Dharshti Bopdegdere Chemistry
- Andrew Brabban Biology
- Krishna Chowdry Physics
- Judy Bayard Cushing Computer Science
- Clarissa Dirks Molecular and Cellular Biology
- Kevin Franz History of Science and Technology
- Rachel Hastings Mathematics and Linguistics
- David McAvery Mathematics and Physics
- Lydia McKinstry Organic Chemistry
- Donald Morisio Biology
- Nancy Murray Biology
- James Neitzel Biochemistry
- Neal Nelson Computer Science
- Michael Paros Veterinary Medicine
- Paula Schofield Chemistry
- Sheryl Shulman Computer Science
- Benjamin Simon Microbiology
- Rebecca Sunderman Chemistry
- Brian Walter Mathematics
- E. J. Zita Physics

Photos by Hannah Pietsch '10.
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:

- **Politics**—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.

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

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

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

### Core:
- **Self-Determination in Latin America** 76 F W

### All-level:
- **American Families: Historical and Sociological Perspectives on Close Relationships** 36 S
- **American Frontiers, Homelands and Empire** 36 F W S
- **The Challenges of Aging** 42 S
- **China: Business, Economy, Society, Sustainability** 43 W S
- **Community-Based Research**
- **Social and Environmental Justice** 44 W S
- **Social and Environmental Justice** 44 W S
- **Education for Life** 48 S
- **So You Want to be a Psychologist** 77 S

### Lower-division:
- **The Business of Art: Earning a Living as an Artist** 40 F W
- **Exploring Learning and Development** 50 F W S
- **Moving Towards Health** 65 F W
- **Northwest Developments: Land Use, Economics and the Politics of Growth** 69 F W

### Sophomore or above:
- **Clinical Psychology**
- **The Scientist-Practitioner Model** 44 F W S
- **Gateways: Popular Education** 53 F W S
- **Individual Study: Psychology & Integrative Health** 56 S
- **Political Economy of Public Education**
- **Political Economy of Public Education**
- **Contemporary Historical Realities** 72 F
- **Student-Originated Studies: CCBLA** 79 F W S

### Turning Eastward:
- **Explorations in East-West Psychology** 84 F W

### Junior or senior:
- **Animal Behavior and Zoology** 38 W S
- **Education, Theory & Empowerment**
- **Critical Race Theories and Qualitative Research** 48 F W S
- **The Formation of the North American State** 52 F
- **Modernity and its Discontents** 64 F W
- **Small World: Poverty and Development on a Shrinking Planet** 76 F W S

### Affiliated Faculty
- **Sara Sunshine Campbell** Mathematics Teacher Education
- **Laura Citarin** Social Psychology
- **Scott Coleman** Education, Psychology
- **Jon Davies** Education
- **John Robert Fillmer** Maritime Studies, Business Management
- **Terry Ford** Education, Multicultural Studies
- **George Freeman, Jr.** Clinical Psychology
- **John Gates** Public Administration, Native Studies
- **Laurence R. Gari** Public Non-profit Management, International Affairs
- **José Gómez** Law and Politics
- **Amy Gould** Public Administration, Political Science, Women's Studies, Queer Studies
- **Zoltan Grossman** Native American Studies
- **Mukti Khanna** Psychology, Expressive Arts Therapy, Integrative Health
- **Cheryl Giresse King** Public and Non-profit Administration, Community/Urban Studies
- **Glenn Landram** Business, Management Science, Statistics
- **Anita Lenges** Mathematics Education, Teacher Education, Equity Pedagogies
- **Carrie M. Margolin** Cognitive Psychology
- **Gary Peterson** Social Work
- **Yvonne Peterson** Education, Native American Studies
- **David Shaw** Entrepreneurship, Asian and Global Business, Enology
- **Zoë Van Schyndel** Finance
- **Sherry L. Walton** Education, Literacy
- **Sonja Wiedenhaupt** Psychology, Education
Sustainability and Justice

Many programs offered at Evergreen are designed to address real-world issues, and include analyses and action toward just communities, healthy environments and a more sustainable future. These Sustainability and Justice programs and course offerings address such issues as climate change, food systems, cultural survival, meaningful and equitable work, racial and economic justice, applied ecology, green business and more. We examine the historical conditions that have given rise to particular constructions of social systems and structures, and the long trajectory of capitalism. We are interested in the sites and intersections of inequality through various understandings of race, class, gender, and sexuality. We explore possibilities for reinventing social, economic and physical structures, and reinvigorating the natural world that supports us all.

Our campus is often a laboratory for our work. Students can work to help meet the sustainability and justice goals of the college by examining energy, waste, purchasing and consumption practices, for example. Student work also focuses on meeting community needs in the broader South Sound region. The college’s Center for Community Based Learning and Action (CCBLA) coordinates with academic programs to involve students in community-based work with a wide range of service, research and governance organizations in our area (http://www.evergreen.edu/communitybasedlearning). In our work both on and off campus, we raise critical questions such as, Who does the work? Which communities—human and nonhuman—suffer most from climate change? Who goes hungry? What decision-making processes are most effective for social and environmental change? How does the veil of privilege limit what many of us can see or understand? And how can we tap our best creative resources for reimagining a new world?

Students can expect to gain skills in the areas of critical thinking, reading, listening and writing; research and quantitative reasoning; economic and media literacy; complexity and systems thinking. They learn hands-on skills in sustainable design, food production, creative and performative expression, and other forms of communication. And they develop their abilities to cultivate a compassionate curiosity about situations very different from their own, deepening their understanding of different life experiences and world views. We encourage you to have conversations with faculty offering these programs to find the learning style that best meets your interests and needs.
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 and sustaining a healthy community—whether in social services, educational outreach, shaping public policy or opinion, pre-law or environmental studies—is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma program and to apply, call (253) 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/2013-14.

AESTHETICS

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Aesthetics</td>
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<tr>
<td>Dark Romantics</td>
<td>46</td>
<td>F W S</td>
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<tr>
<td>The Empty Space, Movement, and Theatre</td>
<td>49</td>
<td>S</td>
</tr>
<tr>
<td>Modernity and Its Discontents</td>
<td>64</td>
<td>F W</td>
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<tr>
<td>Music Intensive</td>
<td>66</td>
<td>F W S</td>
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<tr>
<td>Narrative Objects</td>
<td>67</td>
<td>F W</td>
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<tr>
<td>Reading Landscapes: Earth Science &amp; Literature</td>
<td>73</td>
<td>S</td>
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AFRICAN AMERICAN STUDIES

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<thead>
<tr>
<th>Program</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Education, Theory &amp; Empowerment—Understanding Critical Race Theories &amp; Qualitative Research</td>
<td>48</td>
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AGRICULTURE

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<tbody>
<tr>
<td>Advanced Research in Environmental Studies</td>
<td>34</td>
<td>F W S</td>
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<tr>
<td>Andean Roots: Language and Cultural Landscape</td>
<td>37</td>
<td>F W S</td>
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<tr>
<td>Ecological Agriculture: Meeting the Expectations of the Land</td>
<td>47</td>
<td>F W S</td>
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<tr>
<td>Energy Systems and Climate Change</td>
<td>49</td>
<td>W S</td>
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<tr>
<td>Practice of Sustainable Agriculture</td>
<td>73</td>
<td>S</td>
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<tr>
<td>Science Seminar in Energy Systems and Climate Change</td>
<td>49</td>
<td>W S</td>
</tr>
<tr>
<td>Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes</td>
<td>80</td>
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AMERICAN STUDIES

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<thead>
<tr>
<th>Program</th>
<th>Credits</th>
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<tbody>
<tr>
<td>American Families: Historical and Sociological Perspectives on Close Relationships</td>
<td>36</td>
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<tr>
<td>American Frontiers, Homelands and Empire</td>
<td>36</td>
<td>F W S</td>
</tr>
<tr>
<td>Consuming Cultures</td>
<td>45</td>
<td>F W S</td>
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<tr>
<td>Individual Study: Public Administration, Native American Studies</td>
<td>56</td>
<td>W S</td>
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<tr>
<td>Passages: American Comings-of-Age</td>
<td>70</td>
<td>F W</td>
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<tr>
<td>What's Got What: Political Economy</td>
<td></td>
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<tr>
<td>through Food, Culture and Social Movements</td>
<td>87</td>
<td>F W S</td>
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ANTHROPOLOGY

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<th>Credits</th>
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<tr>
<td>Animal Behavior and Zoology</td>
<td>38</td>
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<tr>
<td>Anthropology</td>
<td>38</td>
<td>W S</td>
</tr>
<tr>
<td>Consuming Cultures</td>
<td>45</td>
<td>F W S</td>
</tr>
<tr>
<td>Power/Play: Balancing Control and Autority in the Social World</td>
<td>72</td>
<td>F W S</td>
</tr>
<tr>
<td>Small World: Poverty and Development on a Shrinking Planet</td>
<td>76</td>
<td>F W S</td>
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<tr>
<td>That's Classic(s)</td>
<td></td>
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<tr>
<td>Explorations in the Ancient and Modern World</td>
<td>83</td>
<td>F W S</td>
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ARCHITECTURE

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<tr>
<th>Program</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Green Materials: Science/Craft/Construction</td>
<td>54</td>
<td>F</td>
</tr>
<tr>
<td>Land Use, Economics and the Politics of Growth</td>
<td>69</td>
<td>F W</td>
</tr>
<tr>
<td>That's Classic(s)</td>
<td></td>
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<tr>
<td>Explorations in the Ancient and Modern World</td>
<td>83</td>
<td>F W S</td>
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ART HISTORY

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<th>Credits</th>
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<tr>
<td>Dark Romantics</td>
<td>46</td>
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<tr>
<td>From the Fire: The Art and Science of Ceramics</td>
<td>53</td>
<td>S</td>
</tr>
<tr>
<td>Individual Study: Fiber Arts, Non-Western Art History, Native American Art, Creative Writing</td>
<td>55</td>
<td>F W S</td>
</tr>
<tr>
<td>Madness and Creativity: The Psychological Link</td>
<td>60</td>
<td>F W</td>
</tr>
<tr>
<td>Narrative Objects</td>
<td>67</td>
<td>F W</td>
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<tr>
<td>That's Classic(s)</td>
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<td>Explorations in the Ancient and Modern World</td>
<td>83</td>
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ASTRONOMY

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<tbody>
<tr>
<td>Fire and Water: The Sun, Oceans and Atmosphere in Climate Change</td>
<td>52</td>
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BIOCHEMISTRY

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<tr>
<td>Molecular to Organism</td>
<td>65</td>
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<tr>
<td>The Science Behind the Headlines: What's the Truth?</td>
<td>75</td>
<td>F W</td>
</tr>
<tr>
<td>Undergraduate Research in Scientific Inquiry</td>
<td>85</td>
<td>F W S</td>
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BIOLGY

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<tr>
<th>Program</th>
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<tbody>
<tr>
<td>The Adaptive Meaning of the Musical Mind</td>
<td>33</td>
<td>S</td>
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<tr>
<td>Animal Behavior and Zoology</td>
<td>38</td>
<td>W S</td>
</tr>
<tr>
<td>Anthropology</td>
<td>38</td>
<td>W S</td>
</tr>
<tr>
<td>Applied Biology and Chemistry</td>
<td>39</td>
<td>S</td>
</tr>
<tr>
<td>Can Science Help Me?...To Be Better?</td>
<td>41</td>
<td>F</td>
</tr>
<tr>
<td>Field Ecology</td>
<td>51</td>
<td>S</td>
</tr>
<tr>
<td>Fire and Water: The Sun, Oceans and Atmosphere in Climate Change</td>
<td>52</td>
<td>F</td>
</tr>
<tr>
<td>Genes and Evolution</td>
<td>54</td>
<td>F</td>
</tr>
<tr>
<td>Introduction to Environmental Studies</td>
<td>57</td>
<td>F W</td>
</tr>
<tr>
<td>Introduction to Natural Science</td>
<td>58</td>
<td>W S</td>
</tr>
<tr>
<td>Molecule to Organism</td>
<td>65</td>
<td>F W S</td>
</tr>
<tr>
<td>The Nature and Evolution of Human Psychology</td>
<td>67</td>
<td>F W</td>
</tr>
<tr>
<td>The Physical World of Animals and Plants</td>
<td>71</td>
<td>F</td>
</tr>
<tr>
<td>The Science Behind the Headlines: What's the Truth?</td>
<td>75</td>
<td>F W</td>
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<tr>
<td>Skin</td>
<td>76</td>
<td>S</td>
</tr>
<tr>
<td>SOS: Advanced Natural History</td>
<td>79</td>
<td>F</td>
</tr>
<tr>
<td>Taking Things Apart: A Scientific and Artistic Exploration</td>
<td>82</td>
<td>W S</td>
</tr>
<tr>
<td>Temperate Rainforests</td>
<td>83</td>
<td>F W</td>
</tr>
<tr>
<td>Ecology, Chemistry and Management</td>
<td>83</td>
<td>F W</td>
</tr>
<tr>
<td>Undergraduate Research in Scientific Inquiry</td>
<td>85</td>
<td>F W S</td>
</tr>
</tbody>
</table>

Matching Evergreen’s Programs to Your Field of Interest | 25
Matching Evergreen's Programs to Your Field of Interest

26

BOTANY
Adapting Research in Environmental Studies 34 F W
Botany: Plants and People 40 F W
Ecological Agriculture: Meeting the Expectations of the Land 47 F W S
Field Plant Taxonomy 51 S
Practicse of Sustainable Agriculture 73 S
SOS: Advanced Natural History 79 F

BUSINESS AND MANAGEMENT
The Business of Art: Earning a Living as an Artist 40 F W
China: A Success Story? 43 F
China: Business, Economy, Society, Sustainability 43 W S
Northwest Developments: Land Use, Economics and the Politics of Growth 69 F W
Practice of Sustainable Agriculture 73 S

CHEMISTRY
Applied Biology and Chemistry 39 S
CHEMISTRY
CLASSICS
The Science Behind the Headlines: Atoms, Molecules and Reactions 39 F W S
Advanced Research in Environmental Studies 34 F W S
Field Ecology 47 F W
Field Plant Taxonomy 51 S
Fire and Water: The Sun, Oceans and Atmosphe in Climate Change 52 F
Introduction to Environmental Studies 57 F W
Practice of Sustainable Agriculture 73 S
SOS: Advanced Natural History 79 F

CULTURAL STUDIES
Artscism, Advocacy and Citizenship 33 F W S
Advancing Your Senior Thesis: Humanities/Cultural Studies 34 S
American: Families, Historical and Sociological Perspectives on Close Relationships 36 S
American Frontiers, Homelands and Empire 36 F W S
Andean Roots: Language and Cultural Landscape 37 F W S
China: A Success Story? 43 F
Consuming Cultures 45 F W S
Creating Dangerously: Experiments in Feminist and Diaspora Art 46 F W S
Dark Romances 46 W S
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research 48 F W S
The Empty Space: Movement, Dance and Theatre 49 S
Introductory to Environmental Studies 57 F W
Northwest: Developments: Land Use, Economics and the Politics of Growth 69 F W
RBCD: Contemporary Indian Communities in a Global Society 74 F W S
Self-Determination in Latin America 76 F W
Small World: Poverty and Development on a Shrinking Planet 76 F W S
Who's Got What? Political Economy through Food, Culture and Social Movements 87 F W S

COMMUNICATIONS
Inside Language 57 W S
The Nature and Evolution of Human Psychology 67 F W
Nonfiction Media: Animation, Documentary and Experimental Approaches to the Moving Image 68 F W S
Political Economy of Media 71 W S
Ready Camera One: We're Live 74 S
Writing as a Social Act 87 F W S

COMMUNITY STUDIES
Activism, Advocacy and Citizenship 33 F W S
Advanced Research in Environmental Studies 34 F W S
American Frontiers, Homelands and Empire 36 F W S
Community-Based Research 45 W S
Consulting Culture of Age 45 F W S
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research 48 F W S
Indivudal Study: Public Administration, Native American Studies 56 S
Northwest Developments: Land Use, Economics and the Politics of Growth 69 F W
Political Economy of Media 71 W S
RBCD: Contemporary Indian Communities in a Global Society 74 F W S
Student Originated Studies: CCBLA 79 F W S

COMPUTER SCIENCE
Algebra to Algorithmics 37 W S
Computer Science Foundations 45 W S
Language Counts 59 F
The Mathematical Order of Nature 62 F
Modals of Motion, Matter and Interactions 64 W S
Student Originated Software 78 F W S
Undergraduate Research in Scientific Inquiry 85 F W S
The Challenges of Aging 42 S
The Empty Space Movement, Dance and Theatre 49 S
Moving Towards Health 65 F W S
Music and Consciousness 66 F W S
Nature and Evolution of Human Psychology 67 F W S
Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes 80 F W S
Turning Eastward: Explorations in East-West Psychology 84 F W S

ECONOMICS
Baking as a Life and People 40 F W S
The Business of Art: Earning a Living as an Artist 40 F W S
China: A Success Story? 43 F
China: Business, Economy, Society, Sustainability 43 W S
Introductory to Environmental Studies 57 F W
Northwest Developments: Land Use, Economics and the Politics of Growth 69 F W
RBCD: Contemporary Indian Communities 74 F W S
Self-Determination in Latin America 76 F W
Small World: Poverty and Development on a Shrinking Planet 76 F W S
Student Originated Studies: CCBLA 79 F W S

EDUCATION
Activism, Advocacy and Citizenship 33 F W S
American Frontiers, Homelands and Empire 36 F W S
Education for Life 48 F W S
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research 48 F W S
The Empty Space Movement, Dance and Theatre 49 S
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research 48 F W S
Field Ecology 47 F W
Field Plant Taxonomy 51 S
Genes and Evolution 54 F

ENGLISH
That's Classic(s)!

ENVIRONMENTAL STUDIES
Activism, Advocacy and Citizenship 33 F W S
Andean Roots: Language and Cultural Landscape 37 F W S
Baking as a Life and People 40 F W S
Botany: Plants and People 40 F W S
Critical Race Theories & Qualitative Research 48 F W S
Community-Based Research: Social and Environmental Justice 44 F W S
Ecological Agriculture: Meeting the Expectations of the Land 47 F W S
Energy Systems and Climate Change 49 W S
Field Ecology 51 S
Fire and Water: The Sun, Oceans and Atmosphere in Climate Change 52 F
What's the Truth? 75 F W S

FIELD STUDIES
Botany: Plants and People 40 F W S
The Business of Art: Earning a Living as an Artist 40 F W S
Carey in the Pacific Northwest 42 F W S
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research 48 F W S
Field Ecology 47 F W
Field Plant Taxonomy 51 S
Genes and Evolution 54 F

GEOGRAPHY
Advisor Research in Environmental Studies 34 F W S
American Frontiers, Homelands and Empire 36 F W S
Andean Roots: Language and Cultural Landscape 37 F W S
Botany: Plants and People 40 F W S
Climate Systems in the Pacific Northwest 42 F W S
Community-Based Research: Social and Environmental Justice 44 W S
Ecological Agriculture: Meeting the Expectations of the Land 47 F W S
Energy Systems and Climate Change 49 W S
Field Ecology 51 S
Fire and Water: The Sun, Oceans and Atmosphere in Climate Change 52 F
What's the Truth? 75 F W S

GLOBAL STUDIES
Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes 80 F W S

HUMANITIES
Field Ecology 47 F W
Field Plant Taxonomy 51 S
Civilization, Mythology and the Environment 59 F W S
The Nature of Evolution of Human Psychology 67 F W S
Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes 80 F W S

MUSIC
Music Intensive 37 F W

LINGUISTICS
Classical Studies 33 F W S

MANAGEMENT
SOS: Advanced Natural History 79 F

MASS COMMUNICATIONS
Creating Dangerously: Experiments in Feminist and Diaspora Art 46 F W S
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research 48 F W S
Latin American Women Writers 60 S

MATHEMATICS
The Empty Space: Movement, Dance and Theatre 49 S

MEDICINE
Stin Bin and Stillinism 78 F

MUSIC
Music Intensive 37 F W S

NATURAL SCIENCES
Hair and Water: The Sun, Oceans and Atmosphere in Climate Change 52 F
What's the Truth? 75 F W S

PHYSICAL EDUCATION
Physical Education of Public Education: Contemporary Historical Realities 72 F W S
Studnet Originated Studies: CCBLA 79 F W S

PLANNING
Economics and the Politics of Growth 69 F W S

PSYCHOLOGY
Madness and Creativity: The Psychological Link 60 F W
Musical Intensive 66 F W S
The Nature and Evolution of Human Psychology 67 F W S
Latin American Women Writers 60 S

SCIENCE
Earth, Energy and Environment: Energy Systems and Climate Change 49 W S
Field Ecology 51 S
Fire and Water: The Sun, Oceans and Atmosphere in Climate Change 52 F
What's the Truth? 75 F W S

SOCIAL SCIENCES
Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes 80 F W S

SOCIETY
Small World: Poverty and Development on a Shrinking Planet 76 F W S

WOMEN'S STUDIES
Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes 80 F W S

ZOOLOGY
Student Originated Studies: CCBLA 79 F W S

Matching Evergreen's Programs to Your Field of Interest 27
Matching Evergreen's Programs to Your Field of Interest

NATIVE AMERICAN STUDIES
- American Frontiers, Homelands and Empire
- Individual Study: Fiber Arts, Non-Western Art
- Native American Studies
- Philosophy of Science
- Philosophy of Science
- Native American Studies
- RCBD: Contemporary Indian Communities

