





**+ inspire**

**+ discover**

**+ collaboration**

**+ opportunities**

**+ explore**

**+ relationships**

**+ learn**

**+ connections**

**+ support**

## **WELCOME TO EVERGREEN**

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

# We believe

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

1

## **Interdisciplinary Study**

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

2

## **Collaborative Learning**

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

3

## **Learning Across Significant Differences**

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

4

## **Personal Engagement**

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

5

## **Linking Theory with Practical Applications**

Students understand abstract theories by applying them to projects and activities and by putting them into practice in real world situations.

Undergraduate Catalog 2010-2011

**EVERGREEN**

THE EVERGREEN STATE COLLEGE  
OLYMPIA, WASHINGTON

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

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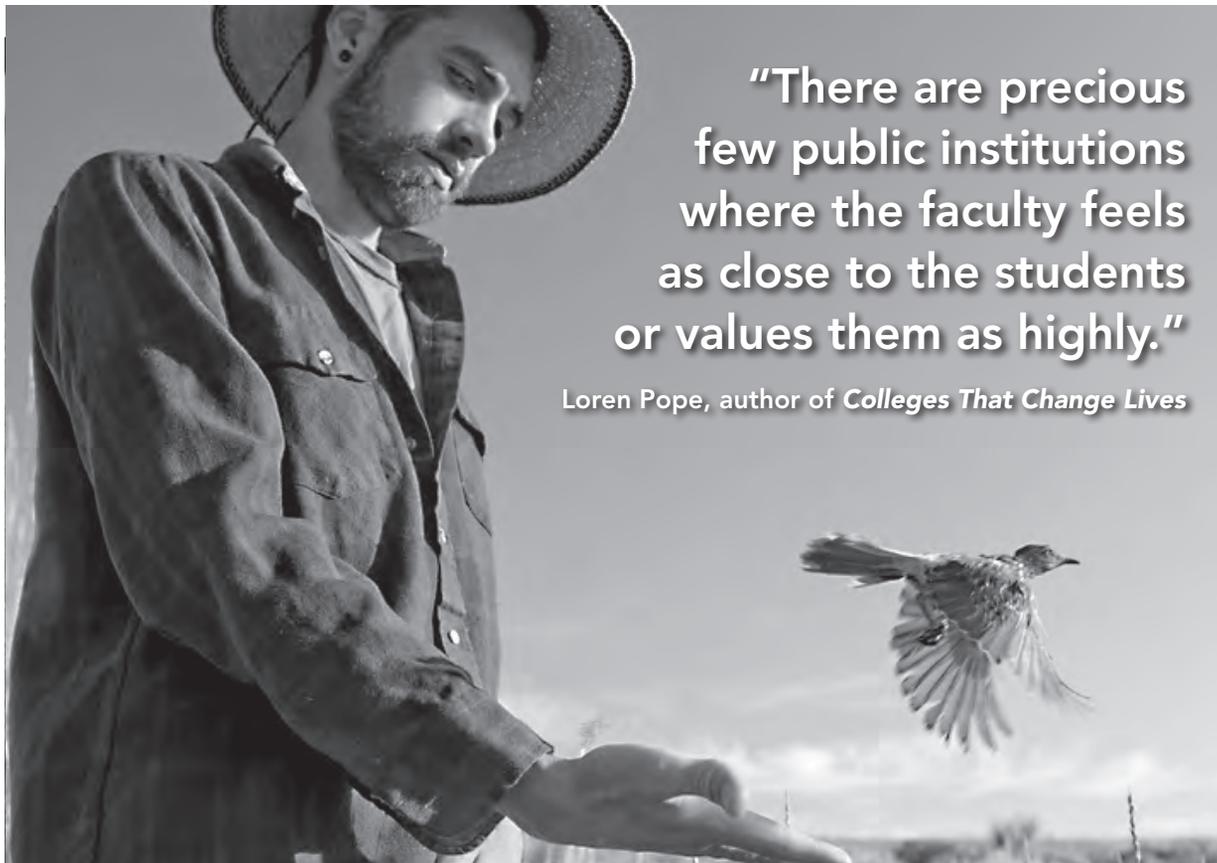
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**"There are precious few public institutions where the faculty feels as close to the students or values them as highly."**

Loren Pope, author of *Colleges That Change Lives*

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

# Academic Calendar 2010-2011

	Fall 2010	Winter 2011	Spring 2011	Summer 2011	
				First Session	Second Session
<b>Orientation</b>	September 18–26*				
<b>Tuition Deadline</b>	October 1	January 7	April 1	June 24	June 24
<b>Quarter Begins</b>	September 27	January 3	March 28	June 20	July 25
<b>Evaluations</b>	December 13–17	March 14–18	June 6–10	July 25–29	August 29– September 2
<b>Quarter Ends</b>	December 17	March 18	June 10	July 22	August 26
<b>Vacations</b>	<b>Thanksgiving Break</b> November 22–26	<b>Winter Break</b> December 18 – January 2	<b>Spring Break</b> March 20–27		

\* Subject to change

**Commencement** June 10, 2011

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

#### **EQUAL OPPORTUNITY**

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

#### **NON-DISCRIMINATION STATEMENT**

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

#### **ACCREDITATION**

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

#### **DISCLAIMER**

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

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Printed on recycled paper.

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

This catalog is updated regularly; for the most current information please visit our Web site:  
[www.evergreen.edu/catalog/2010-11](http://www.evergreen.edu/catalog/2010-11).

# Planning and Curricular Options

## WHAT IS A PROGRAM?

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

A program presents a unique opportunity to work with a team of faculty and to study a range of topics organized around a central theme or question. In this way, students can delve 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.

## HOW TO SELECT A PROGRAM

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

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

### REMEMBER...

- ➔ Read the "Major Areas of Study" and the "Program is Preparatory for" sections 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, these two sections 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 28.

**WHY NO DEPARTMENTS?**

Evergreen does not have traditional departments, but faculty members choose to affiliate with Planning Units and Thematic Planning Groups to help organize their work and allocate resources. Planning Units are groups of faculty in related fields of study; Thematic Planning Groups are composed of faculty organized around a central theme. To better understand their organization and purpose, please see the Curricular Options (pages 6-7) and the Condensed Curriculum (page 8).



**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](http://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](http://www.evergreen.edu/studyabroad).

**2010-11 Programs with a strong travel component**

Animal Behavior and Zoology (Panama)	p31
Biodiversity Studies in Argentina	p32
Caribbean Tourism: A Critical Analysis	p34
Financial Heartland (Boston, Chicago or New York)	p46
In the City (TBD)	p51
Memory and Conflict in the Eastern Mediterranean (Turkey, Egypt)	p60
Mount Rainier: The Place and its People	p62
New Zealand: Maori and Native Decolonization in the Pacific Rim	p64
The Spanish-Speaking World: Cultural Crossings (Ecuador or Nicaragua)	p74

**2010-11 Individual Study opportunities**

Advanced Research in Environmental Studies	p29
Individual Studies: Legislative Internship	p52
Individual Studies: Media Arts, Visual Anthropology, Communications	p52
Individual Studies: Political Economy, Globalization, Contemporary India, Internships	p53
Individual Studies: Psychology	p53
SOS: Botany, Horticulture, Herbology	p75
SOS: Creative Writing (Narrative Memoir/Short Story)	p75
SOS: Media/Writing/Philosophy	p76
SOS: Poetics	p76
SOS: Working Across Dimensions (2D and 3D)	p77
Undergraduate Research in Scientific Inquiry	p79
<b>SOS = Student Originated Studies</b>	

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

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

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

## CONSCIOUSNESS STUDIES

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

—Charles 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 that we need each other in order to explore.

Questions that we ask include: How does experience shape consciousness—and vice-versa? In what ways does the inclusion of the body effect cognitive development? How is sentience defined and recognized? How might it matter if the self is proven to be a by-product of a biofeedback loop? In what ways are science and spirituality complementary? What constitutes collective forms of consciousness? How can analytical attention to consciousness and the recognition of subjectivity effect positive change?

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

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

### 2010-11 Consciousness Studies

Bodies of Knowledge	p33
Computer Science Foundations	p37
Creative Environments: Entrepreneurship	p38
Dance of Consciousness	p40
Mind-Body Medicine	p61
Multicultural Counseling	p63
Music and Consciousness	p63
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	p75
Sustainability from the Inside Out	p77

## STUDIES IN SUSTAINABILITY AND JUSTICE

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

—William McDonough and Michael Braungart

At Evergreen, we take a "seven generations" approach to questions of how to sustain human life and community in harmony with the planet. This is a cross-generational, ecologic ethic that has descended to us from the Haudenosaunee (Iroquois) Confederacy<sup>1</sup>. We offer students who embrace this ethic the opportunity to design a curricular pathway that focuses on issues of sustainability.

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

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

<sup>1</sup> The Haudenosaunee, whose historical lands and continuous home is in what is now the Northeast US/Southeast Canada, consist of the Mohawk, Oneida, Tuscarora, Onondaga, Cayuga and Seneca Nations, and continue to provide leadership in educating people in how to conceive of planetary stewardship and ensuring the health of human and animal populations.

### 2010-11 Sustainability Studies

Ceremony: Relating Hospitably to the Land	p35
Climate Solutions	p36
Creative Environments: Entrepreneurship	p38
Creative Environments: Shaping	p38
Creative Environments: Shelter and Movement	p39
Drawing from Place	p43
Effective Action for Sustainability and Justice	p44
Field Ecology	p45
Green for Green: Entrepreneurship and the Environment	p50
In the City	p51
The Legislature and the Public: Environmental and Social Justice	p56
Mount Rainier: The Place and Its People	p62
Political Economy and Social Change	p67
The Practice of Sustainable Agriculture	p69
Rethinking the Suburbs	p71
Sustainability from the Inside Out	p77
Techniques of Sustainability Analysis	p78

## NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLE STUDIES (NAWIPS)

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

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

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

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

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

### 2010-11 NAWIPS Programs

Ceremony: Relating Hospitably to the Land	p35
U.S. Women of Color in 20th Century: Reading Between the Lines	p80
Mount Rainier: The Place and its People	p62
New Zealand: Maori and Native Decolonization in the Pacific Rim	p64
Reality Check: Indian Images and [Mis]Representations	p70



Photo by Katherine B. Turner '09.

# Condensed Curriculum 2010–2011

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

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

**Key:** F—fall quarter W—winter quarter S—spring quarter



Photo by Katherine B. Turner '09.

## 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.

# Programs for Freshmen

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

- **Core programs** are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies. You will learn how to write more effectively, read carefully, analyze arguments, reason quantitatively or mathematically, work cooperatively in small groups and use campus resources such as the library. Core programs will introduce you to Evergreen's interdisciplinary studies, in which faculty members from different disciplines teach together to help you explore a central theme, topic or issue as a whole, rather than as a collection of unrelated fragments. You will be exposed to the connection of artistic expression to social conditions, for example, or to the relationship of biological facts to individual psychology. These integrated study programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. You will also learn the skills needed to design your own education. The small student-faculty ratio in Core programs (23:1) ensures close interaction between you and your faculty and with other students.
- **Lower-division programs** are designed as entry-level offerings that include a mix of half freshmen and half sophomores.
- **All-level programs** enroll a mix of freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent freshmen. Like Core programs, they are interdisciplinary studies. Most students in these programs will already have some years of college experience, so you will get less guidance about basic skills development. Faculty expectations about what you know and what you can learn on your own will be greater. You should also be ready to work with a wide mix of students—in age, experience and stages of learning. Talk to Academic Advising about the background necessary to be in an All-level program.
- **Programs for sophomores and above** may admit a particularly well-qualified freshman. These are listed in their respective planning units in the remainder of the catalog. Consult the faculty and Academic Advising if you are interested in one of these programs.



## PROGRAMS FOR FRESHMEN

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>	<b>pg</b>	<b>quarter</b>
Forensics & Criminal Behavior	47	F W S	49	W
Law and Literature: Equality, Citizenship and Democracy in the United States	55	F W	49	F
Law and Literature: Revolution to Reconstruction	55	S	51	F W
Seven Oceans	73	S	51	S
Sustainability from the Inside Out	77	F W S	54	F W S
Temporal Images	78	F W		
Visions & Voices: Culture, Community & Creativity	81	F W S		
<b>Lower-division:</b> <i>50% freshmen/50% sophomores</i>				
Foundations of Economics	48	S		
Introduction to Natural History	54	F		
<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>				
Algebra to Algorithms	30	S		
Bodies of Knowledge	33	F W S		
Botany: Plants and People	33	W		
Calculated Fiction	34	S		
Ceremony: Relating Hospitably to the Land	35	F W S		
Computer Science Foundations	37	F W S		
Creative Environments: Entrepreneurship	38	F		
Creative Environments: Shelter and Movement	38	F W		
Dance of Consciousness	40	F W S		
Dada and Surrealism: Art as Life—Life as Art	40	W S		
Data and Information: Computational Linguistics	41	F		
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S		
Designing Languages	42	F W		
Drawing From Place	43	F		
Experiments in Theater and Dance	45	F W		
Field Ecology	45	F W S		
Field Plant Taxonomy	46	S		
Financial Heartland	46	S		
Food, Health and Sustainability	47	F W S		
Foundations of Health Science	48	F W S		
Games Marketers Play			49	W
Gender & Culture: Japanese and American Literature, Cinema and Popular Culture			49	F
Imperialism			51	F W
In The City			51	S
Introduction to Natural Science: Life on Earth			54	F W S
Language Matters: Persuasive Language in Popular Culture			54	S
Looking at Animals			57	S
Looking Backward: America in the 20th Century			57	F W S
Marketing and (Anti-)Consumerism			58	F
Meaning, Math and Motion			59	F W
Mind-Body Medicine			61	F W
Mount Rainier: The Place and its People			62	F W S
Poetics and Performance			66	F W
Political Economy and Social Change			67	F W
Post-Colonial Caribbean: Aesthetics of Culture and Identity			67	F
Power in American Society (fall)			68	F
Power in American Society (winter)			68	W
Reality Check: Indian Images and [Mis]Representations			70	W
Rethinking the Suburbs			71	F W S
Russia & Eurasia: Empires & Enduring Legacies			72	F W S
Self and Culture: Studies in Japanese and American Literature and Cinema			73	W
Shattered Images of Changing China: Modern Chinese Literature and Film			74	F
The Past and Future of American Youth			66	F W
The Practice of Sustainable Agriculture			69	F W S
The Remembrance of Things Past			70	F W S
Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema			79	S
U.S. Women of Color in the 20th Century: Reading Between the Lines			80	F



## Culture, Text and Language

**Culture, Text and Language** (CTL) programs invite students to engage in rigorous critical inquiry about the human experience. Our curriculum covers many disciplinary perspectives and geographical areas, with a strong focus on reflective inquiry and integrative understanding. Through the study of 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 become proficient in the means of communication used by different societies and nation states.

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

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

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

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

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



Photo by Katherine B. Turner '09. Top photo by Paul Rynolds '09.

## CTL PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Law and Literature: Equality, Citizenship and Democracy in the United States	55	F W
Law and Literature: Revolution to Reconstruction	55	S
Visions & Voices: Culture, Community & Creativity	81	F W S

**All-level:** *A mix of freshmen, sophomores, juniors and seniors*

Bodies of Knowledge	33	F W S
Calculated Fiction	34	S
Dada and Surrealism: Art as Life—Life as Art	40	W S
Dance of Consciousness	40	F W S
Data and Information: Computational Linguistics	41	F
Designing Languages	42	F W
Gender and Culture: Japanese and American Literature, Cinema and Popular Culture	49	F
In The City	51	S
Language Matters:		
Persuasive Language in Popular Culture	54	S
Looking at Animals	57	S
Looking Backward: America in the 20th Century	57	F W S
Meaning, Math and Motion	59	F W
Poetics and Performance	66	F W
Post-Colonial Caribbean:		
Aesthetics of Culture and Identity	67	F
Reality Check:		
Indian Images and [Mis]Representations	70	W
Rethinking the Suburbs	71	F W S
Russia & Eurasia: Empires & Enduring Legacies	72	F W S
Self & Culture: Studies in Japanese & American Literature & Cinema	73	W
Shattered Images of Changing China:		
Modern Chinese Literature and Film	74	F
The Remembrance of Things Past	70	F W S
Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema	79	S
U.S. Women of Color in the 20th Century: Reading Between the Lines	80	F

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

Caribbean Tourism: A Critical Analysis	34	W
Cities: Real and Imagined	36	F W
Dionysia: Enlivening Greek Theater	43	W S
Memory & Conflict in the Eastern Mediterranean	60	F W S
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W
Seeing the Light	72	F
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	75	S
Student Originated Studies: Poetics	76	S
The Spanish-Speaking World: Cultural Crossings	74	F W S

**Juniors or seniors:** *(advanced level)*

Death Considered	41	F
Student Originated Studies: Media/Writing/Philosophy	76	W S

## AFFILIATED FACULTY

<b>Kristina Ackley</b> <i>Native American Studies</i>
<b>William Ray Arney</b>
<b>Marianne Bailey</b> <i>French Literature</i>
<b>Eddy Brown</b> <i>Writing and Humanities</i>
<b>Stacey Davis</b> <i>European History</i>
<b>Diego de Acosta</b> <i>Spanish Literature and Language</i>
<b>Kathleen Eamon</b> <i>Philosophy</i>
<b>Susan Fiksdal</b> <i>Linguistics and French</i>
<b>Karen Gaul</b> <i>Anthropology</i>
<b>Chauncey Herbison</b> <i>African American Studies</i>
<b>David Hitchens</b> <i>American History</i>
<b>Sara Huntington</b> <i>Writing, Research and Information Systems</i>
<b>Nancy Koppelman</b> <i>American Studies</i>
<b>Stephanie Kozick</b> <i>Human Development</i>
<b>Patricia Krafcik</b> <i>Russian Language, Literature and Culture</i>
<b>Ulrike Krotscheck</b> <i>Classical Studies, Archeology</i>
<b>David Marr</b> <i>American Studies</i>
<b>Harumi Moruzzi</b> <i>Cultural Studies, Literature, Film Studies</i>
<b>Greg Mullins</b> <i>Literature and Queer Studies</i>
<b>Alice A. Nelson</b> <i>Latin American Literature, Spanish</i>
<b>Steven Niva</b> <i>International Politics, Political Philosophy</i>
<b>Charles N. Pailthorp</b> <i>Philosophy</i>
<b>Sarah Pederson</b> <i>Literature, Maritime Studies</i>
<b>Rita Pougiales</b> <i>Anthropology</i>
<b>Frances Rains</b> <i>Multicultural Education</i>
<b>Bill Ransom</b> <i>Writing</i>
<b>Andrew Reece</b> <i>Classical Studies</i>
<b>Therese Saliba</b> <i>International Feminism, Middle East Studies, Literature</i>
<b>Samuel A. Schragger</b> <i>Ethnography, American Studies</i>
<b>Leonard Schwartz</b> <i>Poetics</i>
<b>Matthew E. Smith</b> <i>Political Science, Community Studies</i>
<b>Robert W. Smurr</b> <i>Russian History</i>
<b>Eric Stein</b> <i>Cultural Anthropology</i>
<b>Joseph Tougas</b> <i>Philosophy</i>
<b>Setsuko Tsutsumi</b> <i>Japanese Literature, History and Language</i>
<b>Jules Unsel</b> <i>United States History</i>
<b>Sarah Williams</b> <i>Feminist Theory, Somatic Studies</i>
<b>Elizabeth Williamson</b> <i>English Literature</i>
<b>Tom Womeldorff</b> <i>Economics</i>



## Environmental Studies

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

and qualitative methods, 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, political economy, global climate change and sustainability.
- **Natural History**—Focuses on observation, identification and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. It includes botany, ecology, entomology, herpetology, invertebrate zoology, mammalogy, mycology, ornithology, and exploration of issues in biodiversity and global climate change.
- **Environmental Sciences**—Investigates primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and field work. They include biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology, oceanography, and issues of global climate change.

Environmental studies students will find the frequency of topics offered, prerequisites for study, breadth of liberal arts education, and graduate school admissions requirements described in individual programs. Students new to environmental studies might consider taking Introduction to Environmental Studies (different versions are offered every year), which is intended for sophomore and transfer students, but is also open to well-prepared freshmen. Most freshmen should consider core programs that include topics in environmental studies. Further study may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared for the program.

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

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

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

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

## ES PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Seven Oceans	73	S
Sustainability from the Inside Out	77	F W S

**All-level:** *A mix of freshmen, sophomores, juniors and seniors*

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

**Lower-division:** *50% freshmen/50% sophomores*

Introduction to Natural History	54	F
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**Sophomores or above:** *(intermediate level)*

Climate Solutions	36	S
Green for Green: Entrepreneurship & The Environment	50	W S

**Juniors or seniors:** *(advanced level)*

Advanced Research in Environmental Studies	29	F W S
Animal Behavior and Zoology	31	F W S
Biodiversity Studies in Argentina	32	F W
Creative Environments: Shaping	38	F W S
Effective Action for Sustainability and Justice	44	F W S
Environmental Analysis	44	F W S
Individual Study: Legislative Internship	52	W S
SOS: Botany, Herbiology, Horticulture	75	F
Techniques of Sustainability Analysis	78	F
The Legislature and the Public: Environmental and Social Justice	56	F

## AFFILIATED FACULTY

**Jeff Antonelis-Lapp** *Environmental Education*  
**Maria Bastaki** *Environmental Toxicology, Risk Assessment*  
**Frederica Bowcutt** *Botany, Environmental History*  
**Paul Butler** *Geology, Hydrology, Statistics*  
**Gerardo Chin-Leo** *Marine Science, Plankton Ecology*  
**Robert Cole** *Systems Science, Sustainability*  
**Amy Cook** *Ecology, Vertebrate Biology*  
**Carolyn Dobbs** *Land Use, Environmental Planning*  
**Dylan Fischer** *Forest and Plant Ecology*  
**Russell Fox** *Community Development, Urban Planning*  
**Karen Gaul** *Anthropology*  
**Jennifer Gerend** *Land Use Planning,  
Geographic Information Systems*  
**Martha Henderson** *Geography, Environmental History*  
**Heather Heying** *Zoology, Behavioral Ecology, Evolution*  
**John Longino** *Entomology, Ecology, Evolutionary Biology*  
**Cheri Lucas-Jennings** *Environmental Health, Law and Policy*  
**Lee Lyttle** *Environmental Policy, Research Methods*  
**Ralph Murphy** *Environmental Economics, Environmental Policy*  
**Nalini Nadkarni** *Forest Ecology*  
**Lin Nelson** *Environmental Health and Policy*  
**Paul Przybylowicz** *Ecology, Biology, Agriculture, Sustainability*  
**Liza Rognas** *American History, Research Methods*  
**Martha Rosemeyer** *Ecological Agriculture, Food Systems*  
**Steve Scheuerell** *Ecological Agriculture, Sustainability*  
**Linda Moon Stumpff** *Natural Resource Policy, Forestry*  
**Alison Styring** *Ornithology, Tropical Ecology*  
**Ken Tabbutt** *Geology, Hydrogeology, Geochemistry*  
**Erik V. Thuesen** *Marine Science, Zoology, Ecophysiology*  
**Bret Weinstein** *Evolution, Biology*  
**Ted Whitesell** *Geography, Political Ecology, Conservation*



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



## Expressive Arts

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

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

Programs that integrate art practice might be organized around concepts, geographical areas, scientific inquiry, artistic and cultural movements, environmental concerns or historical moments; program content is based on the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs offer ample opportunities for skill development in the context of these thematic investigations, rather than through narrowly focused and isolated sequential skill training. As art doesn't exist in a vacuum, we encourage arts concentrators to draw inspiration from study outside the arts, and we require broadly interdisciplinary academic work for admission to some arts programs. Students who take programs combining arts with other disciplines build stronger foundations for their creative practices.

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

Evergreen graduates who have studied the arts go on to pursue MFA degrees, start non-profits or work with community arts organizations, galleries or museums, enter the commercial sector to found or work for design and publicity firms, or find positions in theater, television, film or other production companies. Many successfully sustain their own creative practices. These graduates frequently discover that the collaboration, communication, management and creative problem solving skills they have cultivated in expressive arts programs also help them excel in fields outside the arts.

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

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

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

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

## EA PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Temporal Images	78	F W
Visions & Voices: Culture, Community & Creativity	81	F W S
<b>All-level:</b> <i>A mix of freshmen, sophomores, juniors and seniors</i>		
Algebra to Algorithms	30	S
Creative Environments: Shelter and Movement	39	F W
Dada and Surrealism: Art as Life—Life as Art	40	W S
Dance of Consciousness	40	F W S
Drawing From Place	43	F
Experiments in Theater and Dance	45	F W
Looking at Animals	57	S
Poetics and Performance	66	F W
Shattered Images of Changing China: Modern Chinese Literature and Film	74	F
<b>Sophomores or above:</b> <i>(intermediate level)</i>		
Dionysia: Enlivening Greek Theater	43	W S
The Lens-Based Image: Theory, Criticism, Practice	56	S
Music and Movement in Nature and Culture	64	F W S
Nonfiction Media: Animation, Documentary, and Experimental Approaches to the Moving Image	65	F W S
Ready Camera One: We're Live	69	S
Seeing the Light	72	F
SOS: Working Across Dimensions (2D & 3D)	77	S
<b>Juniors or seniors:</b> <i>(advanced level)</i>		
Creative Environments: Shaping	38	F W S
Individual Study: Media Arts, Visual Anthropology, Communications	52	F
Music and Consciousness	63	F W
Plein Air	66	S
SOS: Media/Writing/Philosophy	76	W S

## AFFILIATED FACULTY

<b>Susan Aurand</b> <i>Visual Art</i>
<b>Andrew Buchman</b> <i>Music</i>
<b>Arun Chandra</b> <i>Music Performance, Composition, Computer Music</i>
<b>Sally Cloninger</b> <i>Film/Video</i>
<b>Rob Esposito</b> <i>Modern Dance</i>
<b>Lara Evans</b> <i>Art History</i>
<b>Joe Feddersen</b> <i>Visual Art</i>
<b>Anne Fischel</b> <i>Film/Video</i>
<b>Ariel Goldberger</b> <i>Scenic Design</i>
<b>Walter Eugene Grodzik</b> <i>Theater</i>
<b>Bob Haft</b> <i>Photography, Art History</i>
<b>Matthew Hamon</b> <i>Visual Art, Photography</i>
<b>Lucia Harrison</b> <i>Visual Art</i>
<b>Ruth Hayes</b> <i>Animation, Media Studies</i>
<b>Rose Jang</b> <i>Theater</i>
<b>Robert Leverich</b> <i>Visual Art, Architecture</i>
<b>Jean Mandeberg</b> <i>Visual Art</i>
<b>Laurie Meeker</b> <i>Film/Video</i>
<b>Kabby Mitchell III</b> <i>Dance, African American Studies, Theater</i>
<b>Ratna Roy</b> <i>Dance, African American Studies, South Asian Studies</i>
<b>Terry Setter</b> <i>Music</i>
<b>Lisa Sweet</b> <i>Visual Art</i>
<b>Gail Tremblay</b> <i>Visual Art, Creative Writing</i>
<b>Sean Williams</b> <i>Ethnomusicology</i>
<b>Julia Zay</b> <i>Video/Media Studies</i>



Photo by Paul Reynolds '09.