OUTDOOR LEADERSHIP AND EDUCATION
- Animal Behavior and Zoology
- Botany: Plants and People
- Field Ecology
- Field Plant Taxonomy
- Native American Studies
- NBAH: Botany: Plants and People
- NBAH: Field Ecology
- NBAH: Field Plant Taxonomy

PHILOSOPHY
- Can Science Help Me?...To Be Better?
- Dark Romantics
- Anthrozoology
- Animal Behavior and Zoology
- Mathematical Systems
- Music: Percussion
- Individual Study: Fiber Arts, Non-Western Art
- Individual Study: Fiber Arts, Non-Western Art
- Individual Study: Fiber Arts, Non-Western Art

PHILOSOPHY OF SCIENCE
- Algebra to Algorithms
- Animal Behavior and Zoology
- Mathematical Methods
- Models of Motion, Matter and Interactions
- The Physical World of Animals and Plants
- Taking Things Apart: A Scientific and Artistic Exploration

PHYSICS
- Energy Systems and Climate Change
- Fire and Water: The Sun, Oceans and Atmosphere in Climate Change
- The Mathematical Order of Nature
- Models of Motion, Matter and Interactions
- The Physical World of Animals and Plants
- Science Seminar in Energy Systems and Climate Change
- Undergraduate Research in Scientific Inquiry

PHYSIOLOGY
- Anthropology
- Can Science Help Me?...To Be Better?
- Skin

POLITICAL ECONOMY
- Alternatives to Capitalist Globalization
- China: Business, Economy, Society, Sustainability
- The Formation of the North American State
- Individual Study: Political Economy
- Political Science, Social Sciences, Social Justice
- Modernity and its Discontents
- Political Economy of Media
- Political Economy of Public Education: Contemporary Historical Realities
- Self-Determination in Latin America
- Small World: Poverty and Development on a Shrinking Planet
- Student Originated Studies: CCBLA

POLITICAL SCIENCE
- Alternatives to Capitalist Globalization
- The Formation of the North American State
- Individual Study: Public Administration, Native American Studies
- Modernity and its Discontents
- Political Economy of Media
- RCBD: Contemporary Indian Communities in a Global Society
- Small World: Poverty and Development on a Shrinking Planet
- Stalin and Stalinism
- That’s Classic(s)
- Explorations in the Ancient and Modern World
- Undergraduate Research in the Humanities

PSYCHOLOGY
- Anthrozoology
- Can Science Help Me?...To Be Better?
- The Challenges of Aging
- Clinical Psychology: The Scientist-Practitioner Model
- Exploring Learning and Development
- Madness and Creativity: The Psychological Link
- Moving Towards Health
- The Nature and Evolution of Human Psychology
- So You Want to be a Psychologist
- Turning Eastward: Explorations in East-West Psychology

QUEER STUDIES
- Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research
- The Empty Space: Movement, Dance and Theatre
- Individual Study: Public Administration, Native American Studies

RELIGIOUS STUDIES
- The Challenges of Aging
- Turning Eastward: Explorations in East-West Psychology

SOCIOLOGY
- American Families: Historical and Sociological Perspectives on Close Relationships
- Can Science Help Me?...To Be Better?
- China: Business, Economy, Society, Sustainability
- Power/Placing: Control and Autonomy in the Social World
- Small World: Poverty and Development on a Shrinking Planet
- That’s Classic(s)
- Explorations in the Ancient and Modern World

SOMATIC STUDIES
- The Empty Space: Movement, Dance and Theatre
- Moving Towards Health

STUDY ABROAD
- Andean Roots: Language and Cultural Landscape
- Animal Behavior and Zoology
- Dark Romantics
- Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad
- Ireland in History and Memory
- Study Abroad Consortium Partnerships

SUSTAINABILITY STUDIES
- Andean Roots: Language and Cultural Landscape
- China: Business, Economy, Society, Sustainability
- Community-Based Research: Social and Environmental Justice
- Consuming Cultures
- Ecological Agriculture: Meeting the Expectations of the Land
- Energy Systems and Climate Change
- Green Materials: Science/Craft/Construction
- Green Materials: Energy Systems and Climate Change
- Individual Study: Fiber Arts, Non-Western Art
- Student Originated Studies: CCBLA
- Student Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes

THEATER
- The Business of Art: Earning a Living as an Artist
- China: A Success Story
- The Empty Space: Movement, Dance and Theatre
- Ready Camera One: We’re Live
- Theatre of Fantasy: Performing Chinese Drama on the Western Stage

VISUAL ARTS
- The Business of Art: Earning a Living as an Artist
- Dark Romantics
- From the Fire: The Art and Science of Ceramics
- Green Materials: Science/Craft/Construction
- Individual Study: Fiber Arts, Non-Western Art
- Individual Study: Public Administration, Native American Studies
- Narrative Objects
- Taking Things Apart: A Scientific and Artistic Exploration

ZOOLOGY
- Botany: Plants and People
- Cataclysms in the Pacific Northwest
- Dark Romantics
- Fiction Laboratory
- Indigenous Studies: Fiber Arts, Non-Western Art
- History, Native American Art, Creative Writing
- Narrative Objects
- Passages: American Comings-of-Age
- Politics of Science
- Native American Studies
- RCBD: Contemporary Indian Communities
- Native American Studies
- RCBD: Contemporary Indian Communities in a Global Society
- Native American Studies
- RCBD: Contemporary Indian Communities in a Global Society
- Native American Studies
- RCBD: Contemporary Indian Communities in a Global Society

Photo by Hannah Pietrick '10.
How to Read a Program Description

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

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

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

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

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

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

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

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

ACCEP T 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/FEE S
Lists expenses in addition to regular tuition and fees.

INTERNSHIP POSSIBILITIES
States whether an internship is optional or required.

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

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

FACULTY
Members of the faculty team scheduled to teach the program. See faculty bios page 97.

How to Read a Program Description

American Frontiers, Homelands and Empire

Fall, Winter and Spring quarters

Fields of Study: American studies, Native American studies, community studies, cultural studies, education, geography, history and international studies

Class Standing: Freshmen - Senior

Prerequisites: none

Preparatory for studies and careers in: Native American studies, American studies, immigration studies, geography, elementary and secondary education, law and humanities.

FACULTY: Zoltan Grossman and Kristina Ackley

Students will explore the juxtaposed themes of Frontier and Homeland, Empire and Periphery and the Indigenous and immigrant experience. We will use historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes, and will turn toward cultural analysis for a deeper understanding of race, nation, class and gender. We will take as our starting point a critique of Frederick Jackson Turner's "Frontier Thesis"—that the frontier is "the meeting point between savagery and civilization"—as a racist rationale for the colonization of Native American homelands. We will consider alternative histories of Anglo-American expansion and settlement in North America, with interaction, change and persistence as our unifying themes.

We will study how place and connection is nurtured, reimagined and interpreted, particularly in indigenous and recent immigrant communities. We will connect between the ongoing process of "Manifest Destiny" in North America and subsequent overseas imperial expansion into Latin America, the Pacific and beyond. The colonial control of domestic homelands and imperial control of foreign homelands are both highlighted in recent patterns of recent immigration. (full description on pg 36).

Accepts winter and spring enrollment with faculty signature. Interested students should contact both faculty by email or at the Academic Fair. Students should expect to complete catch-up readings and work, and prepare for a major research project.

Credits: 16

Enrollment: 48

Required Fees: $100 in fall for a trip to Quileute Nation.

Internship Possibilities:

A similar program is expected to be offered in...

Thematic Planning Groups: Culture, Text and Language, Native American and World Indigenous Peoples, and Society, Politics, Behavior and Change

Check the entry in the online catalog for associated fees and special expenses, amount of required online learning, and other details about these programs.

Program Descriptions

Activism, Advocacy and Citizenship

Fall, Winter and Spring quarters

Fields of Study: community studies, cultural studies, education, environmental studies, law and public policy, leadership studies and media studies

Class Standing: Junior - Senior

Prerequisites: Formal admission to the Tacoma Program. Prospective students must attend an intake interview. For information about admission and the application process, call (253) 680-3000.

Preparatory for studies and careers in: community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies and public health.

FACULTY: Ariye Young, Gilda Sheppard, Tyrus Smith, Paul McCready

This year's program takes a holistic approach to systemic change at the community level. Students will explore the roles and responsibilities of citizens in a representative democracy. We will focus on individual- and community-building practices based on literacy in humanities, social sciences, mathematics, science, media and technology. A major emphasis of this program will be the examination of how citizens effectively advocate and engage in activism to address pressing social, legal, economic and ecological problems. Students will be expected to demonstrate understanding, action and leadership in their areas of interest.

During fall quarter, students will study historical notions of leadership and strategies employed to achieve social change through activism and advocacy in institutional and non-institutional settings. Students will reflect on their personal experiences and the world around them in order to understand how they may apply the insights, knowledge and skills to promote civic engagement and foster change.

Winter's work will be based upon the foundations built in fall quarter. Students will identify, develop and explore models of advocacy and activism that have led to systemic change. They will enhance their knowledge of contemporary social movements, political interest groups, and scientific and legal advocacy. Students will work actively toward the application of this knowledge by developing collaborative action research projects.

In spring quarter, students will join theory with practice, utilizing a variety of expansive methods, from writing to media, in order to develop and communicate their perceptions and findings to other wider audiences. They will present their collaborative research projects to the public. The information presented will be directed toward benefiting individual and community capacity as well as communicating a wider understanding of their findings to enhance their own lives and those of their community and the world that we all share.

Accepts enrollment for all quarters with formal admission to the Tacoma Program.

Credits: 16

Enrollment: 200

Internship Possibilities: In spring quarter, with program coordinator and faculty advice. Appointments are shared.

A similar program is expected to be offered in 2016-17

Thematic Planning Groups: Tacoma Program

These programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2013-14.
Advanced Research in Environmental Studies

Fall, Winter and Spring quarters

Fields of Study: agriculture, botany, community studies, ecology, environmental studies, geography, geology, health, hydrology, law and government policy, marine science and zoology

Class Standing: Junior - Senior

Preparatory for studies and careers in: botany, education, anthropology, environmental studies, environmental health, geology, land use planning, marine science, urban agriculture, taxation, and zoology

Faculty: Dylan Fischer, Abir Biswas, Lin Nelson, Erik Thuesen, Alison Styning, Gerardo Chin-Lee

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. This independent learning opportunity is designed to allow advanced students to delve into real-world research with faculty who are currently engaged in related projects. The program will help students develop vital skills in research design, data acquisition and analysis, oral and written communication, collaboration and critical thinking skills—all of which are of particular value for students who are pursuing a graduate degree, as well as for graduates who are already in the job market.

Abir Biswas studies in nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and mercury cycling in ecosystems. Students could pursue these interests at the laboratory-scale or field-scale biogeochemistry studies taking advantage of the Evergreen Ecological Observation Network (EEON), a long-term ecological study area with backgrounds in a combination of geology, biology or chemistry could gain skills in soil, vegetation and water collection and learn methods of sample preparation and analysis for major and trace elements.

Gerardo Chin-Lee studies marine phytoplankton and bacteria. His research interests include understanding the factors that control seasonal changes in the biomass and species composition of Puget Sound phytoplankton. In addition, he is investigating the role of marine bacteria in the methanogenesis of estuarine sediments.

Dylan Fisher studies plant ecology and physiology in the Intermountain West and southwest Washington. This work includes image analysis of tree roots, genes to ecosystems approaches, biochemical and physiological 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 background in different aspects of marine science, ecology, physiology and biochemistry.

This program accepts winter and spring enrollment. Contact faculty in area of interest for specific information.

Thematic Planning Groups: Environmental Studies

Advancing Your Senior Thesis: Humanities/Cultural Studies

Spring quarter

Fields of Study: cultural studies

Prerequisites: At a minimum, 32 quarter credits of sophomore level or above college study of humanities or related social science or arts disciplines that include substantial academic writing. In other words, you should be well on your way toward creating the equivalent of a "major" in an area of text-based studies.

Preparatory for studies and careers in: specific areas of the humanities and cultural studies depending on student projects.

Faculty: Dylan Fischer, Abir Biswas, Lin Nelson, Erik Thuesen

Many students wish to pursue a senior project involving substantive independent research and writing. This program is designed for students whose achievements have propelled them to intermediate or advanced levels of inquiry in the humanities or in cultural studies, and who are in their junior year or the very beginning of their senior year. By completing this program in spring quarter, students will position themselves to pursue an advanced research/writing project in the following year. Over the ten weeks of spring quarter we will read a sequence of texts in common; we will analyze them not only for content but also for methodology. We will ask what kinds of sources, evidence, interpretative paradigms and arguments are demanded by humanities fields such as history, literature and philosophy, and by interdisciplinary fields such as queer studies, American studies, women's studies and cultural studies.

By better understanding what makes research publishable, students will be able to define their methods and rhetorical strategies that they will need to master in order to pursue their own independent studies. Students will research and write a topic of their choice, with the goal of laying a solid foundation for a senior thesis or project. Writing assignments include: an abstract, a work plan outline, two research papers, an annotated bibliography, a review of a scholarly journal, description of research methods and a research prospectus.

Credits: 16
Enrollment: 23

Thematic Planning Groups: Scientific Inquiry

Algebra to Algorithms

Spring quarter

Fields of Study: computer science, mathematics and philosophy of science

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: college algebra, introductory computer science, programming, and problem solving.

Faculty: Sheryl Shulman, Judith Gushing, Richard Weiss

Computers are a driving force of our modern world and increasingly influence our lives. Mathematics and mathematical models play a critical role in modern computer science; furthermore, we are increasingly relying on mathematics as a language for understanding the natural world, such as complex climate models that predict major changes in weather patterns world wide over the next 50 years. Mathematics and computational thinking enable people as citizens to make good decisions on a wide range of issues from interpreting the evidence for climate change to understanding the potential impacts of technology; as such, they are an integral part of a liberal arts education. In this program, we will explore connections between mathematics, computer science, the natural sciences and graphic arts. We will develop mathematical abstractions and the skills to express, analyze and solve simple problems in the sciences and the arts and explore how to program interesting visual shapes using simple geometry. Class sessions include seminars, lectures, problem-solving workshops, programming labs, problem sets and seminars with writing assignments. The emphasis will be on fluency in mathematical and statistical thinking and expression along with reflections on mathematics and society. Topics will include concepts of algebra, algorithms, programming and problem solving, with seminar readings about the role of mathematics in education, the sciences and society.

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

Credits: 16
Enrollment: 23

Thematic Planning Groups: Scientific Inquiry

Alternatives to Capitalist Globalization

Fall and Winter quarters

Fields of Study: international studies, political economy and political science

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: education, labor, community organizing, labor studies, social justice, history, law, nonprofit work, political economy and informed civic participation.

Faculty: Steven Niva and Peter Bohmer

It is easier to criticize contemporary capitalism for its failures than to develop feasible alternatives and a strategy to get there. We will explore and critically analyze diverse social movements and visions that seek to create more just global and national societies. International institutions such as the WTO, IMF and World Bank promote "free market" and "free trade" capitalist globalization which open up countries to multinational corporations and impose Western development models. In the face of these dominant visions, many alternative visions have developed within the global justice movement and have been renewed through more recent "occupy" and anti-austerity movements in Europe (Greece and Spain), the United States and the Global South. We will explore different and sometimes clashing alternatives to national and global capitalism that have developed around the world. These will include those influenced by socialist, Marxist, anarchist, anti-authoritarian, eco-feminist and anti-neoliberal perspectives emanating from the Global South. We will research and evaluate case studies of existing and possible alternatives from Cuba, Venezuela, Argentina, Bolivia, and Thailand and compare with international, communal, intentional communities, participatory socialism and eco-feminist alternatives in the U.S. and elsewhere. We will explore major alternative analyses, such as ALBA and other "free trade" agreements such as ALBA, and global visions of equity and justice, including climate change. We will also look at strategies, ideas and visions of alternative societies in the "occupy" and other current movements.

The course will include a focus on theoretical debates over strategies and goals of movements, including debates about the role of states, the limitations of reforms, insurrectionist visions and the role of pre-figurative strategies and of creating alternative communities that bypass political institutions. We will pay special attention to the conditions facing women in their changing roles in the global system of production and consumption, ecological concerns and the struggles of indigenous peoples for survival and self-determination.

Students will engage these topics and case studies through lectures, seminar discussions, readings, films and guest speakers. Our activities will include theoretical reading, analytic and critical thinking about the strengths and weaknesses of various approaches, and imagining and formulating fresh views of the facts and possible futures of capitalist globalization.

Credits: 16
Enrollment: 50

Thematic Planning Groups: Culture, Text and Language, Sustainability and Justice, and Society, Politics, Behavior and Change
American Families: Historical and Sociological Perspectives on Close Relationships

Spring quarter

Fields of Study: American studies, cultural studies, gender and women's studies, history and sociology.

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: sociology, history, family studies, research, social work, teaching, family law and counseling.

Faculty: Stephanie Coontz

This program explores the historical evolution and current dynamics of family life, sexual mores and marriage. We begin by examining the variables of emotions and relationships that are sometimes viewed as "natural" or "traditional." We then briefly move through the transition from colonial and revolutionary times to the emergence of a new middle-class model of marriage and parenting in the 19th century, which we will contrast to trends in working-class and racial-ethnic families.

In the second half of the program we discuss the origins of 20th-century marriage and parenting norms and explore the dramatic shifts that have occurred since the 1950s. Students will explore possibilities for redefining family roles and the role of gender in shaping family norms over the past 50 years. Students will also do individual projects that will culminate in presentations at the end of the quarter. These will cover topics such as the causes and consequences of divorce, the changing dynamics of cohabitation, singlehood and marriage, and the rise of biracial and multiracial families and debates over same-sex marriage and parenting.

Many of our topics will be controversial. We seek not simple answers but intelligent questions to inform our study. Students are expected to consider several different points of view, to fairly evaluate arguments and to test their own assumptions and opinions.

Students are expected to come prepared for seminars and to discuss the full range of reading, having reflected on its implications beforehand. There will also be several papers. Because this is a demanding and intensive program, students should not attempt to work more than 15 hours a week.

Credits: 16
Enrollment: 24

Thematic Planning Groups: Consciousness Studies, and Society, Politics, Behavior and Change

American Frontiers, Homelands and Empire

Fall, Winter and Spring quarters

Fields of Study: American studies, Native American studies, community studies, cultural studies, education, geography, history and international studies.

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: Native American studies, American studies, immigration studies, geography, elementary and secondary education, law and humanities.

Faculty: Zoltan Grossman and Kristina Ackley

Students will explore the juxtaposed themes of Frontier and Homeland, Empire and Periphery and the Indigenous and Immigrant experience. We will use historical and geographic analysis to critique and understand the role of the United States in shaping a diverse understanding of race, nation, class and gender. We will take as our starting point a critique of the work of Frederick Jackson Turner's "Frontier" theory and ask what is "the meeting point between savagery and civilization"—as a racist rationale for the colonization of Native American homelands. We will consider alternative histories of Anglo-American expansion and settlement in North America, with interaction, change and persistence as our unifying theme.

We will study how place and connection is nurtured, re-imagined and interpreted, particularly in Indigenous and recent immigrant communities. We will connect between the ongoing process of "Manifest Destiny" in North America and overseas imperial expansion into Latin America, the Pacific and beyond.

The colonial control of domestic homelands and imperial control of foreign homelands are both highlighted in recent patterns of immigration, which involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. The American Empire, it seems, begins at home and its effects are coming back home and will be contested again.

In fall, we will track the historical progression of the frontier across North America and overseas and the territorial and cultural clashes of immigrant and colonized peoples. We will hear firsthand the life stories of local individuals and communities to understand their narratives of conflict, assimilation, resistance and survival. In winter, we will look at contemporary case studies that show the imprint of the past in the present and how 21st-century North American communities are wrestling with the legacies of colonization, imperialism and migration.

We will examine the overlapping experiences of Native Americans and recent immigrants, and indigenous territories and migrations that transgress or straddle the international border as defined by "Homeland Security."

This program offers ideal opportunities for students to develop skills in writing, research and analysis by studying scholarly works, conducting ethnographic fieldwork (observation, interview, documentation of social life) and utilizing technology in partnership with local communities. From mid-winter to mid-spring, students will undertake an extended project using place (homestead, empire and migration) as their interpretative framework. It includes the option of combining research with internships or other community service and educational work, particularly with Indigenous peoples or immigrant communities in Washington or elsewhere in the U.S. The faculty and the Center for Community-Based Learning and Action will provide strong support and anticipate that the projects will be substantive and of great value to the students.

Accepts winter and spring enrollment with faculty signature.

Interested students should contact both faculty by email or at the Academic Fair. Students should expect to complete catch-up readings and work, and prepare for a major research project.

Credits: 16
Enrollment: 48

Required Fees: $100 in fall for a trip to Queille Nation, $25 in spring for travel to Peru and the Cusco region.

Animal Behavior and Zoology

Winter and Spring quarters

Fields of Study: anthropology, biology, natural history, philosophy of science, physics, psychology and zoology

Class Standing: Sophomore - Senior

Prerequisites: Completion of College Algebra and College Physics

Preparatory for: Natural history, social science, environmental science, animal behavior, and wildlife management

Anthropology

Winter and Spring quarters

Fields of Study: anthropology, biology, philosophy of science, physics, psychology and zoology

Class Standing: Freshmen - Sophomore

Preparatory for studies in: biology, environmental studies, anthropology, wildlife, and natural history

Faculty: Michael Paros

Why do humans keep pets and at the same time raise animals for food? What are the psychological and moral complexities that characterize our relationships with animals? What is the impact of human-animal interactions on the health and well-being of people and animals? How do we assess the relative welfare of animals under a variety of circumstances? Anthropology is the interdisciplinary study of human (anthro) and animal (zo) interaction. This topic of inquiry will be used to study general biology, zoology, anthropology, and philosophy. Through field trips, guest speakers, reading, writing, and discussion, students will become familiar with the multiple and often paradoxical ways we relate to companion animals, animals for sport, zoo animals, wildlife, research animals and food animals. We will use our collective experiences, along with science-based and value-based approaches, to critically examine the ever-changing role of animals in society.

Winter quarter will focus on the process of animal domestication in different cultures from an evolutionary and historical perspective. Through the formal study of animal ethics, students will also become familiar with different philosophical positions on the use of animals. Physiology and neuroscience will be used to investigate the physical and mental lives of animals while simultaneously exploring domestic animal behavior. In spring, we will continue to explore the biological basis and psychological aspects of the human-animal bond. Students will then study the science of animal welfare and complete a final project in which they will apply their scientific and ethical knowledge to one of the above topics. Particular attention will be paid to the herpetofauna (amphibians and reptiles) that live in lowland rainforests. In spring quarter, having studied the methods, statistics, and literature frequently used in behavioral research, students will generate their own hypotheses and go into the field to test them through extensive, independent field research. This might be in Ecuador or the Pacific Northwest. Students will return to campus for the last two weeks of spring quarter to complete their data analysis and present their research.

Faculty: Heather Heying

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2013-14.
Botany: Plants and People

Fall and Winter quarters
Fields of Study: botany, economics, environmental studies, field studies, gender and women's studies, history, natural history and writing
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: plant science, plant ecology, economic botany, agriculture, forestry and environmental education.
Faculty: Frederica Bowcutt

This two-quarter program allows students to learn introductory and advanced plant science material in an interdisciplinary format. The program is suitable for both advanced and first year students who are looking for an opportunity to expand their understanding of plants and challenge themselves. Students will learn about plant anatomy, morphology and systematics. Lectures based on textbook readings will be supplemented with laboratory work. The learning community 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 gain hands-on experience studying plants under microscopes and in the field. To support their work in the field and lab, students will learn how to maintain a detailed and illustrated nature journal. Instruction will be given in the history and practice of botanical illustration.

A central focus of the program is people's relationships with plants for food, fiber, medicine and aesthetics. Economic botany will be studied through seminar texts, films, and lectures that examine agriculture, forestry, horticulture and horticulture. Students will examine political economic factors that shape our relations with plants. Through economic and historical lenses, the learning community will inquire about why people have favored some plants and not others or radically changed their preferences, for example considering a former cash crop to be a weed. Readings will examine the significant roles botany has played in colonialism, imperialism and globalization. Students will also investigate the gender politics of botany. For example, botany was used to inculcate "appropriate" middle and upper class values among American women in the 19th century. Initiatives to foster more socially just and environmentally sustainable relations with plants will be investigated.

In winter, students will write a major research paper on a plant of their choosing. Through a series of workshops, they will learn to search the scientific literature, manage bibliographic data and interpret and synthesize information, including primary sources. Through their research paper, students will synthesize scientific and cultural information about their plant.

Credits: 16
Enrollment: 24
A similar program is expected to be offered in 2014-15

Thematic Planning Groups: Environmental Studies

The Business of Art: Earning a Living as an Artist

Fall and Winter quarters
Fields of Study: business and management, economics, field studies, music, theater and visual arts
Class Standing: Freshmen - Sophomores
Preparatory for studies and careers in: business, finance, economics, non-profit management, performing arts, visual arts and arts management.
Faculty: Andrew Buchman, Doreen Swetkis, Zoe Van Schyndel

This program is a tour of social forces that shape our arts communities, including cultural, organizational, managerial, financial and historical. By examining art, music and theatre worlds, we will discover structures that help foster vibrant artistic communities. We will meet business and nonprofit leaders (artists themselves) who bring artists and art lovers together. Artistic entrepreneurs with business savvy, as we will see, often make the art world go 'round.

The program is designed for students with a strong interest in making a living as an artist, musician or performer, operating in the nonprofit art world, or making art in creative industries, and bridging the conventional gaps between creativity, business sense and social engagement. Each quarter's work will include an optional week of travel and study an art center in the United States: to New York City during the fall and Los Angeles during the winter. Students unable to travel to these cities can pursue related studies in Seattle and Portland.

The program will combine studies of the arts, business and nonprofit administration and management through a rich mix of critical and creative projects, such as analyzing a local arts business or nonprofit organization. An artist who understands the principles of a well-run business and can deal effectively with contracts, grants and negotiations, we'll find, is likely to gain more artistic and professional freedom. Business people who understand and care about the arts, we'll discover, can build careers that include doing good as well as doing well. Organizations built around art forms can help support local cultures and create sustainable manufacturing ventures, too.

The nonprofit arts community encompasses a broad range of artistic endeavors such as summer arts camps and festivals, art and music therapy, community theaters, arts foundations and after-school arts programs. For-profit and nonprofit organizations are different, and we want to make sure students gain knowledge of the vast range of ways they can make a living in and around the arts.

By the end of the program we expect you to be able to think creatively about ways to connect your own artistic and wage earning work, have an impact on organizations in communities you care about, acquire first-hand knowledge of a diversity of successful arts initiatives, and communicate effectively in the language of business and nonprofit administration.

Credits: 16
Enrollment: 69
Required Fees: Optional travel to New York City in the fall quarter and to Los Angeles in the winter quarter: Up to $1,700 per week to New York, and up to $1,700 per week to Los Angeles; $3,400 for both weeks. Students will be responsible for making their own travel and lodging arrangements. This estimate includes travel, lodging and meals, along with incidental expenses.

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

Can Science Help Me?...To Be Better?

Fall quarter
Fields of Study: biology, philosophy, philosophy of science, physiology, psychology and sociology
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: biology, philosophy, philosophy of science, physics, psychology and sociology.
Faculty: Bill Arney and Michael Paros

Most of you are in school because you want to live a better life; many of you probably think about what it might mean to live a good life. Is a good life one full of pleasure and devoid of suffering? A moral life? A long and healthy life? Of course, it is possible that the good life cannot be defined at all and simply has to be lived and attended to.

Business people who understand and care about the arts, we'll discover, can build careers that include doing good as well as doing well. Organizations built around art forms can help support local cultures and create sustainable manufacturing ventures, too.

By the end of the program we expect you to be able to think creatively about ways to connect your own artistic and wage earning work, have an impact on organizations in communities you care about, acquire first-hand knowledge of a diversity of successful arts initiatives, and communicate effectively in the language of business and nonprofit administration.

Credits: 16
Enrollment: 48
Required Fees: Option travel to New York City in the fall quarter and to Los Angeles in the winter quarter: Up to $1,700 per week to New York, and up to $1,700 per week to Los Angeles; $3,400 for both weeks. Students will be responsible for making their own travel and lodging arrangements. This estimate includes travel, lodging and meals, along with incidental expenses.

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

Photo by Shauna Bittle '98.
Cataclysms in the Pacific Northwest

Fall, Winter and Spring quarters
Fields of Study: chemistry, environmental studies, field studies, geology, mathematics and writing
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: science, environmental science, geology, health, teaching, ecology, marine science and writing.
Faculty: Clyde Barlow

This is a field and laboratory intensive program integrating chemistry and geology. The landscape and habitation of the Northwest are defined by major geologic events that have shaped and reshaped the landscape. Volcanoes, lava flows, floods, earthquakes, landslides, tsunamis and tectonic movements form some of these events. The effects of events such as glaciation may proceed slowly on a human time scale. Carbon dioxide dependent global warming may, in fact, be a cataclysm in progress. We will examine examples of historic and current geologic processes. We will study literature about specific events and their effects. This program will serve as an introduction to physical science with a focus on development of skills in science, technology and problem solving. A full year of general chemistry will be offered with a laboratory component. Communication skills will be developed by maintaining laboratory and field journals, writing technical reports, interviewing staff, faculty and administrators, web-page development to present information, and oral presentations of laboratory results. Extended (4-5 day) and short (1 day) field trips in Washington and Oregon will be incorporated each quarter.

We will study a year of general chemistry, laboratory, differential and integral calculus, geology reading with field trips, interview practices, web-page development and management, technical writing and presentation. This program is intended to be an introduction to Evergreen studies for students new to the college. Significant time will be spent meeting and interviewing staff and administrative personnel on campus to become familiar with the functioning and management of the college.

Having a program with 12 students and one faculty member provides a unique opportunity to delve into a subject area with a small cadre of fellow students. Students are expected to enhance the learning environment of the class. Work in the program will be team focused. Spring quarter will include a major student designed research project based upon skills and background garnered from two quarters’ academic work.

The Challenges of Aging

Spring quarter
Fields of Study: consciousness studies, health, law and government, policy, law and public policy, psychology and religious studies
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: social work, social sciences, psychology, public policy and law.
Faculty: Ryo Imamura and Bill Bruner

With the aging of the post-war baby boom generation, the United States population aged 65 years and older is increasing rapidly. Between 2010 and 2030 this age group is expected to double in size, from 35 million to 72 million individuals and, by 2050, will represent nearly 20 percent of the U.S. population. Relative to earlier generations, today’s seniors tend to be more affluent, better educated and in better health. But the aging of the population will present challenges to institutions and individuals. This program will address the impacts of growth of the senior population, both on the aging individual and on U.S. society as a whole.

A central focus of our study will be on how the social and economic impacts of aging populations in the U.S. differ from those of past historical eras. Growth of older populations and aging society has implications for the community and government. As the population ages, an increasing number of older people will require health care, long-term care, and greater assistance in daily living. The landscape and habitation of the Northwest are defined by major geologic events that have shaped and reshaped the landscape. Volcanoes, lava flows, floods, earthquakes, landslides, tsunamis and tectonic movements form some of these events. The effects of events such as glaciation may proceed slowly on a human time scale. Carbon dioxide dependent global warming may, in fact, be a cataclysm in progress. We will examine examples of historic and current geologic processes. We will study literature about specific events and their effects. This program will serve as an introduction to physical science with a focus on development of skills in science, technology and problem solving. A full year of general chemistry will be offered with a laboratory component. Communication skills will be developed by maintaining laboratory and field journals, writing technical reports, interviewing staff, faculty and administrators, web-page development to present information, and oral presentations of laboratory results. Extended (4-5 day) and short (1 day) field trips in Washington and Oregon will be incorporated each quarter.

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Accepts winter and spring enrollment with faculty signature.

Credits: 16
Enrollment: 12
Required Fees: $340 per quarter for overnight field trips.
Thematic Planning Groups: Scientific Inquiry

China: A Success Story?

Fall quarter
Fields of Study: business and management, cultural studies, economics, literature and theater
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: China studies, international business and international studies.
Faculty: Rose Jang and David Shaw

In the fall of 2012, China’s 18th Communist Party Congress selected the current generation of Chinese political leaders, moving China into the next chapter of its 3,000-year long history.

Today, China's economic power continues to grow, and its rise globally has driven increasing attention. Many developing countries are viewing the China model as an alternative to the Western experience of economic growth and middle class prosperity. However, China is faced with many internal and external challenges. Challenges like these have repeatedly threatened China's social stability in the past. In the extreme case, they might alter its current ideological foundations, potentially undermining the premises of the China "success story.”

This introductory China studies program will focus on China's present situation as a modern state and global power evolved from a lengthy and complicated cultural development over centuries. Within the time constraint of a quarter, we will examine China from selective angles and subject matters suggesting recurrent cultural patterns and distinct national characteristics. In the social sciences, we will touch on China's geography, political structure and economic and business systems, including sustainability and environmental issues. From the humanities perspective, we will look at prominent examples of China's religion, philosophy, arts and literature. All these issues are potentially interrelated, leading to a more coherent set of analyses today. The social sciences and the humanities are viewing the China model as an alternative to the Western experience of economic growth and middle class prosperity. However, any student with an interest in China or East Asian studies should be able to join the program. Winter or Spring quarter would be more suitable in our opinion.

Our overriding goals are to understand today's China as a vital global power, while critically exploring the lingering influence of its rich history. We will examine the country's identity, as well as potential implications made at the national, institutional and individual levels. Building on our shared texts and themes, students will do independent research individually or in small groups, becoming experts in a particular facet of Chinese business, economy, society and/or sustainability. Our work will also extend beyond uniquely Chinese experiences into topics on which China is viewing the future of Asia, the global economy and our small planet depend, including the natural environment, paths to ecological, social and economic sustainability and strategies to redress economic inequalities and social dislocations.

China's environmental history, its rural-urban dynamics and its economic development will also serve as core threads through both quarters of study.

Winter quarter, we will study ancient Chinese texts, as well as popular and academic articles, books, films and documentaries on China, particularly those exploring and interpreting ancient theories, as well as popular ones. We will also do an introductory course, "China: A Success Story?". This course will introduce the students to major topics in Chinese culture, society, economy, politics and international relations. By the end of the course, students will have a basic understanding of China's political system, economic development, and social welfare policies. They will also learn some basic Chinese words and phrases.

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China's environmental history, its rural-urban dynamics and its economic development will also serve as core threads through both quarters of study.
Clinical Psychology: The Scientist-Practitioner Model

Fall, Winter and Spring quarters

Fields of Study: psychology
Class Standing: Sophomore - Senior
Preparatory for: studies and careers in: psychology
Faculty: George Freeman

In 1949, clinical psychologists defined a model of graduate training called The Boulder Model, also known as the scientist-practitioner model. The model asks that students' training include research and clinical skills to make more informed and evidence-based decisions regarding treatment. Using this model of the scientist-practitioner, students will co-design a course of study in clinical psychology. The intention of this program is to prepare students at the levels of theory and practice for further study and work in the field of human services. Each quarter will examine multicultural themes regarding race, gender, sexual orientation, class, religious identity and ability/disability. Students will be required to begin a two-quarter long, 15 hour/week internship winter quarter in the field of social services. Constructing a reflective practice, students will have opportunities to position themselves as agents of change. Students will engage in a study of the history and systems of psychology, quantitative and qualitative research methods, and investigate regionally-based internships in preparation for winter and spring quarter placements. We will use the first three weeks to co-design as a community meaningful and thoughtfully assigned group work to support the group as well as individual goals. Mid-quarter is comprised of independent and small group work mostly outside the classroom setting. We return for the last two weeks to review, reflect and present the culmination of the quarter's work.

Winter quarter's focus on personality theory and psychopathology establishes the foundational study of psychology. This quarter will focus on learning how to design and code programs to solve problems. Some important skills that will be developed include project planning, protecting intellectual property and sharing data. Winter quarter students will begin to develop their own research agenda; in spring quarter, they can apply theory to practice in research and community-based work. Students will have the opportunity to examine ingrained routines of daily life, like the way we engage as consumers today. Our activities will include reading, writing papers and participating in seminar discussions on program topics, learning ethnographic research methods, viewing relevant films and making visits to research settings. We will build on the foundations of research methods and introduce key concepts and themes; winter quarter of the program, including discrete mathematics, computer science and mathematics. We will consider the forces that have shaped our culture, including consumer culture and fashion, and will continue the exploration of the pleasures of consumption. Sustainability will be a critical lens for our inquiry, as we consider the raw materials, labor and waste streams inherent in objects and in cultural experiences. Life cycle analysis of objects—from their origins in nature to their presence on retail shelves, personal spaces, garbage bins and landfills—will help us build a broader context for understanding the materiality with which we all engage.

Our historical arc will be sweeping from hunter-gatherers nearly two million years ago, to the origins of animal and plant domestication, to the rise of cities, the birth of empires, the rise and fall of great empires, the growth of market economies and modern capitalism. This quarter students will begin to develop their own research agenda; in spring quarter, they can apply theory to practice in research and community-based work. Students will have the opportunity to examine ingrained routines of daily life, like the way we engage as consumers today. Our activities will include reading, writing papers and participating in seminar discussions on program topics, learning ethnographic research methods, viewing relevant films and making visits to research settings. We will build on the foundations of research methods and introduce key concepts and themes; winter quarter of the program, including discrete mathematics, computer science and mathematics. We will consider the forces that have shaped our culture, including consumer culture and fashion, and will continue the exploration of the pleasures of consumption. Sustainability will be a critical lens for our inquiry, as we consider the raw materials, labor and waste streams inherent in objects and in cultural experiences. Life cycle analysis of objects—from their origins in nature to their presence on retail shelves, personal spaces, garbage bins and landfills—will help us build a broader context for understanding the materiality with which we all engage.

Enrollment: 25
Credits: 16
Thematic Planning Groups: Society, Politics, Behavior and Change

Community-Based Research: Social and Environmental Justice

Winter and Spring quarters

Fields of Study: community studies, environmental studies and sustainability studies
Class Standing: Freshmen - Senior
Preparatory for: studies and careers in: community organization, advocacy, public policy, social science, public health and environmental studies
Faculty: Lin Nelson

This program is an exploration of how to do Community-Based Research (CBR) and develop meaningful documentation in relation to community needs and challenges. Our focus will be on the social and environmental justice issues that are part of community life and what become the focus of the work of community-based organizations and social movements. A key feature of this two-quarter program will be to foster a participatory approach in developing research questions and methodologies. We will be working actively with Evergreen's Center for Community-Based Learning and Action (CCLBA) to learn about the pressing needs in our region and how to shape and share our research skills and approaches. Some of the groups we will likely connect with include Parents Organized for Safety and Sound Practices (PSSP), People for Puget Sound (on environment and sustainability), Forks Ground Community (environmental sustainability), Garden-Raised Bounty (community agriculture and food justice), Stonewall Youth (on the rights of the youth and the LGBTQ community) and Teen Council of Planned Parenthood, among others.

Central to our work, especially in winter quarter, will be an examination of the history, philosophy, debates and strategic modes of CBR—which is also called "participatory research," "popular education," or "social action research." We will make conscious decisions and resources will draw from academics who work with communities in initiating or developing such research; at the same time, we’ll learn from community organizations about research they launch and how they work with faculty, staff and students in colleges and universities. CBR as a social movement will also be continually the grounding for our efforts. Our work will be informed by the growing literature on CBR: key ideas and frameworks—cultural and cross-national approaches, methods and skills, and vivid case material. We will sustain a persistent examination of ethics, community rights and co-learning and co-research. Winter quarter will focus on exploring the literature and resources, learning with area organizations, posing and launching projects. Spring quarter will shift more to a community base, with substantial fieldwork, community documentation and participation, project review and planning for future applications.

Some important skills that will be developed include project planning and development, interviewing, questionnaire design, researching public/government documents, participating in discussions,并提出创新性和创造性的方法并进行文档和呈现。我们将继续结合我们项目所面临的社会、政治和生态问题，并将我们的工作扩展到国际性与国际性。我们将采用一种强键学术研究，即"回归"的理论和研究，并与社区合作，以便提出并实施创新性的解决方案。我们将在冬天和春天的课程中探索这一主题，以便在他们的兴趣中发展未来的工作，社交，社区组织，环境保护和环境正义，公共卫生，工作坊，社会正义，社会正义，以及社区规划和研究

Credits: 16
Enrollment: 24
Thematic Planning Groups: Environmental Studies, Sustainability, Justice, and Society, Politics, Behavior and Change

Computer Science Foundations

Fall, Winter and Spring quarters

Fields of Study: computer science and mathematics
Class Standing: Freshmen - Senior
Prerequisites: All high school algebra II
Preparatory for: studies and careers in: computer science, education and mathematics
Faculty: Neal Nelson, Sheryl Shulman, Richard Weiss

The goal of this program is for students to learn the intellectual concepts and skills that are essential for advanced work in computer science and beneficial for working in work of support of other disciplines. Students will have the opportunity to achieve a deeper understanding of increasingly complex computing systems by acquiring knowledge and skills in mathematical abstraction, problem solving and the organization and analysis of hardware and software systems. The program covers material such as algorithms, data structures, computer organization and architecture, logic, discrete mathematics and programming in the context of the liberal arts and compatible with the model curriculum developed by the Association for Computing Machinery. Liberal Arts Computer Science Consortium.

In both quarters, the program content will be organized around four interwoven themes of the computational. The computational organization theme covers concepts and structures of computing systems from digital logic to the computer architecture supporting high level languages and operating systems. The programming theme concentrates on learning how to design and code programs to solve problems. The mathematical theme helps develop mathematical reasoning, theoretical abstractions and problem-solving skills needed for computer scientists. A technology and society theme explores social, historical or philosophical topics related to science and technology.

Accepts spring enrollment with faculty signature. Students must have completed coursework equivalent to the previous quarter of the program, including discrete mathematics, computer programming and digital logic or computer organization. Contact the faculty at the Academic Fair or email faculty member Sherri Shulman (sherri@evergreen.edu).

Credits: 16
Enrollment: 26
Thematic Planning Groups: Scientific Inquiry

Consuming Cultures

Fall, Winter and Spring quarters

Fields of Study: American studies, anthropology, community studies, cultural studies, history and sustainability studies
Class Standing: Freshmen - Senior
Preparatory for: studies and careers in: history, anthropology, sustainability and cultural studies
Faculty: Lin Nelson and Nancy Koppelman

In Land of Desire, the historian William Lach writes, "Whoever has the power to project a vision of the good life and make it prevail has the most decisive power of all." Since the early 20th century, the pleasures of consumption have dominated prevailing visions of the good life in the United States. Leisure has been central to those pleasures, often in the form of exotic vacations, fashion and entertainment, as people consume not only goods but experiences and ideas about what it means to be successful and happy. This two-quarter program focuses on the pleasures of consumption, the meaning of culture, and particularly the values of convenience and authenticity that characterize the objects and pleasures it produces and sells.