## Scientific Inquiry

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

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

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

By engaging in laboratory and group problem-solving exercises, students will learn to think like scientists—to develop hypotheses and design experiments, to collect data and analyze them within a theoretical framework, and to apply these results to new situations.

Our students have unique opportunities to conduct scientific research using high-quality instruments, such as a scanning electron microscope and a Nuclear Magnetic Resonance machine. In addition, they can use some of the best modern software available. Students also read current scientific journal articles and learn to write technical reports and papers.

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

Biology	Chemistry	Computer Science
Foundations of Health Science	Foundations of Health Science	Data and Information
Introduction to Natural Science	Introduction to Natural Science	Computer Science Foundations
Molecule to Organism	Atoms, Molecules and Reactions	Student Originated Software
Gene to Ecosystems	Environmental Analysis	Computability and Language Theory
	Molecule to Organism	Algebra to Algorithms

Mathematics	Physics
Models of Motion	Introduction to Natural Science
Computer Science Foundations	Atoms, Molecules and Reactions
Mathematical Systems	Models of Motion
Methods of Mathematical Physics	Methods of Mathematical Physics
Algebra to Algorithms	Energy Systems
Data and Information	Meaning, Math and Motion
Meaning, Math and Motion	

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

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

## SI PROGRAMS

**Core:** *Designed for freshmen*

	pg	quarter
Forensics & Criminal Behavior	47	F W S

**All-level:** *A mix of freshmen, sophomores, juniors and seniors*

Algebra to Algorithms	30	S
Bodies of Knowledge	33	F W S
Calculated Fiction	34	S
Computer Science Foundations	37	W S
Creative Environments: Shelter and Movement	39	F W
Dance of Consciousness	40	F W S
Data and Information: Computational Linguistics	41	F
Designing Languages	42	F W
Food, Health and Sustainability	47	F W S
Foundations of Health Science	48	F W S
Introduction to Natural Science: Life on Earth	54	F W S
Meaning, Math and Motion	59	F W

**Lower-division:** *50% freshmen/50% sophomores*

Introduction to Natural History	54	F
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**Sophomores or above:** *(intermediate level)*

Computability and Language Theory	37	F W S
Methods of Mathematical Physics	60	F W S
Molecule to Organism	61	F W S
Undergraduate Research in Scientific Inquiry	79	F W S

**Juniors or seniors:** *(advanced level)*

Animal Behavior and Zoology	31	F W S
Environmental Analysis	44	F W S

## AFFILIATED FACULTY

Clyde Barlow *Chemistry*  
 Dharshi Bopegedera *Chemistry*  
 Andrew Brabban *Biology*  
 Krishna Chowdary *Physics*  
 Judy Bayard Cushing *Computer Science*  
 Clarissa Dirks *Molecular and Cellular Biology*  
 Kevin Francis *History of Science and Technology*  
 Rachel Hastings *Mathematics and Linguistics*  
 Robert H. Knapp, Jr. *Physics*  
 Elizabeth M. Kutter *Biology*  
 David McAvity *Mathematics and Physics*  
 Lydia McKinstry *Organic Chemistry*  
 Donald V. Middendorf *Physics*  
 Donald Morisato *Biology*  
 Nancy Murray *Biology*  
 James Neitzel *Biochemistry*  
 Neal Nelson *Computer Science*  
 Michael Paros *Veterinary Medicine*  
 Gregg Sapp *Information Services, Science Education*  
 Paula Schofield *Chemistry*  
 Sheryl Shulman *Computer Science*  
 Benjamin Simon *Microbiology*  
 Rebecca Sunderman *Chemistry*  
 Brian Walter *Mathematics*  
 E. J. Zita *Physics*



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

# Society, Politics, Behavior and Change

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

- **Society**—Many of our programs examine how individuals of diverse races, genders, religions and classes, interact to construct a complex society. We also study how that society and other social forces affect the experiences and opportunities of the individuals and groups within.
- **Politics**—Many of our programs consider how societies and governments are organized. Our study of politics focuses on the interplay of politics and economics, with an emphasis on the domestic and international political economy and its implications for race, gender and class.
- **Behavior**—Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty has particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.
- **Change**—Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

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

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

Our area includes faculty from the following disciplines: anthropology, economics, accounting, history, public policy, public administration, labor studies, women's studies, business, management science, political science, entrepreneurship, international affairs, tribal governance, philosophy, sociology, health sciences, psychology, and education.

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

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



Photo by Katherine B. Turner '09.

## SPBC PROGRAMS

<b>Core:</b> <i>Designed for freshmen</i>	<b>pg</b>	<b>quarter</b>
Forensics & Criminal Behavior	47	F W S
Law and Literature: Equality, Citizenship and Democracy in the United States	55	F W
Law and Literature: Revolution to Reconstruction	55	S
Sustainability from the Inside Out	77	F W S

**All-level:** *A mix of freshmen, sophomores, juniors and seniors*

Ceremony: Relating Hospitably to the Land	35	F W S
Creative Environments: Entrepreneurship	38	F
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S
Financial Heartland	46	S
Games Marketers Play	49	W
Imperialism	51	F W
Looking Backward: America in the 20th Century	57	F W S
Marketing and (Anti-)Consumerism	58	F
Mind-Body Medicine	61	F W
The Past and Future of American Youth	66	F W
Political Economy and Social Change	67	F W
Power in American Society (fall)	68	F
Power in American Society (winter)	68	W

**Lower-division:** *50% freshmen/50% sophomores*

Foundations of Economics	48	S
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**Sophomores or above:** *(intermediate level)*

Green for Green: Entrepreneurship and The Environment	50	W S
Individual Study: Imperialism, Political Science, Third World, Foreign Policy	52	S
Individual Study: Political Economy, Globalization, Contemporary India	52	S
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W

**Juniors or seniors:** *(advanced level)*

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

## AFFILIATED FACULTY

<b>Don Bantz</b> <i>Public Administration</i>
<b>Peter G. Bohmer</b> <i>Political Economy</i>
<b>William Bruner</b> <i>Economics, Management</i>
<b>Savvina Chowdhury</b> <i>Feminist Economics</i>
<b>Scott Coleman</b> <i>Education</i>
<b>Stephanie Coontz</b> <i>European and American History, Family Studies</i>
<b>Jon Davies</b> <i>Teacher Education</i>
<b>Peter Dorman</b> <i>Economics, Political Economy</i>
<b>John Robert Filmer</b> <i>Maritime Studies, Business Management</i>
<b>Terry Ford</b> <i>Education, Multicultural Studies</i>
<b>George Freeman, Jr.</b> <i>Clinical Psychology</i>
<b>Laurance R. Geri</b> <i>Public Non-profit Management, International Affairs</i>
<b>José Gómez</b> <i>Law and Politics</i>
<b>Amy Gould</b> <i>Public Administration, Political Science, Women's Studies, Queer Studies</i>
<b>Jeanne E. Hahn</b> <i>Political Economy, Contemporary India</i>
<b>Heesoon Jun</b> <i>Psychology</i>
<b>Cynthia Kennedy</b> <i>Leadership</i>
<b>Mukti Khanna</b> <i>Psychology, Expressive Arts Therapy</i>
<b>Cheryl Simrell King</b> <i>Public and Non Profit Administration, Community/Urban Studies</i>
<b>Glenn Landram</b> <i>Business, Management Science, Statistics</i>
<b>Gerald Lassen</b> <i>Economics</i>
<b>Daniel B. Leahy</b> <i>Social Movement Theory and Practice, Political Economy</i>
<b>Anita Lenges</b> <i>Ethno-mathematics, Math/Science Education</i>
<b>Carrie M. Margolin</b> <i>Cognitive Psychology</i>
<b>Paul McMillin</b> <i>Information Studies, Historical Sociology</i>
<b>Lawrence J. Mosqueda</b> <i>Political Economy</i>
<b>Raul Nakasone</b> <i>Education</i>
<b>Toska Olson</b> <i>Sociology</i>
<b>Alan Parker</b> <i>Law, Native America Policy</i>
<b>Gary Peterson</b> <i>Social Work</i>
<b>Yvonne Peterson</b> <i>Education, Native American Studies</i>
<b>Nelson Pizarro</b> <i>Business Administration, Entrepreneurship</i>
<b>David Rutledge</b> <i>Psychology</i>
<b>Zahid Shariff</b> <i>Public Administration, Post-Colonial Studies</i>
<b>David Shaw</b> <i>Business</i>
<b>Eric Stein</b> <i>Anthropology</i>
<b>Michael Vavrus</b> <i>Social Foundations of Education, Political Economy</i>
<b>Sherry L. Walton</b> <i>Education, Literacy</i>
<b>Sonja Wiedenhaupt</b> <i>Psychology, Education</i>
<b>Zoë Van Schyndel</b> <i>Finance</i>
<b>Tony Zaragoza</b> <i>American Studies, Political Economy</i>



# Reservation-Based Community-Determined Program

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

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

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

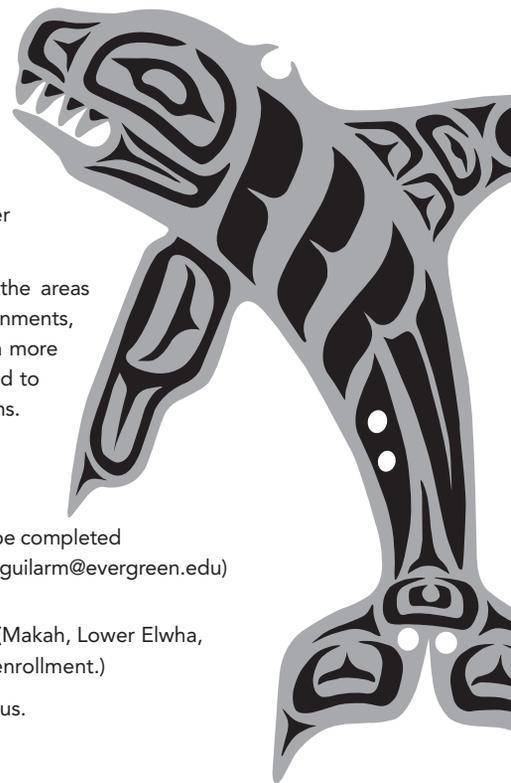
Our interdisciplinary curriculum is developed in collaboration with Native leaders to include the areas of community and economic development, leadership, tribal administration, sustainable environments, intergovernmental relations, indigenous knowledge, and tribal law. Students who want to develop a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

## Who Should Apply

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

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

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



## RBCD PROGRAM

**Juniors or seniors:** (*advanced level*) **pg quarter**  
Reservation-Based Community-Determined:  
Contemporary Indian Communities in Global Society 71 F W S

## AFFILIATED FACULTY

**Michelle Aguilar-Wells, Soboba/Luiseno, Director**



# 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.

## TACOMA CAMPUS PROGRAMS

**Juniors or seniors:** (*advanced level*)  
With Liberty and Justice for Whom?

**pg** **quarter**  
82 F W S

## AFFILIATED FACULTY

**Mingxia Li (Zhang Er)**

**Paul McCreary**

**Gilda Sheppard**

**Tyrus Smith**

**Artee Young**

**Executive Director:**

**Dr. Artee F. Young**



# Matching Evergreen's Programs to Your Field of Interest

Evergreen's programs are organized into Planning Units and thematic planning groups—academic areas that will help you find current programs that match your needs and interests. Programs designed to accommodate freshman students are designated Programs for Freshmen. The Planning Units are Culture, Text and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; and Society, Politics, Behavior and Change. Thematic planning groups include Consciousness Studies, Native American and World Indigenous People Studies (NAWIPS), and Sustainability and Justice.

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/2010-11](http://www.evergreen.edu/catalog/2010-11).

	pg	quarter		pg	quarter
<b>AESTHETICS</b>			<b>ART HISTORY</b>		
Dada and Surrealism: Art as Life—Life as Art	40	W S	Art and Religious Practice	32	F W
Drawing From Place	43	F	Dada and Surrealism: Art as Life—Life as Art	40	W S
Experiments in Theater and Dance	45	F W	Drawing From Place	43	F
The Lens-Based Image: Theory, Criticism, Practice	56	S	Experiments in Theater and Dance	45	F W
Poetics and Performance	66	F W	The Lens-Based Image: Theory, Criticism, Practice	56	S
Post-Colonial Caribbean: Aesthetics of Culture & Identity	67	F	Looking at Animals	57	S
Seeing the Light	72	F	Seeing the Light	72	F
Student Originated Studies: Poetics	76	S	Temporal Images	78	F W
Temporal Images	78	F W	Visions and Voices: Culture, Community and Creativity	81	F W S
<b>AGRICULTURE</b>			<b>ASTRONOMY</b>		
Advanced Research in Environmental Studies	29	F W S	Methods of Mathematical Physics	60	F W S
Food, Health and Sustainability	47	F W S	<b>BIOCHEMISTRY</b>		
The Practice of Sustainable Agriculture	69	F W S	Forensics & Criminal Behavior	47	F W S
<b>AMERICAN STUDIES</b>			Foundations of Health Science	48	F W S
Cities: Real and Imagined	36	F W	Molecule to Organism	61	F W S
In The City	51	S	Undergraduate Research in Scientific Inquiry	79	F W S
Law and Literature: Equality, Citizenship and Democracy in the United States	55	F W	<b>BIOLOGY</b>		
Law and Literature: Revolution to Reconstruction	55	S	Animal Behavior and Zoology	31	F W S
Looking Backward: America in the Twentieth Century	57	F W S	Biodiversity Studies in Argentina	32	F W
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W	Bodies of Knowledge	33	F W S
Rethinking the Suburbs	71	F W S	Field Ecology	45	F W S
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	75	S	Food, Health and Sustainability	47	F W S
U.S. Women of Color in the 20th Century: Reading Between the Lines	80	F	Forensics & Criminal Behavior	47	F W S
<b>ANTHROPOLOGY</b>			Foundations of Health Science	48	F W S
Bodies of Knowledge	33	F W S	Health and Human Development	50	F W S
Dance of Consciousness	40	F W S	Introduction to Natural History	54	F
The Remembrance of Things Past	70	F W S	Introduction to Natural Science: Life on Earth	54	F W S
Sustainability from the Inside Out	77	F W S	Molecule to Organism	61	F W S
<b>ARCHITECTURE</b>			Undergraduate Research in Scientific Inquiry	79	F W S
Creative Environments: Shaping	38	F W S	With Liberty and Justice for Whom?	82	F W S
Creative Environments: Shelter and Movement	39	F W	<b>BOTANY</b>		
In The City	51	S	Advanced Research in Environmental Studies	29	F W S
			Biodiversity Studies in Argentina	32	F W
			Botany: Plants and People	33	W
			Field Ecology	45	F W S
			Field Plant Taxonomy	46	S
			Introduction to Natural History	54	F
			The Practice of Sustainable Agriculture	69	F W S
			Student Originated Studies: Botany, Herbiology, Horticulture	75	F

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**BUSINESS AND MANAGEMENT**

Creative Environments: Entrepreneurship	38	F
Financial Heartland	46	S
Foundations of Economics	48	S
Games Marketers Play	49	W
Green for Green: Entrepreneurship & The Environment	40	W S
Marketing and (Anti-)Consumerism	58	F
Techniques of Sustainability Analysis	78	F

**CHEMISTRY**

Creative Environments: Shelter and Movement	39	F W
Environmental Analysis	44	F W S
Food, Health and Sustainability	47	F W S
Forensics & Criminal Behavior	47	F W S
Foundations of Health Science	48	F W S
Introduction to Natural Science: Life on Earth	54	F W S
Molecule to Organism	61	F W S
Undergraduate Research in Scientific Inquiry	79	F W S

**CLASSICS**

Dionysia: Enlivening Greek Theater	43	W S
Memory and Conflict in the Eastern Mediterranean	60	F W S

**COMMUNICATIONS**

Ceremony: Relating Hospitably to the Land	35	F W S
Climate Solutions	36	S
Data and Information: Computational Linguistics	41	F
Designing Languages	42	F W
Effective Action for Sustainability and Justice	44	F W S
Forensics & Criminal Behavior	47	F W S
Games Marketers Play	49	W
Individual Study: Media Arts, Visual Anthropology, Communications	52	F
Language Matters: Persuasive Language in Popular Culture	54	S
Marketing and (Anti-)Consumerism	58	F
Multicultural Counseling: An Innovative Model	63	F W S
Ready Camera One: We're Live	69	S
Student Originated Studies: Media/Writing/Philosophy	76	W S

**COMMUNITY STUDIES**

Advanced Research in Environmental Studies	29	F W S
Ceremony: Relating Hospitably to the Land	35	F W S
Creative Environments: Shelter and Movement	39	F W
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S
Effective Action for Sustainability and Justice	44	F W S
Health and Human Development	50	F W S
In The City	51	S
Individual Study: Legislative Internship	52	W S
Individual Study: Psychology	53	S
The Legislature and the Public: Environmental and Social Justice	56	F
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F W S
Rethinking the Suburbs	71	F W S
Visions and Voices: Culture, Community and Creativity	81	F W S
With Liberty and Justice for Whom?	82	F W S

**COMPUTER SCIENCE**

Algebra to Algorithms	30	S
Computability and Language Theory	37	F W S
Computer Science Foundations	37	W S
Data and Information: Computational Linguistics	41	F
Designing Languages	42	F W
Undergraduate Research in Scientific Inquiry	79	F W S

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**CONSCIOUSNESS STUDIES**

Bodies of Knowledge	33	F W S
Computer Science Foundations	37	W S
Creative Environments: Entrepreneurship	38	F
Dance of Consciousness	40	F W S
Experiments in Theater and Dance	45	F W
Mind-Body Medicine	61	F W
Multicultural Counseling: An Innovative Model	63	F W S
Music and Consciousness	63	F W
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	75	S
Sustainability from the Inside Out	77	F W S

**CULTURAL STUDIES**

Caribbean Tourism: A Critical Analysis	34	W
Cities: Real and Imagined	36	F W
Dance of Consciousness	40	F W S
Designing Languages	42	F W
Experiments in Theater and Dance	45	F W
Gender and Culture: Japanese and American Literature, Cinema and Popular Culture	49	F
Health and Human Development	50	F W S
Imperialism	51	F W
In The City	51	S
Individual Study: Imperialism, Political Science, Third World, Foreign Policy	52	S
Individual Study: Media Arts, Visual Anthropology, Communications	52	F
Individual Study: Psychology	53	S
Memory and Conflict in the Eastern Mediterranean	60	F W S
Mind-Body Medicine	61	F W
Multicultural Counseling: An Innovative Model	63	F W S
Music and Movement in Nature and Culture	64	F W S
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W
Reality Check: Indian Images and [Mis]Representations	70	W
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F W S
Russia and Eurasia: Empires and Enduring Legacies	72	F W S
Self and Culture: Studies in Japanese and American Literature and Cinema	73	W
Shattered Images of Changing China: Modern Chinese Literature and Film	74	F
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	75	S
The Spanish-Speaking World: Cultural Crossings	74	F W S
U.S. Women of Color in the 20th Century: Reading Between the Lines	80	F
Visions and Voices: Culture, Community and Creativity	81	F W S

**DANCE**

Dance of Consciousness	40	F W S
Experiments in Theater and Dance	45	F W
Music and Movement in Nature and Culture	64	F W S

**ECOLOGY**

Advanced Research in Environmental Studies	29	F W S
Animal Behavior and Zoology	31	F W S
Biodiversity Studies in Argentina	32	F W
Climate Solutions	36	S
Drawing From Place	43	F
Environmental Analysis	44	F W S
Field Ecology	45	F W S
Field Plant Taxonomy	46	S
Food, Health and Sustainability	47	F W S
Green for Green: Entrepreneurship & The Environment	50	W S
Introduction to Natural History	54	F
The Practice of Sustainable Agriculture	69	F W S
Student Originated Studies: Botany, Herbiology, Horticulture	75	F
Techniques of Sustainability Analysis	78	F
With Liberty and Justice for Whom?	82	F W S

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<b>ECONOMICS</b>		
Alternatives to Capitalism	31	S
Caribbean Tourism: A Critical Analysis	34	W
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S
Foundations of Economics	48	S
Games Marketers Play	49	W
Imperialism	51	F W
Looking Backward: America in the Twentieth Century	57	F W S
Marketing and (Anti-)Consumerism	58	F
The Past and Future of American Youth	66	F W
Political Economy and Social Change	67	F W
<b>EDUCATION</b>		
Algebra to Algorithms	30	S
Ceremony: Relating Hospitably to the Land	35	F W S
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S
Imperialism	51	F W
In The City	51	S
Student Originated Studies: Working Across Dimensions (2D and 3D)	77	S
With Liberty and Justice for Whom?	82	F W S
<b>ENVIRONMENTAL STUDIES</b>		
Advanced Research in Environmental Studies	29	F W S
Biodiversity Studies in Argentina	32	F W
Ceremony: Relating Hospitably to the Land	35	F W S
Climate Solutions	36	S
Creative Environments: Shelter and Movement	39	F W
Drawing From Place	43	F
Effective Action for Sustainability and Justice	44	F W S
Environmental Analysis	44	F W S
Field Ecology	45	F W S
Food, Health and Sustainability	47	F W S
Green for Green: Entrepreneurship & The Environment	50	W S
In The City	51	S
Individual Study: Legislative Internship	52	W S
Introduction to Natural History	54	F
The Legislature and the Public: Environmental and Social Justice	56	F
Mount Rainier: The Place and its People	62	F W S
The Practice of Sustainable Agriculture	69	F W S
Rethinking the Suburbs	71	F W S
Student Originated Studies: Botany, Herbiology, Horticulture	75	F
Techniques of Sustainability Analysis	78	F
With Liberty and Justice for Whom?	82	F W S
<b>FIELD STUDIES</b>		
Animal Behavior and Zoology	31	F W S
Biodiversity Studies in Argentina	32	F W
Botany: Plants and People	33	W
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S
Drawing From Place	43	F
Field Ecology	45	F W S
Field Plant Taxonomy	46	S
In The City	51	S
Introduction to Natural History	54	F
Self and Culture: Studies in Japanese and American Literature and Cinema	73	W
Seven Oceans	73	S
Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema	79	S

	pg	quarter
<b>GENDER AND WOMEN'S STUDIES</b>		
Dance of Consciousness	40	F W S
Decolonization in Communities: Thinking Globally, Reflecting Locally	42	S
Gender and Culture: Japanese and American Literature, Cinema and Popular Culture	49	F
Health and Human Development	50	F W S
Imperialism	51	F W
Language Matters: Persuasive Language in Popular Culture	54	S
Multicultural Counseling: An Innovative Model	63	F W S
The Past and Future of American Youth	66	F W
Student Originated Studies: Botany, Herbiology, Horticulture	75	F
U.S. Women of Color in the 20th Century: Reading Between the Lines	80	F
<b>GEOGRAPHY</b>		
500 Years of Globalization	29	F W
Advanced Research in Environmental Studies	29	F W S
Effective Action for Sustainability and Justice	44	F W S
In The City	51	S
Individual Study: Political Economy, Globalization, Contemporary India	53	S
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W
<b>GEOLOGY</b>		
Advanced Research in Environmental Studies	29	F W S
Introduction to Natural Science: Life on Earth	54	F W S
<b>GOVERNMENT</b>		
Individual Study: Legislative Internship	52	W S
Individual Study: Political Economy, Globalization, Contemporary India	53	S
The Legislature and the Public: Environmental and Social Justice	56	F
Looking Backward: America in the Twentieth Century	57	F W S
Power in American Society (fall)	68	F
Power in American Society (winter)	68	W
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F W S
Rethinking the Suburbs	71	F W S
<b>HEALTH</b>		
Advanced Research in Environmental Studies	29	F W S
Foundations of Health Science	48	F W S
Health and Human Development	50	F W S
Individual Study: Psychology	53	S
Mind-Body Medicine	61	F W
Multicultural Counseling: An Innovative Model	63	F W S
With Liberty and Justice for Whom?	82	F W S

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**HISTORY**

500 Years of Globalization	29	F	W	
Bodies of Knowledge	33	F	W	S
Cities: Real and Imagined	36	F	W	
Effective Action for Sustainability and Justice	44	F	W	S
Foundations of Economics	48			S
Foundations of Health Science	48	F	W	S
Individual Study: Political Economy, Globalization, Contemporary India	53			S
Looking Backward: America in the Twentieth Century	57	F	W	S
Marxist Theory	58			S
The Past and Future of American Youth	66	F	W	
Power in American Society (fall)	68	F		
Power in American Society (winter)	68		W	
Reality Check: Indian Images and [Mis]Representations	70		W	
The Remembrance of Things Past	70	F	W	S
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F	W	S
Rethinking the Suburbs	71	F	W	S
Russia and Eurasia: Empires and Enduring Legacies	72	F	W	S
The Spanish-Speaking World: Cultural Crossings	74	F	W	S
Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema	79			S
With Liberty and Justice for Whom?	82	F	W	S

**HYDROLOGY**

Advanced Research in Environmental Studies	29	F	W	S
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**INTERNATIONAL STUDIES**

500 Years of Globalization	29	F	W	
Caribbean Tourism: A Critical Analysis	34		W	
Designing Languages	42	F	W	
In The City	51		S	
Individual Study: Imperialism, Political Science, Third World, Foreign Policy	52		S	
Individual Study: Political Economy, Globalization, Contemporary India	53		S	
Looking Backward: America in the Twentieth Century	57	F	W	S
Memory and Conflict in the Eastern Mediterranean	60	F	W	S
Political Economy and Social Change	67	F	W	
Post-Colonial Caribbean: Aesthetics of Culture & Identity	67		F	

**LANGUAGE STUDIES**

Biodiversity Studies in Argentina	32	F	W	
Data and Information: Computational Linguistics	41		F	
Designing Languages	42	F	W	
In The City	51		S	
Language Matters: Persuasive Language in Popular Culture	54		S	
Russia and Eurasia: Empires and Enduring Legacies	72	F	W	S
The Spanish-Speaking World: Cultural Crossings	74	F	W	S

**LAW AND GOVERNMENT POLICY**

Advanced Research in Environmental Studies	29	F	W	S
Individual Study: Political Economy, Globalization, Contemporary India	53			S
Law and Literature: Equality, Citizenship and Democracy in the United States	55	F	W	
Law and Literature: Revolution to Reconstruction	55			S
Looking Backward: America in the Twentieth Century	57	F	W	S
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F	W	S

**LAW AND PUBLIC POLICY**

Climate Solutions	36			S
Individual Study: Legislative Internship	52			S
The Legislature and the Public: Environmental and Social Justice	56		F	
The Past and Future of American Youth	66	F	W	
Techniques of Sustainability Analysis	78		F	
With Liberty and Justice for Whom?	82	F	W	S

pg quarter

**LEADERSHIP STUDIES**

Ceremony: Relating Hospitably to the Land	35	F	W	S
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F	W	S
Sustainability from the Inside Out	77	F	W	S
With Liberty and Justice for Whom?	82	F	W	S

**LINGUISTICS**

Data and Information: Computational Linguistics	41		F	
Designing Languages	42		F	W
Experiments in Theater and Dance	45		F	W
Language Matters: Persuasive Language in Popular Culture	54			S
Meaning, Math and Motion	59		F	W

**LITERATURE**

Bodies of Knowledge	33	F	W	S
Calculated Fiction	34			S
Cities: Real and Imagined	36		F	W
Dada and Surrealism: Art as Life—Life as Art	40		W	S
Death Considered	41		F	
Experiments in Theater and Dance	45		F	W
Gender and Culture: Japanese and American Literature, Cinema and Popular Culture	49		F	
Imperialism	51		F	W
In The City	51			S
Law and Literature: Equality, Citizenship and Democracy in the United States	55		F	W
Law and Literature: Revolution to Reconstruction	55			S
Looking Backward: America in the Twentieth Century	57	F	W	S
Looking at Animals	57			S
Poetics and Performance	66		F	W
Post-Colonial Caribbean: Aesthetics of Culture & Identity	67		F	
The Remembrance of Things Past	70	F	W	S
Russia and Eurasia: Empires and Enduring Legacies	72	F	W	S
Self and Culture: Studies in Japanese and American Literature and Cinema	73		W	
Shattered Images of Changing China: Modern Chinese Literature and Film	74		F	
The Spanish-Speaking World: Cultural Crossings	74	F	W	S
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	75			S
Student Originated Studies: Poetics	76			S
Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema	79			S
Visions and Voices: Culture, Community and Creativity	81	F	W	S

**MARINE SCIENCE**

Advanced Research in Environmental Studies	29	F	W	S
Biodiversity Studies in Argentina	32		F	W
Seven Oceans	73			S

**MATHEMATICS**

Algebra to Algorithms	30			S
Calculated Fiction	34			S
Computability and Language Theory	37	F	W	S
Computer Science Foundations	37		W	S
Data and Information: Computational Linguistics	41		F	
Field Ecology	45	F	W	S
Forensics & Criminal Behavior	47	F	W	S
Introduction to Natural History	54		F	
Meaning, Math and Motion	59		F	W
Methods of Mathematical Physics	60	F	W	S
With Liberty and Justice for Whom?	82	F	W	S

	pg	quarter
<b>MEDIA STUDIES</b>		
Gender and Culture: Japanese and American Literature, Cinema and Popular Culture	49	F
Individual Study: Media Arts, Visual Anthropology, Communications	52	F
Language Matters: Persuasive Language in Popular Culture	54	S
Nonfiction Media: Animation, Documentary, and Experimental Approaches to the Moving Image	65	F W S
Ready Camera One: We're Live	69	S
Reality Check: Indian Images and [Mis]Representations	70	W
Shattered Images of Changing China: Modern Chinese Literature and Film	74	F
Student Originated Studies: Media/Writing/Philosophy	76	W S
Temporal Images	78	F W
Visions and Voices: Culture, Community and Creativity	81	F W S
With Liberty and Justice for Whom?	82	F W S
<b>MOVING IMAGE</b>		
Individual Study: Media Arts, Visual Anthropology, Communications	52	F
Nonfiction Media: Animation, Documentary, and Experimental Approaches to the Moving Image	65	F W S
Ready Camera One: We're Live	69	S
Self and Culture: Studies in Japanese and American Literature and Cinema	73	W
Student Originated Studies: Media/Writing/Philosophy	76	W S
Temporal Images	78	F W
Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema	79	S
<b>MUSIC</b>		
Music and Consciousness	63	F W
Music and Movement in Nature and Culture	64	F W S
<b>NATIVE AMERICAN STUDIES</b>		
Ceremony: Relating Hospitably to the Land	35	F W S
Mount Rainier: The Place and its People	62	F W S
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W
Reality Check: Indian Images and [Mis]Representations	70	W
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F W S
Visions and Voices: Culture, Community and Creativity	81	F W S
<b>NATURAL HISTORY</b>		
Biodiversity Studies in Argentina	32	F W
Botany: Plants and People	33	W
Drawing From Place	43	F
Field Ecology	45	F W S
Field Plant Taxonomy	46	S
Introduction to Natural History	54	F
Mount Rainier: The Place and its People	62	F W S
Seven Oceans	73	S
Student Originated Studies: Botany, Herbiology, Horticulture	75	F
<b>OUTDOOR LEADERSHIP AND EDUCATION</b>		
Mount Rainier: The Place and its People	62	F W S
<b>PHILOSOPHY</b>		
Bodies of Knowledge	33	F W S
Data and Information: Computational Linguistics	41	F
Death Considered	41	F
Marxist Theory	58	S
Methods of Mathematical Physics	60	F W S
Student Originated Studies: Media/Writing/Philosophy	76	W S
Student Originated Studies: Poetics	76	S
Temporal Images	78	F W

	pg	quarter
<b>PHILOSOPHY OF SCIENCE</b>		
Algebra to Algorithms	30	S
Animal Behavior and Zoology	31	F W S
Foundations of Health Science	48	F W S
Methods of Mathematical Physics	60	F W S
<b>PHYSICS</b>		
Creative Environments: Shelter and Movement	39	F W
Meaning, Math and Motion	59	F W
Undergraduate Research in Scientific Inquiry	79	F W S
<b>PHYSIOLOGY</b>		
Health and Human Development	50	F W S
<b>POLITICAL SCIENCE</b>		
500 Years of Globalization	29	F W
Alternatives to Capitalism	31	S
Effective Action for Sustainability and Justice	44	F W S
Imperialism	51	F W
Individual Study: Imperialism, Political Science, Third World, Foreign Policy	52	S
Individual Study: Legislative Internship	52	W S
Individual Study: Political Economy, Globalization, Contemporary India	53	S
Marxist Theory	58	S
Memory and Conflict in the Eastern Mediterranean	60	F W S
Political Economy and Social Change	67	F W
Power in American Society (fall)	68	F
Power in American Society (winter)	68	W
Reality Check: Indian Images and [Mis]Representations	70	W
The Remembrance of Things Past	70	F W S
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F W S
Rethinking the Suburbs	71	F W S
U.S. Women of Color in the 20th Century: Reading Between the Lines	80	F
With Liberty and Justice for Whom?	82	F W S
<b>PSYCHOLOGY</b>		
Games Marketers Play	49	W
Health and Human Development	50	F W S
Individual Study: Psychology	53	S
Marketing and (Anti-)Consumerism	58	F
Mind-Body Medicine	61	F W
Multicultural Counseling: An Innovative Model	63	F W S
The Past and Future of American Youth	66	F W
<b>QUEER STUDIES</b>		
Health and Human Development	50	F W S
<b>RELIGIOUS STUDIES</b>		
Dance of Consciousness	40	F W S
<b>SOCIOLOGY</b>		
500 Years of Globalization	29	F W
Cities: Real and Imagined	36	F W
Effective Action for Sustainability and Justice	44	F W S
Forensics & Criminal Behavior	47	F W S
In The City	51	S
Individual Study: Legislative Internship	52	W S
The Legislature and the Public: Environmental and Social Justice	56	F
Looking Backward: America in the Twentieth Century	57	F W S
The Past and Future of American Youth	66	F W
With Liberty and Justice for Whom?	82	F W S
<b>SOMATIC STUDIES</b>		
Dance of Consciousness	40	F W S
Experiments in Theater and Dance	45	F W
Health and Human Development	50	F W S

	pg quarter		
<b>STUDY ABROAD</b>			
Animal Behavior and Zoology	31	F W S	
Biodiversity Studies in Argentina	32	F W	
Caribbean Tourism: A Critical Analysis	34	W	
Individual Study: Political Economy, Globalization, Contemporary India	53		S
Memory and Conflict in the Eastern Mediterranean	60	F W S	
New Zealand: Maori and Native Decolonization in the Pacific Rim	64	F W	
The Spanish-Speaking World: Cultural Crossings	74	F W S	

<b>SUSTAINABILITY STUDIES</b>			
Ceremony: Relating Hospitably to the Land	35	F W S	
Climate Solutions	36		S
Creative Environments: Entrepreneurship	38	F	
Creative Environments: Shaping	38	F W S	
Creative Environments: Shelter and Movement	39	F W	
Drawing From Place	43	F	
Effective Action for Sustainability and Justice	44	F W S	
Field Ecology	45	F W S	
Food, Health and Sustainability	47	F W S	
Green for Green: Entrepreneurship & The Environment	50	W S	
The Legislature and the Public: Environmental and Social Justice	56	F	
The Practice of Sustainable Agriculture	69	F W S	
Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society	71	F W S	
Rethinking the Suburbs	71	F W S	
Sustainability from the Inside Out	77	F W S	
Techniques of Sustainability Analysis	78	F	
With Liberty and Justice for Whom?	82	F W S	

<b>THEATER</b>			
Dionysia: Enlivening Greek Theater	43	W S	
Experiments in Theater and Dance	45	F W	
Music and Movement in Nature and Culture	64	F W S	
Poetics and Performance	66	F W	

	pg quarter		
<b>VISUAL ARTS</b>			
Algebra to Algorithms	30		S
Art and Religious Practice	32	F W	
Cities: Real and Imagined	36	F W	
Creative Environments: Shaping	38	F W S	
Dada and Surrealism: Art as Life—Life as Art	40	F W S	
Drawing From Place	43	F	
Individual Study: Media Arts, Visual Anthropology, Communications	52	F	
The Lens-Based Image: Theory, Criticism, Practice	56		S
Looking at Animals	57		S
Mount Rainier: The Place and its People	62	F W S	
Plein Air			S
Post-Colonial Caribbean: Aesthetics of Culture & Identity	67	F	
Seeing the Light	72	F	
Student Originated Studies: Working Across Dimensions (2D and 3D)	77		S
Temporal Images	78	F W	

<b>WRITING</b>			
Botany: Plants and People	33	W	
Calculated Fiction	34		S
Ceremony: Relating Hospitably to the Land	35	F W S	
Designing Languages	42	F W	
Effective Action for Sustainability and Justice	44	F W S	
Language Matters: Persuasive Language in Popular Culture	54		S
Poetics and Performance	66	F W	
Student Originated Studies: Botany, Herbiology, Horticulture	75	F	
Student Originated Studies: Creative Writing (Narrative Memoir and Short Story)	75		S
Student Originated Studies: Media/Writing/Philosophy	76	W S	
Student Originated Studies: Poetics	76		S
Sustainability from the Inside Out	77	F W S	
With Liberty and Justice for Whom?	82	F W S	

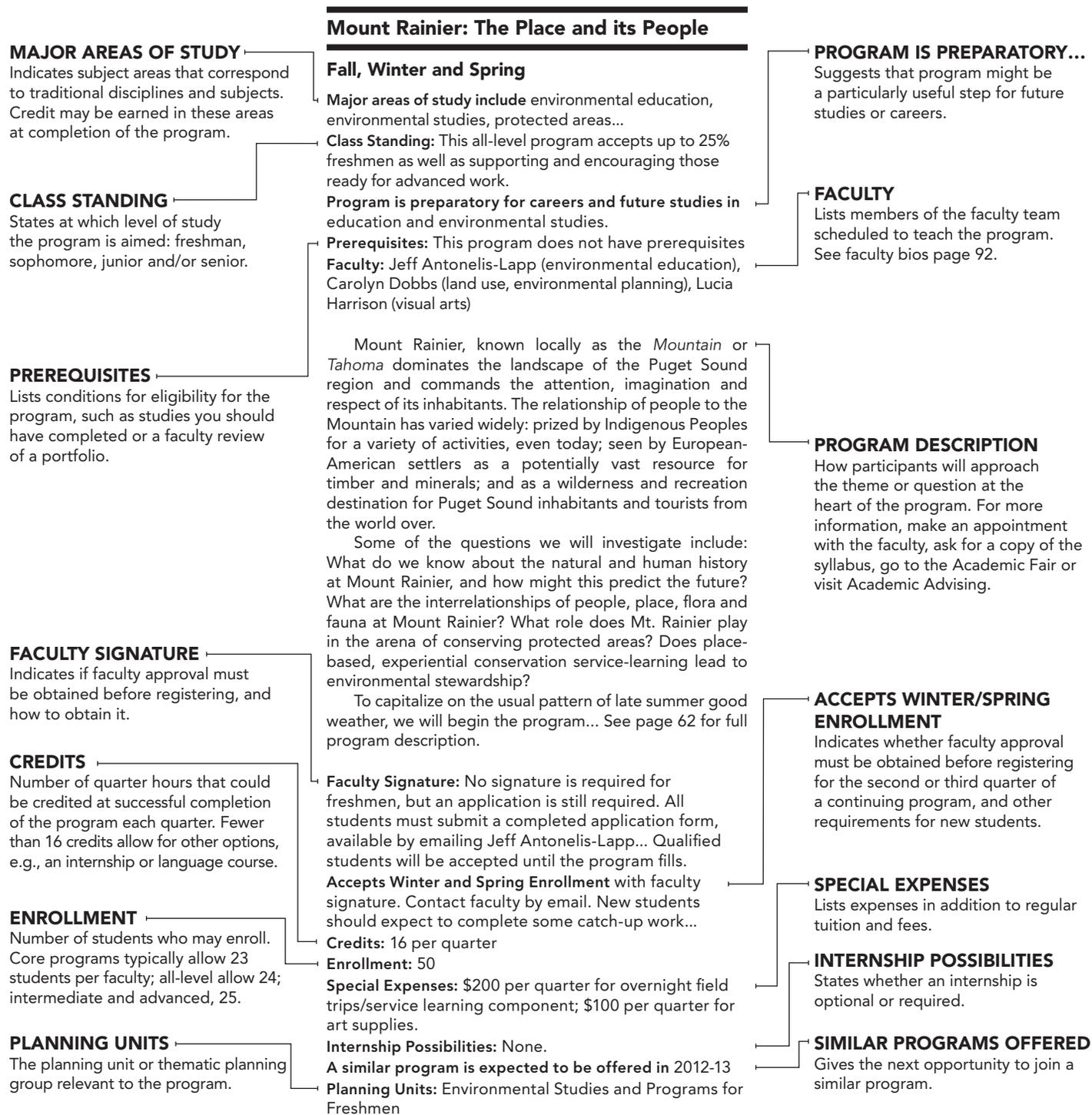
<b>ZOOLOGY</b>			
Advanced Research in Environmental Studies	29	F W S	
Animal Behavior and Zoology	31	F W S	
Field Ecology	45	F W S	
Introduction to Natural History	54	F	



SOS: Performing Arts, taught by Ariel Goldberger, offered students a rigorous environment to develop student-originated performance works at an advanced level. Photo by Katherine B. Turner '09.

# How to Read a Program Description

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



# Program Descriptions

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## 500 Years of Globalization

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### Fall and Winter

**Major areas of study include** world history, globalization, political economy, historical sociology and geography.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** previous study in political economy, political science, and history beyond the introductory level.

**Program is preparatory for careers and future studies in** the social sciences, history, law, education and informed citizenship.

**Faculty:** Jeanne Hahn (political economy)

The world is undergoing unprecedented flux and transformation. Some argue we are in the midst of a passage to a qualitatively different world. How do we understand this, historically and in the present? What is the future of the nation-state in the face of the hypermobility of capital, the re-emergence of nationalism, the increasing disparity and similarity between the “first” and “third” worlds, and the attempt of the U.S. to assert global military dominance? Is the public sphere disappearing in the face of privatization and neoliberal policy? Or is neoliberalism dissolving under the impact of the current global economic crisis? What might take its place? These are big questions; every person on earth has a stake in the answers.

In the fall, we will focus on a study of the evolution of historical capitalism and the international political economy to understand the process by which over the past 500 years Europeans (and later Euro-Americans) created capitalism and the nation-state, redrew the world map through colonialism and imperialism, established the rules of the international system, and initiated the process by which the rest of the world generally became poor and powerless.

In the winter, we will focus on the post-World War II period to the present and assess the rapidly changing global political economy and recent geostrategic developments. We will explore the relationship between transnational corporations and multilateral institutions, investigate the neoliberal agenda as expressed through public policies in the first world and structural adjustment programs in the third world, and examine changing structures of power under the current crisis in global capitalism and apparent crumbling of its neoliberal policy apparatus. We will look directly at the rise of revolutionary nationalism and the nature of global social movements and change. Students will write frequently, engage in a major research project, and analyze world developments through the daily *New York Times* and one foreign newspaper.

**Faculty Signature:** Students must interview with the faculty and submit a portfolio of previous work that includes a sample of written work and Evergreen evaluations or previous transcripts. For more information, contact Jeanne Hahn at (360) 867-6014 or hahnj@evergreen.edu. Applications received by the Academic Fair, May 12, 2010, will be given priority. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 25

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

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## Advanced Research in Environmental Studies

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### Fall, Winter and Spring

**Major areas of study include** areas of student interest.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** botany, ecology, education, entomology, environmental studies, environmental health, geology, land use planning, marine science, urban agriculture, taxonomy and zoology.

**Faculty:** Maria Bastaki (environmental toxicology), Gerardo Chin-Leo (marine science), Dylan Fischer (forest and plant ecology), Martha Henderson (geography), Lin Nelson (environmental health and policy), Erik V. Thuesen (marine science), Alison Styring (ornithology), John Longino (entomology, ecology), Nalini Nadkarni (forest ecology)

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 specific projects. The program will help students develop vital skills in research design, data acquisition and interpretation, written and oral 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.

**Maria Bastaki** studies the toxicity of chemical mixtures as representative of multiple exposures to environmental pollutants. Research projects include toxicological interactions among endocrine disruptors and genetic susceptibility to environmental exposures, and involve computer modeling of structure-activity relationships and laboratory methods using *in vitro* cell cultures. Students will learn how toxicological evidence is generated and the basis of remaining uncertainties.

**Gerardo Chin-Leo** studies marine phytoplankton and bacteria. His research interests include understanding the factors that control seasonal changes in the biomass and species composition of Puget Sound phytoplankton. In addition, he is investigating the role of marine bacteria in the geochemistry of estuaries and hypoxic fjords.

**Dylan Fischer** studies plant ecology and physiology in the Intermountain West and southwest Washington. This work includes image analysis of tree roots, genes to ecosystems approaches, plant physiology, carbon balance, species interactions, community analysis, and restoration ecology. He also manages the Evergreen Ecological Observation Network project: ([academic.evergreen.edu/projects/EEON](http://academic.evergreen.edu/projects/EEON)). See more about his lab's work at: [academic.evergreen.edu/ff/fischerd/E3.htm](http://academic.evergreen.edu/ff/fischerd/E3.htm).

**Martha Henderson** studies rural Western landscapes as processes of geography and anthropology in Pacific Northwest areas of environmental stress and economic change. Research projects include Native American landscapes and environmental change, rural communities in a global perspective, and community leadership and decision-making. Students will engage in ethnographic and spatial data gathering and analysis including the use of geographic information systems. Local environmental histories, cultural diversity, and changing resource bases will be examined. Archival and field research is encouraged.

**John Longino** studies insect taxonomy and ecology, with a specific research focus on ants. His research program is a combination of field work in Costa Rica and collections-based research at the Evergreen campus. Students may become involved in local or neotropical fauna studies, with field- and/or collections-based activities.

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

**Lin Nelson** studies and is involved with advocacy efforts on the linkages between environment, health, community and social justice. Students can become involved in researching environmental health in Northwest communities and Washington policy on phasing out persistent, bio-accumulative toxins. One major project students can work on is the impact of the Asarco smelter in Tacoma, examining public policy and regional health.

**Alison Styring** studies birds. She will sponsor research on bird-focused projects or projects incorporating natural history and observational methods. Three areas of special interest are natural history collections, with specimen-based research and collection curating and management; the Evergreen Ecological Observation Network (EEON) for field projects focusing on wildlife in the Evergreen forest; and restoring monitoring in the Nisqually delta.

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

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

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

**Credits:** 4, 8, 12 or 16 per quarter

**Enrollment:** 25

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

**Planning Units:** Environmental Studies

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## Algebra to Algorithms

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### Spring

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

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

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

**Faculty:** Neal Nelson (computer science, mathematics), Judy Cushing (computer science, mathematics)

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 23

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

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

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## Alternatives to Capitalism

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### Spring

**Major areas of study include** economics, politics and history.

**Class Standing:** No restrictions.

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

**Faculty:** Peter Dorman (political economy)

Is there a viable alternative to capitalism as a system of economic organization? Does the collapse of communism mean that there can be debates only within capitalism, rather than between different systems? This program will provide a one-quarter survey of potential alternatives, as they have been written about and experimented with on a small scale. We will read detailed proposals and fictional visions, visit local non-capitalist institutions, and weigh the arguments on all sides. This is, above all, a program for people who need to clarify for themselves the economic dimension of their political commitments. Because it takes economic feasibility seriously, the program will consider the nuts and bolts of capitalism and anticapitalism: the role of markets and money, the organization of production, and the problem of incentives and coordination.

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

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

**Credits:** 16 per quarter

**Enrollment:** 25

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

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## Animal Behavior and Zoology

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### Fall, Winter and Spring

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

**Class Standing:** Juniors or seniors; transfer students welcome.

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

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

**Faculty:** Heather Heying (evolution, animal behavior, herpetology), Bret Weinstein (evolution, animal behavior, mammalogy)

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

Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young, and so much more. They do so with the tools of their physiology, anatomy, and, in some cases,



Summer Ornithology program, 2009. Photo by Carlos Javier Sánchez '97.

culture, for reasons having to do with their particular ecology and evolutionary history. In this program, we will begin with a review of animal diversity, and continue our studies of behavior from both a theoretical and an empirical perspective. Students will be expected to engage some of the complex and often contradictory scientific predictions and results that have been generated in this field, through lectures, workshops and take-home exams, as well as to undertake their own, intensive field research.

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

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

Students will be allowed to participate winter quarter only if they do high-quality work in the fall, and are fully prepared for tropical field work; full credit in fall is not sufficient to guarantee a spot in winter.

**Faculty Signature:** Students must submit an application to be considered for this program. Assessment will be based primarily on relevant background in the sciences, and writing and critical thinking skills. Application forms are available on the program web site at <http://academic.evergreen.edu/curricular/abz/>, and completed applications should be sent to Heather Heying via email. Students are encouraged to come to the Academic Fair, May 12, 2010, to discuss the program before submitting an application. Applications received by May 14, 2010 will be given priority.

**Credits:** 16 per quarter

**Enrollment:** 50 Fall, 35 Winter and 25 Spring

**Special Expenses:** \$240 for Pacific Northwest field trips in fall. \$2,600 for field trip to Panama in winter, plus airfare. Supplies and travel funds as required by independent research project in spring.

**Internship Possibilities:** Spring only with faculty approval.

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

**Planning Units:** Environmental Studies and Scientific Inquiry

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## Art and Religious Practice

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### Fall and Winter

**Major areas of study include** 2D and 3D visual arts and art history.  
**Class Standing:** Sophomore only.

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

**Faculty:** Lisa Sweet (2D visual arts), Jean Mandeberg (3D visual arts)

This sophomore-only program will be based in two visual arts studios: printmaking and fine metalworking. Working back and forth between 2D and 3D, between image making and object making, we will study basic design, studio skills and art history. Our study of art will provide a lens through which we will focus on Judaism and Christianity. Since the purpose of religious ritual is to repeat and rehearse stories, many of the artworks in our study will be functional. We will examine the religious utility of images and objects such as devotional prints, mezuzahs, prayer beads, chalices, and hand-made religious texts. In most cases the effect of religious objects and images is the same: to see and remember.

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

In fall quarter, students will gain basic fine metals and intaglio printmaking skills, as well as focusing on writing. In winter, students will explore intermediate skills in both studios, as well as undertake a substantive independent research project. This program is designed for sophomores with an interest in studio art, art history, philosophy and religion who are interested in a focused and demanding combination of studio work, writing, reading and seminar discussion. Half of students' time will be focused on artistic practice; half will address a rigorous study of religions and art history. We hope to work as a community of artists to examine ideas that have a rich historical background as well as pressing contemporary significance.

**Accepts Winter Enrollment:** Qualified students will have basic fine metals and intaglio printmaking skills in addition to a basic understanding of Judaism and/or Christianity. Interested students should contact the faculty at the Academic Fair, December 1, 2010. Students may be asked to do supplementary reading over the winter break.

**Credits:** 16 per quarter

**Enrollment:** 40

**Special Expenses:** approximately \$200 per quarter for printmaking and fine metals art supplies.

**Planning Units:** Expressive Arts

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## Biodiversity Studies in Argentina

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### Fall and Winter

**Major areas of study include** biodiversity, natural history and Spanish language. Some upper-division science credit is possible.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Previous academic work in natural history and/or environmental studies is required. Previous Spanish language studies are strongly recommended.

**Program is preparatory for careers and future studies in** field biology, conservation and Latin American studies.

**Faculty:** Erik V. Thuesen (zoology)

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

After a week in Olympia, the program will commence with a 4-week intensive study of Spanish language in Buenos Aires to prepare us for our travels and studies in Argentina during fall and winter quarters. We will study the flora and fauna of the Southern Cone through readings, lectures and class work in Buenos Aires. We will take a short trip to the sub-tropical province of Misiones during October, then move to the coastal and mountain regions of Patagonia in November. We will study the natural history of Patagonia, with field studies on the Atlantic coast and the Andean Lakes District.

Students will conduct formal field exercises and keep field notebooks detailing their work and observations. We will read articles related to the biodiversity of Argentina and augment our field studies with seminars.

During winter quarter (summer in the southern hemisphere), students will reinforce their language skills with two weeks of intensive Spanish studies in Patagonia, examine montane habitats, then work in small groups on focused projects examining biodiversity topics. It will be possible to conduct more focused studies on specific ecosystems or organisms, including those in more southern parts of Patagonia, at this time of the year. Clear project goals, reading lists, timelines, etc. will be developed during fall quarter in order to insure successful projects in winter quarter. Examples include: comparisons of plant/animal biodiversity between coastal, desert and alpine zones; comparative studies on the impacts of ecotourism activities on biodiversity; or examining community composition of intertidal habitats along a gradient from north to south, among others.

**Faculty Signature:** Students must complete an application. Applications received by the Academic Fair, May 12, 2010, will be given priority. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 15

**Special Expenses:** \$4,625 for study abroad in Argentina in fall and winter. Covers lodging (except for four weeks in winter while students are conducting projects), 50% of food expenses, in-country long-distance transportation (except for local bus/subway expenses), and language training (four weeks in fall and two weeks in winter). The fee does not cover airfare (currently \$750-\$1,100 round trip), four weeks of lodging/transportation expenses while students are conducting projects during winter quarter (approx. \$500), or lodging/food/travel/home stay during winter break (approx. \$500). A non-refundable deposit of \$500 is due by August 27, 2010. Final payment deadline is September 20, 2010.