Students in this program will study the history and logic of U.S. consumer culture. We will consider the forces that have shaped the modern consumer and the nature of the modern consumer. We will actively engage with community groups. We’ll be working to link our projects with compelling social, political and cultural issues, and we will be exploring the social, political and cultural contexts of our projects. We will be working in this program to develop the skills and knowledge that are necessary for us to understand and shape the objects and pleasures it produces and sells.

Our historical arc will be sweeping from hunter-gatherers nearly two million years ago, to the origins of animal and plant domestication, to the rise of cities, the birth of empires, the growth of market economies and modern capitalism. This quarter students will begin to develop their own research agenda; in spring quarter, they can apply theory to practice in research and community-based work.

Enrollment: 46
Credits: 16
Enrollment: 46
Required Fees: $150 in fall for field trips and entrance fees; $50 in winter for entrance fees
Thematic Planning Groups: Gender, Culture, Text, and Language, and Sustainability and Justice
Creating Dangerously: Experiments in Feminist and Diaspora Art

Fall, Winter and Spring quarters

Fields of Study: cultural studies, gender and women's studies, international studies, literature, media arts and moving image

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: visual studies, film studies, cultural studies, literary studies, African-American studies, Arab/Middle East studies, gender studies, community organizing and advocacy, and education.

Faculty: Therese Saliba and Naima Lowe

"Dangerous creations" emerge out of adverse political conditions and embody new creative strategies and possibilities. This program will explore how writers, media makers, artists and organizations/businesses; publishing; arts organizations, museums.

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: graduate study in literature, philosophy, history and visual arts, international government, NGO organizations/businesses; publishing; arts organizations, museums.

Faculty: Marilanne Bailey, Judith Gabriele, Stacey Davis

"...and for what purpose are those poets in a lean time?..." —Hölderlin, Braid and Knives

We will study art history, literature, philosophy and music in their social and historical contexts in order to understand the Romantic era as one of great invention and change. We will examine the histories of slavery, colonialism and Empire and how art, media and literature have been used as tools of both conquest and resistance. We will draw on theoretical tools to analyze the "politics of representation" in popular media, including critiques of Orientalism, the Africentric presence and the gaze. And we will explore how diasporic communities, particularly feminists of color, "talk back" to these representations—by creating dangerously. That is, how do these artists use experimental forms to challenge fixed notions of individual and communal identity, as well as the consumerist system of media and style?

Through the study of diasporic cultural production, African and Arab American literature and film, Third World Cinema and queer and feminist film theory, we intend to foster critical thinking about race, class and gender identities, and how they are negotiated. We will also explore how certain models of cultural-mixing, hybridity, and interplay beyond language and depiction, which speaks musically through color, passion, suggestion, empathy, as do dreams. In winter, focus will turn to the late Romantics. Decadents pushed the Romantic temperance and aesthetic to extremes to represent sexuality and the aesthetic of fragmentation. Symbolists strove to express the inexpressible through their art. Yet Mallarmé, Wilde and Yeats, among others, helped prepare the "rites of spring" of the 20th century, the arising avant-garde of modernist and postmodern movements.

Students will gain a significant grasp of key ideas in art, history and thought within their context, and will have the opportunity to specialize, choosing one of three seminar groups. These emphasize: 1) literature and philosophy, 2) history, and 3) visual arts, practice and theory. Seminar readings and discussions will focus on the history of art, art history or writing, and social impacts. Another vision is a local, community-based system that produces higher quality, but more expensive food, while seeking to minimize environmental and social impacts. Critical questions that will inform our inquiry include: Can we grow high-quality food that is available to everyone? What kinds of agriculture, as Wendell Berry and Wes Jackson ask, will "meet the expectations of the land?" Are local, sustainable, alternative food systems best? What is the future of the small farm? And how did we get into the current agricultural predicament anyway?

This program will provide a broad, interdisciplinary study of agriculture in the context of food systems. We will explore competing ideas from a critical perspective of social and ecological sustainability. We will emphasize the development of ecological and holistic thinking, which will be applied in hands-on laboratory and field exercises, expository and scientific report writing, quantitative reasoning, as well as community work. Lectures will focus on ecological principles applied to agroecosystems, soil science

Dark Romantics

Fall, Winter and Spring quarters

Fields of Study: aesthetics, art history, cultural studies, history, international studies, language studies, literature, philosophy, study abroad, visual arts and writing.

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: graduate study in literature, philosophy, history and visual arts, international government, NGO organizations/businesses; publishing; arts organizations, museums.

Faculty: Marilanne Bailey, Judith Gabriele, Stacey Davis

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Through the study of diasporic cultural production, African and Arab American literature and film, Third World Cinema and queer and feminist film theory, we intend to foster critical thinking about race, class and gender identities, and how they are negotiated. We will also explore how certain models of cultural-mixing, hybridity, and interplay beyond language and depiction, which speaks musically through color, passion, suggestion, empathy, as do dreams. In winter, focus will turn to the late Romantics. Decadents pushed the Romantic temperance and aesthetic to extremes to represent sexuality and the aesthetic of fragmentation. Symbolists strove to express the inexpressible through their art. Yet Mallarmé, Wilde and Yeats, among others, helped prepare the "rites of spring" of the 20th century, the arising avant-garde of modernist and postmodern movements.

Students will gain a significant grasp of key ideas in art, history and thought within their context, and will have the opportunity to specialize, choosing one of three seminar groups. These emphasize: 1) literature and philosophy, 2) history, and 3) visual arts, practice and theory. Seminar readings and discussions will focus on the history of art, art history or writing, and social impacts. Another vision is a local, community-based system that produces higher quality, but more expensive food, while seeking to minimize environmental and social impacts. Critical questions that will inform our inquiry include: Can we grow high-quality food that is available to everyone? What kinds of agriculture, as Wendell Berry and Wes Jackson ask, will "meet the expectations of the land?" Are local, sustainable, alternative food systems best? What is the future of the small farm? And how did we get into the current agricultural predicament anyway?

This program will provide a broad, interdisciplinary study of agriculture in the context of food systems. We will explore competing ideas from a critical perspective of social and ecological sustainability. We will emphasize the development of ecological and holistic thinking, which will be applied in hands-on laboratory and field exercises, expository and scientific report writing, quantitative reasoning, as well as community work. Lectures will focus on ecological principles applied to agroecosystems, soil science
Education for Life

Winter quarter
Fields of Study: education
Class Standing: Freshmen - Senior
Faculty: Bill Arney

Where is the Life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information? The cycles of Heaven in twenty centuries Bring us farther from God and nearer to the Dust. —T. S. Eliot, "Two Choruses from the Dust"

Education is not schooling. Schooling is for fish and maybe for others, too, to some, everything that happens between birthing and dying. What could "Education for Life" mean? We'll read some, all of them to our contemporaries, who seem to have wisdom enough to offer an answer.

The magician and poet David Abrams thinks it is possible "to return to our senses...to renew our bond with this wider life, to feel the soil beneath the pavement, to sense—even when indoors—the moon's gaze upon the roof." We'll see.

Alain de Botton says it is possible to build new institutions "to generate feelings of community—promote kindness," to help us "surround some of our counterproductive optimists," to "achieve perspective through the sublime and the transcendent," and to do it without charitable organizations, religions, morality and all the other tramp cards that, while they might help us live, distract us from life. We'll see.

Wendell Berry believes that we can disentangle ourselves from a science that tells us everything worth knowing about a world that is one grand mechanism or, more recently, a total system, and from an economy where value means only price. He thinks we can recover the old virtues of living together not on the Earth but on the land and must recover the old virtues of living together not on the Earth but on the land and must...students of all abilities who bring their excitement, commitment and creativity to the performing arts. Regular on-time attendance and punctuality are fundamental to students' development and success. Willingness to work in teams and to use computers for online assignments and information. Mastery of algebra is essential for success in this program—we will not teach algebra, but we will build on it. Students should enjoy working with computers and have some coursework in mathematics. (There is no physics prerequisite.)

Programs

Energy Systems and Climate Change

Winter and Spring quarters
Fields of Study: agriculture, environmental studies, physics and sustainability studies
Class Standing: Freshman - Senior
Prerequisites: Good reading skills and decent writing skills. Willingness to work in teams and to use computers for online assignments and information. Mastery of algebra is essential for success in this program—we will not teach algebra, but we will build on it. Students should enjoy working with computers and have some coursework in mathematics. (There is no physics prerequisite.)

Programs

Introduction to Environmental Modeling

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

Fall, Winter and Spring quarters

Fields of Study: education and psychology
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: psychology and education.
Faculty: Scott Coleman

The central intent of this yearlong program is to explore the theory and practice of human development. This will include taking a close look at classical and contemporary learning theories and educational practices along with an ongoing emphasis on the topic of psychological health. We will begin by developing a thoughtful and theory-based understanding of ourselves as unique learners, move to an investigation of educational processes and learning principles, and culminate with a major student-led research project looking at student learning. Students are encouraged to stay in the program all three quarters.

Preparatory for studies and careers in: psychology and education.

Field Ecology

Spring quarter

Fields of Study: biology, ecology, environmental studies, field studies, natural history and zoology
Class Standing: Junior - Senior
Prerequisites: Four (4) credits of college-level biology, one year (9+ credits) college-level chemistry, and one year (9+ cumulative credits) of college-level algebra, precalculus, and calculus or statistics.

Preparatory for studies and careers in: plant and wildlife ecology, environmental studies, habitat management, ecological restoration and conservation biology.

Faculty: Daniel Fischer and Allison Stirling

This program fosters the skills needed for field work in the fields of floristics and plant ecology particularly vegetation studies.

Students who learn to use Hitchcock and Cronquist's Flora of the Pacific Northwest, a technical key for identifying unknown plants. We will spend time in the field and laboratory discussing diagnostic characters of plant families. Seminar readings will be focused on biogeography and vegetation ecology. Students will learn how to collect and prepare herbarium specimens and apply this knowledge to a collaborative research project. Students will also learn about herbarium curation.

Students who successfully complete the course will earn 16 units of upper-division science credit in field plant taxonomy, vegetation and ecology of the Pacific Northwest, and floristic research.

Credits: 16
Enrollment: 24
Required Fees: $500 for transportation, meals and lodging for a field trip to the Columbia Gorge.

A similar program is expected to be offered in 2015-16

Thematic Planning Groups: Environmental Studies

Programs | 51
The Formation of the North American State

Fall quarter

Fields of Study: history, international studies, political economy and political science

Class Standing: Junior - Senior

Prerequisites: Previous college-level work beyond the introductory level in history and/or the social sciences.

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

Faculty: Jeannie Hahn

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, including social, racial and class divisions, and the distinctly different visions of the proper social, economic, and political order that should predominate 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 political-economic relations accompanying the move from one governing structure to the other. This program will require close and careful reading, engaged seminar participation and considered, well-grounded writing. Enrolling students are expected to have completed some college-level work in the social sciences and history.

Credits: 16

Enrollment: 25

Required Fees: $50 for studio supplies.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

From the Fire: The Art and Science of Ceramics

Spring quarter

Fields of Study: art history, chemistry and visual arts

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in: arts and sciences.

Faculty: Dharshi Bojepogedera and Susan Aurand

In this program, we will explore how artistic and scientific inquiries can lead to a better understanding of ceramics, a material that has been in human use since antiquity. We will study the principles of chemistry that will enable us to understand the properties of ceramics, which is an exceptional medium for creative expression. In the studio, students will learn basic hand-building techniques and gain an introduction to slips, stains, glazes and the firing process. We will also explore the basics of the chemistry of clay bodies, glaze formation and reduction versus oxidation firing. Program activities will include lectures, workshops, seminars, studios and labs. We expect everyone to create original artworks in ceramics and participate in lab experiences that will enrich their understanding of this material that has evolved with human history. No prior ceramics or chemistry experience is necessary.

Credits: 16

Enrollment: 46

Thematic Planning Groups: Sustainability and Justice, Art and Society, Politics, Behavior and Change
Fall quarter
Fields of Study: architecture, environmental studies, sustainability studies and visual arts
Class Standing: Freshmen - Sophomore

Prerequisites: a serious introduction to studio-centered design, focused on responsible and responsive use of materials—wood, glass, stone, steel and many others. We will study materials from three related perspectives: science—the concepts, techniques and evidence that currently allow informed judgment on choice of materials; economics—the costs and availability of materials; and social and cultural concerns with distinct processes and cultures, approach these questions.

We will study several aspects of microevolution—the change that occurs within populations, over time spans that are directly observable by humans—and spend time in the field earlier in the quarter as a class. Our micromolecular focus will be animal behavior and students will work in pairs on field-based projects throughout the quarter, while regular workshops in statistics will allow students to construct their own analyses on their data. On a parallel track, we will consider some of the genetic processes underlying this evolutionary change. We will begin with classical Mendelian genetics and move on to a formal treatment of population genetics and analysis of complex traits. We will be undertaking a laboratory project using Drosophila. This upper-division science program will have an intensive workload, including reading the primary literature and carrying out experimental work in the laboratory and in the field. Student learning will be assessed by problems sets, writing assignments, statistics workshops and exams.

Credits: 16
Enrollment: 55
Required Fees: $1500 for a five-day field trip.
Thematic Planning Groups: Environmental Studies, and Scientific Inquiry.

Green Materials: Science/Craft/Construction
Fall quarter
Fields of Study: architecture, environmental studies, sustainability studies and visual arts
Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in: environmental design, architecture, art education and sustainability studies. This program is preprofessional for Green Materials: Craft and Construction that follows in winter and spring quarters. Please see online catalog for details.

Faculty: Robert Leverich, Robert Knapp, Anthony Tindill

This program is a serious introduction to studio-centered design, focused on responsible and responsive use of materials—wood, glass, stone, steel and many others. We will study materials from three related perspectives: science—the concepts, techniques and evidence that currently allow informed judgment on choice of materials; economics—the costs and availability of materials; and social and cultural concerns with distinct processes and cultures, approach these questions.

We will study several aspects of microevolution—the change that occurs within populations, over time spans that are directly observable by humans—and spend time in the field earlier in the quarter as a class. Our micromolecular focus will be animal behavior and students will work in pairs on field-based projects throughout the quarter, while regular workshops in statistics will allow students to construct their own analyses on their data. On a parallel track, we will consider some of the genetic processes underlying this evolutionary change. We will begin with classical Mendelian genetics and move on to a formal treatment of population genetics and analysis of complex traits. We will be undertaking a laboratory project using Drosophila. This upper-division science program will have an intensive workload, including reading the primary literature and carrying out experimental work in the laboratory and in the field. Student learning will be assessed by problems sets, writing assignments, statistics workshops and exams.

Credits: 16
Enrollment: 55
Required Fees: $1500 for a five-day field trip.
Thematic Planning Groups: Environmental Studies, and Scientific Inquiry.

Human Rights and Wrongs: Literature, Film, Theory
Fall and Winter quarters
Fields of Study: literature and media studies
Class Standing: Junior - Senior
Preparatory for studies and careers in: human rights, politics, philosophy, literature, film and media studies
Faculty: Greg Mullins

Human rights law is encoded in the spare language of treaties, but human rights practice comes alive in the materiality of daily life. After a quick tour of human rights law, we will devote our energies in this program toward understanding how human rights accrue force and meaning insofar as they are embedded in cultural practice and specifically, in cultural practices of representation. Our inquiry will be guided by these questions: How do human rights frameworks prevent or redress human harms (including atrocities such as torture and genocide)? What leads some people to abuse human rights and what designs do human rights struggles pursue using modes of visual and textual representation? What role do cultural forms such as film, literature and public memorials play in either fostering or hindering respect for human rights?

The program is designed for students who wish to advance their skills in literary criticism and visual analysis; both literary and film are at the center of the work. The first five weeks of fall quarter will be devoted to legal and philosophical definitions of human rights. We will study critiques of rights from the major ideological camps and students will establish their own assessment of the viability of rights approaches to atrocity and injustice. The second five weeks of fall quarter and six weeks of winter quarter will be devoted to studying works of fiction, films (both feature and documentary), photographs and public memorials that all, in their own ways, attempt to tell human rights stories or open fresh critiques of human rights work. The balance of the winter quarter work will be research projects that result in either a traditional research essay or a more practice-oriented project (Green, Eco-Informed Materials Choice; students have learned). Field study will take us, in one day, to memorial parks in Tacoma and Bainbridge Island. A typical week's work will include a film screening, a short lecture followed by discussion and seminars. Students will write weekly one-page papers, two six-page essays in each quarter, an academic statement, a research prospectus fall quarter and a 15-20 page research paper (or equivalent) winter quarter. Students joining fall quarter need not have prior knowledge of human rights, but substantive prior work in literary criticism and/or film and criticism theory will be helpful. Students who wish to join in winter quarter, please note the signature requirement.

Accepts winter or spring enrollment with faculty signature: Students must develop an Individual Learning or Internship Contract and submit their proposals to Gail Tremblay prior to the beginning of the quarter. For more information, email Gail Tremblay at tremblay@evergreen.edu. Qualified students will be accepted until the program fills.

Credits: 16
Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Expressive Arts

Individual Study: Fiber Arts, Non-Western Art History, Native American Art, Creative Writing
Fall, Winter and Spring quarters
Fields of Study: Native American studies, art history, cultural studies, visual arts and writing
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: the arts, art history, literature and creative writing, especially poetry and the humanities.
Faculty: Gail Tremblay

In the fields listed, Gail Tremblay offers opportunities for intermediate and advanced students to create their own course of study, creative practice and research, including internships, community service and study abroad options. Prior to the beginning of the 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 work with students wishing to do work that has 1) skills that the student wishes to learn, 2) a question to be answered, 3) a connection with others who have a related particular skill or asked a similar related question, and 4) an outcome that matters. Areas of study other than those listed above will be considered on a case-by-case basis. 12- or 16-credit options are available.

Accepts winter or spring enrollment with faculty signature: Students must develop an Individual Learning or Internship Contract and submit their proposals to Gail Tremblay prior to the beginning of the quarter. For more information, email Gail Tremblay at tremblay@evergreen.edu. Qualified students will be accepted until the program fills.

Credits: 16
Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Expressive Arts

Individual Study: Humanities and Social Sciences
Spring quarter
Class Standing: Freshmen - Senior
Faculty: Bill Arney

Individual Study offers opportunities for students to pursue their own courses of study and research through individual learning contracts or internships. Bill Arney sponsors individual learning contracts in the humanities and social sciences. All students, including first-year students and transfers, ready to do good work are welcome to make a proposal to Bill Arney. 12-16 variable credit options are available.

Credits: 16
Enrollment: 25

Thematic Planning Groups: Culture, Text and Language
Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad

Spring quarter
Fields of Study: cultural studies, international studies, language studies, literature, moving image and study abroad
Class Standing: Sophomore - Senior
Preparatory for studies or careers in: Japanese studies, cultural studies, international relations, literature, art and film studies.
Faculty: Harumi Moruzi

This Individual Study offers two options for students: (1) to continue their studies of Japanese literature, culture and society, in the form of Individual Learning Contracts, and (2) to continue their Japanese language and culture studies by studying abroad in Japan. This Individual Study also offers opportunities for students who are interested in creating their own courses of study and research, including study abroad. Possible areas of study are Japanese studies, cultural studies, literature, art and film. Interested students should first contact the faculty member (moruzi@evergreen.edu) at least 2 weeks before the Academic Fair for spring quarter.

Credits: 16
Enrollment: 22
Thematic Planning Groups: Culture and Text and Language

Inside Language

Winter and Spring quarters
Fields of Study: communications, language studies and linguistics
Class Standing: Freshman - Senior
Preparatory for studies and careers in: linguistics, communication and education.
Faculty: Diego de Acosta

This two-quarter program explores the fascinating world of language. What do you know when you know a language? How do you get that knowledge? Are there properties that all languages share? How do languages change over time? Why are half of the world's languages now under threat of extinction? How are communities held together or torn apart by the languages they speak?

We will consider these questions and others through the lens of linguistics. Topics to be examined for fall include: phonetics, phonology, morphology, language change, the history of English and English dialects, key issues facing multilingual communities and language planning. In winter, topics will include: syntax, semantics, pragmatics, first language acquisition, language and gender and linguistic politeness. We will look at well-known languages and lesser-known languages and discover why they matter in our lives today.

Through the course of the program students will learn a variety of conceptual and empirical techniques, from analysing speech sounds to interpreting the rationale behind current language policy.

This program is an intensive examination of topics requiring a significant amount of reading as well as regular problem sets and essays. Students interested in taking a language course alongside this program can arrange to take this program for 12 credits.

This program does not accept new enrollment in spring.

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

Introduction to Environmental Studies

Fall and Winter quarters
Fields of Study: biology, ecology, economics, environmental studies, government and political economy
Class Standing: Freshman - Sophomore
Preparatory for studies and careers in: environmental studies, environmental regulation, ecology, natural resource management and public policy.
Faculty: Amy Cook and Ralph Murphy

This program is designed to serve as a foundation for advanced programs in Environmental Studies. It will survey a range of disciplines and skills essential for environmental problem solving from both a scientific and social science perspective. Specifically, we will study ecological principles and methods, aquatic ecology, methods of analysis in environmental studies, the political and economic implications of environmental policy making in the United States, micro-economics and political science. This information will be used to analyze current issues and topics in environmental studies.