**Planning Units:** Environmental Studies

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## Bodies of Knowledge

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### Fall, Winter and Spring

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

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

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

**Faculty:** Donald Morisato (biology), Rita Pougiales (anthropology)

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

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

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

**Accepts Winter and Spring Enrollment** with faculty signature.

Admittance will be based on a writing sample and completion of selected reading assignments from the previous quarter.

**Credits:** 16 per quarter

**Enrollment:** 46

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

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## Botany: Plants and People

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### Winter

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

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

**Program is preparatory for careers and future studies in** conservation, ecological agriculture, ecological restoration, forestry, herborlogy, natural resource management, plant ecology and plant taxonomy.

**Faculty:** Frederica Bowcutt (botany)

Basic botany is an introductory program in plant science. We will focus on developing an understanding of both natural and cultural dimensions of the Kingdom Plantae. We will attempt to address the following questions: How does present form and function inform us about the evolution of various groups of plants? How does the form and function of plants shape animal/plant interactions? People use plants to build houses and to make baskets, furniture and a variety of other material objects. Globally most food and medicines are derived from plants. Why do people use the plants they do? What meaning do people give to plants?

We will work through a botany textbook, learning about plant anatomy, morphology, systematics and ecology. Lectures based on the textbook readings will be supplemented with laboratory work. Students will get hands-on experience studying plants under microscopes and in the field. Seminar readings will be on the general theme of plants and people. Readings and films will cover such topics as horticulture, agriculture and ethnobotany, including herborlogy and basketmaking. We will explore the religious, folkloric, mythological, and historical meanings given to plants.

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

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

**Credits:** 4 or 16 per quarter

**Enrollment:** 32

**Special Expenses:** \$150 for field trip.

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

**Planning Units:** Environmental Studies and Programs for Freshmen

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## Calculated Fiction

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### Spring

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

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

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

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

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

*O Godiva, I could be bounded in a nympholepsy  
and count myself a kingfish of infinite spacemen. —Hamlet*

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

Informed by the work of writers such as Borges and Calvino, we will construct fictional narratives that reflect or are governed by mathematical concepts. Students will be introduced to a wide range of mathematical and literary principles and practices. Using those tools, students will produce creative works rigorous in their literary content and thorough in their mathematical precision and depth. The program will also include book seminars, short papers, and workshops in literature, writing, and mathematics. Readings will introduce students to relevant historical and philosophical ideas, numerous examples of writing that fuses math and literature, and provocative mathematical concepts. Coursework will emphasize foundations and skill development in mathematics, creative writing, critical reading, argumentative writing, and literary theory.

**Faculty Signature:** First year students do NOT need to apply in order to register. Sophomores, juniors and seniors must submit an application. Applications are available on the program web site. Applications received by or at the Academic Fair, March 2, 2011, will be given priority consideration. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 48

**Special Expenses:** \$75 for program reader and retreat.

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

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## Caribbean Tourism: A Critical Analysis

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### Winter

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

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

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

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

**Faculty:** Tom Womeldorff (economics)

Escaping to paradise on a tropical island has been a part of the Western psyche for centuries. Exotic plants and animals, sunshine, coconut palms, turquoise waters and romance all form part of a modern day fantasy to be lived out on a Caribbean tropical island. The tourism industry has developed to fulfill the fantasy, offering packaged deals at resorts, island hopping on cruises and local cultural entertainment. More recently, the market has expanded, catering to "non-tourists" who want to experience the authentic, wild and untouched. While not perceiving of themselves as tourists, they are driven by very similar desires and images. The collective fantasies are reinforced and shaped by countries seeking to attract needed tourist dollars, and the tourism industry carefully constructing resorts and tours to cater to the tourist's preconceptions. While tourism provides an important source of jobs and income for Caribbean peoples, it comes at a cost. Fulfilling tourist fantasies constrains self-determination. Caribbean peoples become commodified; they themselves are consumed by the tourist.

In this program, we will study the evolution of Caribbean tourism with particular focus on economic impacts, the shaping of the tourist experience, impacts on the local people, changing Western perceptions of the region and the tourism mentality. In the first four weeks, we will analyze the development of Caribbean tourism and its economic role, how the tourist experience is marketed, and what happens when cultures cross and mix through the tourist experience. In week five, each of us will depart to a Caribbean island to engage in a three-week in-depth field study of tourism. In week eight, we will return to campus to complete research on our individual islands, and to collaborate with others, comparing and contrasting the impact of tourism across the region. In the process, we will examine American images of the Caribbean through our own experiences as tourists.

To be accepted into the program, you must successfully complete the fall quarter program Post-Colonial Caribbean: Aesthetics of Culture and Identity (page 67), demonstrate preparedness for independent study, and have a travel plan for the island you wish to study. If the island population is non-English speaking, you must show proficiency in the local language.

**Faculty Signature:** Students must submit an application.

Application forms are available from the faculty. For more information, contact the faculty at womeldor@evergreen.edu. Applications received by the Academic Fair, December 1, 2010, will be given priority. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 25

**Special Expenses:** Approximately \$2,500 for 3-week study abroad in the Caribbean. A deposit of \$200 will be required to reserve your space.

**Planning Units:** Culture, Text and Language

## Ceremony: Relating Hospitably to the Land

### Fall, Winter and Spring

Major areas of study include history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies.

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

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

**Faculty:** Raul Nakasone, David Rutledge, Yvonne Peterson

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

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

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

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

Depending on their individual projects, learners will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; curriculum development, assessment and instruction and Choice Theory; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; and communication (to include dialogue, e-mail, resources on the Web and our moodle site). They will also develop skills in creating interactive Web pages, blogs and documentaries, as well as iMovie and PowerPoint or YouTube.

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

**Credits:** 8, 12 or 16 per quarter

**Enrollment:** 72

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



Students from the program Time and Place explore the Mima Mounds outside of Olympia, Wa. Photo by Paul Reynolds '09.

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## Cities: Real and Imagined

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### Fall and Winter

**Major areas of study include** literature, writing and social studies.  
**Class Standing:** Sophomores or above; transfer students welcome.  
**Program is preparatory for careers and future studies in** literature, writing and social studies.  
**Faculty:** Stephanie Kozick (human development), Steven Hendricks (creative writing)

*The city, however, does not tell its past, but contains it like the lines of a hand, written in the corners of the streets, the gratings of the windows, the banisters of the steps, the antennae of the lightening rods, the poles of the flags, every segment marked in turn with scratches, indentations, scrolls. —Italo Calvino*

Students who select this program must have a passion for a variety of literature and writing about the topic of cities. This program takes on stories that form a literary map of urban centers. Works such as Tullii's *Dreams and Stones* engage city imagery as metaphor, while Auster's *City of Glass* places us squarely in the streets of New York City. Learning activities will also include responding to narratives with visual representation work in the field of book arts. Students will consider the city through literature rich in historical and cultural contexts, practice creative and non-fiction city writing, create urban visual representations, and become familiar with important urban studies.

What does it mean to know a city? Urban studies writers such as William Whyte and Jane Jacobs tell us that cities have distinctive landscapes, movements and sounds. Sociologists and literary writers give form to the abstract patterns of city work, consumption, growth and collapse and seek to link these patterns to the unique lives of individual city dwellers. Cities abound with layered stories that, through the imaginative lens of literature, make up a modern mythology and allow us to locate, within the urban tumult, quarters of quietude, woven communities, and patterns of migration and change.

Cities have provoked fantasies of heavens and of hells—utopias and dystopias—and provided a modern image of the monolithic impenetrability of history and civilization against which or within which the individual must carve out a meaningful life. Through an aesthetic exploration of the order and chaos of cities, we'll ask how narratives in literature, film and art construct our sense of place and sense of self.

During fall quarter, we'll study the concept of sense of place, employing works such as *You Are Here: Personal Geographies and Other Maps of the Imagination* (Harmon) to guide us in determining how a sense of place emerges in city writing. Fall will illuminate USA and European cities, deepening our inquiry through partnered fiction and nonfiction readings, such as *A Confederacy of Dunces* (Toole) coupled with *New Orleans, Mon Amour: Twenty Years of Writings from the City* (Codrescu). In winter quarter we'll move on to narratives that come out of Africa, Japan, and beyond. Naguib Mahfouz's *Palace Walk*, part of his Cairo Trilogy, coupled with *Golia's Cairo: City of Sand* offer a look at the largest city in Africa, one preserved with a medieval cityscape.

Students who wish to continue their study of cities during spring quarter are invited to enroll in the field-based program, *In the City* (page 51).

**Credits:** 16 per quarter  
**Enrollment:** 50  
**Planning Units:** Culture, Text and Language

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## Climate Solutions

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### Spring

**Major areas of study include** climate change, sustainability and justice studies, carbon budgeting, ecosystems dynamics and systems science.  
**Class Standing:** Sophomores or above; transfer students welcome.  
**Program is preparatory for careers and future studies in** environmental studies, public policy, sustainability and justice, climate change and systems science.  
**Faculty:** Rob Cole (physics, sustainability studies)

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

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

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

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

**Credits:** 16 per quarter  
**Enrollment:** 25  
**Planning Units:** Environmental Studies

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## Computability and Language Theory

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### Fall, Winter and Spring

**Major areas of study include** mathematical logic, formal language theory, computability theory and programming language design. Upper division credit will be awarded for upper division work.

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

**Prerequisites:** Computer Science Foundations program or a strong mathematical background with two quarters of computer programming. Students with a strong mathematical background but little programming experience will be accepted in variable credit options.

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

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

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 25

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

**Planning Units:** Scientific Inquiry

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## Computer Science Foundations

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### Winter and Spring

**Major areas of study include** lower division computer science and mathematics, including computer programming, discrete mathematics, algorithms, data structures, computer architecture, and topics in technology and society.

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Intermediate algebra and one quarter of introductory computer programming.

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

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

The goal of this program is to learn the intellectual concepts and skills that are essential for advanced work in computer science. 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 a liberal arts computer science curriculum.

In both quarters the program content will be organized around four interwoven themes. The *computational organization* theme covers concepts and structures of computing systems from digital logic to 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. The *technology and society* theme explores social, historical or philosophical topics related to science and technology.

Students who take the program Data and Information: Computational Linguistics (page 41) in fall quarter, or who have equivalent experience, will be well prepared for this program.

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

**Credits:** 16 per quarter

**Enrollment:** 48

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

**Planning Units:** Programs for Freshmen and Scientific Inquiry

## Creative Environments: Entrepreneurship

### Fall

**Major areas of study include** creativity, innovation, and eco-, social and sustainable entrepreneurship.

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

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

**Faculty:** Nelson Pizarro (business, entrepreneurship)

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

An alternative approach to finding business ideas is to follow your passion and the money will follow. Although a noble idea, career coach Dr. Marty Nemko makes a valid point: "Millions of people have followed their passion and still haven't earned enough money to even pay back their student loans, let alone make even a bare middle-class living doing what they love." Therefore, money and passion are not the only answers—you need a multidisciplinary entrepreneurial, creative approach.

In this program, we will explore the entrepreneurial creative process from three unique perspectives: systems thinking, arts and design. We will keep asking ourselves three fundamental questions: Are my principles aligning with my idea? Am I expressing my values and emotions in the idea? What is the added value to society that I am providing with the idea?

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

**Special Expenses:** \$75.00 for overnight trip.

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

## Creative Environments: Shaping

### Fall, Winter and Spring

**Major areas of study include** visual art, drawing, sculpture, woodworking, environmental art and design.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** At least two college-level courses in both 2D art (drawing, painting or printmaking) and in 3D art (3D design, sculpture or craft), OR at least one year of Evergreen programs with substantive 2D and 3D art components. Students need to be prepared to do intermediate and higher level art, writing and research work addressing the themes of the program.

**Program is preparatory for careers and future studies in** visual art, sculpture, woodworking, environmental art and design.

**Faculty:** Bob Leverich (sculpture, architecture, sustainable design)

Sculptors, craftspeople, designers and environmental artists are drawn to shape materials and space. From discrete objects for use or contemplation to whole environments for kinesthetic experiences, these artists address the physicality of being human in their work, engaging all the senses as well as the intellect. This program is for students who are strongly interested in and prepared for focused work in three-dimensional art forms—sculpture, furniture, and installations—considering their differences and commonalities, and addressing each as a means of creatively relating to the environment, making a living, and expressing oneself. We will address dimensions of utility and beauty, interactions with sites and environments, responsive and responsible use of resources, art-making as a practice and a business, and the function of art and artists in community.

Fall studio work will focus on sculpture, winter on furniture and function, and spring on environmental art and installations. Each quarter's work will be supported by technical workshops, readings and seminars. Students will be asked to ground their work and ideas in research and reflection, to author essays, papers, and presentations, and to develop critical responses in dialogue and writing. Students should plan to make a full-time commitment to the program as a learning community, to daily effort in the studio, and to rigorous technical and conceptual development of their work. Dedicated students will leave the program with refined 3D and drawing skills, fuller knowledge of materials and processes, a strong portfolio of 3D works, and broader perspectives on sustainable and sustaining ways of working to shape environments and experiences.

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

**Faculty Signature:** Students must complete an application form (available from the program web site after Mar. 1, 2010, or the Lab II Program Secretaries office), and submit a portfolio with at least 6 examples each of their best 2D and 3D works, a 1-3 page writing sample, and a transcript or copies of their faculty evaluations from 2008-09. Complete applications received at or before the Academic Fair will be given priority. Qualified students will be accepted until the program fills. For more information or to submit a portfolio online or by mail, contact Bob Leverich, 3253 Lab II, (360) 867-1118, leverich@evergreen.edu.

**Credits:** 16 per quarter

**Enrollment:** 21

**Special Expenses:** \$300/qtr for drawing and studio equipment and materials, \$75/qtr studio fee.

**Internship Possibilities:** Spring only with faculty approval.

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

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

## Creative Environments: Shelter and Movement

### Fall and Winter

**Major areas of study include** environmental physics\*, civil and mechanical engineering, conceptual architecture, sustainable building and transportation, and community studies. Skills include quantitative reasoning, basic drafting, sustainable design methods, group discussion and decision-making. (\* All science content is lower-division.)

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

**Prerequisites:** No specific subject prerequisites, but willingness to learn calculations, acquire skills and exercise care in written work will be essential.

**Program is preparatory for careers and future studies in** applied physical sciences, architecture, sustainability and engineering.

**Faculty:** Robert Knapp (physics, sustainable design)

Shelter and movement—two basic human needs. Industrial societies like the United States address them, but in ways that are clearly unsustainable. What is to be done? This program starts from the belief that the ingredients for radical improvement are all around, in the natural and human environments, waiting for creative acts of well-grounded design to assemble them into sustainable buildings and movement systems.

High-tech and traditional technologies, environmental flows, sunlight, renewable and recycled materials, biological structures, systems theories—nature and human culture together have generated a profusion of possibilities. We will study some of the most promising. The approach combines science and community studies, because meeting needs requires both solid technical knowledge and sound relations among the people involved. Science study will cover both concepts and calculations for such topics as solar energy, heating and cooling of buildings, natural building materials, electric power and machinery, fuels, and fluid flow. Community study will deal with cultural backgrounds and practical skills in decision-

making, resource assessment, and public communication. This will include student governance of portions of the program.

Providing sustainable shelter and movement also requires creative, disciplined imagination and integrative thinking, which we will develop through a structured series of design exercises. These will ask students to use their technical and community studies knowledge to devise specific, clearly explained proposals for progressively more challenging and realistic problems. Sustainability will be a constant theme in these problems, as will ethics. Examples might include the problem of moving bulky purchases on public transit, or low-cost ways of enhancing solar energy in Olympia's climate. A fall quarter primarily engaged in background building will also include the first steps toward winter quarter team projects on campus and in the Olympia region. These might include biofuels research, assistance to local non-profit organizations, advising neighborhoods, or experiments in natural building, but these are only examples. Specific topics will be chosen by sound consultative processes within teams and with client groups, seeking to bring student interests to bear on community needs.

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

**Accepts Winter Enrollment:** Students joining should have at least one quarter of college-level writing, physical science, and critical thinking; since project work in teams will be important winter quarter, consulting beforehand with the program faculty about project possibilities will improve chances of a successful quarter.

**Credits:** 16 per quarter

**Enrollment:** 24

**Internship Possibilities:** Winter only, with faculty approval.

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



Photo by Katherine B. Turner '09.

## Dada and Surrealism: Art as Life—Life as Art

### Winter and Spring

**Major areas of study include** 20th century art history and literature, drawing and photography.

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

**Prerequisites:** Critical reading skills and strong writing abilities.

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

**Faculty:** Bob Haft (art history, photography, drawing), Marianne Bailey (literature, mythology, symbolism)

*...no longer an artist, he has become a work of art.*  
—*The Birth of Tragedy*, Friedrich Nietzsche

This program is designed for serious, advanced students with an interest in the artistic and literary movements of Dada and Surrealism. Like the Surrealists, you must have a strong work ethic and total commitment to our independent and group work; you must also be fearless in the face of disturbing and even dangerous ideas to which we will be exposed. Our goals are to introduce students to the depths of the creative, philosophical and psychological levels of the movements, and to show the profound effects that the movements and their continuing metamorphoses have had on the arts and humanities since the 1920s.

In winter quarter we will study works of the Dadaists and of antecedents, beginning our studies with an intensive look at both the bourgeois society into which Dada erupted, “la Belle Epoque”, and the fringe thinkers and artists who had prepared the way. Dark Romantic poets longed for the Abyss, imaged a chaotic inner sea, and flirted with Mephistopheles. Friedrich Nietzsche unmasked God, Truth and Self. Painters and psychologists were obsessed with altered states of being, with madness, dream and hallucination. And thinkers spoke of Flux or Will as underlying all apparently solid constructs, from space and time to identity and language. We will look at the devastating blow World War I struck to humanism, to Western society, and to individual psyches of artists themselves, and at the weird birth of Dada, the wild child, in the Cabaret Voltaire in Zurich, Switzerland, a quiet eye in a raging storm.

To assist in our creative endeavors, students will learn the basics of drawing and photography. Students will work in small groups on projects that arise from our studies and will present or perform them at the quarter’s end.

Spring quarter will find us concentrating our studies on Surrealism. We will explore the movement as a theory, state of mind, a gift and a world view. We will attempt to participate in that world view through studying, interpreting and critiquing works by the Surrealists, and by creating (both as individuals and groups) art objects and artistic spectacles. We will follow the Surrealist example by keeping dream journals and using them as a source for hypnagogic imagery. We will seek the Marvelous, as Surrealists did, expanding our concepts of the real. We will explore chance or synchronicity, attempt to live creatively, and to create ourselves/our lives as works of art. We will ask what values Surrealists created when commonly accepted values had been negated. We will delve into the relationship between ritual and Surrealist arts, drawing upon Surrealists’ reactions to medieval arts and to Haitian, West African and Pacific Island arts.

Students will collaborate to create, print and edit Dadaist and Surrealist literary/artistic journals and performances. In addition, each student will be responsible for an individual research project of their choosing, exploring evidence of Surrealist tendencies in contemporary arts and thought.

**Credits:** 16 per quarter

**Enrollment:** 48

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

## Dance of Consciousness

### Fall, Winter and Spring

**Major areas of study include** consciousness studies, somatic studies, feminist theory, Orissi dance, philosophy, mythology, psychology, yoga and postcolonial literature.

**Class Standing:** This all-level program accepts up to 37% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** anthropology, feminist studies, consciousness studies and dance.

**Faculty:** Ratna Roy (performing arts), Don Middendorf (biophysics), Sarah Williams (feminist theory, somatic studies)

*It moves and moves not; It is far and likewise near.*  
*It is inside all this and It is outside all this.* —Isa Upanishad

The “it” that defies definition in this 2nd century BCE sacred text has become an equally perplexing focus of study—a “question that towers above all others” according to *Scientific American*—in the contemporary life sciences. What is consciousness? Our inquiry will hold open this question within an intentional learning community for nine months as we explore dance as metaphor and practice for how mystics, as well as scholars, artists and scientists, experience the movement of consciousness.

If you want answers, especially answers that someone else can provide, this program isn’t for you. “If you want to think about consciousness, perplexity is necessary—mind-boggling, brain-hurting, I can’t bear to think about this stupid problem any more—perplexity...” advises Susan Blackmore. Furthermore, she says, “if you do not wish your brain to hurt (though of course strictly speaking brains cannot hurt because they do not have any pain receptors—and, come to think of it, if your toe, which does have pain receptors, hurts, is it really your toe that is hurting?), stop reading now or choose a more tractable problem to study.”

This program is an invitation to explore the movement of consciousness in relationship to Indian and Greek wisdom traditions. We’ll practice Orissi dance, study our dreams as science and science as dream, and read postcolonial Indian English literature as manifestations of the dance of consciousness. Our work will include lectures, book seminars, films, workshops (dance and yoga), introspective journaling (dreams), and what an Evergreen faculty elder named “autobiomythography” in order to explore the multidimensional movements of consciousness. We’ll consider anew mythic texts that bridge beliefs about East and West, mysticism and science, such as Gary Zukav’s *The Dancing Wu-Li Masters* and Fritjof Capra’s *The Tao of Physics*, that have formed consciousness studies from such fields of inquiry such as transpersonal psychology, ecofeminism, somatics, ecopsychology, neurobiology and quantum physics.

Students should expect to work 40 hours per week and will benefit most from a full-year commitment. During spring quarter students will have the opportunity to focus more intensely on specific program themes and practices by developing research projects, workshops, in-program internships, and individual studies. All students should expect to use intensely experiential methods to explore the dance of consciousness in a collaborative manner that creates and sustains a yearlong intentional learning community.

**Accepts Winter and Spring Enrollment:** Students should expect to complete some catch-up work; contact the faculty for more information.

**Credits:** 16 per quarter

**Enrollment:** 72

**Special Expenses:** \$10 per quarter for yoga; \$50 per quarter for field trips; \$300 for optional attendance at professional conference.

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

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## Data and Information: Computational Linguistics

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### Fall

**Major areas of study include** computer science, linguistics and language studies.

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

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

**Faculty:** Judy Cushing (computer science, ecology informatics), Neal Nelson (computer science, mathematics), Sheryl Shulman (computer science)

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

This program will bring together faculty and students with interest and expertise in language and computer science with the goal of exploring these questions: When we (or Google's computers) read a text, how do we (or they) understand what the text means? We humans bring to our reading of the text three critical things: 1) knowledge of the language in which the text is written—its grammar and the meanings of the words, and how words are put together into sentences and paragraphs, 2) our understanding of how the world works and how humans communicate, and 3) our natural human intelligence. Even with these abilities, however, we often misinterpret text (or data) or are faced with too much information. The help a computer gives us, however, is sometimes different from how we naturally think about the words, images, maps or other information that lays before us.

In this program we will explore connections between human writing or speech and the power of computing. Although the task is complex, we will find that understanding the abstract structure, logic and organization of human language provides guidance to the person who trains a computer to search texts or data for structure and meaning.

In linguistics and/or logic, our work will include looking at the structure of words, sentences, and texts (syntax) as well as their meanings (semantics and reasoning). In computer programming, students will learn to program in Python and will study how computers are used to "understand" texts and data. Case studies that involve text and data will help us apply our work in linguistics, logic and computing. Lectures and seminar will talk about how to make data from text and text or meaning from data, including discussion of The Searchable Web and The Deep Web.

**Credits:** 16 per quarter

**Enrollment:** 50

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

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## Death Considered

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### Fall

**Major areas of study include** literature and philosophy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies** in any field requiring competence in the uses of language, conceptual analysis and interpretation: literature, philosophy, history, law and public service.

**Faculty:** David Marr (literature, philosophy), Sam Schrage (folklore, American studies)

*Art lives only on the constraints it imposes on itself; it dies of all others.* —Albert Camus

Scheherazade, who told the Sultan stories in order to live another day, would agree. She had to get the words right, or else. This program considers the words—the forms—writers and philosophers use when they breathe life into the problem of human death.

The inescapability of death can concentrate the mind. The contemporary philosopher Odo Marquard argues that from the facts of life's brevity and death's finality it follows that absolute personal choices are senseless. From other philosophers come perplexing questions: Given that the human being knows he or she will die, how does he or she know this? Is it even possible to imagine one's own death? If my death is not one of my experiences, in what sense is it mine? Some would answer: in the same sense that your birth is yours. But what sense is that?

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

Death Considered is for the intellectually curious, diligent student eager to practice the craft of close reading. There will be weekly in-class exams and seminars on the literary works, exercises in conceptual analysis, seminar reports on authors' lives and times, one essay on an assigned topic and a comprehensive final exam.

**Credits:** 16 per quarter

**Enrollment:** 50

**Planning Units:** Culture, Text and Language

## Decolonization in Communities: Thinking Globally, Reflecting Locally

### Spring

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

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

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

**Faculty:** Jon Davies (education), Savvina Chowdhury (feminist economics, political economy)

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 46

**Internship Required:** Program-related internship with faculty approval only.

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

## Designing Languages

### Fall and Winter

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

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

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

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 48

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



Photo by Carlos Javier Sánchez '97.

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## Dionysia: Enlivening Greek Theater

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### Winter and Spring

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

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

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

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 50

**Special Expenses:** Up to \$100 per quarter for theater tickets and field trips to local theatrical sites.

**Planning Units:** Culture, Text and Language and Expressive Arts

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## Drawing From Place

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### Fall

**Major areas of study include** visual art and environmental education.

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

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

**Faculty:** Lucia Harrison (visual art)

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

**Credits:** 16 per quarter

**Enrollment:** 24

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

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## Effective Action for Sustainability and Justice

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### Fall, Winter and Spring

**Major areas of study include** environmental studies and sustainability studies.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** one year of college-level environmental studies.

**Program is preparatory for careers and future studies in** environmental and social advocacy.

**Faculty:** Ted Whitesell (environmental studies, environmental advocacy)

Students will work as part of a network of college students sharing in-depth, local case studies to generate understanding of strategic and tactical options for effective intervention in complex social-ecological issues to foster sustainability and justice. This program will train students for advocacy in government, private and non-profit organizations; support them in living fulfilled lives in difficult circumstances; and build communities of mutual support. Students will research and write a book for their peers on the topic of effective political action, for print and web publication. In addition they will create a web site housing a database of case studies in the policy, strategy and tactics of sustainability and justice. This web site will also serve as a communications center for activists and for those studying activism. Attention will focus on ethical, personal and social consequences of choices about how to think and act in situations of uncertainty, complexity, conflict and stress, and how to live effectively in potentially despair-inducing times.

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

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

Students will gain skills in writing, including editing; oral, written and web-based presentation; qualitative social science research; complex social-ecological systems science; oral history; understanding political organizing, negotiation, mediation, lobbying and decision making; and collaborative work on a large-scale project. There will be the opportunity to explore conflict, engagement and reconciliation.

**Faculty Signature:** Students must submit samples of written work and at least one letter of recommendation from former college instructor. For more information, see the Effective Action program web page or contact Ted Whitesell (867-6768, whiteset@evergreen.edu). Applications received by the Academic Fair, May 12, 2010, will be given priority. Qualified students will be accepted until the program fills.

**Accepts Winter and Spring Enrollment** with faculty signature. Admission will be based upon familiarity with course material and willingness to read fall texts. Interested students should contact faculty via email or at the Academic Fair, December 1, 2010 or March 2, 2011. Qualified students will be accepted on a space available basis.

**Credits:** 16 per quarter

**Enrollment:** 25

**Internship Possibilities:** with faculty approval.

**Planning Units:** Environmental Studies

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## Environmental Analysis

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### Fall, Winter and Spring

**Major areas of study include** analytical chemistry, ecology, statistics, chemical instrumentation and group projects. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters may receive upper-division credit for both quarters.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year college chemistry and precalculus required. Physical geology recommended.

**Program is preparatory for careers and future studies in** ecology, chemistry, environmental analysis and environmental fieldwork.

**Faculty:** Clyde Barlow (chemistry)

Well-designed and accurate chemical, ecological and geological measurements are required to conduct baseline assessments of natural ecosystems and determine environmental contamination. The Environmental Analysis program will focus on investigations in ecology supported with analytical chemistry. Instrumental techniques of chemical analysis will be developed in an advanced laboratory. Quality control procedures and technical writing will be emphasized.

During fall and winter quarters, topics in freshwater ecology, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis will be addressed. Students will participate in group projects studying water quality, trophic structure, organic matter and nutrient cycling processes of local watersheds. Analytical procedures based on EPA, USGS and other guidelines will be utilized to measure major and trace anion and cation concentrations, to analyze concentrations of species of a single element, and to measure analytes and phytochemicals critical to quantification of leaf-litter decay processes and marine-derived nutrients. Computers and statistical methods will be used extensively for data analysis and simulation as well as for work with GIS. Field trips will expand the diversity of ecosystems examined.

Spring quarter will be devoted to extensive project work continuing from fall and winter, and to studies of other lakes and rivers in Washington. Studies of statistics and analytical chemistry will be completed in spring quarter. Presentation of project results in both oral and written form will conclude the year.

**Accepts Winter Enrollment:** This program accepts new students with the appropriate background. Some work may receive upper division credit. Contact faculty at the Academic Fair, December 1, 2010, or by email. New students will need to complete some catch-up work during winter break.

**Accepts Spring Enrollment:** Depending on the level of enrollment spring quarter, this program may accept lower-division students. Students with the appropriate background will acquire an introduction to field and laboratory studies by working with teams of continuing EA students on spring projects. This work will be a lower-division introduction to environmental analysis methods. Contact faculty at the Academic Fair, March 2, 2011, or at barlowc@evergreen.edu.

**Credits:** 16 per quarter

**Enrollment:** 24

**Special Expenses:** \$250 for field trips fall and spring.

**Internship Possibilities:** Program content forms a foundation for informative spring internships.

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

**Planning Units:** Environmental Studies and Scientific Inquiry

## Experiments in Theater and Dance

### Fall and Winter

Major areas of study include theatre and dance.

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

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

**Faculty:** Rob Esposito (modern dance), Walter Eugene Grodzik (theater)

How do literal and non-representational gestures combine to create a unique poetics of action? How are emotions and ideas rendered in movement? How does the abstract design of space, time and motion support or subvert the spoken word? This two-quarter program will engage students in an active exploration of theater, movement and modern dance.

Fall quarter will be devoted to building competency in separate modern dance and theater workshops, with two collaborative performance projects aimed at developing a final concert project in winter quarter. Students will continue building performance and collaborative skills through theater, movement and dance workshops, improvisation and composition in winter quarter. We will explore how verbal and non-verbal performance works contextualize and enhance each other by reading and analyzing various texts on theatre and dance. We will explore theories of dance theatre through structured solo and group improvisation, by creating original compositions, and in seminar discussions. Winter quarter will culminate in a public, collaborative concert.

**Credits:** 16 per quarter

**Enrollment:** 48

**Planning Units:** Expressive Arts and Programs for Freshmen



Environmental Analysis at the Nisqually River, 2009.  
Photo by Carlos Javier Sánchez '97.

## Field Ecology

### Fall, Winter and Spring

Major areas of study include ecology, field ecology, ornithology and botany.

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

**Program is preparatory for careers and future studies** in ecology, ornithology, zoology, biology, forest ecology, botany and environmental studies.

**Faculty:** Alison Styring (ornithology), Dylan Fischer (forest ecology, botany)

This year-long program will focus on intensive group and individual field research on current topics in ecology. Students will be expected to intensively use the primary literature and student-driven field research to address observations about ecological composition, structure and function in natural environments. Students will participate in field trips to sites in the Pacific Northwest and the Southwest (U.S.). Students will be expected to develop multiple independent and group research projects in local forests in the south Puget Sound, the Evergreen campus forest reserve, national forests, national parks, state forests and other relevant natural settings.

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

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

**Accepts Winter and Spring Enrollment** with faculty signature.

Interested students should have extensive (more than 16 credits) prior experience with field ecology, field botany, ornithology, statistics, study design and data analysis. Students should expect to complete catch-up work and may not be eligible for upper-division science credit; contact the faculty for more information.

**Credits:** 16 per quarter

**Enrollment:** 48

**Special Expenses:** Approx. \$200 in fall and winter for field trip fees.

Approx. \$300 for an optional two-week field trip in the spring.

Finally, 16 eligible students will be selected for an optional two-week trip in the Grand Canyon during Spring 2011, which will cost about \$1,600. Eligibility for the Grand Canyon trip will be determined based on interviews and an application available winter 2011.

**Planning Units:** Environmental Studies and Programs for Freshmen

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## Field Plant Taxonomy

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### Spring

**Major areas of study include** floristic research methods and vegetation ecology.

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

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

**Program is preparatory for careers and future studies in** conservation, ecological restoration, forestry, natural resource management, plant ecology or plant taxonomy.

**Faculty:** Frederica Bowcutt (botany)

In this program students will learn how to use Hitchcock and Cronquist's *Flora of the Pacific Northwest*, a technical key for identifying unknown plants. We will spend time in the field and laboratory discussing diagnostic characters of plant families. Seminar readings will be focused on floristics, 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.

Several daylong field trips will give students an opportunity to learn about Pacific Northwest plant communities in the field, including prairies, coniferous forest, wetlands and coastal dunes. Students will be expected to maintain a detailed field journal and will be taught basic botanical illustration skills to support this work. One multiple-day field trip will give students an opportunity to learn about high desert vegetation and paleobotany. Through the field trips, students will learn basic vegetation sampling methods that they will apply to a field project. This project will allow students to develop data analysis and presentation skills in addition to learning about field methods. All field trips are required.

**Faculty Signature:** Students should email a letter of interest to bowcuttf@evergreen.edu, including a description of preparation for the course and how this course will advance their academic goals, and a letter of recommendation from former faculty. Applications received by the Academic Fair, Mar. 2, 2011, will be given priority.

**Credits:** 16 per quarter

**Enrollment:** 22

**Special Expenses:** up to \$500 for field trip.

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

**Planning Units:** Environmental Studies and Programs for Freshmen

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## Financial Heartland

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### Spring

**Major areas of study include** finance and business history.

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

**Program is preparatory for careers and future studies in** finance and public policy.

**Faculty:** Zoe Van Schyndel (finance, investments)

This program is an historical tour of the forces that molded and shaped the financial centers of three U.S. cities that are now mutual fund, commodity and capital-raising hubs, and an exploration of what impact the existing financial infrastructure will have on the emerging Emissions Trading Markets.

It is designed for students with a strong interest in finance, business and history, as well as the role finance will play in climate change. This is a one quarter program with a week of travel to one of the U.S. financial centers: Boston, Chicago, or New York City.

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

**Credits:** 16 per quarter

**Enrollment:** 24

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

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

## Food, Health and Sustainability

### Fall, Winter and Spring

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

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

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

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

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

This program takes a scientific approach to food and cooking. Topics span a broad range, from molecular biology to ecology of agriculture and marine foodstuffs. We'll examine the coevolution of humans and food, Pacific Northwest Native foodways, the connection between diet and health, and the transformation of food through the processes of cooking, baking and fermentation. Throughout history, food and cooking have not only been essential for human sustenance, but have played a central role in economic and cultural life. This interdisciplinary exploration of the biology and chemistry of food takes a broad ecological systems approach, while also incorporating political, historical, cultural and anthropological perspectives. Structural issues of food security and sovereignty both local and global will also be explored.

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

Fall quarter focuses on the production of foods such as vegetables, fruits, grains, fish and shellfish. We explore the biochemistry of food, beginning with basic chemical concepts, then the structure of proteins, carbohydrates and fats. We also consider the role of evolution in the selection of plant and animal species used as food by different human populations, as well as systems of Native American Pacific Northwest coastal food procurement and production.

Winter quarter concentrates on cooking and nutrition. We will study food quality issues, and examine what happens at a biochemical and biophysical level during the process of cooking and processing. We discuss how factors like nutritional content, heavy metal, and parasite and pesticide contamination affect food quality. We explore how our bodies digest and recover nutrients, and consider the physiological roles of vitamins and antioxidants, as well as the complex relationship between diet, disease and genetics. Finally, we study the physiology of taste and smell, critical for the appreciation of food.

Spring quarter focuses on the biochemistry of fermentation, and the production microbiology and chemistry of fermented foods. Specific topics include yeast varieties (e.g., "killer yeast"); bacterial, yeast, and mixed fermentations (e.g., malolactic fermentation, lambic fermentation); and aging and extraction methods.

**Accepts Winter and Spring Enrollment** with signature. Students should have an appropriate background covering the program topics from previous quarters or, at minimum, a college-level biology and/or chemistry course.

**Credits:** 16 per quarter

**Enrollment:** 72 Fall, 72 Winter and 48 Spring

**Special Expenses:** \$50 in fall quarter for symposium and food costs; \$75 in winter quarter for food costs.

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

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

## Forensics & Criminal Behavior

### Fall, Winter and Spring

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

**Class Standing:** This Core program is designed for freshmen.

**Prerequisites:** Although there are no prerequisites for this program, proficiency in high school algebra and science is strongly recommended.

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

**Faculty:** Rebecca Sunderman (chemistry), Toska Olson (sociology), Andrew Brabban (biology)

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

Through our forensics investigations, we will examine subjects including biology, chemistry, geology, odontology, osteology, pathology and physics. We will study evidentiary techniques for crime scene analysis, such as the examination of fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains. This program will utilize hands-on laboratory and field approaches to the scientific methods used in crime scene investigation. Students will learn to apply analytical, quantitative and qualitative skills to collect and interpret evidence. Students can expect seminars, labs, lectures, guest speakers and workshops along with both individual and group project work.

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

**Credits:** 16 per quarter

**Enrollment:** 69

**Special Expenses:** \$50 per student for the murder-mystery retreat in fall quarter.

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

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## Foundations of Economics

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### Spring

**Major areas of study include** micro- and macroeconomics, and applied economics.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** economics, political economy, environmental studies, public policy and social science.

**Faculty:** Tom Womeldorff (economics)

Neoclassical economic theory provides powerful tools for understanding most issues we face today as communities and nations as well as globally. This does not mean there is agreement among economists about what the theory tells us or what policies are appropriate. At the center of debates among economists, and in society as a whole, is the appropriate balance between relying on the marketplace and the government to solve economic problems. This question will be at the center of our inquiry.

This program is designed to provide a broad and in-depth introduction to economic theory in the context of current economic issues. We will study introduction to micro- and macroeconomics with close attention to how these theories have evolved over time, and how they are applied across a broad spectrum of issues. We will critically assess both the usefulness and limitations of economic theories.

We will study economics in the context of the major issues at the time the program is offered. Examples of previous foci include the environment and the global financial crisis.

**Credits:** 16 per quarter

**Enrollment:** 23

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

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## Foundations of Health Science

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### Fall, Winter and Spring

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

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

**Prerequisites:** Intermediate algebra.

**Program is preparatory for careers and future studies in** health sciences, medicine, education, biology, chemistry and public health.

**Faculty:** Paula Schofield (chemistry, biochemistry), Mike Paros (health sciences, veterinary medicine), Kevin Francis (bioethics, history of medicine)

This program takes an integrated and thematic approach to the health sciences, exploring introductory concepts in biology and chemistry with a focus on health, medicine and disease. It is designed for students contemplating work in a healthcare field who want to learn about how the body functions on a macroscopic, microscopic and molecular level, as well as students interested in public health or public policy who want a solid foundation in biology and chemistry. It is also suitable for students who seek an opportunity to study rigorous science as part of a liberal arts education.

Our organizational framework is a systematic examination of diseases that have a large impact on global health, based on the World Health Organization's list of the top ten causes of death. We will study cancer, maternal health and perinatal conditions in fall quarter; infectious diseases such as HIV/AIDS, tuberculosis, malaria and influenza in winter quarter; and cardiovascular diseases, obesity, diabetes and depression in spring quarter. Within this framework, students will explore basic chemical and biological concepts, as well as the role of the pharmaceutical industry in society and the role of the FDA in clinical drug testing. Students will also explore ethical, historical and public policy questions raised by each disease.

Class activities will include significant laboratory and instrumentation work, lectures, workshops, seminars, group projects, textbook assignments and case studies. This program will develop critical scientific reasoning and quantitative skills. Communication skills, both written and oral, will also be emphasized. Students will work on their techniques of argumentative and scientific writing through essays, lab notebooks and reports, and participation in a writing workshop.

Students will gain the hands-on skills that are essential for working in the health sciences. There will also be opportunities to carry out lab-based projects in spring quarter.

This program will link students with clinics, hospitals, government public health departments or other health-related organizations for volunteer service. During fall quarter, students will select and research the work of a local agency. They will then design a part-time internship that allows them to contribute to the work of this organization throughout winter quarter.

Completion of this program will give students many of the prerequisites they need for careers in the allied health fields and public health, as well as preparation for further upper division study in biology and chemistry.

**Accepts Winter and Spring Enrollment** with faculty signature. Students must have one quarter of college-level biology and one quarter of college-level chemistry for winter enrollment (two quarters of each for spring). Contact faculty for further information.

**Credits:** 16 fall, 16 winter and 12 or 16 spring quarter

**Enrollment:** 72 fall, 72 winter and 48 spring

**Internship Required:** Four credit internship during winter quarter.

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

**Planning Units:** Programs for Freshmen and Scientific Inquiry

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## Games Marketers Play

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### Winter

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

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

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

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

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

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

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

**Credits:** 12 or 16 per quarter

**Enrollment:** 23

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

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

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

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### Fall

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

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

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

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

Due to globalized communication, we have become increasingly aware that there may be multiple perspectives on reality. We now question the reality that we perceive as an absolute and universal reality. We wonder if that ultimate reality is or has ever been accessible to human consciousness. In short, we have begun to understand that the reality that we see is heavily colored by the social and cultural ideologies that have been instilled in us from birth by means of the language we use, the culture we are raised in, the education we receive and the mass media that bombards us. The concept of gender is no exception. It is ultimately a constructed reality.

It is often said that American and Japanese cultures represent diametrically opposed values in many aspects of human behaviors and customs. While Japanese women are valued most as wives and mothers, the traditional gender roles, American women are valued as wage earners and sex partners. Needless to say, such a stereotypical view of gender is becoming rapidly outdated in Japan as well as in the United States. Nevertheless, this dichotomized cross-cultural frame presents an illuminating context in which we can explore gender issues. In this program, we explore the concept of gender through a critical examination of anthropological, sociological and psychological articles, as well as American and Japanese literature, cinema and popular culture.

Students will be introduced to the rudiments of film analysis to develop a more critical attitude toward the film-viewing experience as well as major literary theories in order to become aware of varied approaches to literary analysis and interpretation. After familiarizing themselves with these analytical and theoretical foundations, students will examine representations of gender and culture, as well as their interrelationships, through lectures, workshops, book and film seminars and expository writings.

**Credits:** 16 per quarter

**Enrollment:** 24

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

## Green for Green: Entrepreneurship and The Environment

### Winter and Spring

**Major areas of study include** environmental studies, business, management and entrepreneurship.

**Class Standing:** Sophomores or above; transfer students welcome. **Program is preparatory for careers and future studies** in business, management, sciences and entrepreneurship.

**Faculty:** Nelson Pizarro (sustainable entrepreneurship, marketing, management), Nalini Nadkarni (forest ecology, botany, forest outreach)

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

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

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

**Accepts Spring Enrollment:** Contact faculty for more information.

**Credits:** 16 per quarter

**Enrollment:** 50

**Special Expenses:** \$170.00 for overnight field trips, entrances to National Parks and several museums.

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

## Health and Human Development

### Fall, Winter and Spring

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

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year study in an interdisciplinary, liberal arts program.

**Program is preparatory for careers and future studies in** psychology, education and health related fields.

**Faculty:** George Freeman, Ph.D. (psychology), Nancy Anderson, MD, MPH (health, medicine)

This thematically-based program explores the intersection of human development, health and society. Each quarter examines this relationship through content-related themes and experiences to better understand the fundamentals of health and human development. This program is designed between Evening and Weekend Studies and full-time offerings. The core of the program meets as a whole community using an Intensive Weekend format. Full time students will meet additional hours during the week.

Our learning community will grapple with the age-old questions regarding the nature/nurture controversy. We will use the themes of our program to engage questions like: "How do we navigate our way through the world to build a healthy sense of self? What myths and beliefs guide our decision-making regarding health? What barriers prevent us from achieving a more wholesome lifestyle? How can we acquire the skills necessary to successfully be and create a health-based community? Along with these questions we will study the particulars of race, ethnicity, gender, sexual orientation, class, the ability/disability spectrum and religious affiliation/identity as predictors of achieving health and well-being. We'll also examine these characteristics in terms of their social construction and the creation of a multicultural, democratic society.

Each quarter focuses on human development and the psychological, biological and social constructs that guide the stages of development. Fall quarter begins with adolescent and young adult development, the social and genetic construction of identity, the question of what makes for a healthy stage of development and the barriers to achieving optimal states of health and well being. Winter quarter deepens our study of developmental theory through the study of birth, early and late childhood developmental themes, and community-based health and social services. During spring quarter we'll turn our attention to later adulthood and aging and the health-based concerns that arise. The program will progress from a faculty-directed course of study toward a more student-originated design.

Students completing this program will come to a stronger understanding of their personal lives as situated in a variety of contexts. They will develop strategies for engaging in a range of settings to promote social change, in-depth personal development, increased self-awareness, critical commentary and analyses, and practices that promote health and well-being. They will learn basic tools and strategies for analysis of community health needs. They will come to understand themselves as a member of multiple communities and as having a responsibility to these communities.

**Accepts Winter and Spring Enrollment:** Must meet with faculty at or prior to the Academic Fair, Dec. 1, 2010 for winter, or March 2, 2011 for spring. Full-time students must have a prearranged, health-related internship approved by the faculty.

**Credits:** 8 or 16 per quarter

**Enrollment:** 50

**Internship Required:** Winter and spring quarters only, with faculty approval.

**Planning Units:** 8-12 Credit Programs and Society, Politics, Behavior and Change

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## Imperialism

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### Fall and Winter

**Major areas of study include** history, political economy, political science, literature and postcolonial studies.

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, law, politics, international relations and organizations, and non-profit organizations.

**Faculty:** Savvina Chowdhury (feminist economics, political economy), Jon Davies (education), Zahid Shariff (political science)

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

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

**Accepts Winter Enrollment:** This program will accept well-prepared and motivated new students, without signature. Interested students should contact faculty for a packet/handout to study over winter break in order to prepare for winter quarter.

**Credits:** 16 per quarter

**Enrollment:** 72

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

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## In The City

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### Spring

**Major areas of study include** social studies, urban studies and urban arts.

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

**Prerequisites:** At least two quarters of academic work in social studies, cultural studies, urban studies or the arts.

**Program is preparatory for careers and future studies in** urban social studies, urban planning and city arts.

**Faculty:** Stephanie Kozick (human development)

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

**Special Expenses:** Students are responsible for all travel, accommodation and other expenses associated with urban field studies.

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

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## Individual Study: Imperialism, Political Science, Third World Foreign Policy

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### Spring

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

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

**Program is preparatory for careers and future studies in** government, politics and non-governmental organizations.

**Faculty:** Zahid Shariff (political science)

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

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

**Credits:** 8, 12 or 16 per quarter

**Enrollment:** 25

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

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## Individual Study: Legislative Internship

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### Winter and Spring

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

**Class Standing:** Juniors or seniors; transfer students welcome.

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

**Program is preparatory for careers and future studies in** public policy, law, public interest advocacy, government and community studies.

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

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

Students apply to become interns for the 2011 Washington State Legislative session in the fall of 2010. Information sessions on the Internship Program will be held spring quarter and in early October. The Academic Advising Office will inform students about the process, with applications due mid-to-late October. Applications are available online through [www.leg.wa.gov/internships](http://www.leg.wa.gov/internships). Students who submit a complete application will be interviewed and informed of acceptance by late November. Each student accepted into the Internship Program will develop an Internship Learning Contract, profiling legislative responsibilities and linkages to academic development.

Each student intern will translate her or his activities in the Legislature into analytic and reflective writing about the challenges, learning and implications of the work; students will be making presentations about their learning and participate in various workshops. Each intern will keep a journal, submitted to the faculty sponsor on a regular basis, and a portfolio of all materials related to the legislative work.

Students will learn through a range of approaches—internship responsibilities in a regular work-week, guest presentations, seminars, visits and collaborations with regional officials and activists. Drawing broadly from the social sciences, we will discuss relevant concepts and issues. We will explore relationships between elected officials, legislative staff, registered lobbyists, non-governmental organizations, citizen activists and district constituents. Interns will participate in mock hearings, a floor debate on current legislative issues and a session on budget development.

The 2010-11 session will involve student-interns for both winter and spring quarters. Each quarter will comprise a different 16-credit contract. Spring quarter, students can develop an 8-credit Legislative Internship Contract, augmented by another 8-credit project or program. Or, they may sustain a full 16-credit Internship for spring quarter, involving specific post-session research and writing. Student performance for the two-quarter internship is evaluated by the faculty sponsor, field supervisors and legislative office staff. Student participation involves discussion in workshops, public speaking, analysis and writing, and the array of legislative responsibilities. Students may wish to enroll in The Legislature and The Public: Environmental and Social Justice (page 56) in fall quarter.

**Faculty Signature:** Students must have applied to and been accepted into the Legislative Internship Program.

**Credits:** 16 winter quarter and 8 or 16 spring quarter

**Enrollment:** 25

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

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

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## Individual Study:

### Media Arts, Visual Anthropology, Communications

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#### Fall

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

**Class Standing:** Juniors or seniors; transfer students welcome.

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

**Faculty:** Sally Cloninger (media arts)

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

**Credits:** 12 or 16 per quarter

**Enrollment:** 25

**Internship Possibilities:** Media Services internships for fall only.

Other internships proposed by individual students are welcome.

**Planning Units:** Expressive Arts

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### Individual Study: Political Economy, Globalization, Contemporary India

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#### Spring

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

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

**Program is preparatory for careers and future studies in** social sciences, history, informed citizenship and graduate work.

**Faculty:** Jeanne Hahn (political economy)

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

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

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

**Enrollment:** 25

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

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### Individual Study: Psychology

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#### Spring

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

**Class Standing:** No restrictions.

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

**Faculty:** Mukti Khanna (psychology)

Individual Study: Psychology allows opportunities for students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students pursuing individual study or internships in psychology, counseling and health are invited to join this program. Mukti Khanna will sponsor contracts and internships in psychology, counseling, service-learning, expressive arts therapy, cultural studies, ecopsychology and health. While this opportunity is oriented towards sophomores through seniors, freshmen may be admitted if they are applying for an internship or are part of a group project.

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

**Credits:** 8, 12 or 16 per quarter

**Enrollment:** 25

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



Photo by Katherine B. Turner '09.

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## Introduction to Natural History

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### Fall

**Major areas of study include** natural history, biology and mathematics.

**Class Standing:** This lower-division program is designed for 50% freshmen and 50% sophomores.

**Program is preparatory for careers and future studies in** environmental science and biology.

**Faculty:** David McAvity (mathematics), John Longino (natural history)

The scientific study of nature is carried out with a combination of descriptive natural history and quantitative analysis. We will develop skills in both areas by exploring the major terrestrial habitats of western Washington and carrying out short field problems that introduce statistical approaches to natural history description. Readings and lectures will cover introductory concepts in biodiversity studies, ecology, and evolutionary biology. Workshops will emphasize the scientific process, statistical methods and probability models as they apply to natural history. We will take one-day field trips to visit shrub steppe, alpine and coastal forest habitats. Evaluation will be based on exams, written assignments and a field journal.

**Credits:** 16 per quarter

**Enrollment:** 46

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

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## Introduction to Natural Science: Life on Earth

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### Fall, Winter and Spring

**Major areas of study include** chemistry, biology and geology.

**Class Standing:** This all-level program accepts up to 40% freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Competency in intermediate algebra.

**Program is preparatory for careers and future studies in** chemistry, biology, geology, environmental studies and health professions.

**Faculty:** Dharshi Bopegedera (chemistry), Paul Butler (geology), Clarissa Dirks (biology)

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

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

Each quarter, program activities will include: lectures, small group problem-solving workshops, laboratories, field trips and seminars. Seminar readings and discussions will be spread across the history, philosophy and contemporary applications of science. During spring quarter there will be an opportunity for small groups

of students to conduct an independent scientific investigation designed in collaboration with the program faculty. Students will learn to describe their work through report writing and public presentations.

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

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

**Credits:** 16 per quarter

**Enrollment:** 72 Fall, 72 Winter and 48 Spring

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

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

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## Language Matters: Persuasive Language in Popular Culture

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### Spring

**Major areas of study include** linguistics, communications, media studies, writing and gender studies.

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

**Program is preparatory for careers and future studies in** linguistics, languages, communications, law, gender studies, media studies and education.

**Faculty:** Rachel Hastings (linguistics, mathematics), Susan Fiksdal (linguistics, French)

This program will focus on the linguistic resources we all use to persuade others of a particular point of view. We will study the art of persuasion in a wide range of settings within popular culture, ranging from comedy to politics, from news journalism to blogs. Our work will engage us in several areas of linguistic theory, including discourse analysis, semantics, pragmatics, metaphor, morphology and syntax.

As we develop these theoretical tools, we will concurrently be using them to analyze discourse from the media, the internet, conversations and speeches in order to uncover ways in which speakers use their linguistic knowledge to persuade. We will study how different individuals and different categories of communication vary with respect to the structure and content of their persuasive language. A particular area of focus in this regard will be language and gender, as we study how men and women may sometimes adopt different rhetorical strategies for persuasion. For a broader view of linguistic resources, we will sometimes examine cross-linguistic variation in persuasion in languages other than English, including Quechua and French.