In fall quarter, we will study ecology with a focus on aquatic systems. We will examine the major physical and chemical characteristics of aquatic environments, the organisms that live in these environments and the factors controlling the species diversity, distribution and growth of aquatic and terrestrial organisms. These scientific issues will be grounded in the context of politics, economics and public policy. During fall quarter we will examine, from the founding era to the present, how the values of democracy and capitalism influence resource management, the scope and limitations of governmental policy making, regulatory agencies and environmental law. Understanding the different levels (federal, state, local) of governmental responsibility for environmental protection will be explored in depth. Field trips and case studies will offer opportunities to see how science and policy interact in environmental issues. During fall quarter, we will develop an introduction to research design, quantitative reasoning and statistics.

In winter, the focus will shift to a more global scale. We will examine in depth several major challenges for the early 21st century: forest and wildlife loss, global warming and marine pollution. These are three related topics that require an understanding of the science, politics and economics of each issue and how they interact with one another. Globalism, political and economic development and political unrest and uncertainty will be discussed within each topic as well as how these macro-level problems overlap one another.

During winter quarter, micro-economics will be studied as a problem solving tool for environmental issues. We will introduce the key tools of modern micro-economics.

The material will be presented through lectures, seminars, labs, field trips/field work and quantitative methods (statistics) and economics workshops. Labs and field trips will examine the economic and environmental quality and productivity of study local terrestrial habitats. Quantitative methods workshops will present the use of computers to organize and analyze data. Microeconomic principles and methods will provide the foundation for environmental economic analysis.

Credits: 16
Enrollment: 46
Required Fees: $25 per quarter for entrance fees.
Thematic Planning Groups: Environmental Studies
Ireland in History and Memory

Fall, Winter and Spring quarters

Fields of Study: cultural studies, history and study abroad

Class Standing: Junior - Senior

Preparatory for studies and careers in: Irish studies, ethnogenesis, cultural studies and history.

Faculty: Sean Williams

This yearlong program explores Ireland and Irish America through the lenses of history, literature, politics, religion, language, film and the arts. In fall quarter, we begin with Irish ways of understanding the world, focusing on the roots of pre-Christian spirituality and traditional culture. We will examine the blend of pre-Christian and Christian cultures in the first millennium C.E., and move forward to the layered impact of the Vikings, Normans and English. We end fall quarter with the Celtic Revival (PEAT, Joyce and others) at the turn of the 20th century. In winter quarter, we shift to Irish America for four weeks, then return to Ireland for the 20th century and into the present.

Most weeks will include lectures, seminars, small group workshops, songs, play reading out loud, instrumental music practice, poetry, and a film. Short pre-seminar papers will be required to focus your attention on each week's textbook. A final group paper is required (on ancient Ireland, the English conquest, and the Celtic Revival). In winter, two large papers are required (on Irish America and contemporary Ireland). At least one work of visual art will be required in each quarter. The last week of fall and winter quarters will focus on collaborative student productions. Students will learn to cook Irish food for a food-and-music gathering once each quarter.

Every student is expected to work intensively with the Irish-Gaelic language all year; no exceptions. Our work will include frequent lessons and short exams in grammar and pronunciation, as well as the application of those skills to written and oral tasks. Students will prepare a research paper on their chosen topic and present in talks and papers at the end of the quarter.

Credits: 16
Enrollment: 24
Thematic Planning Groups: Scientific Inquiry

Language Counts

Fall quarter

Fields of Study: computer science, linguistics and mathematics

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: linguistics, computer science, mathematics, and communications. This program serves as a feeder into Computer Science Foundations or Inside Language.

Faculty: Richard Weiss and Diego de Acosta

This program links together computer science and linguistics through the written forms and grammars of languages. First, we'll consider writing: what do the world's alphabets, syllabaries and pictographic writing systems tell us about the structure of human languages? Are some writing systems particularly appropriate for some languages, or is it possible to represent any language with any writing system? Ciphers deliberately conceal information without removing it. What does cryptography tell us about the nature of information?

Second, we'll look at the grammars of human and computer languages. The syntax of a computer language can be described precisely, while human languages have exceptions. Yet there have been major attempts to model human language with computers to create ways for computers to "read" and "listen" to human languages. To what extent have automatic translation programs and internet search engines been successful? Why is it that humans can handle ambiguity, but computers have such a difficult time?

Major topics of the program:

Cryptography: We'll study a variety of ciphers and program some of them using Python.

Transformational grammars: We'll study regular, context-free, context-sensitive and probabilistic grammars.

Phonology: We'll introduce the sound systems of human languages.

Writing systems: We'll compare how alphabets, syllabaries and pictographic systems encode phonological and morphological information; we'll study how writing systems have developed over time.

Morphology and syntax: We'll introduce aspects of word formation and word arrangement in human languages.

Pragmatics: We'll study aspects of human language in use, including the information structure of discourse (i.e., theme, topic and focus), implicature and context-dependent expressions.

Students who participate in lectures, seminars, labs and workshops on linguistics, programming and computation. They will be evaluated on quizzes, exams, papers and programs.

Credits: 16
Enrollment: 42
Thematic Planning Groups: Culture, Text and Language, and Scientific Inquiry
Latin American Women Writers

Spring quarter

Fields of Study: cultural studies, gender and women's studies and literature
Class Standing: Freshmen
Preparatory for studies and careers in: cross-cultural work, international studies, writing and education.
Faculty: Alice Nelson

In recent decades, Latin America has become well known beyond its borders for compelling, politically urgent and aesthetically vibrant literary works. Contemporary writings by Latin American women, increasingly available in English translation, challenge preconceptions about gender and sexuality in the region, while also addressing critical issues of politically motivated violence, collective memory, intersecting oppressions, language, spirituality, democratization and social change. This program seeks to foster greater understanding of the region and its diverse peoples and perspectives. Writers will include Gloria Anzaldúa (U.S.), Rosario Castellanos (Mexico), Ana Lydia Vega (Puerto Rico), Rigoberta Menchú (Guatemala), Daisy Zamora (Nicaragua), Conceição Evaristo (Brazil), Cristina Piri Rossí (Uruguay), Luisa Valenzuela (Argentina) and Pia Barros (Chile), among many others.

We will read novels, poetry, short stories and testimonials by Latin American (indigenous, mestiza, Afro-Latina) women writers, focusing on legacies of colonialism, authoritarianism and neoliberalism, as well as projects for contesting recent histories. We will situate our literary analysis within the historical and political events that shape Latin American women's texts, and examine their critique of masculinist narratives that justify domination and exclude women's voices. We will also view films by and about women, and examine women's and feminist movements in the region. Students will write literary analyses and some creative work, and will conduct research on a writer of their choice. Through this study, students will consider the impact of political, economic and cultural forces on Latin American women's lives and literary production, while also examining literary and film representations as sites of resistance.

Credits: 16
Enrollment: 23
Required Fees: $100 for an overnight field trip.
Thematic Planning Groups: Culture, Text and Language

Madness and Creativity: The Psychological Link

Fall and Winter quarters

Fields of Study: art history, cultural studies, literature and psychology
Class Standing: Freshmen
Preparatory for studies and careers in: psychology, education, literary and film studies, world literature, cultural studies and the arts and art history.
Faculty: Patricia Krafcik and Carrie Margolín

What is creativity? Is there a relationship between states of mind and a fertile imagination? What are the psychological mechanisms involved in the larger action of the human imagination, urging us to explore new avenues, to see what others have not seen, to create what no one has yet created? Many of the world's greatest writers, artists and thinkers have been known to struggle with conditions classified as abnormal by psychologists. We will explore these conditions and their impact on creative production, as well as searching for any special links between certain kinds of abnormal psychological conditions and the drive to create.

Our interdisciplinary program is not intended to serve as therapy, but rather is a serious study of psychology, literature, the arts and a fertile imagination. What are the psychological mechanisms that underlie creativity? What are the psychological mechanisms that underlie conditions and the drive to create?

In both quarters of our program students will discuss assigned readings in seminars, engage in active writing exercises and take part in creative projects at all levels. Assignments may include research papers, poster projects, creative writing, performances and visual arts projects. Weakly films and discussions of these films will enhance our examination of the uses or influence of psychological conditions in the creation of literature, art and music. Guest speakers will provide additional workshops and lectures in various artistic modalities. In fall term we will take field trips to the Tacoma Art Museum and the Museum of Glass, and our work that term will prepare students to undertake a culminating project in winter term. In all our activities, students will have ample opportunities to explore their own creativity and imagination.

Credits: 16
Enrollment: 66
Required Fees: $103 in fall for entrance fees and workshop supplies; $85 in winter for workshop supplies.
Thematic Planning Groups: Culture, Text and Language, Expressive Arts, and Society, Politics, Behavior and Change

Marine Life: Marine Organisms and Their Environments

Winter and Spring quarters

Fields of Study: environmental studies, field studies, marine science
Class Standing: Junior - Senior
Prerequisites: At least two quarters of college chemistry with labs, two quarters of college biological sciences with labs and ability to work easily with numbers and equations.
Preparatory for studies and careers in: marine science, environmental science and other life sciences.
Faculty: Gerardo Chin-Léo

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

The faculty will facilitate identification of student research projects, which may range from studies of trace metals in local organisms and sediments to ecological investigations of local estuarine animals. Students will design their research projects during winter quarter and write a research proposal that will undergo class-wide peer review. The research projects will then be carried out during spring quarter. The culmination of this research will take the form of written papers and oral presentations of the student work during the last week of spring quarter.

This program does not accept new enrollment in spring.
Credits: 16
Enrollment: 25
Required Fees: $310 in winter for an overnight field trip to San Juan Island; $85 in spring for an overnight field trip to the Olympic Peninsula.
Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Programs / 61

Photo by Hannah Patrick '13.
Programs

The Mathematical Order of Nature

Fall quarter

Fields of Study: computer science, history, mathematics and physics

Class Standing: Freshman - Senior

Prerequisites: Calculus, Computer Science, Philosophy

Faculty: David Carpenter

This program will explore the logical, historical, mathematical and computational foundations of our understanding of the natural world. Students in this program will study the evolution of scientific thought, contemporary critical reasoning and scientific theories.

Fall, Winter and Spring quarters

Fields of Study: mathematics, philosophy and science

Class Standing: Sophomore - Senior

Prerequisites: One year of calculus. In some cases, two quarters of calculus may be sufficient; students with only two quarters of calculus experience should contact the faculty at bwalter@evergreen.edu to discuss their level of readiness for this program.

Preparatory for studies and careers in: mathematics, physics, computer science, education

Faculty: Neal Nelson

This program introduces the logical, historical, mathematical and computational foundations of our understanding of the nature that we call physics. Students in the program will study the evolution of rational thought, mathematical abstraction and physical theories of nature in the history of science. The intellectual tools of our investigations will be the systems of logic, mathematical modeling and computer programming that we use today for understanding our material world.

Early Greek philosophers dared to assume that humanity could comprehend the true nature of the universe and the material world through rational thought. Using historical readings, we will investigate key conceptual developments in the evolution of scientific and mathematical thought from those early intellectual explorations to the 20th century. We will study logic and its relationship to early Greek rational thought, contemporary critical reasoning and scientific theories.

We will see that careful contemplation and observation of the physical world and the early natural philosophers to the modern physicists have revealed an underlying order and led to the surprising conclusion that mathematics, computation and the nature of physical reality are deeply connected. We will learn the powerful formal systems of logic, modeling and computing into which the ideas of the early Greek philosophers have evolved today as the basis of our understanding.

Class activities will include hands-on laboratory work along with lectures, workshops, reading assignments and seminars. Students will be expected to write regularly, both individually and with a group on additional workshops in Web design and online media practices and will choose texts for winter and spring seminars.

Accepts winter and spring enrollment with faculty signature. For winter, portfolios and applications received by the Academic Fair in Dec. 2013 will be reviewed for priority, for those received by the Academic Fair in March 2014 will be reviewed for selection and for those received after the Academic Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by email of their acceptance into this program.

Credits: 16
Enrollment: 18
Required Fees: $550 per quarter in fall and spring for an overnight field trip.

Media Artists Studio

Fall, Winter and Spring quarters

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

Class Standing: Junior - Senior

Prerequisites: To be considered for this advanced program, students should have successfully completed Nonfiction Media (pg 68) (Evergreen's entry-level program in media studies) or its equivalent (i.e., a year of media skill training, media history and media theory), or another interdisciplinary media program at Evergreen.

Preparatory for studies and careers in: media arts and digital communications

Faculty: Laurie Meeker

This is a program for advanced media students who want to continue to build their skills in media history, theory and production with the support of a learning community. It is designed for students who have already developed some expertise in media production, have academic experience with media history/theory and wish to work on advanced media projects involving research, development, production and exhibition. It provides students with the opportunity to produce yearlong media projects based on individual or collective interests developed out of previous academic projects or programs. Each student or team of students will do extensive pre-production planning and research for a media project to be completed by the end of the academic year. One or two-quarter projects are also possible, but must include research, design, production and editing appropriate to the academic schedule. Students who are interested in one or more of the following are invited to join this learning community of media artists: experimental film and digital video production, media history/theory, documentary, sound design, writing, photography, installation and contemporary art history.

The focus of this program is on the development of each student's personal style and creative approach to working with moving images and sound. During the fall, students will engage in a period of idea development, research and reflection, including a 2-3 day retreat for concentrated work. Interdisciplinary research will inform students' creative work, and will result in a research paper, annotated bibliography and presentation to the group. Grant writing workshops will result in student proposals for individual or collaborative media projects. Fall quarter will also involve opportunities for students to expand their media skills through workshops, exercises and a collaborative project. In particular, cinematography workshops will deepen student understanding of light, exposure and image quality in the 16mm format. Students will also work in teams of 3-4 to develop experimental projects that will enhance their collaborative skills and production experience. Students will also conduct research into new and old media technologies, presenting their findings to the group.

During winter, the focus will shift from idea development to the production phase. Students will acquire all their images and production elements for their projects, which could involve production work off campus for an extended period. Students are encouraged to think creatively and broadly about their subject matter and will be able to propose media projects that may require travel to other areas of the United States during winter. The unique process will be a central focus for the learning community during winter and spring, requiring students to participate regularly in the critical analysis of one another's creative work. Winter research projects will explore contemporary media artists who have made special contributions to the development of experimental media practice and have attempted to push the technological as well as conceptual boundaries of the moving image. Audio production workshops will be offered to expand student expertise with sound design and technology. Students will be encouraged to decide as a group on additional workshops in Web design and online media practices and will choose texts for winter and spring seminars.

During spring quarter, each student will complete post-production work, develop a media artist website, explore ways to sustain their work as media artists and participate in a public screening of their work.

Accepts winter and spring enrollment with faculty signature. For winter, portfolios and applications received by the Academic Fair in Dec. 2013 will be given priority, for spring, those received by the Academic Fair in March 2014 will be reviewed for selection and for those received after the Academic Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by email of their acceptance into this program.

Credits: 16
Enrollment: 18
Required Fees: $550 per quarter in fall and spring for an overnight trip and film supplies. Additional production costs beyond the 16mm workshop fees are the responsibility of the student.

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

Thematic Planning Groups: sustainability and justice

Photo by Shawn Brittle '98.
Modernity and its Discontents

Fall and Winter quarters

Fields of Study: aesthetics, literature, philosophy, political economy and social science

Class Standing: Junior - Senior

Preparatory for studies and careers in: political economy, social science, political science, political economy and the humanities.

Faculty: Kathleen Eamon and Trevor Speller

Modernity is a qualitative, not a chronological, category. —Theodor Adorno, Minima Moralia

How and why do we think about "modernity"? What do we mean when we say we are thinking about it? This program will largely be an investigation of modernity as it appears in and behind those discourses produced by and about its forces. These are questions that will lead us primordially into the realms of philosophy, political theory and political economy, sociology and literature.

Adorno and Horkheimer use the concept of the "model" to describe a number of definitions and arguments about what constitutes modernity, both in the sense of its causes and effects as well as its historical extension. Here are some of the questions we will be asking:

- Is modernity best characterized by a secular individualism that leads to ethical relativism, as in the works of Montaigne, Bacon, Cavendish, Rousseau and Locke might suggest? What might Freud, Poe, Baudelaire or Mann have to say about the impact of modernity on the individual psyche?

- How does modernity most easily reproduce forms of authority with new forms of economic, social or political controls? What do we mean when we talk about the "unfree" or the "oppressed"?

- Is modernity a historical period, perhaps that encompasses a stage in human development? Or is it an economic condition that comes as a result of the, for example, Western or European and American, domination and slavery, and a period of intense global warfare? How might we view these developments through the economic philosophies of Adam Smith or Max Weber or the literary imaginations of Shakespeare or Dostoevsky? What is modernity born of the printing press as Bacon suggested? Is it dying at the hands of the Internet?

- How is modernity expressed in the arts? What is "modern art," "modernist art," and what might be seen as three general eras of "anti-modern" and "re-modern" art and cultural production in technology?

- Design of important texts. Learning through multiple intelligences can be described as a "scaled theme" that covers modern mechanics and electric and magnetic interactions, developing macroscopic and microscopic models of matter and interactions using ideas such as conservation laws. Newtonian mechanics and heat, thermodynamics, and Maxwell's equations for electricity and magnetism. We will study the program by experimenting with this type of investigation. It can be used to calculate and display our physics models. We will study calculus to apply it to physics and other science and social science fields as well as to explore how mathematics exists on its own as a sense-making endeavor.

No previous background in computer science or physics is expected. Preparation in mathematics including pre-calculus or introductory algebra and functions is required. Students who successfully complete the fall program The Physical World of Animals and Plants will be prepared for this program. Students with some previous work in calculus, computer science or physics may see that the intersection deepens their understanding of each. Successful completion of this program will be good preparation for further introductory work in computer science and intermediate or advanced work in mathematics and physics.

Accepts spring enrollment with faculty signature. Students will need to have completed one quarter of either differential calculus and introductory physics (mechanics): Contact Krishna Chowdary (chowdary@evergreen.edu) or Neal Nelson (nelson@evergreen.edu or 360-667-6151) or meet with them at the Academic Fair.

Credits: 16
Enrollment: 50
Required Fees: $100 per quarter in fall and winter and $300 in spring for overnight field trips.

Internship Possibilities: Spring, with faculty approval.

A simulating, metaphorical adventure, the program will be offered for French and German credit.

Credits: 16
Enrollment: 50
Required Fees: $80 per quarter for entrance fees.

Thematic Planning Groups: Scientific Inquiry

Molecule to Organism

Fall, Winter and Spring quarters

Fields of Study: biochemistry, biology and chemistry

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: laboratory and field biology, chemistry, education, medicine and health science.

Faculty: Lydia McKimney, Benjamin Simon, Clarissa Diks

This program develops and interrelates concepts in experimental (laboratory and field) biology, organic chemistry and biochemistry, thus providing a foundation for students who plan to continue studies in chemistry, laboratory and field biology and medicine. Students will carry out upper-division work in biochemistry, microbiology, cellular and molecular biology, field biology and organic chemistry in the fall, and will also give students an opportunity to meet many of the prerequisites needed for the following health careers: medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy.

The program examines the subject matter through the central ideas of genetics, evolution and development. The program begins with a scaled theme from the "cell" to the "molecule" and "ecosystem" levels. We will start with the cell and proceed to the whole organism and ecosystem with the examination of structure-function relationships at all levels. We will examine organic chemistry, the nature of organic compounds and reactions and carry this work into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the scaled theme will continue through studies of cellular and molecular processes in biological systems. Each aspect of the program will contain a significant laboratory component, some of which is based on field experiments, involving extensive hands-on learning. On a weekly basis, students will be brought into other departments and learning laboratories. Further, all laboratory work, and approximately one half of the non-face time will be spent working in collaborative problem solving groups. Group work will also include reading and discussion of topics of current or historical significance in science. This is an intensive program; the work is hard and complex, and the sophisticated understanding we expect to develop will require students to work for many hours each week, both in and out of class.

Accepts winter and spring enrollment with faculty signature. Students will need to have completed one quarter of either differential calculus and introductory physics (mechanics): Contact Krishna Chowdary (chowdary@evergreen.edu) or Neal Nelson (nelson@evergreen.edu or 360-667-6151) or meet with them at the Academic Fair.

Credits: 16
Enrollment: 50
Required Fees: $80 per quarter for entrance fees.

Thematic Planning Groups: Scientific Inquiry

Models of Motion, Matter and Interactions

Winter and Spring quarters

Fields of Study: computer science, mathematics, philosophy of science and physics

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: computer science, engineering, mathematics and physics and science education.

Faculty: Krishna Chowdary and Neal Nelson

Scientists gather data, make observations, look for patterns, build models and use those models to predict behavior. Powerful models in physics help us explain interactions involving matter and energy. New models need new mathematical methods—for example, calculus was developed partly to understand models of motion. Even with powerful models, models of the world do not always answer questions when translated into simplified circumstances. We can analyze more complicated physical systems by simulating them on a computer. Learning how to create and apply mathematical and computational methods effectively to models in physics will be one of the major goals of this program.