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

**Credits:** 16 per quarter

**Enrollment:** 48

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

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

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### Fall and Winter

Major areas of study include law and literature.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in law, literature, American studies, education and government.**

**Faculty:** Greg Mullins (literature, American studies), José Gómez (law)

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 46

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

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

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## Law and Literature: Revolution to Reconstruction

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### Spring

Major areas of study include law and literature.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in law, literature, American studies, education and government.**

**Faculty:** Greg Mullins (literature, American studies), José Gómez (law)

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 46

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

## The Legislature and the Public: Environmental and Social Justice

### Fall

**Major areas of study include** social science, public policy, public interest research, environmental studies and community studies.

**Class Standing:** Juniors or seniors; transfer students welcome.

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

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 25

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

## The Lens-Based Image: Theory, Criticism, Practice

### Spring

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

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

**Prerequisites:** At least two college-level courses in 2D art (drawing, painting, printmaking, photography, etc.), OR, at least one year of Evergreen programs with substantive art components. Students need to be prepared to do intermediate and higher level art, writing and research work.

**Program is preparatory for careers and future studies in** art, photography, art theory, art criticism, studio practice and writing for the arts.

**Faculty:** Matthew Hamon (visual art)

The focus of this program will be on photographic theory, criticism and practice as it relates to image making across disciplines (photography, video, painting, printmaking, etc.). Photographic images pervade every facet of our society and affect almost all of our thoughts and emotions. Though their intentions can be elusive, and dependant on context, they are always present and should be approached with a critical mind and eye.

This program is designed for intermediate or advanced artists working in any lens-based studio practice and will emphasize seeing, thinking and creating with thoughtful inquiry in hopes of providing a better understanding of the construction and manipulation of an image's meaning and form. All of the exercises, lectures, presentations, film screenings, gallery visits, critiques, etc. are designed to develop each student's technical, theoretical and conceptual approach to the subject matter and his/her understanding of the connections between these three elements. Students will carry out art historical research as well as visual research to support personal artistic inquiry.

Students will be expected to rigorously pursue their personal studio work (in any medium) while participating in interdisciplinary critiques of their work and the work of others. Students will not be given "art assignments." That is, you will not be told what to be making art about, and you will not be told what tools to use. Consequently, students should begin the program with a central thesis and personal motivation for making provocative work. Some time at the beginning of the quarter will be used to help students identify these personal themes.

Students should be prepared to do upper-division work in critical thinking, reading, writing, and most of all, art production. Though assignments will not be given, seeing, thinking, visualizing and creating "exercises" will. Students should be prepared to actively engage in these exercises which might, at times, seem fundamental—for instance, making a photogram. Students should be prepared to complete a significant, but reasonable, number of assigned readings. Seminar readings will inform our understanding of aesthetics generated from lens-based images. Students should be prepared to complete a significant, but reasonable, amount of writing on the arts. Each week, students will be required to demonstrate active studio practice in relationship to their personal work.

**Faculty Signature:** This program requires an interview and faculty signature for admittance. Interviews can be scheduled via email contact with the faculty. Faculty will also conduct interviews at the Academic Fair, March 2, 2011. Students should bring a portfolio of recent creative work to the interview.

**Credits:** 16 per quarter

**Enrollment:** 22

**Planning Units:** Expressive Arts

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## Looking at Animals

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### Spring

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

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

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

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

**Faculty:** Susan Aurand (studio art, art history), Joe Tougas (studio art, philosophy)

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 46

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

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

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## Looking Backward: America in the Twentieth Century

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### Fall, Winter and Spring

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

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

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

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

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

This program will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social, and economic growth of the nation in the last century was a new thing or a logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues we will use history, economics, sociology, literature, popular culture and other tools to help us understand the nation and its place in the century. Simultaneously, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight, and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, weekly student panel discussions of assigned topics and program-wide discussion periods. Each weekly panel will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

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

**Credits:** 16 per quarter

**Enrollment:** 48

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

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

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## Marketing and (Anti-)Consumerism

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### Fall

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

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

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

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

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

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

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

**Credits:** 12 or 16 per quarter

**Enrollment:** 23

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

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

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## Marxist Theory

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### Spring

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

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** political science, political theory, history and social sciences.

**Faculty:** Lawrence Mosqueda (political economy)

*I am not a Marxist.* —Karl Marx

*Sit down and read. Educate yourself for the coming conflicts.*  
—Mary Harris (Mother) Jones

If one believes the current mass media, one would believe that Marxism is dead, and that the “end of history” is upon us. As Mark Twain is reported to have said upon news accounts of his demise, “The reports of my death are greatly exaggerated.” The same, of course, is true for Marxist Theory. Few Americans have read more than *The Communist Manifesto*, if that. Very few “educated” people have a clear understanding of Marx’s concept of alienation, dialectics, historical materialism, or his analysis of labor or revolutionary change.

In this program, we will examine the development of Marx’s thought and Marxist Theory. We will read and discuss some of Marx’s early and later writings as well as writings of later Marxists. We will also explore concrete examples of how “dialectics” and “materialism” can be applied to race and gender issues. At the end of the program, students should have a solid foundation for further study of Marxist analysis.

**Faculty Signature:** Faculty will assess students’ ability to write at the college level. Students should submit a past social science research paper and past evaluations or unofficial transcript and set up an interview appointment in winter 2010 to receive priority. Call 867-6513 for more information. Students who submit application letter and information at least a week before the Academic Fair, Mar. 2, 2011, will receive priority. Dr. Mosqueda will notify students of acceptance before the Academic Fair. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 25

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

## Meaning, Math and Motion

### Fall and Winter

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

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

**Prerequisites:** Intermediate algebra.

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

**Faculty:** Rachel Hastings (linguistics, mathematics), Krishna Chowdary (physics)

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

We believe any area of inquiry involves entering into a previously ongoing conversation. Quoting a charming articulation by Kinsman (a mathematician-turned-oceanographer, in the preface to *Wind Waves*): "To the beginner, science is a conversation that has been in progress for a very long time. Science resembles the babble at a party; some of the participants are euphoric, some saturnine, some quarrelsome, and some inspired beyond their usual capacity. Whatever else happens, the conversation cannot proceed systematically or at the level of humdrum sobriety. Some scientists wander from group to group, while others remain fixed. Some groups talk about similar things, and occasionally conversations pass from one group to another. You have arrived in the middle of the party." Our collective work is to catch up on the conversation, which means being deliberate about how we calculate and convince, speak and write, listen and read, and also means acquiring the science content and process skills required to judge what is being argued.

In addition to learning science content and process skills, mathematics and physics studies will be supported by applying techniques of linguistic analysis which help to illuminate the conventions and assumptions upon which the conversation relies. The study of linguistics will be deepened by using scientific texts as case studies for identifying and analyzing linguistic conventions. For example, we may study the source and nature of unstated assumptions, conventions of scientific logic, the nature and role of definitions in scientific inquiry, and the linguistic conventions found in different kinds of scientific texts.

This program is designed for students with high school math who are ready for pre-calculus, but requires no prior preparation in linguistics or physics. It is intended for students serious about understanding language, improving their writing, and learning physics and mathematics, including calculus. The work will be intensive in both science and language, and students should expect to spend over 50 hours per week engaged with material. Students will participate in seminar, labs, workshops and lectures. Students will perform linguistic analyses of texts, do weekly problem sets in all areas that combine concepts, calculations and communication, and write about linguistics, math and physics. Quizzes and exams will be among the methods used to assess student learning.

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

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

**Credits:** 16 per quarter

**Enrollment:** 48

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

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



Photo by Katherine B. Turner '09.

## Memory and Conflict in the Eastern Mediterranean

### Fall, Winter and Spring

Major areas of study include archaeology, political science, Middle East studies and cultural studies.

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

**Program is preparatory for careers and future studies in history, Middle East studies, archaeology, education and international affairs.**

**Faculty:** Steve Niva (political science, Middle East studies), Ulrike Krottscheck (archaeology, classical studies)

*The prime function of memory . . . is not to preserve the past but to adapt it so as to enrich or manipulate the present.*

—David Lowenthal, *The Past is a Foreign Country*

In this program, students will investigate the political, cultural and economic life of the Eastern Mediterranean. Situated between Europe and the Middle East, this area includes the lands known today as Greece, Turkey, Lebanon, Israel, Palestine and Egypt. Although it is the origin of some of the world's most important civilizations and religious traditions, this region has increasingly become a site of political conflict, war and terrorism. We will explore how the past, and particularly contested memories of this past, plays a role in many conflicts that have arisen in this region as a result of colonialism, nationalism and religious differences. We will also focus on how contested memories of the past shape conflicts between Israelis and Palestinians, over the ancient heritage and modern identity of Egypt and over the identity and boundaries of modern Turkey and Greece. We will examine how struggles over the past—who claims it, what it means, and whose memories are empowered or marginalized—are primarily struggles over the present—who has power, which identities will be favored, and who has rights to territory and place.

Drawing primarily upon the fields of archaeology and political science, the program will introduce students to central debates and methodological issues in each discipline and students will learn how to examine the evidence and claims from archaeological findings, museums and heritage sites in light of contemporary political and cultural power relations. In the fall, the program will trace this region's evolution from the rise of ancient Egypt and classical Greece to the rise of Judaism, Christianity and Islam, and then the transformation of the region through European colonialism and modern nation-states. We will explore the relationship between past and present through examining specific archaeological sites in each area, including Luxor (ancient Thebes) in Egypt, the Temple Mount/Haram al-Sharif in Jerusalem and Catalhoyuk in Turkey.

In the winter, we will continue this study through examining Napoleon's conquest of Egypt, the origins and present status of the Israeli-Palestinian conflict and the population exchange between Greece and Turkey at the end of the Ottoman Empire, among other topics. Our study will be based on theoretical texts and primary sources, novels and religious documents, as well as guest speakers and occasional field trips. Students will build learning communities through workshops, lectures, research, seminars and presentations. In the process, students will learn how to apply theory to case studies, undertake advanced research projects and develop critical thinking skills based upon an awareness of a diversity of views.

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

**Credits:** 16 per quarter

**Enrollment:** 50 fall, 50 winter and 35 spring

**Special Expenses:** Approximately \$3,800 for six-week study abroad in Egypt and Turkey in the spring.

**Planning Units:** Culture, Text and Language

## Methods of Mathematical Physics

### Fall, Winter and Spring

Major areas of study include upper division physics and mathematics, history and philosophy.

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

**Prerequisites:** A full year of college level calculus and calculus-based physics. Willingness to work in teams and online. Students interested in advanced mathematics but lacking the necessary background in physics should contact the professor for advice at zita@evergreen.edu.

**Program is preparatory for careers and future studies in physics, mathematics, chemistry, engineering and education.**

**Faculty:** EJ Zita (physics, astrophysics)

A close examination of the complex and varied world around us reveals a high degree of underlying order. Our goal as scientists is to understand and explain this order. Mathematics is the language created (or discovered) to describe the order observed in physics. The goal of this advanced program is to introduce the mathematical language we use to describe and create physical models of our natural world, and to better understand both. To that end, we will study a number of key physical theories and systematically develop the mathematical tools that we need to understand them.

We plan to begin, in fall quarter, with a review of series, complex numbers and linear equations, including matrixes, concentrating on their applications to physics, such as rotations, circuits and the simultaneous solution of linear equations. We will continue with ordinary and partial differential equations, with applications to classical mechanics, including oscillators, waves, Laplace's equation, Poisson's equation, and other fundamental examples in physics. Students will plan research projects in teams.

In winter, we plan to connect differentiation with integration via vector analysis (applications in electromagnetism), Fourier Series (applications to waves, e.g. acoustic oscillations on the Sun and at the Big Bang), and variational calculus. We will go deeper into areas begun in fall. For example, we would like to take vector analysis deeper into tensor analysis, with applications such as general relativity. Students will carry out their research projects in teams.

In spring, students may continue with a full-time study of electromagnetism and vector calculus, or may continue independent contract work on their research projects in teams. Students might also have the option to begin a study of thermodynamics and statistical mechanics. Students will be encouraged to present their research at a regional professional physics meeting.

Our program work will consist of lectures, tutorials, group workshops, student presentations, computer labs, seminars on the philosophy and history of physics and mathematics, essays and responses to essays. Teamwork within an integrated learning community will be emphasized, (1) for best learning practices, and (2) to model work within mature scientific communities.

**Accepts Winter and Spring Enrollment:** This program may accept new students with appropriate background, with signature.

Contact faculty by email or in 2272 Lab II during the Academic Fair, December 1, 2010 or March 2, 2011 for more information. New students should expect to complete some catch-up work during the break before each quarter.

**Credits:** 16 per quarter

**Enrollment:** 25

**Special Expenses:** Expensive textbooks—must be in hand before the date of first use on the syllabus. Each student must have his or her own copy in class.

**Internship Possibilities:** Spring only with faculty approval.

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

**Planning Units:** Scientific Inquiry

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## Mind-Body Medicine

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### Fall and Winter

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

**Class Standing:** This all-level program accepts up to 33% freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** psychology, health professions and health care practice, and human services.

**Faculty:** Mukti Khanna (psychology)

Mind-body medicine is an interdisciplinary field focusing on the applications of sociocultural, psychosocial, somatic and behavioral knowledge relevant to health and wellness. Fall quarter will explore historical foundations of mind-body medicine from diverse cultural perspectives. We will look at how mind-body medicine is being integrated into health care in disease prevention, health promotion, treatment and rehabilitation settings. Applied skills training will focus on energy psychology, qigong, expressive arts therapy, somatic practices, communication skills and mindfulness in psychotherapy. Questions to be explored include "What practices are emerging at the creative edge of health care?" and "How are healthcare providers preparing themselves to work in an integrated healthcare system?"

The program will include a variety of approaches to learning including seminar, theoretical assessments, open space learning formats, guest speakers, dialogue and extended workshops. Students will be supported in developing practices based on the principles of mind-body medicine. Students will work with faculty to develop a Cocreative Learning Plan for winter quarter and write a proposal for either a project study or internship to be implemented in winter quarter.

Winter quarter will allow students to implement their own Cocreative Learning Plans with program modules and individual project or internship studies. Students can take up to 8-16 credits of project or internship studies through the program in winter quarter. Modules in seminar readings and continuing skills training will be offered for 4 credits each within the program for students who choose to integrate this focus in their winter program work. Student project and internship work will be presented in a symposium at the end of the program.

**Accepts Winter Enrollment:** Students will need to submit a proposal of an 8-16 credit project or internship to Mukti Khanna for entry into winter quarter.

**Credits:** 16 per quarter

**Enrollment:** 24

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

**Internship Possibilities:** Winter internships are possible within the program.

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

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## Molecule to Organism

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### Fall, Winter and Spring

**Major areas of study include** organic chemistry, biochemistry, cellular and molecular biology, and microbiology.

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

**Prerequisites:** One year of college-level general biology with lab and one year of college-level general chemistry with lab.

**Program is preparatory for careers and future studies in** science, medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy.

**Faculty:** Lydia McKinstry (chemistry), Maria Bastaki (biochemistry), Benjamin Simon (biology)

This yearlong program develops and interrelates concepts in advanced laboratory-based science, thus providing a foundation for students who plan to continue studies in chemistry, biology (field or laboratory), and/or medicine. Students will carry out upper-division work in biochemistry, microbiology, cellular and molecular biology, and organic chemistry. Students who remain enrolled in the entire program for all three quarters can earn up to 48 credits of upper-division science.

The program examines the subject matter through the central idea of the interrelatedness of structure and function, integrating two themes; one at the *cell* level and the other at the *molecule* level. In the *cell* theme, we start with cellular biology and microbiology and proceed to the whole organism. We examine structure/function relationships at each level of increasing complexity. In the *molecule* theme, we examine the nature of organic compounds and organic reactions, and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes continually merge through studies of cellular and molecular processes in biological systems.

Program activities include lecture, laboratory and collaborative problem-solving workshops. Each area of study will contain a significant laboratory component emphasizing bench skills and instrumentation. Students will be expected to write papers and maintain laboratory notebooks. All laboratory work, and approximately half of the non-lecture time will be spent working in collaborative groups. Group work will also include reading scientific literature and discussion of topics of current or historical significance in science. This is an intensive science program; the subjects are 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.

**Credits:** 16 per quarter

**Enrollment:** 75

**Internship Possibilities:** Spring quarter only.

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

**Planning Units:** Scientific Inquiry

## Mount Rainier: The Place and its People

### Fall, Winter and Spring

**Major areas of study include** environmental education, environmental studies, protected areas, natural history and visual communication. No award of upper division science credit is anticipated.

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

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

**Faculty:** Jeff Antonelis-Lapp (environmental education), Carolyn Dobbs (land use, environmental planning), Lucia Harrison (visual arts)

Mount Rainier, known locally as the *Mountain* or *Tahoma* dominates the landscape of the Puget Sound region and commands the attention, imagination and respect of its inhabitants. The relationship of people to the Mountain has varied widely: prized by Indigenous Peoples for a variety of activities, even today; seen by European-American settlers as a potentially vast resource for timber and minerals; and as a wilderness and recreation destination for Puget Sound inhabitants and tourists from the world over.

Some of the questions we will investigate include: What do we know about the natural and human history at Mount Rainier, and how might this predict the future? What are the interrelationships of people, place, flora and fauna at Mount Rainier? What role does Mount Rainier play in the arena of conserving protected areas? Does place-based, experiential conservation service-learning lead to environmental stewardship?

To capitalize on the usual pattern of late summer good weather, we will begin the program on September 13, two weeks before the start of fall quarter. This will allow us to be on the Mountain at the finest time of the year. Students planning to live on campus will receive help in arranging for storage prior to our departure. Students must be prepared to camp in primitive conditions to undertake strenuous hikes and outdoor work. Evaluations will be completed by November 23. Students may begin their winter break at the completion of their evaluation process.

We will meet on campus on September 13-14 to plan for our departure, and on our initial field trip, September 15-24, we will study the area's natural history, including an introduction to the geology, geography, watersheds, flora and fauna of the Mountain. Students will learn to draw and create an illustrated field journal documenting their natural history learning. This trip will engage students in conservation service-learning opportunities. Potential activities include assisting in archeological excavations, meadow revegetation, historic rock wall restoration, trail work or a variety of other projects.

During winter and spring, we will study the relationship of the Indigenous Peoples and Euro-Americans to Mount Rainier and their activities around it, up to the present time. We will examine how knowledge of this history and the ecology of the Mountain is interpreted to the public to increase historical and environmental awareness. Students will develop skills in drawing, visual communication, public speaking and graphic arts computer applications to aid in interpretive projects.

Winter and spring quarter field trips to the Mountain and the surrounding watersheds will continue to provide service-learning opportunities in a variety of conservation and environmental education projects. The Nisqually River watershed and Nisqually National Wildlife Refuge will provide opportunities to study salmon recovery efforts and avian natural history. A range of place-based projects—scientific, historical, environmental education, interpretive and artistic—will be available.

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



Students enrolled in the program Time and Space study snow conditions at Mount Rainier. Photo by Carlos Javier Sánchez '97.

be accepted until the program fills.

**Accepts Winter and Spring Enrollment** with faculty signature.

Contact faculty by email. New students should expect to complete some catch-up work during the breaks between quarters and must be well prepared for substantive independent or small group work.

**Credits:** 16 per quarter

**Enrollment:** 50

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

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

**Planning Units:** Environmental Studies and Programs for Freshmen

## Multicultural Counseling: An Innovative Model

### Fall, Winter and Spring

**Major areas of study include** psychological counseling, multicultural counseling theory and skill building, abnormal psychology, developmental psychology, personality theories, psychological research interpretation, studies of oppression and power, and ethics in the helping professions.

**Class Standing:** Seniors only.

**Prerequisites:** (1) At least one quarter of college study in programs covering general principles in critical reasoning skills and quantitative reasoning evidenced by faculty evaluations, and (2) college level writing and reading proficiency evidenced by faculty evaluations.

**Program is preparatory for careers and future studies in** psychological counseling, clinical psychology, social work, school counseling, cross-cultural studies, research psychology, allopathic and complementary medicine, class, race, gender and ethnicity studies, and consciousness studies.

**Faculty:** Heesoon Jun (psychology)

This program will allow students to examine the efficacy of existing psychological counseling paradigms and techniques for a diverse population. One of the program goals will be to increase the students' multicultural counseling competency through transformative, non-hierarchical and non-dichotomous approaches to learning. We will use a wide range of instructional strategies, such as lectures, workshops, films, seminars, role-playing, group discussions, videotaping, field trips, guest lectures and internship case studies.

During fall quarter, students will learn at least seven personality theories and counseling skills based on these theories. In winter quarter, students will learn to incorporate scientific inquiry into clinical inquiry and will learn abnormal psychology and its effectiveness with multicultural populations. In spring quarter, students will learn ethics in helping professions. Consciousness studies, psychological research interpretation, studies in internalized oppression/privilege and systematic oppression/privilege, multicultural counseling theories and practice, and social justice and equity will be emphasized throughout the year.

In both winter and spring quarters, students will be required to complete internships of 10 hours per week in local counseling/mental health settings, providing opportunities to apply their classroom learning in a practical setting.

**Faculty Signature:** Applications will be available by April 7, 2010. For applications and/or more information, please visit Heesoon Jun's faculty web page, or email [junh@evergreen.edu](mailto:junh@evergreen.edu). Applications received by the Academic Fair, May 12, 2010, will be given priority. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 25

**Special Expenses:** Possible expenses for field trips and internship commute.

**Internship Required:** 10 hours per week internship required in both winter and spring quarters.

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

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

## Music and Consciousness

### Fall and Winter

**Major areas of study include** music composition, music therapy and consciousness studies.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level music study.

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

**Faculty:** Terry Setter (music composition, technology)

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

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

**Accepts Winter Enrollment** with faculty signature. Students should expect to complete a reading list based on fall quarter materials.

**Credits:** 12 per quarter

**Enrollment:** 25

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

**Planning Units:** 8-12 Credit Programs and Expressive Arts

## Music and Movement in Nature and Culture

### Fall, Winter and Spring

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

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

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

**Faculty:** Andrew Buchman (music), Sean Williams (ethnomusicology), Kabby Mitchell (dance)

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 75 Fall, 75 Winter and 50 Spring

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

**Planning Units:** Expressive Arts

## New Zealand:

### Maori and Native Decolonization in the Pacific Rim

#### Fall and Winter

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

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

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

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

Maori scholar Linda Tuhiwai Smith asserts, "Our communities, cultures, languages and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope." We will identify and contextualize these spaces and the politics of indigeneity and settler colonialism. We will use the Pacific Rim broadly as a geographic frame, with a focus on the Pacific Northwest Native nations and the Maori in Aotearoa (New Zealand). By concentrating on a larger region, students will broaden Indigenous studies beyond the lower 48 states, and show common processes of Native decolonization in different settler societies. We will study decolonization through cultural revitalization, treaty relationships, and sovereign jurisdiction of First Nations. In order to examine the central role of Indigenous peoples in the region's cultural and environmental survival, we will use the lenses of geography, history, art and literature.

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

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

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

**Accepts Winter Enrollment** with faculty signature.

**Credits:** 16 per quarter

**Enrollment:** 50

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

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

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

### Fall, Winter and Spring

Major areas of study include media arts and studies.

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

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

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

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

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

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

form of collaboration through which we help each other evaluate and improve our work.

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 48

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

**Internship Possibilities:** Spring only with faculty approval.

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

**Planning Units:** Expressive Arts



Photo by Carlos Javier Sánchez '97.

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## The Past and Future of American Youth

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### Fall and Winter

**Major areas of study include** sociology and history.

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

**Program is preparatory for careers and future studies in** sociology, history, psychology, family law, public policy and personal finance.

**Faculty:** Zoe Van Schyndel (finance, investments), Stephanie Coontz (history, family studies)

This program covers the history and contemporary sociology of American youth, with an additional emphasis on ethnography. First we examine the changing history of family life, child rearing, and the transition to adulthood from colonial times through the 1970s, paying particular attention to the socioeconomic communities as well as the family settings in which these take place. We also explore changes in courting and sexuality for young people during the same span of time. Again, we examine variations in these experiences by race, class and gender. Indeed, the final four weeks of the program focus specifically on the contrast between the hopes raised by youthful participation in the civil rights movement in the 1950s and 1960s and the obstacles facing impoverished inner-city youth during the 1980s.

Winter quarter we turn to recent developments, including the changing opportunities and constraints of the work world, new trends in forging intimate relationships, changes in expectations and patterns of courtship and marriage, and the establishment of a new stage of life that one author calls "emergent adulthood." We will read several different points of view about how families, schools and other institutions reproduce or ameliorate economic, racial, class, ethnic and gender differences. We will also discuss the relative weight of factors that contribute to success, including cultural heritage, timing and persistence, and consider what changes might offer more youth the opportunity to fulfill their potential.

In both seminar discussions and frequent papers, students will be expected to demonstrate a firm command of the program material and to critically analyze conflicting historical and sociological theories about the causes and consequences of the phenomena we studied. Reading and writing demands are heavy, and faculty will give detailed feedback on students' written work, with the expectation that students will then revise their papers.

In addition to the historical and sociological content of the program, students will do 7-8 hours service-learning work per week in a local elementary school or a low-income after-school program. They will work as classroom aides, but after receiving some training in taking ethnographic field notes, they will also write daily summaries of their observations and type a paper on their experience at the end of each quarter.

**Accepts Winter Enrollment** with faculty signature. Admittance will be based upon evidence of prior studies comparable to fall quarter material or if the student is willing to read and write essays on two or three of our readings from fall quarter.

**Credits:** 16 per quarter

**Enrollment:** 48

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

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## Plein Air

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### Spring

**Major areas of study include** visual arts, painting and expressive arts.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** visual arts.

**Faculty:** Joe Feddersen (visual arts)

Plein Air is an intensive visual arts program concentrating on watercolor painting related to the landscape. This study consists of several parts. In the first half of the quarter, students will learn the basics of watercolor painting processes in studio through assignments to gain proficiency in the media. They will view art works of other artists working in this media through seminars about images, followed by discussion. Students will research and present to the program an artist who works on concepts related to the land. In the second half of the quarter we will paint directly from the landscape to create a body of work.

**Credits:** 16 per quarter

**Enrollment:** 22

**Planning Units:** Expressive Arts

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## Poetics and Performance

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### Fall and Winter

**Major areas of study include** poetics, performance, puppetry and creative writing.

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

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

**Faculty:** Leonard Schwartz (poetics), Ariel Goldberger (performance)

This program will explore of the disciplines of poetics, experimental puppet theater, and performance. How do words, light, sound and bodies interact? Is there a way to use words which does not weaken the use of the other senses, but allows one to discover shadows of sound and rustlings of vision in language? Are there ways of using text in visually based performance that do not take for granted the primacy of text? Students will be required to complete reading, writing and artistic projects towards these ends. The poetry and theater writing of Antonin Artaud will be central to our work.

Faculty members will support student work by offering workshop components in poetry, puppet theater and movement. Students will produce weekly projects that combine and explore the relationship of puppet theater and poetry in experimental modes. Readings might include the works of such authors as Artaud, Tadeusz Kantor, Richard Foreman, Susan Sontag, Kamau Brathwaite, Hannah Arendt and Maurice Merleau-Ponty. Student work and progress will be presented weekly in all-program critique sessions.

**Credits:** 16 per quarter

**Enrollment:** 50

**Special Expenses:** \$110 for art materials and studio use, \$50 for theater tickets, and \$50 reimbursable studio deposit fee for clean up.

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

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

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## Political Economy and Social Change

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### Fall and Winter

Major areas of study include economics, politics and history.

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

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

**Faculty:** Peter Dorman (political economy)

The world has entered a phase of political and economic upheaval. This program will explore the dynamics of this process, viewing it at local, national and international levels and drawing on tools from fields like economics, political theory and history. Students will get a grounding in modern economics (micro and macro) from a critical perspective, theories of the relationship between economics and politics (political economy), and historical examples of economic disruption and the organization of social movements. The program will also consider how political-economic crises are experienced by those who live through them through literature and film. In addition, in order to better understand current developments and alternative explanations for them, students will acquire basic statistical skills and use them as elements of critical thinking.

Readings will include books and articles on U.S. and international political-economic structures, theories of political economy, and case studies that highlight the challenges of organizing for social change; there will also be an economics textbook. Student work will include short essays, workshops and economics/statistics assignments, and a major project that may provide research support for a community organization. Student governance will play a central role in guiding the program and will provide an opportunity for bringing together democratic theory and practice.

**Accepts Winter Enrollment** with faculty signature. Please contact faculty for more information.

**Credits:** 16 per quarter

**Enrollment:** 24

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

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## Post-Colonial Caribbean: Aesthetics of Culture and Identity

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### Fall

Major areas of study include aesthetics, literature and political economy.

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

**Program is preparatory for careers and future studies in** social sciences, arts and the humanities, international studies and economic development.

**Faculty:** Tom Womeldorf (economics), Marianne Bailey (literature)

The great Senegalese Poet-President, L. S. Senghor, wrote that the richest and most enduring cultures are *cultures métisses*, self-transforming mixtures, thriving through syncretic processes. Syncretism is a dynamic of accretion and amalgamation which results in the birth and continuing metamorphoses of new cultural forms, from religions to cuisine, from narrative to music and identity. The Caribbean presents us with rich examples of these *cultures métisses*.

Independent of political status, the identities and cultural expressions of all Caribbean peoples continue to be shaped by the colonial legacy and the rise of Afro-Caribbean post-colonial consciousness. Indigenous, East Indian, European and dozens of different West African cultures intermingle, forming cultural, religious and artistic entities which are agile and transformative, intensely spiritual and uniquely rich.

In this program, we will analyze the political and economic forces that shape these distinct yet similar cultures. We will study how cultural identities are influenced by and expressed in literature, drama, poetics, music and ritualized visual arts.

Our explorations will focus primarily on the islands of Martinique, Haiti and Puerto Rico. Martinique is redolent with literary riches: Aimé Césaire, political leader and poet-dramatist, offers an heroic example of cultural creation and identity, forging through art a "miraculous weapon" fusing spiritual and psychological, mythic and political. In Haitian Creole, oral tradition lives and enchants. Haitian painters invoke Vaudou Spirits in spectacular paintings which first dazzled traveling surrealists in 1940, and are prized today the world over. Puerto Rican popular culture evolves through diverse forms such as poetry slams at the Nuyorican Poets Cafe in New York City and the melding of salsa and reguetón on the island.

After establishing our historical bases, we will concentrate on the contemporary, reading texts from the mid-20th century to the present. Students will develop a major personal or group project, either research in history, economics, religion or culture, or a creative project in writing, visual or performing arts. In winter quarter, students may wish to continue their study of these cultures in Caribbean Tourism: A Critical Analysis (page 34).

**Credits:** 16 per quarter

**Enrollment:** 48

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

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## Power in American Society (fall)

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### Fall

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

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

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

**Faculty:** Lawrence Mosqueda (political economy, social change)

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

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

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

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## Power in American Society (winter)

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### Winter

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

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

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

**Faculty:** Lawrence Mosqueda (political economy, social change)

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

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

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



Photo by Jon Huey '06.

## The Practice of Sustainable Agriculture

### Fall, Winter and Spring

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

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

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

**Faculty:** Steve Scheuerell (agriculture, horticulture, composting)

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

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

The academic practicum on Evergreen's organic farm will include hands-on instruction on a range of farm-related topics including greenhouse management and season extension techniques, farm-scale composting and vermiculture, seed saving, irrigation systems, mushroom cultivation, farm recordkeeping, tool use and care, farm equipment operation and maintenance, personal wellness and fitness through guided yoga practice, and techniques for adding value to farm and garden products. Students will also have the opportunity to explore their personal interests related to agriculture, homesteading, and developing communal farms/ecovillages through research projects. Each quarter we will visit farms that represent the ecological, social and economic diversity of agriculture in the Pacific Northwest. Students will also attend and participate in key sustainable and organic farming conferences within the region.

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

**Accepts Winter and Spring Enrollment** with faculty signature.

Admittance will be based upon available space and evidence of prior student learning and experience. Students should expect to complete significant catch-up reading and assignments prior the start of the quarter.

**Credits:** 16 per quarter

**Enrollment:** 24

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

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

**Planning Units:** Environmental Studies and Programs for Freshmen

## Ready Camera One: We're Live

### Spring

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

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

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

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

**Faculty:** Sally Cloninger (film, television)

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

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

**Planning Units:** Expressive Arts

## Reality Check: Indian Images and [Mis]Representations

### Winter

**Major areas of study include** art, history, geography, political science, Native American studies and media studies.

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

**Program is preparatory for careers and future studies in** education, Native studies, cultural studies and political science.

**Faculty:** Frances V. Rains, Ph.D. (Native American studies)

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

**Planning Units:** Culture, Text and Language, Native American and World Indigenous Peoples' Studies and Programs for Freshmen

## The Remembrance of Things Past

### Fall, Winter and Spring

**Major areas of study include** European, American, and Southeast Asian history; cultural anthropology, museum studies, literature, politics and writing.

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

**Program is preparatory for careers and future studies in** social sciences and humanities, including history, anthropology, urban planning and museum studies.

**Faculty:** Eric Stein (anthropology, history), Stacey Davis (history)

Situated somewhere between fact and dream, memory shapes our individual lives in countless ways. When we recall the past, what, exactly, are we remembering? To what extent are our individual memories shaped by collective stories about the past, and how do collective memories, whether real or fabricated, help create and sustain a people's self-image, values and goals?

This program will explore the links between memory and both individual and group identity. We will investigate historical memory as a product of individual psychological experience, as a politically invested realm of public knowledge. Students will learn to critically engage historical texts, public memorial rituals and spaces, oral histories, ethnographies, films and literature with new tools drawn from the study of memory, myth and national identity. They will also deepen their sensitivity to "collective memory" and "collective forgetting" and how each strengthens and structures power dynamics on a social level, considering how the "politics of collective memory" holds consequences for both dominant and minority groups in a culture or nation-state. Turning to museums as a key site of memory making, we will explore how the popular representation of objects contributes to our interpretation of, and nostalgia for, the past. We will study the creation and meaning of contemporary memorials and monuments, like the Vietnam Veterans Memorial in Washington, DC.

Fall quarter we will look at specific moments and memories of the 20th century, exploring the shaping and reshaping of national memory in post-WWII Germany and France; the silencing of memories of state violence in late twentieth century Indonesia, Cambodia, and Vietnam; French and Algerian recollections of the colonization of North Africa and the Algerian war of independence in the 1950s. Winter we will consider the theoretical and methodological tools drawn from the study of memory, myth and national identity to prepare students for their own independent research. Students will embark on original historical fieldwork, conducting archival research, oral history or museum studies locally, nationally or abroad. During spring quarter, students will revise and present a substantial research paper on their findings. Each student will design and construct a three-dimensional model of a memorial that shows something significant about memory from their research studies.

We will develop our understanding of memory through lectures, workshops, films, and a series of guest speakers. Students should expect to engage in weekly critical book seminars, regular writing assignments, independent and collaborative work, and regular program discussion.

**Accepts Winter Enrollment** without signature.

**Credits:** 16 per quarter

**Enrollment:** 48

**Special Expenses:** \$90 fee in fall quarter for field trips. Students will need to cover travel and living expenses if they choose to do non-local independent research in winter and spring quarters.

**Internship Possibilities:** Mid-winter to mid-spring only with faculty approval.

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

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

## Reservation-Based Community-Determined: Contemporary Indian Communities in Global Society

### Fall, Winter and Spring

**Major areas of study include** indigenous political science and history, intergovernmental relationships, leadership, literature, economic, cultural, and environmental sustainability and management within a global context.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** AA direct transfer degree or 90 credits equivalent.

**Program is preparatory for careers and future studies in** government, tribal and public services, American Indian studies, and political science.

**Faculty:** Michelle Aguilar-Wells (public administration, political science), TBA (Muckleshoot), TBA (Quinalt), TBA (Tulalip), TBA (Nisqually), Gina Corpuz (education)

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

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

**Faculty Signature:** New students must submit an intake interview form signed by the program director or site faculty. No signature is required of students continuing in the program from the previous year, from students who are transferring from the Grays Harbor Bridge Program or from Northwest Indian College with an AA direct transfer degree.

**Accepts Winter and Spring Enrollment:** This program accepts new enrollment with formal admission into the RBCD program.

**Credits:** 12 per quarter

**Enrollment:** 80

**Special Expenses:** Travel costs to and from campus for the Saturday classes.

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

**Planning Units:** Native American and World Indigenous Peoples' Studies

## Rethinking the Suburbs

### Fall, Winter and Spring

**Major areas of study include** urban planning, American history, political science and community studies.

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

**Program is preparatory for careers and future studies in** architecture, land use planning, urban planning, government, politics, law, community development and environmental policy.

**Faculty:** Jennifer Gerend (land use planning), Matt Smith (political science)

Suburbia evokes images of ticky-tacky boxes spread across the hills of Daly City, grotesque faux-French chateaus on five acre plots, sprawling malls, a world without sidewalks dominated by mothers in Chevy Suburbans spewing gas to drive five miles to the nearest grocery, a world with perfect lawns but no parks, places about which Gertrude Stein would say there is "no there, there." Yet today America has more suburbanites than city or rural inhabitants. Today's suburbs are also diverse, as more suburbs are now dominated by non-family and childless households than ever before. More suburbs are multi-racial or non-white than ever before. Clearly the suburbs have evolved beyond the role of a destination for families fleeing the city or a refuge for the Anglo-American middle class.

The suburbanization of the U.S. has touched nearly every aspect of our way of life, from the location and size of our homes to the nature of our everyday social interactions. It yielded massive profits for closely-aligned interests, from automakers and petroleum producers to bankers and insurance agents. Since the 1950's, the growth model of the suburb has been based on the least sustainable assumptions about transportation, community, and public space. With this "growth model" of development came repercussions for existing cities and their residents. In the fall and winter quarters, we will examine the history of choices that were made in the U.S. over the past century that have radically shaped our options for sustainable living and community development.

In recent decades, population, employment and cultural centers have emerged throughout the Northwest. Today's suburbs still attract residents for many of the reasons they initially developed, yet they are at a critical juncture. Assumptions about transportation, public and private space, and the relation of work and home are drawn into question. Many suburban places face new challenges, as they strive to create public gathering spaces, "town centers", a socially inclusive culture, pedestrian-oriented neighborhoods, viable mass transit options and other traditional "urban" amenities. What does it mean to live in a new city, and how do these fledgling communities observe their own limited histories? Students will be engaged by texts that examine the history, land use, sociology and public policy, as well as the literature of the suburbs.

Central to our work will be the study of planning and the development of suburbs and cities. How do towns, suburbs and cities function? How can they become sustainable communities within which both private and public institutions can flourish? We will explore the advantages and disadvantages of the suburban lifestyle and contemporary (sub)urban planning challenges by getting to know some specific communities through field trips. In the spring, students will undertake an independent or group project of their own. Students will also complete frequent writing assignments and assist in the facilitation of weekly seminars. Guest presenters and documentary films will support our analysis.

**Accepts Winter and Spring Enrollment** with faculty signature. Students should expect to complete some catch-up work during the break.

**Credits:** 16 per quarter

**Enrollment:** 48

**Special Expenses:** \$120 for field trip expenses.

**Planning Units:** Culture, Text and Language, Environmental Studies and Programs for Freshmen

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## Russia and Eurasia: Empires and Enduring Legacies

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### Fall, Winter and Spring

Major areas of study include cinema, writing, geography, and Russian history, literature, culture and language.

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

**Program is preparatory for careers and future studies** in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and area studies.

**Faculty:** Patricia Krafcik, Robert Smurr

Explore the diverse peoples, cultures and histories of the region that was once the Russian and Soviet empires. While we focus on the Russians, we will take a multicultural approach in our examination of other indigenous peoples who from ancient times have populated the vast expanses of Eurasian and Siberian steppe and forests.

In fall we investigate Slavic, Scandinavian, Persian, Mongol and Turkic contributions to early Russian society and examine both the pre-Christian pagan animistic cultures and the rich Byzantine cultural legacy of Orthodox Christianity. Our journey takes us from the Kievan Rus', through the development of the Muscovite state, imperial expansion and westernization during the reigns of Peter the Great and Catherine the Great, and on to the early 19th century with Russia's emergence as a major world power. Medieval epics and chronicles, films, and readings enhance our study of this early history. Special geography workshops in fall and winter help identify the location of cities and landmarks, as well as understand the relationship between the various peoples of the empire and their environment.

Winter concentrates on the literature from Russia's Golden Age. Works by Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov and others enable us to explore Russia's provocative social, religious and revolutionary ideologies. We examine the rise of the radical intelligentsia who rebelled against autocratic tsarist policies and the institution of serfdom, and whose activities led to the revolutions of the early 20th century.

Spring quarter focuses on the tumultuous events of the 20th century, from the revolutions of 1905 and 1917, through the post-Soviet period. We investigate the legacy of Lenin and the Bolsheviks, including the horrific Stalin era with its purges, Gulag prison camps, brutal industrialization policies and devastating environmental practices, emphasizing how writers, artists and filmmakers interpreted, reflected and survived the regime. We will examine the sacrifices that the Soviet people experienced at the hands of their own dictator, as well as under Nazi occupation during WWII, ending with a review of events resulting in the collapse of the U.S.S.R. and the emergence of fifteen independent states.

Students will have the opportunity to explore in depth a topic of their choice for a final research paper and presentation in spring.

Students are urged to take Beginning Russian Language. They may opt to include an extra workshop within the program, rather than language, which focuses on such topics as Russian environmental issues, the Cold War, folklore, nationalities questions, etc.

**Accepts Winter and Spring Enrollment:** We will inform prospective students at the Academic Fair, December 1, 2010 or March 2, 2011, of preparatory reading required to join in winter or spring.

**Credits:** 4, 12 or 16 per quarter

**Enrollment:** 55

**Special Expenses:** \$90 for two fall field trips: overnight to Maryhill Museum (icon collection) and to a Greek Orthodox Women's Monastery in Goldendale, Wash.; and for two nights to the Russian shipwreck at LaPush, Wash. (\$50).

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

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

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## Seeing the Light

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### Fall

Major areas of study include photography, documentary photography and aesthetics.

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

**Prerequisites:** Beginning photography.

**Program is preparatory for careers and future studies** in the arts, journalism, history and arts education.

**Faculty:** Bob Haft (photography, art history, aesthetics)

This photography program is designed for the serious student at the intermediate and advanced level wishing to do in-depth study of the technical and aesthetic aspects of the medium. Through the combination of darkroom exercises, seeing workshops, seminars and written responses to readings and films, tests, and critiques we will explore the use of small, medium and large format cameras along with aspects of historic and contemporary aesthetics. The course will culminate in a group project dealing with documentation of place and preservation of visual histories.

Readings for the quarter will include but not be restricted to the following books: *On Photography* by Susan Sontag, *Criticizing Photographs* by Terry Barrett, *Camera Lucida* by Roland Barthes, and *The Photo Book* edited by Ian Jeffrey.

The first part of the program will be devoted to developing skill in the use of large and medium format and 35mm cameras and in how to conduct interviews of people. We will also identify specific areas or groups in the vicinity which might serve as subjects on which to conduct a photographic study. Finally, we will learn how to make and bind books.

The second part of the program will be spent doing field research (making photos of and interviewing people in the communities we have chosen) and making something from it. At the end of the term, I would like to put our photographic studies into book form and present them to the people who have served as our subjects in recognition of their sharing of their stories and for allowing us to work with them. Each student will also be responsible for doing research and giving a 20-minute presentation on the work of a contemporary or historic photographer.

**Faculty Signature:** Please meet with faculty to arrange review of a portfolio of previous photographic work. Portfolios reviewed at or before the Academic Fair, May 12, 2010, will be given priority. For more information, contact Bob Haft, haftr@evergreen.edu.

**Credits:** 16 per quarter

**Enrollment:** 24

**Planning Units:** Culture, Text and Language and Expressive Arts

## Self and Culture: Studies in Japanese and American Literature and Cinema

### Winter

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

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

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

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

Modernity in the west established the concept of a human being as a thinking subject whose existence alone cannot be questioned through Descartes' seminal discourse *Meditations in First Philosophy*. Though occasionally under attack, the concept of autonomous thinking and perceiving the subject as the center of reality—as the source of truth—has been the dominant ideology in the west since the eighteenth century, particularly in the United States. These days, due to our globalized communication and cultural exchanges, we have begun to question many ideas that have been taken for granted. The concept of self is no exception.

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

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

**Credits:** 16 per quarter

**Enrollment:** 24

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



Photo by Carlos Javier Sánchez '97.

## Seven Oceans

### Spring

**Major areas of study** include marine biology.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies** in marine science and environmental studies.

**Faculty:** Erik V. Thuesen (zoology)

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

**Credits:** 16 per quarter

**Enrollment:** 23

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

**Planning Units:** Environmental Studies and Programs for Freshmen

## Shattered Images of Changing China: Modern Chinese Literature and Film

### Fall

**Major areas of study include** Chinese philosophy and religion; modern Chinese history, literature, political and economic development; and Chinese film.

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

**Program is preparatory for careers and future studies in** Chinese studies and literature, Asian studies, international studies and film studies.

**Faculty:** Rose Jang (theatre, Chinese studies)

During China's explosive changes over the last thirty years, nothing has better recorded these changes than Chinese literature and film. Writers of the novel, short story, drama and poetry—marked by such internationally renowned names as Gao Xingjian, Wang Anyi, Yu Hua, Mo Yan and Bei Dao—have collectively captured the feelings of pride, excitement, confusion and chaos shared by the current generation of Chinese citizens. Filmmakers such as Tian Zhuangzhuang, Li Yang and Jia Zhang Ke have documented the mixed experiences that such quick political and economic changes have brought to different walks of Chinese life.

Using the metaphor of a "shattered mirror," introduced by philosopher Kwame Anthony Appia in describing the process of perceiving cross-cultural truths, this program offers a mirror which, while trying to reflect the truth of modern Chinese life and society, is made of nothing but shattered images. Nevertheless, this shattered mirror will help us to peek into multiple facets and corners of a society in which real, common people live. Instead of simply reading about them, we are compelled to approach them from inside their world, to understand the daily struggles and social problems through their eyes. If all these shattered images can only combine into a confusing, chaotic and contorted existence, by putting ourselves in the midst of them, we are very close to living a real Chinese life.

The literary works and films in the program will be grouped through weekly themes representing distinct topics of study. Students will read literature and view thematically related films each week. Keeping a reflective journal and writing weekly papers will document their ongoing learning experiences. Students will write a final integrative essay on a topic of personal choice, which is originated and substantiated from the program materials, but further expanded through individual research in the library and via electronic databases.

**Credits:** 16 per quarter

**Enrollment:** 24

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

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

## The Spanish-Speaking World: Cultural Crossings

### Fall, Winter and Spring

**Major areas of study include** Spanish language; Latin American and Spanish literature, history and film.

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

**Program is preparatory for careers and future studies in** Latin American and international studies, literary and cultural studies, language, politics, history, education, writing, and human and social services.

**Faculty:** Alice Nelson (Spanish language, literature, Latin American studies), Diego de Acosta (Spanish language, linguistics, Iberian studies)

Spain and Latin America share not only the Spanish language but also an intertwined history of complex cultural crossings. The cultures of both arose from dynamic and sometimes violent encounters, and continue to be shaped by uneven power relationships as well as vibrant forms of resistance. In Spain, Jews, Christians and Muslims once lived side-by-side during a period of relative religious tolerance and cultural flourishing, known as the medieval *convivencia*. Military campaigns and the notorious tribunals of the Spanish Inquisition eventually suppressed Jewish and Muslim communities, but legacies of these communities have persisted in Spanish society. The first Spanish encounters with Latin America involved violent clashes between the Spaniards and indigenous peoples, as well as Africans brought to the Americas as slaves. The long aftermath of these initial clashes—wars of conquest, religious missions, colonization, and slavery, all confronted continuously through resistance—gave rise to new, hybrid Latin American communities.

In the 20th century, Spain and several countries of Latin America experienced oppressive dictatorships as well as the resulting emergence of social movements that enabled democratization. The question of regional identity and difference has also defined several countries' experiences, from Catalonia and the Basque region in Spain, to various indigenous ethnicities from Mexico to the Southern Cone. More recently, the context of economic globalization has given rise to unprecedented levels of international migration, with flows from Latin America to Spain and the U.S., as well as from North Africa and eastern Europe to Spain. All of these cultural crossings have involved challenges and conflict as well as rich and vibrant exchanges.

Students will engage in an intensive study of the Spanish language and explore the literature remembered, imagined and recorded by Spaniards and Latin Americans in historical context. We will critically analyze selected texts from medieval times to the present. Every week will include seminars on readings in English translation, Spanish language classes, a lecture delivered in Spanish and a film in Spanish.

During the fall and winter, we will explore various themes that define and describe key moments in the intertwined histories of Spain and Latin America. These may include national and regional identity, dictatorship and resistance, linguistic crossings and democratization processes. Spring quarter will offer opportunities to study abroad in Quito, Ecuador, or Santo Tomás, Nicaragua, as well as internships with local Latino organizations for those who stay on campus. All classes during the spring will be conducted in Spanish.

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

**Credits:** 16 per quarter

**Enrollment:** 50

**Special Expenses:** Approx. \$150 for field trips in Washington state; approx. \$4500 for 10 week study abroad in Ecuador (all levels, minimum of 15 students) OR approx. \$3200 for 10 week study abroad in Nicaragua (for 4-8 intermediate/advanced language students). A deposit of \$200 for study abroad is due by Feb. 1, 2011.

**Internship Possibilities:** Spring only. Students remaining on campus may intern with organizations serving local Latino/a communities.

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

**Planning Units:** Culture, Text and Language

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## Student Originated Studies: Botany, Herbiology, Horticulture

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### Fall

**Major areas of study include** botany, horticulture and herbiology.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** botany, horticulture and herbiology.

**Faculty:** Frederica Bowcutt (botany, environmental history)

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

Several research topics are of particular interest to the faculty member. Groups of students working together on community-based projects such as installing edible or medicinal landscaping on campus or other public educational institutions, propagating prairie plants for local ecological restoration efforts, or creating plant-themed public art for the Evergreen Teaching Gardens will be given priority, as will students interested in conducting research on exotic invasive plant species common to the Puget Sound region to determine how they might benefit humanity through sustainable enterprise. This might take the form of exploring the medicinal uses of weedy species like dandelion or the use of Scot's broom for biofuel production. Students interested in honing their botanical illustration skills that propose to work from herbarium specimens to create illustrations for the Puget Prairie Flora and/or Sun Lakes State Park Flora projects and groups wanting to study the history and practice of herbiology will receive serious consideration during the signature review process. Students seeking to explore the gender dimensions of botany as a discipline are encouraged to submit a proposal.

Prior to the beginning of winter quarter, interested individual students or small groups of students must consult with the faculty sponsor about their proposed projects and/or internship plans. The project and/or internship is then described on the appropriate contract form (in-program Internship or Individual Learning Contract) and submitted electronically as a draft contract. While this program is primarily aimed at juniors and seniors, first-year students and sophomores may be admitted if they can demonstrate through the signature process that they are ready for the work.

**Faculty Signature:** Students must demonstrate preparedness for independent work by submitting: (1) a statement of interest, (2) an outline of proposed work, (3) an explanation of how this program will advance their academic goals, (4) a program evaluation from at least one natural science program, and (5) the names and contact information for at least two faculty members who have direct experience with the student's work. Priority will be given to students who have taken Basic Botany: Plants and People or the equivalent. Preference will be given to proposals received before the Academic Fair, Dec. 1, 2010. However, proposals will be considered until the program fills. For more information contact Frederica Bowcutt (bowcuttf@evergreen.edu).

**Credits:** 12 or 16 per quarter

**Enrollment:** 25

**Internship Possibilities:** Evergreen Teaching Gardens and other internships available. Discuss with faculty if interested.

**Planning Units:** Environmental Studies

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

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### Spring

**Major areas of study include** writing.

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

**Prerequisites:** Students need not have extensive experience in creative writing, but they must have sound writing skills and the willingness to accept and apply critiques of their process and work.

**Program is preparatory for careers and future studies in** creative writing, literature and teaching.

**Faculty:** Eddy Brown (writing, literature)

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

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

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

**Faculty Signature:** Students must submit a one-page summary for their individual study project, and one or two finished pieces of creative writing in the genre(s) selected for their proposed project (12-page maximum per sample). Interested students should contact the program faculty to schedule an appointment. Students who have completed their appointments by the Academic Fair, March 2, 2011, will be given priority. Qualified students will be accepted until the program fills.

**Credits:** 16 per quarter

**Enrollment:** 25

**Planning Units:** Culture, Text and Language

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## Student Originated Studies: Media/Writing/Philosophy

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### Winter and Spring

**Major areas of study include** media arts, experimental media, film history and theory, literary history, critical and creative writing, philosophy, and critical theory.

**Class Standing:** Juniors or seniors; transfer students welcome.

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

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

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

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

Our experiments with form will be propelled by discussions of authority, identity, and power—so central to queer theory, gender theory and critical race studies. Along the way, students will attend closely to their own investment in and identifications with these categories and to the way their work directly interrogates such boundaries. This kind of self-reflection is crucial to the success of collaborative projects that take artistic and intellectual risks.

Students will research and design individual projects in the first quarter, while focusing on honing a set of shared skills, exploring overlapping areas of student interest, and learning about models of creative/critical collaboration. Students will work in depth with one faculty member, depending on their academic focus (media, writing, or philosophy), but workshops and lectures will provide time for working across disciplinary boundaries. The second quarter of the program will provide space for implementing individual programs and will culminate in a public conference.

**Media Track:** This part of the program is designed for students who have already developed some expertise in media production, are familiar with aspects of media theory, and wish to do advanced production work that may have developed out of previous academic projects and/or programs. We will focus on experimental and non-fiction forms, which require a period of germination for new ideas to emerge. Students will expand their skills through workshops and present their own research. In addition, each student or team of students (for collaborative projects) will do extensive pre-production planning and research in the first quarter for a media project to be completed by the end of the second quarter.