In this program we treat the equivalent of a year of calculus and physics and one quarter of computer programming at the introductory level through interactive lectures, small group workshops, hands-on and computer programming labs, seminars and projects. Students will have multiple opportunities to demonstrate their learning in individual and collaborative contexts, including in-class work, homework, lab write-ups, papers, presentations, projects, etc. The program work will be intense and invigorating, involving time-intensive engagement with textbooks and problem-solving in a supportive learning community that values the development of theoretical understanding as tasks that can be applied to practical problems.

The program covers modern mechanics and electric and magnetic interactions, developing macroscopic and microscopic models of matter and interactions using ideas like conservation laws. Newtonian mechanics and heat, thermodynamics, and Maxwell's equations for electricity and magnetism. We will study the program by experimenting with this type of investigation. It can be used to calculate and display our physics models. We will study calculus to apply it to physics and other science and social science fields as well as to explore how mathematics exists on its own as a sense-making endeavor.

No previous background in computer science or physics is expected. Preparation in mathematics including pre-calculus or introductory algebra and functions is required. Students who successfully complete the fall program The Physical World of Animals and Plants will be prepared for this program. Students with some previous work in calculus, computer science or physics may see that the intersection deepens their understanding of each. Successful completion of this program will be good preparation for further introductory work in computer science and intermediate or advanced work in mathematics and physics.

Accepts spring enrollment with faculty signature. Students will need to have completed one quarter of either differential calculus and introductory physics (mechanics): Contact Krishna Chowdary (chowdary@evergreen.edu) or Neal Nelson (nelson@evergreen.edu or 360-667-6151) or meet with them at the Academic Fair.

Credits: 16
Enrollment: 46
Required Fees: $75 per quarter for entrance fees and physics kits.

Thematic Planning Groups: Scientific Inquiry
Music Intensive

Fall, Winter and Spring quarters

Fields of Study: aesthetics, cultural studies and music

Class Standing: Freshmen - Sophomore

Faculty: Steven Hendricks and Jean Mandeberg

What makes a work of art capable of narrative expressiveness? What constitutes a narrative? How do artists invest tangible records, stories, artifacts and objects with meaning, and how do readers work to recuperate or transform those meanings for themselves? Many artists and writers have used objects, visual forms, books and text in combination to create a hybrid language that can carry narrative possibilities. How do such works exploit the possibilities of conventional and nonconventional narrative to stimulate the intellect and the imagination? Does imposing a narrative on a work of visual or cultural art limit it, reduce it to a single interpretation? How can we navigate the space between object and idea as artists, as readers, as makers of things and makers of meaning?

We will explore such questions through intensive studio work in fine metals and book arts. Equally important will be our study of literature that tests the boundary between narrative and non-narrative and the practice of critical and creative writing. The program will include alternating periods of focused writing, imaginative reading, seminar discussion and extended, deliberate work in the studio.

Student projects will be direct responses to the themes and questions of the program: explorations of the nature of narrative, the various ways in which objects can participate in, contain, and create narratives. This unique opportunity to combine book arts and fine metals will persistently require competence in technical skills, unusual patience, attention to detail and materials, and articulate translations between ideas and visual forms.

The second quarter of the program will in part evolve from the discoveries of the first and will involve deepening our work in both studios, with the necessary emphasis on thoughtful self-critique and aesthetic rigor. This program will be important and challenging for students in the arts and humanities who think of artists as aesthetic and conceptual problem solvers, seeking new puzzles, forms and possibilities for constructing meaning using words, the book and small-scale sculptural forms. This first-year program provides specific support for students at the beginning of their Evergreen careers.

This program does not accept new enrollment in winter.

Credits: 16

Enrollment: 46

Required Fees: $100 per quarter for studio tools and materials

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

The Nature and Evolution of Human Psychology

Fall and Winter quarters

Fields of Study: biology, communications, consciousness studies, cultural studies and psychology

Class Standing: Freshmen

Preparatory for studies and careers in: biology, psychology, health related studies, human and social services.

Faculty: Heesoon Jun and Bret Weinstein

The human mind is perhaps the most fascinating, and least understood, product of Darwinian evolution. In this program we will endeavor to understand how the mind functions and why it has come to work in the way that it has. We will study human psychology as modern empirical science has come to understand it, and we will combine that hybrid model with a consideration of the evolutionary path humans have traversed, as well as a deep investigation of those portions of evolutionary theory most relevant to hominid cognition, perception and behavior. Our program will seek to unify important conclusions from multiple schools of thought within psychology as we consider humans from a broadly cross-cultural perspective. We will range from the Jungian to the Cognitive, and from the modern Kung people of the Kalahari to the ancient Maya of Central America. Our objective is to generate an integrative model of the human mind that can accommodate humans as individuals and as interdependent social beings.

Winter materials will build on content covered in the fall. These will be educational value and intellectual reward for staying in the program both quarters.

Accepts winter enrollment. Interested students should review the program book list, available at the college’s website, for a sense of the materials being covered. Contact Heesoon Jun (junh@evergreen.edu) for more information.

Credits: 16

Enrollment: 46

Required Fees: $200 per quarter for overnight field trips

Thematic Planning Groups: Consciousness Studies

Music and Consciousness

Fall and Winter quarters

Fields of Study: consciousness studies and music

Class Standing: Junior - Senior

Prerequisites: One full year of previous college-level music study.

Preparatory for studies and careers in: music and conscious studies.

Faculty: Terry Setter

This program is a two-quarter-long investigation of the relationship between sound, music and human consciousness. We will compose original music and explore the psychological and aesthetic effects that music has on us. The program is for experienced composers and performers. It is primarily a musical endeavor, working with aspects of psychology and contemplative studies, rather than a study of psychology that involves aspects of music. The program goal is to become better composers and performers and to develop greater understanding of the qualitative aspects of listening, how music "functions" in our lives and how it relates to the broad field of Consciousness Studies. To do this, we will read texts that deal with established contemporary compositional techniques as well as seminal texts and recent findings in Consciousness Studies. Research topics could include the effects of music on the somatic level, studies in psychoacoustics, and surveys of techniques used in music therapy. Students will be expected to complete compositions, research projects and listening exercises and to keep a journal related to their experiences with the music that we create.

In fall, we will build listening and compositional skills and begin to relate these to the psychological and spiritual dimensions of the pieces, learning to use appropriate vocabulary and critical techniques. In winter, students will deepen these musical skills and they will select a topic for a twenty-minute formal research presentation that will be presented and taped for a second class project. Winter will also be a public concert of original pieces at the end of the winter quarter.

This program accepts winter enrollment. Students joining the program will need to have taken one full year of college-level music study to be successful in the program.

Credits: 12

Enrollment: 25

Thematic Planning Groups: Consciousness Studies, and Expressive Arts

Narrative Objects

Fall and Winter quarters

Fields of Study: aesthetics, art history, literature, visual arts, writing

Class Standing: Freshmen

Preparatory for studies and careers in: visual arts, fine crafts, literature, writing and aesthetics.

Faculty: Steven Hendricks and Jean Mandeberg

How can we navigate the space between object and idea as artists, as readers, as makers of things and makers of meaning?

We will explore such questions through intensive studio work in fine metals and book arts. Equally important will be our study of literature that tests the boundary between narrative and non-narrative and the practice of critical and creative writing. The program will include alternating periods of focused writing, imaginative reading, seminar discussion and extended, deliberate work in the studio.

Student projects will be direct responses to the themes and questions of the program: explorations of the nature of narrative, the various ways in which objects can participate in, contain, and create narratives. This unique opportunity to combine book arts and fine metals will persistently require competence in technical skills, unusual patience, attention to detail and materials, and articulate translations between ideas and visual forms.

The second quarter of the program will in part evolve from the discoveries of the first and will involve deepening our work in both studios, with the necessary emphasis on thoughtful self-critique and aesthetic rigor. This program will be important and challenging for students in the arts and humanities who think of artists as aesthetic and conceptual problem solvers, seeking new puzzles, forms and possibilities for constructing meaning using words, the book and small-scale sculptural forms. This first-year program provides specific support for students at the beginning of their Evergreen careers.

This program does not accept new enrollment in winter.

Credits: 16

Enrollment: 46

Required Fees: $100 per quarter for studio tools and materials

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

Photo by Shausa Brittle '98.

Some programs may be cancelled or others added after this printing. For the most current information, see www.evergreen.edu/catalog/2013-14.
Nonfiction Media: Animation, Documentary and Experimental Approaches to the Moving Image

Fall, Winter and Spring quarters

Fields of Study: communication, cultural studies, media arts, media studies and moving images.

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: media, journalism, the arts and education.

Faculty: Anne Fischel and Ruth Hayes

What does it mean to make moving images in an era of media proliferation and saturation? How do we critically engage traditions of media practice and push beyond established forms? How do we reframe our creative approach to understand our own meaning and values? How can we make media that responds to the world and supports struggles for change?

In this course, students will work in groups to develop and present short films and videos. The course will provide students with the opportunity to consider the role of moving images in contemporary culture.

Credits: 16

Enrollment: 40

Required Fees: $300 per quarter in fall and winter for overnight field trips and supplies.

Thematic Planning Groups: Environmental Studies, Native American studies, Leadership and Education, Sustainable Development

Northwest Developments: Land Use, Economics and the Politics of Growth

Fall and Winter quarters

Fields of Study: architecture, business and management, community studies, economics, government, law and public policy, and sustainability studies.

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in: government, public policy, economics, business, land use planning, community development and design.

Faculty: Jennifer Gerend and Glenn Landram

This two-quarter program focuses on Northwest communities from the perspective of public policy, land use and economics/ personal finance. This program will be on the eye opener for anyone who wonders why and how places develop. Where did Walmart come from? Why did those trees get cut down for new homes? What will happen to that empty building? We will focus on the local decision making that shapes our built and natural environments while considering what types of development and redevelopment are more sustainable, both financially and environmentally.

As the Northwest continues to grow, we will consider the voices of property owners, renters, business owners and other community members who often have divergent views on growth, preservation, conservation and property rights. These perspectives will aid our understanding of public places from urban and suburban cities to less connected subdivisions or rural developments. What do we want our public and private spaces to look like? How do communities plan and accommodate growth? How are progressive policies developed and financed? Comparisons to other communities will be examined and discussed.

Students will explore different communities' orientation to cars, transit, bicycles and pedestrians. Architecture and urban design aspects will round out our analysis. Class sessions will include lectures, workshops, films and field trips to Port Townsend and Seattle. The fall quarter will focus on the public policy, land use planning and economics necessary for students to conduct their own significant projects. Spring quarter seminars will offer a theoretical background in these issues as well as a look at some contemporary communities in the news.

During winter quarter, students will continue their theoretical learning while taking on an applied project around community planning and development. Specifically, students will engage in teams to prepare research or other projects for selected urban and rural planning issues around Washington. These projects may involve group travel. With faculty support, students will develop their skills as natural historians, learning to observe and analyze the relationships between human populations and the natural environment. Students will continue to develop skills as natural historians, learning to observe and analyze the relationships between human populations and the natural environment. Students will work in teams and develop their presentation skills.

Credits: 16

Enrollment: 46

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

Olympia to the Olympics: The Place and Its People

Fall, Winter and Spring quarters

Fields of Study: Native American studies, environmental studies, field studies, geography, geology, natural history and outdoor leadership/education.

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in: earth sciences, geology, environmental education, natural history, Native American studies.

Faculty: Abir Biswas, Michelle Aguilar-Wells, Jeff Antonellis-Lapp

Through studies of Olympic National Park and the Salish Sea (formerly known as the Puget Sound) lowlands, this program will consider connections among natural places, their respective natural histories and their people. What forces have shaped the geology, natural history and culture of the Olympics and Salish Sea area? What are the connections between a place and the species that follow? This program will investigate the role that geology plays in influencing biota and cultures that take up residence in these regions. How is the Salish Sea geologically unique? What is the geologic history of Olympic National Park? How do species change in response to environmental change?

Operating under this general framework, students will explore the social implications of the image, focusing on the role of the image in shaping public policy and political processes. What do we mean by 'the image'? What is the role of images in public policy and political discourse? How do images shape the way we think about and act on environmental issues?

Our exploration of the social implications of the image will include a range of topics, including: the role of images in public policy and political discourse, the role of images in shaping public opinion and political behavior, the role of images in shaping public policy and political discourse, the role of images in shaping public opinion and political behavior, the role of images in shaping public policy and political discourse, the role of images in shaping public opinion and political behavior, the role of images in shaping public policy and political discourse, the role of images in shaping public opinion and political behavior, the role of images in shaping public policy and political discourse, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior, the role of images in shaping public opinion and political behavior.

During winter quarter, students will continue their theoretical learning while taking on an applied project around community planning and development. Specifically, students will engage in teams to prepare research or other projects for selected urban and rural planning issues around Washington. These projects may involve group travel. With faculty support, students will hone their ability to work in teams and develop their presentation skills.

Credits: 16

Enrollment: 46

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

This program does not accept new enrollment in spring.

Credits: 16

Required Fees: $300 per quarter in fall and winter for overnight field trips and supplies.

Thematic Planning Groups: Environmental Studies, Native American studies, Leadership and Education, Sustainable Development

Field study during each quarter to the Olympic Peninsula, Olympic National Park or locally around Salish Sea will provide multiple opportunities to consider differences in the geology, natural history and human history of these areas.

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Orissa Dance and Music of India

Spring quarter
Fields of Study: cultural studies, dance, gender and women's studies and music
Class Standing: Freshmen - Senior
Preparatory for: students in careers in: performing arts, cultural studies, Asian studies, South Asian studies, gender studies and post-colonial studies
Faculty: Andrew Buchman and Ratna Roy

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 both the history and sources of this ancient culture of dance and music, and its active contemporary scene. Our readings will include cutting-edge articles and book chapters exploring themes such as gender, colonial history and post-colonial theory and the economic ferment that is transforming many aspects of society today. In workshops, we will compare and contrast ancient and modern, Indian and American aesthetic worlds, modes of communication and attitudes. In workshops, we will explore the rich vocabularies of sound and movement that make Orissa's traditional performing arts so rewarding to study.

The first evidence of Orissa's dance and music culture is preserved in sculptures and images that are about 2,000 years old. The culture thrived for centuries until colonial rule in the 1800s, and began to revive in workshops, we will work together and re-create the tradition for our own times, in sculptures and images that are about 2,000 years old. The culture thrived for centuries until colonial rule in the 1800s, and began to revive in Orissa at various levels of skill so that most students can participate. Some previous training in dance or music would be useful, but is not expected.

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

Our Environment, Our Future

Fall and Winter quarters
Fields of Study: chemistry
Class Standing: Freshmen - Senior
Preparatory for: students in careers in: chemistry, environmental studies, natural sciences and science teaching
Faculty: Dharsri Bopegedera

This program is an exploration of how chemistry is used to understand the Earth's environment and formulate solutions to some of today's pressing environmental problems.

Fall quarter, we will study the chemistry concepts in lectures and develop quantitative reasoning skills in workshops with the goal of making qualitative and quantitative observations in the laboratory while building lab skills. In seminars, we will discuss some of the environmental challenges societies faced in the past and ways in which chemistry contributed to finding solutions to those problems.

Winter quarter, we will continue to learn more chemistry concepts and further develop laboratory skills. Students will have the opportunity to work on individual or group projects investigating a topic of their choice that is closely related to the chemistry of the environment.

We will learn library research skills during both quarters. A few field trips to local and regional environmental remediation sites will be nonfiction and adaptations to fiction. Throughout the program, we will shift from ethnicity to other forms of "minority" status, and an emphasis on modeling physical and biological situations. This program also welcomes students with a background in biology or physics, allowing them to apply, extend and integrate these areas, and exposing them to material not typically covered in separate treatments of biology and physics.

We will work to create a supportive and collaborative learning environment through interactive lectures, seminars, hands-on workshops, labs and field trips.

Students will have the opportunity to improve their computing skills and develop independent research projects, including their ability to read scientific texts, solve theoretical and practical problems, use lab equipment, and present and create graphical, collaborative and communicatively and effectively. Students will develop and demonstrate their learning through in-class and homework assignments, short papers, quizzes and presentations.

Credits: 16
Enrollment: 66
Required Fees: $100 for entrance fees and supplies.

The Physical World of Animals and Plants

Fall quarter
Fields of Study: biology, mathematics, philosophy of science, physics
Class Standing: Freshmen - Senior
Prerequisites: High school Algebra 2 or equivalent intermediate algebra.
Preparatory for: students in careers in: environmental sciences, mathematical, natural, and physical sciences, science education.

This is also intended to prepare students for further introductory study of science in programs such as Introduction to Natural Science and Models of Motion, Matter and Interaction.

Faculty: Krishna Chowdary, Sheryl Shulman, James Neitzel

In this program, we will explore a fascinating intersection of biology, mathematics and physics. Our program title and central questions are inspired by Voge's Life's Devices: The Physical World of Animals and Plants. How do the laws of physics constrain the form, function, growth, motion and interactions of plants and animals? How do organisms take advantage of material and physical opportunities? What mathematical models can we develop by examining the biological and physical worlds, and how can those models help us to explain and predict behavior in those worlds?

This program welcomes students new to studying science at the college level and those looking for science as part of their broad general liberal arts education. The program is also intended to prepare students for further introductory study of science in programs such as Introduction to Natural Science and Models of Motion, Matter and Interaction, with particular attention to developing foundational skills in quantitative and scientific reasoning and understanding modern theoretical models and hypothetical situations.

We will also work on individual or group projects investigating a topic of their choice that is closely related to the chemistry of the environment. We will learn library research skills during both quarters. A few field trips to local and regional environmental remediation sites will enhance what we learn in the classroom.

Credits: 16
Enrollment: 66
Thematic Planning Groups: Scientific Inquiry

Political Economy of Media

Winter and Spring quarters
Fields of Study: communications, community studies, history, international studies, law and government policy, law and public policy, media studies, political economy and political science
Class Standing: Sophomore - Senior

Faculty: Lawrence Mosqueda and Michael Varvus

In this program students will investigate how political events are constructed and reported in the media, compared to actual political and economic realities. By media we mean mainstream periodicals, television, radio and films and emerging social media. We also include the growth of Internet blogs, websites, independent media and other media outlets in the 21st century. We will take a historical approach that focuses on U.S. history from the colonial era to contemporary globalization. We will compare corporate media concentration of ownership to community-controlled media and social media. We will examine how issues surrounding race, class and gender are perceived by the media and subsequently by the public.

During winter quarter, students will receive a theoretical and historical grounding in the political economy of the media. We will explore the question of who owns the media and what difference this makes to how stories are reported, framed, sourced or ignored. Films, lectures and readings, along with text-based seminars, will compare the primary structures used by this learning community. Students will regularly engage in a critical reading of The New York Times and other media outlets. Also during the winter quarter, students will create a research proposal that includes an annotated bibliography. Research projects may either be traditional research papers or equivalent projects determined in collaboration with the faculty, such as an independent media blog or website.

During spring quarter, students will devote approximately half of the program time to completing their proposed projects and presenting the results of their research. The remaining program time will focus more in-depth on program themes as we examine contemporary issues through a variety of sources.

Accepts spring quarter enrollment with faculty signature. New students accepted on a space-available basis. Those wishing to enroll in the spring must provide evidence of a knowledge base background comparable to the focus of winter quarter. Contact the faculty as soon as possible, in or at the end of the winter quarter.

Credits: 16
Enrollment: 50
Thematic Planning Groups: Sustainability and Justice

Photo by Riley Sheng.
Power/Play: Balancing Control and Autonomy in the Social World

Fall, Winter and Spring quarters

Fields of Study: anthropology, field studies, history and sociology

Class Standing: Freshmen - Senior

Preparatory for studies and careers in: sociology, anthropology and education.

Faculty: Eric Stein and Toska Olson

"My soul would be an outlaw."—Harlan Ellison, 1965

Play invokes the experience of aliveness, drawing us out of the routinized patterns of the everyday into realms of spontaneity, risk and imagination. Through play, the ordinary becomes temporarily disrupted: rules of propriety are suspended, social roles are inverted and everyday objects transform into the monstrous or fantastic. The vibrancy of potentially transgressive play arises when we ask questions about how it stands in relation to the forms of power that order society and shape us as individuals. How we play, when we play, and who we play with may unsettle these forms of power or become a part of how they operate. In this interdisciplinary program we will explore play as a formative developmental tool, an authentic self, and also as a bold challenge to social mechanisms of constraint and contestation. We will ask about the nature and economy and create borders between people. When we play, is there something we are playing against? What can the study of play teach us about the nature of power?

In fall, we will explore how play has been shaped culturally and historically, with a focus on childhood in the United States and around the world. We will consider how the emergence of modern school discipline, the commodification of toys, the patterning of gender in childhood and the persistence of bullying has both constrained possibilities for play and allowed new forms to emerge. We will use ethnographic field studies of playgrounds, toy stores, children's museums and primary school classrooms as the basis for creative work designing play structures, games, exhibits and school workshops. By exploring childhood play, we will gain an understanding of how play and work are figured across cultures and generations, how they inform the relationship between parents and children and among children themselves.

In winter, we will continue the strategic, symbolic forms of play that arise through adolescence and adulthood. We will consider how subcultures play with fashion, food, collections, fetishes and other "local" situations. We will begin by focusing on the frames through which we read and write our own lives, the ways of writing and understanding the world? How do we describe it? What do we read into it?

In spring, we will focus on play that arises through adolescence and adulthood. We will consider the contexts in which play occurs, the commodification of toys, the patterning of gender in childhood, and the persistence of bullying. We will also study humorous forms of verbal play, how we have the capacity to construct or violate our normalized social practices.

Credits: 16

Enrollment: 50

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

Practice of Sustainable Agriculture

Spring, Summer 2013-14, and Fall 2014-15 quarters

Fields of Study: agriculture, botany, business and management, ecology and environmental studies

Class Standing: Freshmen - Senior

Prequisites: High school biology and chemistry. Preparatory for studies and careers in: farm and garden management; working with nonprofit organizations focusing on food, land use and agriculture; state and county extension; and state and federal agencies.

Faculty: David Muehleisen and Paul Pyrzywolski

What does it take to start up and run a small-scale agricultural business? What does "organic" mean when applied to food and land? How do we manage land that maximizes its productivity to meet human needs while also maintaining the environmental integrity of that land? What is going on at the Organic Farm? Join us for an interactive and engaging field experience at our Organic Farm, a farming center and educational facility located near the state and federal regulatory agencies.

In this three-quarter-long program, we will integrate the theoretical and practical aspects of organic small-scale direct market farming in the Pacific Northwest. We will consider the political and economic debates about the purposes of public education and its effects on the present climate. We will consider the frames through which we read and write our own lives, the ways of writing and understanding the world? How do we describe it? What do we read into it?

In 1815, William Smith produced the first geological map of Great Britain. His investigations were a product of a new way of seeing the world. Traditional paradigms of human order were disrupted: rules of propriety are suspended, social roles are inverted and everyday objects transform into the monstrous or fantastic. The vibrancy of potentially transgressive play arises when we ask questions about how it stands in relation to the forms of power that order society and shape us as individuals. How we play, when we play, and who we play with may unsettle these forms of power or become a part of how they operate. In this interdisciplinary program we will explore play as a formative developmental tool, an authentic self, and also as a bold challenge to social mechanisms of constraint and contestation. We will ask about the nature and economy and create borders between people. When we play, is there something we are playing against? What can the study of play teach us about the nature of power?

In fall, we will explore how play has been shaped culturally and historically, with a focus on childhood in the United States and around the world. We will consider how the emergence of modern school discipline, the commodification of toys, the patterning of gender in childhood and the persistence of bullying has both constrained possibilities for play and allowed new forms to emerge. We will use ethnographic field studies of playgrounds, toy stores, children's museums and primary school classrooms as the basis for creative work designing play structures, games, exhibits and school workshops. By exploring childhood play, we will gain an understanding of how play and work are figured across cultures and generations, how they inform the relationship between parents and children and among children themselves.

In winter, we will continue the strategic, symbolic forms of play that arise through adolescence and adulthood. We will consider how subcultures play with fashion, food, collections, fetishes and other "local" situations. We will begin by focusing on the frames through which we read and write our own lives, the ways of writing and understanding the world? How do we describe it? What do we read into it?

In spring, we will focus on play that arises through adolescence and adulthood. We will consider the contexts in which play occurs, the commodification of toys, the patterning of gender in childhood, and the persistence of bullying. We will also study humorous forms of verbal play, how we have the capacity to construct or violate our normalized social practices.

Credits: 16

Enrollment: 50

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

Reading Landscapes: Earth, Science and Literature

Spring quarter

Fields of Study: aesthetics, cultural studies, environmental studies, geology, literature, natural history and writing

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in: earth sciences, literature and cultural studies.

Faculty: Trevor Speller and Abir Biswas

This program is dedicated to understanding the back and forth between the physical environment and the written word. How do texts shape what we are able to see in the physical environment? How does one's understanding of the physical environment shape ways of writing and understanding the world? How do we describe it? What do we read into it?

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In fall, we will explore how play has been shaped culturally and historically, with a focus on childhood in the United States and around the world. We will consider how the emergence of modern school discipline, the commodification of toys, the patterning of gender in childhood and the persistence of bullying has both constrained possibilities for play and allowed new forms to emerge. We will use ethnographic field studies of playgrounds, toy stores, children's museums and primary school classrooms as the basis for creative work designing play structures, games, exhibits and school workshops. By exploring childhood play, we will gain an understanding of how play and work are figured across cultures and generations, how they inform the relationship between parents and children and among children themselves.

In winter, we will continue the strategic, symbolic forms of play that arise through adolescence and adulthood. We will consider how subcultures play with fashion, food, collections, fetishes and other "local" situations. We will begin by focusing on the frames through which we read and write our own lives, the ways of writing and understanding the world? How do we describe it? What do we read into it?

In spring, we will focus on play that arises through adolescence and adulthood. We will consider the contexts in which play occurs, the commodification of toys, the patterning of gender in childhood, and the persistence of bullying. We will also study humorous forms of verbal play, how we have the capacity to construct or violate our normalized social practices.

Credits: 16

Enrollment: 45

Required Fees: $250 for entrance fees, overnight field trips and supplies.

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

Students who register for a program but do not attend the first class meeting may be dropped.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society

Fall, Winter and Spring quarters

Fields of Study: Native American studies, community studies, cultural studies, economics, geology, history and government policy, law and public policy, leadership studies and political science

Class Standing: Junior - Senior

Preparatory for studies and careers in: public administration, political science, social sciences, human services, education, law and tribal administration and government.

TBA

This program teaches 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. This program will prepare students to understand the structural inequalities of wealth and economic development. Students will also examine social problems in Native communities through multiple methodologies and perspectives. This program will introduce and encourage critical thinking about issues such as poverty, racism and disadvantage.

Credits: 16

Enrollment: 24

Required Fees: (Optional) $90 in winter for a two-night field trip to Cantralia and the San Juan Islands; $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-day field trip to the Columbia River (hydro dam) and Hanford (nuclear facility).

Internship Possibilities: internships are encouraged

A similar program is expected to be offered in 2014-2015

Thematic Planning Groups: Expressive Arts

Science Seminar in Energy Systems and Climate Change

Winter and Spring quarters

Fields of Study: agriculture, environmental studies, physics and sustainability studies

Class Standing: Sophomore - Senior

Preparatory for studies and careers in: environmental science, energy studies, sustainability, policy, teaching and physics.

Faculty: EJ Zita

How is energy harvested and transformed, used or abused? What effects do human systems have on Earth’s climate? What are the consequences for human societies? What can we learn from the past? How can we live more sustainably?

We will investigate questions such as these, as a learning community seeking deeper knowledge and wisdom together. One of our primary means of inquiry is seminar: small teams pre-seminar on weekly readings in advance, all we seminar together twice a week and we share essays and peer responses online. This seminar is shared with students in Energy Systems and Climate Change.

Students will share questions and growing understanding about readings, and will discuss ideas and concern for the future. Scien students will write 3-4 essays and many peer responses individually, and will post pre-seminar assignments with teams. Learning goals include deeper understanding of sustainability and climate change, science and scientific methods and improved skills in writing, teamwork and communication. Details will be available at http://192.211.16.13/zita/ssem.htm.

Credits: 3

Enrollment: 12

Required Fees: (Optional) $90 in winter for a two-night field trip to Cantralia and the San Juan Islands; $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Columbia River (hydro dam) and Hanford (nuclear facility).
Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2013-14.
Stalin and Stalinism

Fall quarter

Fields of Study: cultural studies, history and political science
Class Standing: Freshmen - Senior

Preparatory for studies and careers in: history, cultural studies and foreign affairs.

Faculty: Robert Smurr

What explains the rise of Joseph Stalin, one of the 20th century's most influential and powerful leaders? How can we understand the survival and persistence of his legacy still today, six decades after his death? How did this longest ruling leader of the Soviet Union, responsible for the murder of at least 20 million of his fellow citizens, transform a mostly illiterate culture to one which became nearly literate and urbanized? Through his mandates, he had a phenomenal effect on the economy, agriculture and urban life.

Stalin is a pivotal figure not only in Russian and Soviet history, but also world history. Through his mandates, he had a phenomenal impact on the country's art, literature, politics, courts, prisons, economy and agricultural and urban life. Guided by Stalin, the USSR abolished private property; compelled peasants to work on state-owned collective farms; forced rapid industrialization throughout the empire; redefined education and political loyalty; sent millions of citizens to notorious Gulag "work camps"; and proudly declared war against nature.

At the same time, Stalin's USSR also did more than any other country to crush Nazi Germany. And under his rule, the USSR will also view and analyze relevant films. Students will write a major project paper assessing their research and will also present the results of their research to their peers in a community action plan or case study aimed at problem solving a.a community organization or agency. Students will also organize small interest/support groups to discuss issues related to their specific projects and to collaborate on a presentation at the end of each quarter. Students will submit weekly written progress/reflection reports via forums established on the program Moodle site. Contact faculty member Stephanie Kazick at kazick@evergreen.edu for further information is needed.

Accepts winter and spring enrollment with faculty signature.

Credits: 16
Enrollment: 25

Internship Possibilities: community organizations and agencies, with faculty approval

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

Student-Originated Studies: Poetics

Spring quarter

Fields of Study: literature, philosophy and writing
Class Standing: Sophomore - Senior

Preparatory for studies and careers in: writing, publishing and graduate studies in literature-related disciplines

Faculty: Leonard Schwartz

Poetics involves language as creative functions (writing, poetry, fiction) and as a tool of thought (philosophy, criticism). Our work will be to calibrate these various activities, which is to say find the relationships between poetic and critical thought. Students are invited to join this learning “community” of culture work that is interested in language as a medium of artistic production. This SOS is designed for students who share similar skills and common interests in doing advanced work that may have grown out of previous academic projects and/or programs. Students will work with faculty throughout the quarter; we will design small study groups, collaborative projects, and critique groups that will allow students to support one another's work.

Credits: 16
Enrollment: 25

Thematic Planning Groups: Culture, Text and Language
Student-Originated Studies: Seeds, Beads, Bees and Other Biodynamic Processes

Fall, Winter and Spring quarters

Fields of Study: agriculture, consciousness studies, cultural studies, philosophy, political philosophy, social services and health-related fields

Faculty: Sarah Williams

Each phenomenon in nature, rightly observed, wakes us in a new organ of inner understanding — J. W. Goethe

Like the role of bees and seeds in the evolution of agriculture, bees—which often are seeds, shells, wax or bone—have an inside and an outside that commute, are interpenetrating and entail reciprocal creation. This course assembles with students and their use over time can be a measure of the fertility of mind, spirit and body. This SOS will support students in bee-study of biodynamic practices in conjunction with an internship, creative practice or field research project. Whether defined in relationship to agriculture, studies, sustainability studies, biodynamic processes are characterized by interconnected, recursive and iterative movements that form holistic patterns. Biodynamic processes are mutually causative and are engaged in by organisms (i.e., living entities) according to temporal rhythms (e.g., respiration) and sustaining cosmic forces such as tides and sunlight.

This program is ideal for responsible, enthusiastic and self-motivated students with an interest in developing and reflecting on a substantial project over a substantial period of time. In addition to classroom work, each student will create an individual course of study, including an internship (e.g., at a local organic farm), creative practice (e.g., writing), or field research project (e.g., discovering the differences—and why they matter—between beekeeping). The local and global environments will be engaged in the course of study, and an intern student will be held weekly for a combined lecture/seminar session.

Credits: 16
Enrollment: 25

Thematic Planning Groups: Culture, Text and Language

Study Abroad Consortium Partnerships

Fall, Winter and Spring quarters

Fields of Study: study abroad

Faculty: Michael Clifthorne

Consortium is a formal relationship with other institutions to provide a set of interdisciplinary programs, are available. Students earn 15-18 semester credits (22-27 quarter credits). Summer programs are also available.

Studio Arts Centers International in Florence, Italy, offers undergraduate options for study in more than 20 studio art and design programs, art history, art conservation and Italian language and culture. Graduate level studies are also available. Students earn 15-18 semester credits (22-27 quarter credits). Graduate level studies are also available.

University of Arizona — Russia offers the opportunity to study Russian language and culture in Moscow during the academic year, with summer options in St. Petersburg. Students receive 20-22 credits (14-16 semester credits) for each 10-week period in which they embark on tall-masted sailing ships to continue their learning including the following programs. These programs offer both Atlantic and Pacific routes. Students earn 16 semester credits (22 quarter credits). Options for upper-level credits are available.

SEA Education Association offers programs that focus on ocean exploration, documenting change in the Caribbean, oceans and climate change. This program offers interdisciplinary instruction in global and cultural studies, independent study projects and close connection to local communities. Students earn 15 semester credits (22-27 quarter credits).

Students who register for a program but do not attend the first class meeting may be dropped. Students pay the consortium’s tuition and fees; they do not pay Evergreen tuition or fees when enrolled in consortium. Enrollment is subject to the programs, internships and projects available. Students earn 10-14 semester credits (15-21 quarter credits) at the upper-division level, typically distributed across the areas of sustainability, environmental issues, green design and service. Students earn 15-18 semester credits (22-27 quarter credits) through the University of Massachusetts - Amherst.

Students enrolled in Costa Rica, India, Israel, and Scotland with January and summer programs in India, Mexico, Australia, Brazil, and Russia. These programs are not available for consortium credit. Students earn 15-18 semester credits (22-27 quarter credits) through the University of Massachusetts - Amherst.
Students who register for a program but do not attend the first class meeting may be dropped.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

Required Fees: $50 in winter and $150 in spring for museum

Enrollment: 48

should have completed at least one quarter of college biology

program website, which will be due by Academic Fair.

assignments, lab reports, art portfolios and exams.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

The Pacific Northwest is home to temperate rainforests, among the most biologically complex ecosystems in the world. How did these forests develop? How do they function? How do human activities affect them? Is sustainable harvest a reality or an illusion? How do the processes and molecules involved in photosynthesis in these forests, their effects on us and its impacts on them. Topics covered will include forest ecology, ecosystem ecology, soils, mycology, biogeography, sustainable forestry and forest conservation.

Fall quarter, we will explore how forests “work” through studying forested ecosystems. This examination will include understanding about the world informed by both cognition and philosophical issue of objectivity. This is a rigorous program involving

William Shakespeare, Stendhal, Henry James, Virginia Woolf, and various stylistic devices. During winter quarter, we will learn the basics of drawing. In spring, we will use black-and-white photography to study life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us.

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Fall quarter, we will explore how forests “work” through studying forested ecosystems. This examination will include understanding about the world informed by both cognition and philosophical issue of objectivity. This is a rigorous program involving

Human impacts on temperate rainforests will be the focus of winter quarter. We will learn about temperate forest, both theory and practice, along with an examination of soils and the life within them, which will deepen our understanding of forest function and the short- and long-term impacts of various forest practices. These topics will merge as we explore carbon sequestration in forest ecosystems, which is an emerging level that is of both local and global importance. We will explore current and past controversies in forest ecology related to old-growth forests, spotted owls and other endangered species and biofuels.

Our program time will consist of field work, laboratory work, lectures, workshops and weekly seminars. Expect to research topics in the field and develop laboratory skills. You will develop your findings with the entire class. We’ll cover various sampling techniques that are used in biogeochemistry and carbon in forested ecosystems. There will be ample opportunities for independent directed work, both individually and in small groups. In addition, one-day trips regularly scheduled throughout both quarters, there will be a 4- day field trip each quarter. In the fall, we’ll spend 2 days backcountry through temperate rainforests and

In the spring, we’ll tour through the Pacific Northwest and visit a variety of managed and unmanaged forests. Plan to spend a lot of time in the field, as the course requires 3-4 days of work each quarter. Students who may need accommodations for field trips should contact the faculty as soon as possible.

Credits: 16

Enrollment: 50

Required Fees: $50 in winter and $150 in spring for museum admission, and drawing and photography supplies.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

This program accepts new enrollment in spring with faculty

signature. Students entering this program in spring quarter

should have completed at least one quarter of college biology

and should complete a brief application available at the program website, which will be due by

Accredim Fair.

Credits: 16

Enrollment: 48

Required Fees: $50 in winter and $150 in spring for museum admission, and drawing and photography supplies.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

Taking Things Apart: A Scientific and Artistic Exploration

Winter and Spring quarters

Fields of Study: biology, literature, philosophy of science and visual arts

Class Standing: Freshmen - Senior

Prerequisites: One year of high school biology and chemistry.

Preparatory for studies and careers in: biology, visual arts and the humanities.

Faculty: Donald Morisato and Bob Haft

Both science and art take things apart. In some instances—the evaporation of a frog or an overly analytical critique of a poem—the process can result in the loss of the vital force. In the best scenario, carefully isolating and understanding individual parts actually reconstitutes the original object of study, bringing appreciation for a whole greater than its parts. Sometimes taking things apart results in an ordinary chemical analysis process.

In one program strand, we use a biologist’s tool kit to explore how living organisms function. We learn how biology takes apart and studies life in different ways. In winter, we focus on visual perception, beginning with anatomy, proceeding onto the logic of visual perception and concluding with an exercise of reconstituting neurons and molecules involved in phototransduction. In spring quarter, we play with the idea of mutation, exploring how relatives of altered processes and provide an entry point for the molecular understanding of inheritance at the level of DNA.

Another strand takes visual art as its point of departure. Here, we combine what we learn about the anatomy and physiology of the eye and how the visual system works to gain a sense of how the world is represented. In spring, we use black-and-white photography to study life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us.

There are ideas for which literature provides a more sophisticated and satisfying approach than either science or the visual arts. Thus, in a third strand, we delve in the human condition and the emotional and behavioral interactions that we call “love.” Authors we read will include Shakespeare, Stendhal, Henry James, Virginia Woolf, James Baldwin, John Berger, Haruki Murakami and Louise Glück.

Our goal is to weave these strands together to produce an understanding about the world’s capabilities of perception and intuition. Throughout our inquiry, we will be investigating the philosophical issue of objectivity. This is a rigorous program involving lectures, workshops, seminars, studio art and laboratory science work. Student learning will be assessed by weekly seminar writing assignments, lab reports, art portfolios and exams.

This program accepts new enrollment in spring with faculty

signature. Students entering this program in spring quarter

should have completed at least one quarter of college biology

and should complete a brief application available at the program website, which will be due by

Accredim Fair.

Credits: 16

Enrollment: 48

Required Fees: $50 in winter and $150 in spring for museum admission, and drawing and photography supplies.

Thematic Planning Groups: Expressive Arts and Scientific Inquiry

Tempere Rainforests: Ecology, Chemistry and Management

Fall and Winter quarters

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

Class Standing: Freshmen - Sophomore

Prerequisites: Two quarters of general biology or ecology and two quarters of general chemistry. Interested students can take the self-corrected quiz available from the program website to see if their background in chemistry is sufficient.

Preparatory for studies and careers in: ecology, public policy, forestry and field research.

Faculty: Dylan Fischer and Paul Przybylowicz

The Pacific Northwest is home to temperate rainforests, among the most biologically complex ecosystems in the world. How did these forests develop? How do they function? How do human activities affect them? Is sustainable harvest a reality or an illusion? How do the processes and molecules involved in photosynthesis in these forests, their effects on us and its impacts on them. Topics covered will include forest ecology, ecosystem ecology, soils, mycology, biogeography, sustainable forestry and forest conservation.

Fall quarter, we will explore how forests “work” through studying forested ecosystems. This examination will include understanding about the world informed by both cognition and philosophical issue of objectivity. This is a rigorous program involving

Human impacts on temperate rainforests will be the focus of winter quarter. We will learn about temperate forest, both theory and practice, along with an examination of soils and the life within them, which will deepen our understanding of forest function and the short- and long-term impacts of various forest practices. These topics will merge as we explore carbon sequestration in forest ecosystems, which is an emerging level that is of both local and global importance. We will explore current and past controversies in forest ecology related to old-growth forests, spotted owls and other endangered species and biofuels.

Our program time will consist of field work, laboratory work, lectures, workshops and weekly seminars. Expect to research topics in the field and develop laboratory skills. You will develop your findings with the entire class. We’ll cover various sampling techniques that are used in biogeochemistry and carbon in forested ecosystems. There will be ample opportunities for independent directed work, both individually and in small groups. In addition, one-day trips regularly scheduled throughout both quarters, there will be a 4- day field trip each quarter. In the fall, we’ll spend 2 days backcountry through temperate rainforests and

In the spring, we’ll tour through the Pacific Northwest and visit a variety of managed and unmanaged forests. Plan to spend a lot of time in the field, as the course requires 3-4 days of work each quarter. Students who may need accommodations for field trips should contact the faculty as soon as possible.

Credits: 16

Enrollment: 50

Required Fees: $150 in fall for a four-day backpacking trip in Olympic National Park, $300 in winter for a week-long field trip to sustainable forests sites throughout the Northwest.

Thematic Planning Groups: Environmental Studies

That’s Classic(s):

Explorations in the Ancient and Modern World

Fall, Winter and Spring quarters

Fields of Study: anthropology, architecture, art history, classics, cultural studies, history, media studies, political science, sociology

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in: upper division humanities and social science, especially history, classics, art history, archaeology and archaeology.

Faculty: Ullrich Krotzcheck

Why after 2,000 years of historical perspective, do we still find meaning in the works of Homer and Aristotle, Julius Caesar and Virgil? What can we learn from Athenian experiments in democracy or the formation and fall of the Roman Empire, as an alternative to republicanism? Are ancient Greek and Roman images and ideas still represented in so much of our contemporary culture? The principles in classical literature, architecture, philosophy, theater and politics still permeate our society in this increasingly multicultural and globalized world. We will explore the significant and unassailable ways in which ancient Greece and Rome have influenced our understanding of the world and many more tangible aspects of our contemporary culture. Program activities will also include work on the Academic Statement initiative.

The three quarters will be organized as follows:

Fall: Words and Things: History and Material Culture We will begin by learning the History of the ancient world. We will explore how this narrative has been handed down to us through historiography and archaeology, and what information and misinformation we can garner from it. We will study archaeological sites, art and architecture, and interrogate the uses of these visual canons in our own surroundings.

Winter: Clash of the Titans? The Ancient World and Hollywood We will explore the influence of classics in modern films of every genre, from L. Claudius to Clash of the Titans and O Brother, Where Art Thou? We will read and analyze the ancient myths and epics that form the basis for the film interpretations, and discuss both the universal and the not-so-applicable lessons, insights and morals contained in the modern adaptations.

Spring: Inventing Citizens: Experiments in Self-Government The ancient Mediterranean was the stage for the earliest attempts in Western democracy and republicanism. Some of these experiments were more successful; some were less successful. We will examine these political innovations and compare them to our own contemporary systems of government. We will investigate the rights of citizens and the selection of who is allowed to participate in the political process and why. We will discuss the roles (or lack thereof) of foreigners, women and slaves. We’ll read Aristotle, Plato and Cicero to understand ancient political ideologies and realities and to analyze how these have helped us build the foundation of our modern political system.

Credits: 16

Enrollment: 23

Required Fees: $10 per quarter for entrance fees.

Thematic Planning Groups: Culture, Text and Language

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2013-14.
Turning Eastward: Explorations in East-West Psychology

Winter and Fall quarters
Field of Study: psychology, cultural studies, and Asian-American studies
Faculty: Rose Jang and Mingxia Li

Classical Chinese drama, as a literary genre, evolved from a long tradition of poetry writing and storytelling. In Chinese theatre, lyrical combines dance, music, action, acrobatics and martial arts. For centuries, the poetic and presentational style of Chinese drama has acted as both veritable fiction and allegorical society: the magical beings—spirits, deities, ghosts—and their boundless power in folk tales; dramas, fantasies, mysticism and otherworldliness of the Daoist realm of existence. Monkey King, White Snake, Moon Lady, Butterfly Lovers, roaming spirits and ghosts of the underworld: these ever-popular Chinese archetypes have been repeatedly invoked and embodied in poetry and stage. Many of these fantastic images and stories have inspired us to explore the core and focus of our program study.

Students will study select works of Chinese poetry, drama and theatre with the intention and goal to stage one Chinese verse drama using modern theatre sensitivities and technology at the end of the program. We will combine careful study of Chinese literature—writing with folklore, religion and philosophy embedded in it—with serious theatre training and implementation. The result will be a symbolic, stylized production in the form and spirit of Chinese fantasy drama.

Although there are no prerequisites in performance, poetry, Chinese studies, or previous experience in any of these fields will be useful. Expect plenty of reading and writing. Creative workshops featuring small group work, independent research and creative projects. Students will have ample opportunities to develop their individual artistic and academic interests through program activities. We will try to ensure that each individual has opportunities to develop his or her full potential. In contrast to Western psychology, Eastern psychology shuns any impersonal attempt to objectively human life from the viewpoint of an external observer and instead studies consciousness as a living reality which shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which one becomes an attentive, participant-observer in the unfolding of moment-to-moment consciousness.

Learning mainly from lectures, readings, videos, workshops, seminars and small group discussions, students will learn the cultural and social implications of psychological and social processes and develop a holistic understanding of the self and other within spiritual traditions, particularly within the Buddhist tradition. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Eastern thought—the attempt to fit Eastern ideas and practices into unexamined Western philosophical and psychological frameworks. Instead, we will study Eastern psychology as it exists in its felt complexity and sensitive attunement to the vast network of living reality which shapes individual and collective perception and action. Instead, Western psychology has chosen to be objective. Although it were an objective independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its entirety and its singular possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of Asia, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

Fall and Winter quarters
Field of Study: community studies, consciousness studies, cultural studies, social work, education, Asian-American studies, Asian studies and religious studies.
Faculty: Ryo Inoue

Western psychology has so far failed to provide us with a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding—our everyday mind and our immediate awareness of being—with all of its felt complexity and sensitive attention to the vast network of interconnectedness with the universe around us. Instead, Western psychology has chosen to be objective. Although it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology neglects the living mind—both in its entirety and its singular possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of Asia, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

Rigorous quantitative and qualitative research is an important component of academic learning in Scientific Inquiry. Research opportunities allow students to work on specific projects associated with faculty members' expertise. Students typically begin by working in an apprenticeship model with faculty or laboratory staff and gradually take on more independent projects within the context of the specific research program as they gain experience. Students can develop vital skills in research design, data acquisition and analysis, critical thinking and oral communication, collaboration and critical thinking. These are valuable skills for students pursuing a graduate degree or entering the job market. Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

Claire Bayard (chemistry) works with biophysical applications of spectroscopy to study physiological processes at the molecular level, with a focus on the applications of computational chemistry to study biomolecular and polyelectrolyte systems. Her research involves the development of methods to study biological problems in an interdisciplinary laboratory environment.

Dharshi Bopegedera (chemistry) studies nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential project is to study the role of trace metals in the cycling of mercury in ecosystems. Students could pursue these interests at the laboratory scale or through field-scale biogeochemistry studies taking place on the University's off-campus research facility (EEON), a long-term ecological study area. Students with backgrounds in a diverse range of disciplines could participate in this research, which involves soil, vegetation and water collection and learn methods of sample preparation and analysis for major and trace elements.

Jim Neitzel (biochemistry) uses methods from organic and analytical chemistry to study biologically interesting molecules. A major focus of his work is on fatty acids, in particular, finding spectroscopic and chromatographic methods to identify fatty acid derivatives in complex mixtures and to detect changes that occur in fats during processing. The student will develop methods to detect and identify fatty acids in biodiesel production. The other major area of interest is in plant natural products, such as salycylates. Work is in process screening local plant species for novel natural products that might be used as new defense signals. Work is also supported in determining the nutritional value of various plants. Students can develop an interest in organic, analytical or biochemistry could contribute to this work.

Paula Schofeld (organic, polymer, materials chemistry) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. Their areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, programming languages for concurrent and distributed computing. She would like to work with students who have an interest in teaching science and who have completed the science curriculum in local schools. Students interested in learning about the ICP-MS technique and using it for biodiesel production. The other major area of interest is in plant natural products, such as salycylates. Work is in process screening local plant species for novel natural products that might be used as new defense signals. Work is also supported in determining the nutritional value of various plants. Students can develop an interest in organic, analytical or biochemistry could contribute to this work.

Lydia McKinstry (organic chemistry) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. Their areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, programming languages for concurrent and distributed computing. She would like to work with students who have an interest in teaching science and who have completed the science curriculum in local schools. Students interested in learning about the ICP-MS technique and using it for biodiesel production. The other major area of interest is in plant natural products, such as salycylates. Work is in process screening local plant species for novel natural products that might be used as new defense signals. Work is also supported in determining the nutritional value of various plants. Students can develop an interest in organic, analytical or biochemistry could contribute to this work.

Dori Molina (biochemistry) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. Their areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, programming languages for concurrent and distributed computing. She would like to work with students who have an interest in teaching science and who have completed the science curriculum in local schools. Students interested in learning about the ICP-MS technique and using it for biodiesel production. The other major area of interest is in plant natural products, such as salycylates. Work is in process screening local plant species for novel natural products that might be used as new defense signals. Work is also supported in determining the nutritional value of various plants. Students can develop an interest in organic, analytical or biochemistry could contribute to this work.

Clarissa Dirks (biology) aims to better understand the evolutionary principles that underlie the emergence, spread and persistence of infectious disease. By studying the evolution of recombination mechanisms and their population hosts. Studying how host characteristics and ecological changes influence virus transmission is critical to understanding how viruses might adapt to new host populations and have complex spatial and temporal factors that impact emerging diseases. Students with a background in biophysical and/or computational methods and who have experience with computer programming techniques, including tissue culture and the use of viral vectors.

Clara L. Howard (biology) is interested in understanding the evolutionary principles that underlie the emergence, spread and persistence of infectious disease. By studying the evolution of recombination mechanisms and their population hosts. Studying how host characteristics and ecological changes influence virus transmission is critical to understanding how viruses might adapt to new host populations and have complex spatial and temporal factors that impact emerging diseases. Students with a background in biophysical and/or computational methods and who have experience with computer programming techniques, including tissue culture and the use of viral vectors.
Students who register for a program but do not attend the first class meeting may be dropped.
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 admissions to all qualified applicants until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic course work. Grade point average or narrative evaluation progress, and scores from the ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your personal statement, letters of recommendation and essays. Submissions should be limited to one page and should clearly address your academic history and educational goals.

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/passport.

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

Use the online application or print the paper application from a PDF file found at admissions.evergreen.edu/application.

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.

Evergreen can receive official transcripts delivered by Docufile, National Student Clearinghouse, Naviance and Script-Safe International. Check with your counselor to find out if your high school or college participates in these electronic transcript services.

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/annual/newspaper staff, acting, library).

Mathematics: Three years of mathematics, at the level of algebra, geometry and advanced (second year) algebra, are required. Advanced mathematics courses, such as trigonometry, mathematical analysis, elementary functions and calculus are recommended. Arithmetic, 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 eighth grade may satisfy one year of the requirement if the second year of study is completed in high school. The foreign language requirement will be considered satisfied for students from non-English-speaking countries who entered the U.S. educational system at the eighth grade or later.

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

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

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.

ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

COMMUNITY COLLEGE DEGREES

Designated Transfer Degrees and Direct Transfer Degrees receive the highest transfer admission preference. Applicants who have earned or will earn (prior to enrolling at Evergreen) either of these degrees will be awarded 90 quarter hour credits, which is the equivalent of junior class standing. Each community college has a designated transfer degree and it is the 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 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 admission application.

OTHER SOURCES OF TRANSFER CREDIT

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

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

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

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

SPECIAL STUDENTS

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of 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.
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 domicile in the state of Washington in compliance with state regulations. You must also establish your intention to be in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter in which you plan to apply as a resident student.

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

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

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

BILLING AND PAYMENT PROCEDURES

The Student Accounts Office 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 to 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. If payment is not received, the student’s account may be placed on hold and the student may not register for the next quarter. 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

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.

REFUNDS/APPEALS

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

** For financial aid purposes, 6 MPA and MERS quarter hours are considered full-time, 7 or fewer, part-time.

MISCELLANEOUS FEES

Admissions Application Fee (nonrefundable)
Mandatory Health Fee (quarterly)
Mandatory Bus Pass (quarterly)
CAB Renovation Fee
Clean Energy Fee
Late Night Transit Fee (quarterly)
Returned Check
Late Payment Fee (per quarter)

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 2012-13 academic year. Visit www.evergreen.edu/tuition or call Student Accounts to verify tuition rates at (360) 867-6447.

<table>
<thead>
<tr>
<th>ENROLLMENT STATUS</th>
<th>QUARTER CREDIT HOURS</th>
<th>RESIDENT TUITION*</th>
<th>NONRESIDENT TUITION*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Undergraduate</td>
<td>10-18</td>
<td>$2,604 per quarter</td>
<td>$6,262 per quarter</td>
</tr>
<tr>
<td>19</td>
<td>$2,837</td>
<td></td>
<td>$6,917</td>
</tr>
<tr>
<td>20</td>
<td>$3,070</td>
<td></td>
<td>$7,508</td>
</tr>
<tr>
<td>Part-time Undergraduate</td>
<td>9 or fewer</td>
<td>$260.40 per credit; 2 credit minimum</td>
<td>$632.60 per credit; 2 credit minimum</td>
</tr>
<tr>
<td>12 MES</td>
<td>$2,643 per quarter</td>
<td></td>
<td>$5,348.60 per quarter</td>
</tr>
<tr>
<td>16 MITS</td>
<td>$2,643 per quarter</td>
<td></td>
<td>$6,686.00 per quarter</td>
</tr>
<tr>
<td>Full-time Graduate</td>
<td>8 MPA</td>
<td>$2,643 per quarter</td>
<td>$5,348.60 per quarter</td>
</tr>
<tr>
<td>12 MSES</td>
<td>$2,643 per quarter</td>
<td></td>
<td>$6,686.00 per quarter</td>
</tr>
<tr>
<td>Part-time Graduate**</td>
<td>7 or fewer MPA</td>
<td>$264.30 per credit; 2 credit minimum</td>
<td>$648.60 per credit; 2 credit minimum</td>
</tr>
<tr>
<td>9 or fewer MITS</td>
<td>$264.30 per credit; 2 credit minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 or fewer MESS</td>
<td>$264.30 per credit; 2 credit minimum</td>
<td></td>
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</tbody>
</table>

* Tuition and fees may vary in summer quarter, which is not part of the regular academic year.
** For financial aid purposes, 6 MPA and MERS quarter hours are considered full-time, 7 or fewer, part-time.

PARKING FEES

<table>
<thead>
<tr>
<th></th>
<th>AUTOMOBILES / MOTORCYCLES</th>
<th>AUTOMOBILES / MOTORCYCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>$2.00</td>
<td>$115 / $60</td>
</tr>
<tr>
<td>Quarterly</td>
<td>$40 / $25</td>
<td>$120 / $65</td>
</tr>
</tbody>
</table>
Registration and Academic Regulations

NEW AND CONTINUING STUDENT REGISTRATION PROCESS

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

Changes in enrollment or credits must be done in the Office of Registration and Records and may result in a reassessment of tuition, fees and eligibility for financial aid. Special registration periods are held for 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 strategy to work with the college to manage their business and enrollment issues, students are expected to check their college email on a regular basis.

CHANGES IN PERSONAL INFORMATION

It is vital to maintain current information that affects your student records with the Office of Registration and Records. Any change(s) affecting your student record requires acceptable documentation before a change in records can be made. Students can update address information at any time using their my.evergreen.edu account. See also Billing and Payment Procedures, page 92.

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 (end of second week). After that, you must petition to change a program, course or individual/internship contract. The petition form is available at www.evergreen.edu/registration. You may drop classes or change credit within a program through the 30th calendar day of the quarter (Tuesday of Week 5). 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.
The following is a list of Evergreen's faculty as of summer 2012. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: www.evergreen.edu/faculty.


Theresa A. Aragon, Management, 1999; Academic Dean 2004-2010, B.A., Political Science/Philosophy, Seattle University, 1965; M.P.S., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

William Ray Arney.

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

Marianne Bailey, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Feminist Studies, University of California, Santa Cruz, 1995; Graduate work at University of California, University of Tubingen, Germany.

John Baldridge, Geography, 2010; B.A., Creative Writing, University of California, Davis, 2002; M.A., Geography, University of Arizona, 2010.


Arib Biswas, Geology, 2010; B.S. Geology/ Chemistry and Environmental Studies, Bowdoin College, 1974; Ph.D., Geology, University of Michigan, 2007.


Peter G. Bohmer, Economics, 1987; B.S., Economics and Mathematics important part of each student's transcript. A waiver of required credit can be granted by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic probation and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

Dismissal and Readmission

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

GRADUATION REQUIREMENTS

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

Students must write an academic statement of at least 750 words. In the statement, students summarize and reflect carefully on their liberal arts education. Students begin work on the statement when they first enroll, and develop it annually under the guidance of the faculty. The final version becomes part of each student's transcript.

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

If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second Bachelor of Arts or Bachelor of Science, you must complete at least 225 credits, including 90 at Evergreen, and signed Declaration of Intent to pursue Bachelor of Arts and Bachelor of Science at least one year in advance.

To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MPT programs, contact the appropriate program. Contact information is on page 88.

For more information about academic regulations, call 360-867-6100.
José Gómez, Social Sciences and Law, 1981; Assistant Academic Dean 1984-89; Associate Academic Dean 1990-94; B.A., B.A. in Spanish, Johns Hopkins University, 1982; Ph.D., Yale University, 1988.


Zofia Gromm, Native American Studies, 2005; B.A. and B.S., History and Geography, University of Wisconsin, 1984; M.S., Geography, University of Wisconsin, 2002; Ph.D., Geography, Chinese Academy of Social Sciences, 2003.

Jeanne E. Hahn, Political Science, 1972; Assistant Academic Dean, 1978-80; Political Science, University of Oregon, 1963; M.A., Political Science, University of Chicago, 1968.

Lucia Harrison, Public Administration, 1981; Director, Graduate Program in Public Administration, 1982-84; B.A. in Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, 1976; Ph.D., Administrative Sciences, University of Wisconsin, Madison, 1979.

Mark Harrison, Theatre, 2004; B.A., English, Western Oregon State College, 1974; B.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.


Mingxia Liu, Biomedical Science, 2007; M.D. Capital Medical College, Beijing, 1983; M. Sc. Pharmacology, Chinese Academy of Medical Sciences, 1986; Ph.D., Molecular Pharmacology, Cornell University, 1992.


David Mucciarelli, Sustainable Agriculture, 1998; B.S., Zoology, Cornell University, 1975; M.S., Botany, Cornell University, 1977; Ph.D., Entomology, Texas A&M University, 1987.

Greg A. Mullins, American Studies, 1989; Ph.D., Government, Stanford University, 1989; Ph.D., English, California University, Berkeley, 1992

Ralph W. Murphy, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988-95; B.S., Political Science and Economics, 1971; M.A., Political Science, Johns Hopkins University, 1971; Ph.D., Political Science, University of Washington, 1979.


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, performances, art exhibits and community events.

www.evergreen.edu/longhouse

The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning.

www.evergreen.edu/washcenter

The Washington State Institute for Public Policy, established in 1983, has a mission to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington state. The Institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions. Current areas of staff expertise include: education, criminal justice, welfare, children and adult services, health, utilities, and general government. The institute also collaborates with faculty in public and private universities and contracts with other experts to extend our capacity for studies on diverse topics.

www.wsipp.wa.gov

Diversity and Community

COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

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

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

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

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

SEEKING DIVERSITY, SUSTAINING COMMUNITY

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

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

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

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

**Services for Students with Disabilities**
- CCC 110, (360) 867-6348
  - www.evergreen.edu/access

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

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

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

**Center for Mediation Services**
- SEM II, E2129, (360) 867-6732 or (360) 867-6656

**Student Support Services**
- LIB Second Floor, (360) 867-6634
  - www.evergreen.edu/studentervices

**Counseling and Health Centers**
- Counseling
  - SEM I, 4126, (360) 867-6000
  - Health
  - SEM I, 2110, (360) 867-6200
  - www.evergreen.edu/writingcenter

**Financial Aid**
- LIB First Floor, (360) 867-6205
  - Email: faidnls@evergreen.edu
  - www.evergreen.edu finanzialandaid

**Residential and Dining Services**
- Housing Bldg. A
  - Room 301, (360) 867-6352
  - www.evergreen.edu/housing

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

**Student Activities**
- www.evergreen.edu/activities

**Student & Academic Support Services**
- LIB Second Floor, (360) 867-6034
  - www.evergreen.edu/studentservices

**Centers for Active Student Learning (CASS)**
- QuASR
  - LIB 2304, (360) 867-5547
  - www.evergreen.edu/mathcenter
- Writing Center
  - LIB 2304, (360) 867-6420
  - www.evergreen.edu/writingcenter

**Student Services**
- Counseling, Career Development Center, First Peoples' Advising Services, GEAR UP, Health/Wellness Centers, KEY Student Services, QuASR, Residential and Dining Services, Student Activities and Upward Bound. This office 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.

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

**Career Development Center**
- 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; faculty networking and job search groups; maintain a 300+ Job Web site, a 4,000+ search group, of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

**Center for Mediation Services**
- Evergreen's Center for Mediation Services offers a safe, constructive way for personal conflicts to be negotiated. Volunteer-trained mediators help students, faculty and staff in conflict examine their goals and values, begin to craft an agreement that is mutually beneficial. In addition, center staff offer consultation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

**Services and Resources**
- Evergreen's innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. This Center for Active Student Learning includes the Quantitative and Symbolic Reasoning (QuASR) Center and the Writing Center. The QuASR Center assists students in all programs with the development of their quantitative and symbolic reasoning skills. The Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. Please check our websites for more detailed information.

**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 advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

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

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

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**Evergreen’s Social Contract**

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

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

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

**THE SOCIAL CONTRACT—A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM**

**FREEDOM AND CIVILITY:**

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.

**PURPOSE**

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in the freedom of academic and interpersonal honesty, in responsibly obtaining 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.

**STUDENT CONDUCT CODE—GRIEVANCE AND APPEALS PROCESS**

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

The Student Conduct Code is available at www.evergreen.edu/studentaffairs/studentconduct.htm. More information is available from the campus grievance office at ext. 5052. The policy on sexual harassment is available from the Equal Opportunity Office, UB 3103, or at www.evergreen.edu/policies/policy/sexualharassment. The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

**OPEN FORUM AND ACCESS TO INFORMATION:**

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

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

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

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

**PROHIBITION AGAINST DISCRIMINATION:**

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.

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**POLITICAL ACTIVITIES:**

The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support or the 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.
Because Evergreen is a state institution, we must meet state and county responsibilities.

**USE OF COLLEGE PREMISES**

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

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 227, (360) 867-6192.

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

Last priority goes to events sponsored by individuals and organizations outside the college.

Only student and campus organizations may schedule tables in the College Activities Building. Reservations are made through the Student Activities Office. There is no rental fee assessed for college organizations.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Fees will 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 alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

**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 are designated by staff and will be shared with the community at the beginning of the academic year.

**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.