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 75

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

**Planning Units:** Culture, Text and Language and Expressive Arts

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## Student Originated Studies: Poetics

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### Spring

**Major areas of study include** poetics, poetry, metafiction, literary theory and criticism.

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

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

**Faculty:** Leonard Schwartz (poetics)

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

Poetics involves language as creative functions (writing, poetry, fiction), language as performance, language as image, and language as a tool of thought (philosophy, criticism). The work of SOS: Poetics will be to calibrate these various acts.

**Faculty Signature:** Students must submit a ten-page portfolio of critical or creative writing.

**Accepts Spring Enrollment:**

**Credits:** 12 or 16 per quarter

**Enrollment:** 25

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

**Planning Units:** Culture, Text and Language

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

### Spring

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

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

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

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

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

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

**Faculty Signature:** Candidates for this program must have completed college-level foundational 2-D and 3-D studies, plus liberal arts studies beyond visual art. Applications for the program will be available in Seminar II A2117; those received by the Academic Fair, March 2, 2011, will be given priority. Students will be notified of their acceptance through their Evergreen e-mail accounts. Contact the faculty for more information.

**Credits:** 16 per quarter

**Enrollment:** 40

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

**Planning Units:** Expressive Arts



Photo by Carlos Javier Sánchez '97.

## Sustainability from the Inside Out

### Fall, Winter and Spring

Major areas of study include sustainability studies, leadership, awareness, yoga philosophy and practice, and writing.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in sustainability, leadership, management and education.**

**Faculty:** Cynthia Kennedy (leadership), Karen Gaul (sustainability studies)

Many of us want to affect positive change in today's world. We want to make good personal choices and we want to connect with others in communities of action regionally and even globally. This yearlong program will help us explore the challenges inherent in pursuing sustainable living in today's world and offer concrete tools to move toward a positive global future. Based on the idea that effective community action stems from careful self-reflection, the program will focus on a simultaneous journey inward as well as outward.

Sustainability as we understand it today is embedded in the belief systems and practices of many traditional societies. Our work will be guided primarily by one such system: the Yoga Sutras of Patanjali. This ancient philosophical system is still profoundly relevant today. The Sutras teach that, with practice, we can transform ourselves. We will explore this philosophical system and its code of conduct in-depth, investigating personal, societal, political, environmental and global themes of sustainability. We will consider ways to make sustainable choices through a regular inquiry of our assumptions about ourselves and the world with an eye towards the creation of a sustainable society.

We will develop our understanding of sustainability through lectures, disciplinary workshops, films and a series of guest speakers. Students will engage in weekly critical book seminars, regular writing assignments, in-depth research and writing projects, independent and collaborative work, and regular program discussion. In addition, much of the work will be highly experiential, using radical personal accountability and a rigorous examination of the habits of the mind to explore the body as a micro-organism of the outer natural world. Practice, an important concept in many spiritual traditions around the world, is a central theme in the program. Weekly yoga and awareness classes, workshops, self-reflective writing and other expressive arts practices will provide opportunities for students to examine their own habitual patterns of behavior and develop insight into new ways of being. No experience in yoga is necessary. Students will also engage in regular, extensive community service.

In fall quarter, students will be introduced to basic concepts in sustainability and personal leadership. We will examine and experiment with personal practices in the areas of food, consumption and spending. Students will begin to generate ideas for projects that integrate sustainability issues. In winter quarter, we will focus on themes of transportation and energy use in the context of climate change, examining local community responses, and continue to work on research projects. In spring quarter, we will examine case studies on successful sustainability initiatives in a variety of cultures around the world. Students will have the chance to work globally or locally applying what they have learned to a project of their choice. These projects could include research, field studies, or extensive community service locally or abroad.

**Accepts Winter and Spring Enrollment:** Students must consult with faculty by week 10 of fall quarter (for winter enrollment) or by week 10 of winter quarter (for spring enrollment) to obtain any required make-up work.

**Credits:** 16 per quarter

**Enrollment:** 46

**Special Expenses:** Students must purchase their own yoga mats. \$75 each quarter for field trips.

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

## Techniques of Sustainability Analysis

### Fall

**Major areas of study include** environmental science, systems science and methods of sustainability analysis.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** sustainability planning and implementation, environmental science, business, and greenhouse gas accounting and mitigation.

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

This program is intended for junior or senior students wanting to work professionally in fields of sustainability planning and implementation, greenhouse gas monitoring and mitigation, and reduction of ecological and carbon footprints of organizations and services. We will study various indicators of sustainability, and several approaches to sustainable organizational transformation including the Natural Step, cradle to cradle design, and life cycle assessment (LCA). We will explore greenhouse gas accounting methods, and protocols for measuring carbon footprints. We will examine the fundamentals of the carbon market, of cap-and-trade strategies and of carbon offsets. Students will develop skills in using analytical techniques to help design and implement sustainability programs for agencies, businesses and organizations. We will explore several case studies, including the Evergreen campus, and students will be expected to complete a research project on an organization of their choosing.

We will employ methods of systems thinking in our work, and will connect a variety of disciplines as we forge programs to implement sustainability and greenhouse gas reduction. Students should have a solid background in using spreadsheets, and be comfortable working with complex quantitative formulas.

**Credits:** 16 per quarter

**Enrollment:** 25

**Planning Units:** Environmental Studies

## Temporal Images

### Fall and Winter

**Major areas of study include** visual art, media art, new media, philosophy of art and theories of representations.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** media studies, moving image, visual arts and arts education.

**Faculty:** Matthew Hamon (visual art), Joe Tougas (philosophy, visual art)

This visual art program introduces students to academic enquiry into concepts of time and artistic practices with a myriad of references to temporal space. We will investigate the many ways time is defined, tracked and represented across cultures. From physics to natural philosophy, we will explore references to time from narrative structures to technical communication and abstract images. We will look at the work of realist scholars such as Sir Issac Newton and contrast these concepts to ideas posed by Immanuel Kant and others.

Themes emerging in the program will inform the production of written and artistic work. Class time will involve a combination of lectures, workshops, practical assignments, and studio seminars. Students with a strong background in any digital media are encouraged to apply, provided that they have an interest in synthesizing past themes and media in their work with academic enquiry into concepts of time. This program emphasizes art making, conceptual thinking and experimentation. We will focus on core aspects of analog, digital and new media art by challenging ourselves to produce a series of innovative art projects.

This program will introduce the core conceptual skills necessary to employ image in the generative and investigative context of art making and scholarly enquiry. Students will work individually and in



Photo by Carlos Javier Sánchez '97.

small teams with digital cameras, digital video cameras, non-linear video editing systems and computer graphics packages to examine a broad range of issues involved in the creation of provocative works of art and images relating to time. Image processing, web content creation, basic animation, temporal structures, interface design, interaction strategy, narrative structures, video editing and sound editing will all be introduced. This program is designed for students who already have a strong work ethic and self-discipline, and who are willing to work long hours in the art studio, on campus, and in company with their fellow students.

Students are invited to join this learning community of contemporary artists who are interested in new media based art, design, writing, history and theory, and who want to collaborate with media faculty.

**Credits:** 16 per quarter

**Enrollment:** 23

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

**Planning Units:** Expressive Arts and Programs for Freshmen

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### **Times and Works of Soseki, Mishima, and Murakami: Literature, History, and Cinema**

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#### **Spring**

**Major areas of study include** Japanese literature, modern Japanese history, film studies and cultural studies.

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

**Program is preparatory for careers and future studies in** Japanese literature and history, cultural studies and film studies.

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

Nobody lives in a vacuum. Every person is a product of that person's time and place, even when he/she rebels against such a background. Most people in society conform to the current ideology of society in order to succeed and perhaps merely to get by, even when their society is moving toward spiritual bankruptcy. It is often believed that the artists and the intellectuals are the society's seers and prophets who can shed light on social and cultural problems, thus inspiring new directions for regeneration. This premise often yields an advantageous framework through which we can examine the society and culture that produced such artists and intellectuals.

The highly esteemed Japanese writers Soseki Natsume, Yukio Mishima, and Haruki Murakami are examples of such artists and intellectuals. They represent turbulent and paradigm-shifting periods in Japanese history: Meiji modernization, post-World War II devastation, and the advent of a rabid consumer society. In this program, we study the literary works of these three writers in the context of their times, with respective cultural and socio-economic structures, through lectures, workshops, films and seminars.

At the beginning of the quarter, students will be introduced to the rudiments of film analysis in order to develop a more critical attitude toward the film-viewing experience. Students will also be introduced to major literary theories in order to familiarize themselves with varied approaches to the interpretation of literature. Then, students will examine the selected works of Soseki, Mishima and Murakami through seminars and critical writings. Weekly film viewing and film seminars will accompany the study of literature and history in order to facilitate a deeper exploration of the topics and issues presented in their literary works.

**Credits:** 16 per quarter

**Enrollment:** 24

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

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### **Undergraduate Research in Scientific Inquiry**

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#### **Fall, Winter and Spring**

**Major areas of study include** biology, chemistry, physics, computer science, astronomy and applied mathematics.

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

**Program is preparatory for careers and future studies in** biology, chemistry, physics, computer science, astronomy and applied mathematics.

Faculty in the Scientific Inquiry planning unit have ongoing research projects that offer students the opportunity to participate in research at the undergraduate level. Students typically begin by working in apprenticeship with faculty or laboratory staff. Well-prepared students are encouraged to take advantage of Evergreen's flexible learning structure and excellent equipment to work closely with faculty members on original research. Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

**Clyde Barlow** (chemistry) works with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

**Dharshi Bopagedera** (chemistry) would like to engage students in two projects. **(1) Quantitative determination of metals in the stalactites formed in aging concrete using ICP-MS.** Students who are interested in learning about the ICP-MS technique and using it for quantitative analysis will find this project interesting. **(2) Science and Education.** We will work with local teachers to develop lab activities that enhance the science curriculum in local schools. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

**Andrew Brabban** (biology, biotechnology) studies microbiology and biotechnology, focusing particularly on bacteriophages as model organisms in molecular genetics, as major players in controlling microbial ecology worldwide and as possible antimicrobials. His research involves approximately 12 students each year who explore bacterial metabolism and the infection process under a variety of environmental conditions, phage ecology and genomics, and the application of phages as antibacterial agents targeting human and animal problems. Current projects include the development of phage treatments to control *E. coli* O157:H7 in the guts of livestock or *Pseudomonas aeruginosa* and *Staphylococcus* infections of both humans and dogs (in collaboration with colleagues in the Republic of Georgia). Studies of such infections under anaerobic and stationary-phase conditions and in biofilms are under way, as are studies of phage interactions in cocktails and the genomics of key phages. Students who commit at least a full year will learn a broad range of microbiology and molecular techniques, with opportunities for internships at the USDA and elsewhere and to present data at national and international conferences.

**Judith Cushing** (computer science) studies how scientists might better use information technology in their research. She works with students who have a background in computer science or one of the sciences (e.g., ecology, biology), and who are motivated to explore how new computing paradigms, such as object-oriented systems and new database technologies, can be harnessed to improve the individual and collaborative work of scientists.

**Clarissa Dirks** (biology) aims to better understand the evolutionary principles that underlie the emergence, spread, and containment of infectious disease by studying the co-evolution of retroviruses and their primate hosts. Studying how host characteristics and ecological changes influence virus transmission in lemurs will enable us to address the complex spatial and temporal factors that impact emerging diseases. Students with a background in biology and chemistry will gain experience in molecular biology techniques, including tissue culture and the use of viral vectors.

**David McAvity** (mathematics) is interested in problems in mathematical biology associated with population and evolutionary dynamics. Students working with him will help create computer simulations using agent-based modeling and cellular automata and analyzing non-linear models for the evolution of cooperative behavior in strategic multiplayer evolutionary games. Students should have a strong mathematics or computer science background.

**Lydia McKinstry** (organic chemistry) is interested in organic synthesis research, including asymmetric synthesis methodology, chemical reaction dynamics and small molecule synthesis. One specific study involves the design and synthesis of enzyme inhibitor molecules to be used as effective laboratory tools with which to study the mechanistic steps of programmed cell death in cancer cells. Students with a background in organic chemistry and biology will gain experience with the laboratory techniques of organic synthesis as well as the techniques of spectroscopy.

**Donald Morisato** (biology) is interested in the developmental biology of the *Drosophila* embryo, a model system for analyzing how patterning occurs. Maternally encoded signaling pathways establish the anterior-posterior and dorsal-ventral axes. Individual student projects will use a combination of genetic, molecular biological and biochemical approaches to investigate the spatial regulation of this complex process.

**Jim Neitzel** (biochemistry) uses methods from organic and analytical chemistry to study biologically interesting molecules. A major focus of his current work is on fatty acids; in particular, finding spectroscopic and chromatographic methods to identify fatty acids in complex mixtures and to detect changes that occur in fats during processing or storage. This has relevance both for foods as well as in biodiesel production. The other major area of interest is in plant natural products, such as salicylates. Work is in process screening local plants for the presence of these molecules, which are important plant defense signals. Work is also supported in determining the nutritional value of indigenous plants. Students with a background and interest in organic, analytical, or biochemistry could contribute to this work.

**Neal Nelson** (computer science) and **Sheryl Shulman** (computer science) are 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 parallel computing, and hardware modeling languages.

**Paula Schofield** (polymer chemistry, organic chemistry) is interested in the interdisciplinary fields of biomedical polymers and biodegradable plastics. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Also, research in the field of biodegradable plastics is becoming increasingly important, as bacterial polyesters show great promise in replacing current petroleum-derived plastics and in reducing the environmental impact of plastic wastes. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials, and in biological procedures used to monitor biodegradation and biocompatibility. Students will also present their work at American Chemical Society (ACS) conferences.

**Benjamin Simon** (biology) is interested in immunology, bacterial and viral pathogenesis, vaccine development, and gene therapy applications. Recent focus has been on developing novel methods for vaccine delivery and immune enhancement in finfish. Students with a background in biology and chemistry will gain experience in laboratory research methods, including microbiological techniques, tissue culture, and recombinant DNA technology.

**Rebecca Sunderman** (inorganic/materials chemistry and physical chemistry) is interested in the synthesis and property characterization of new bismuth-containing materials. These compounds have been characterized as electronic conductors, attractive activators for luminescent materials, second harmonic generators and oxidation catalysts for several organic compounds. Traditional solid-state synthesis methods will be utilized to prepare new complex bismuth oxides. Once synthesized, powder x-ray diffraction patterns will be obtained and material properties such as conductivity, melting

point, biocidal tendency, coherent light production and magnetic behavior will be examined when appropriate.

**E. J. Zita** (physics) studies the Sun and other magnetized plasmas. Solar changes may affect Earth over decades (e.g. Solar Max) to millennia (e.g. climate change). Why does the Sun shine more brightly when it is more magnetically active? Why does the Sun's magnetic field flip every 11 years? Why is the temperature of the Sun's outer atmosphere millions of degrees higher than that of its surface? We investigate such solar mysteries by analyzing data from new telescopes orbiting the Sun (in addition to theory and computer modeling). Students can study solar physics and plasma physics, use simple optical and radio telescopes to observe the Sun from Olympia, and analyze new solar data from telescopes on satellites. Strong research students may be invited to join our summer research team in Olympia and/or Palo Alto, Calif.

**Faculty Signature:** Students should contact the individual faculty member in their area of interest for details on obtaining a signature.

**Accepts Winter and Spring Enrollment:** Students should contact individual faculty in their area of interest for information.

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

**Planning Units:** Scientific Inquiry

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## U.S. Women of Color in the 20th Century: Reading Between the Lines

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### Fall

**Major areas of study include** women's studies, 20th century U.S. history, literature and cultural studies.

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

**Program is preparatory for careers and future studies** in cultural studies, gender and women's studies, history and literature.

**Faculty:** Frances V. Rains, Ph.D. (American studies, women's studies)

The 20th century has not been the exclusive domain of Euro-American men and women in the U.S. Yet it often requires reading between the lines to realize that women of color have also existed at the same time. Repeatedly, women of color [e.g., African American, Native American, Asian American, Latina/Chicana] have been stereotyped and have endured multiple oppressions, leaving them seemingly voiceless and invisible.

Such circumstances have hidden from view how these same women were active agents in the context of their times, who worked to protect their cultures, languages and families. These women of color often resisted the passive victimization associated with them. Gaining an introduction to such women of color can broaden and enrich our understanding of what it has meant to be a woman and a citizen in 20th century North America.

Drawing upon autobiographies, poetry, short stories, essays and films, we will explore the ways in which women of color defied the stereotypes and contributed to the economic, social, political and cultural life of the contemporary United States. We will critique how feminist theory has both served and ignored these women. We will analyze how 20th century U.S. women of color survived, struggled, challenged barriers, and forged their own paths to make life a little easier and better for the next generation of women and men.

Students will develop skills as writers and researchers by studying scholarly and imaginative works and conducting research. Through extensive reading and writing, dialogue, films and guest speakers, we will investigate important aspects of the life and times of women of color in the 20th century.

**Credits:** 16 per quarter

**Enrollment:** 24

**Planning Units:** Culture, Text and Language, Native American and World Indigenous Peoples' Studies and Programs for Freshmen

## Visions & Voices: Culture, Community & Creativity

### Fall, Winter and Spring

**Major areas of study include** visual studies, cultural studies, media studies and community studies.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** visual studies, film studies, cultural studies, literary studies, Native American studies, Arab studies, gender studies, community organizing and advocacy, documentary journalism, and education.

**Faculty:** Laurie Meeker (film/video, media studies), Therese Saliba (international feminism, Middle East studies), Lara Evans (art history, Native American studies)

This program will focus on community-based conceptions of the arts and politics, with attention to how artistic production can reflect the “visions and voices” of communities and cultures. Students will be introduced to the foundations of cultural and literary studies, media and visual studies, and community studies, with an emphasis on the alternative visions and forms of cultural expression of often marginalized groups seeking to preserve land and cultures faced with colonization and globalization. We will explore themes such as the connection between native peoples, land, resources and struggles for self-determination; the power of story and artistic expression in illuminating hidden histories; and the role that public art, literature and media can play in community struggles and organizing.

With an emphasis on multiculturalism, identity, and especially Native American and Arab cultures, this program will explore the histories of colonialism and Empire and how art, media and narrative have been used as tools of both conquest and resistance. We will draw on critiques of Orientalism, colonialism and the male gaze through indigenous and feminist cinema, literature and art. We will examine how the visions and voices of indigenous and diasporic communities challenge the western cult of individualism, the masculinist notion of the solo artist, and the consumerist system of media production.

We will emphasize the participatory, communal and public aspects of art and narrative, situating them within larger, shared cultures and within the historical and socio-political contexts of struggles for self-determination. We will also explore perspectives, points-of-view and the politics of representation, as well as the tensions between individualism and collaboration in the production process. With attention to the role of spectator and consumer, we will examine the reception, circulation and marketing of art forms, and the dangers of their political and cultural co-optation, as we envision community-based alternatives to capitalist production and consumption of art.

Students will learn to read cultural texts, including film, visual art and literature, to understand the relationships of people and communities to their environments and their sense of shared identity. Students will develop skills in visual and media literacy, creative and expository writing, analytical reading and viewing, literary analysis, and the terminologies and methodologies of cultural and gender studies, film history and theory, and art history. Through workshops, students will also learn a range of community documentation skills, including photography, video, radio-audio documentary, interviewing and oral history, ethnography and auto-ethnography. Students will have the opportunity to work individually and collaboratively in the contexts of cultural and community engagement.

Fall and winter quarters will focus on representations of the histories of colonization and resistance through art, media and literature. In spring quarter, students will build upon these foundations by participating in visual and written documentation of local community work. Students are also encouraged to participate in community-based internships in spring quarter.

**Accepts Winter Enrollment:** Students must read selected books from fall quarter.

**Credits:** 16 per quarter

**Enrollment:** 69 Fall, 69 Winter and 46 Spring

**Special Expenses:** \$150 each quarter for art/media supplies plus \$100 each quarter for overnight field trips and museum tickets.

**Internship Possibilities:** Spring only with faculty approval.

**Planning Units:** Culture, Text and Language, Expressive Arts, Native American and World Indigenous Peoples' Studies and Programs for Freshmen



New students take a tour of the organic farm and learn about on-going projects such as the recycling program, composting, permaculture education, community gardens, chicken maintenance, food production and reusing and reducing waste. Photo by Katherine B. Turner '09.



Photo by Paul Reynolds '09.

## With Liberty and Justice for Whom?

### Fall, Winter and Spring

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

**Class Standing:** Juniors or seniors; transfer students welcome.

**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 or send an e-mail to [inglebreo@evergreen.edu](mailto:inglebreo@evergreen.edu)

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

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

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

The theme for fall quarter is *identifying the problem and clarifying the question*. We will lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to

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

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

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

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

**Credits:** 16 per quarter

**Enrollment:** 200

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

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

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

**Planning Units:** Tacoma

# Graduate Studies

## EVERGREEN TEACHER EDUCATION PROGRAMS

### MASTER IN TEACHING (MIT)

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

Evergreen's Master in Teaching (MIT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy and anti-bias work. For complete information on endorsements, admissions requirements and procedures, please consult the current Master in Teaching catalog or visit [www.evergreen.edu/mit](http://www.evergreen.edu/mit).

### MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION (M.ED.)

**Sherry Walton, Director**  
**Lynne Adair, Program Coordinator (360) 867-6639 or adairl@evergreen.edu**

The Master of Education Program is a 40-credit, seven-quarter program intended to allow current K-12 teachers to advance in their abilities and professions by providing a graduate-level theoretical and practical framework to increase their positive impact on student learning. All candidates will engage in a core coordinated studies curriculum encompassing the needs of diverse learners in multicultural settings, the latest research on how the brain, culture and language development influence learners, and the integration of research and data analysis into teaching practices. Included in the core will be topics such as curriculum theory, best practices, developmentally appropriate curriculum, critical pedagogy, and cultural competence. Current and prospective district-level curriculum supervisors, as well as others involved in education, may also be interested in this advanced degree because of the program's focus on effective, research-based classroom practices. Along with the completion of the core program of study, candidates will have the opportunity to prepare for an endorsement in the area of English as a Second Language and Mathematics Education with an option to complete their Professional Certification. For complete information on admissions requirements and procedures, please visit [www.evergreen.edu/med](http://www.evergreen.edu/med).

### MASTER OF ENVIRONMENTAL STUDIES (MES)

**Martha Henderson, Director**

The Evergreen State College's Graduate Program on the Environment offers a Master of Environmental Studies (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences with public policy. Its core curriculum explores the interactions among environmental problems, policy responses, and environmental sciences. The program produces graduates who combine an interdisciplinary understanding of environmental sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional preparation for people employed in the public, private, and non-profit sectors or for continuing graduate study in related fields. For complete information on admissions requirements and procedures, please consult the current catalogue of the Graduate Program on the Environment or visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).

### MASTER OF PUBLIC ADMINISTRATION (MPA)

**Cheryl Simrell King, Director**  
**Randee Gibbons, Assistant Director (360) 867-6554 or gibbonsr@evergreen.edu**  
**Magdalene McCarty, Assistant Director, Tribal Governance (360) 867-6202 or mccartym@evergreen.edu**

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

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

### JOINT MES/MPA DEGREE

The Master in Environmental Studies and Master in Public Administration programs also offer a combined MES/MPA degree. This joint program is designed both for environmental professionals who wish to improve their administrative skills and for public administrators who want to gain expertise in the analysis of environmental issues. Students must complete a total of 96 credits in both programs to obtain the degree. For more information, contact the assistant MES director or the associate MPA director.

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

# Admissions

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

## ELIGIBILITY FOR ADMISSION

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

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

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

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

## TO APPLY FOR ADMISSION

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

**Fall Quarter accepting applications from September 1 to March 1**

**Winter Quarter accepting applications from April 1 to October 1**

**Spring Quarter accepting applications from June 1 to December 1**

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

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

Use the online application or print the four page application from a PDF file found at [www.evergreen.edu/apply](http://www.evergreen.edu/apply).

## GENERAL TRANSCRIPT INFORMATION

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

## RETENTION OF RECORDS

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

## NOTIFICATION AND DEPOSIT

Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to ensure your place at the college for the quarter of admission. The deposit, which is an admissions processing fee, will be credited toward your first quarter's tuition. Admission and deposit do not guarantee your enrollment in a particular program, contract or course.

## ADDITIONAL INFORMATION FOR FRESHMAN APPLICANTS

### ACCEPTABLE COLLEGE PREPARATORY 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.

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

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

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

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

More information for freshman applicants can be found at [www.evergreen.edu/admissions/freshman.htm](http://www.evergreen.edu/admissions/freshman.htm)

## ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

### COMMUNITY COLLEGE DEGREES

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

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

### TRANSFER OF CREDIT

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

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

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

### OTHER SOURCES OF TRANSFER CREDIT

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

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

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

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

### SPECIAL STUDENTS

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The outreach coordinator for Evening and Weekend Studies is available to assist special students with academic advising and registration information. For additional information, refer to [www.evergreen.edu/ews](http://www.evergreen.edu/ews).

### SUMMER QUARTER

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

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

More information for transfer applicants can be found at [www.evergreen.edu/admissions/transfer.htm](http://www.evergreen.edu/admissions/transfer.htm)

# Tuition and Fees

## RESIDENCY STATUS FOR TUITION AND FEES

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

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

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

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

Contact Evergreen's Office of Registration and Records directly at (360) 867-6180 should you have specific residency questions. Residency information and application for a change of status are available at [www.evergreen.edu/registration](http://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 and meal plans 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 following a link in the email.

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

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a \$50 late payment fee will be charged. Web payment is available for students wishing to pay by Visa, MasterCard or E-Check. Checks or money orders mailed in must be received by the deadline; postmarks are not considered. Please do not send cash through the mail; bring cash tuition payments to the Cashier's Office in person.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with the student. If the student is dependent on someone else for financial support while attending Evergreen, it is the student's responsibility to inform the other party when payments are due. Students can sign a release form in the Student Accounts Office to allow another person to request or review their billing information.

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

## REFUNDS/APPEALS

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

**100 percent to Friday of the first week of the quarter**

**50 percent to the 30th day**

**No refund after the 30th calendar day**

If your tuition is paid by financial aid, any refund will be made to the financial aid program, not to you. Appeals of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the office assessing the charge.

**ESTIMATED EXPENSES**

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2009–10 nine-month academic year.

	RESIDENT	NON-RESIDENT
<b>Tuition and Fees</b>	\$5,412	\$16,428
<b>Books and supplies</b>	924	924
<b>Housing and meals</b>	8,052	8,052
<b>Personal needs</b>	1,941	1,941
<b>Transportation</b>	1,098	1,105
<b>Total</b>	\$17,427	\$28,450

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

**ESTIMATED TUITION AND FEES**

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2008–09 academic year. Visit [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition) or call Student Accounts to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	RESIDENT TUITION*	NONRESIDENT TUITION*
<b>Full-time Undergraduate</b>	10–18	\$1,804 per quarter	\$5,476 per quarter
	19	\$1,961	\$5,937
	20	\$2,118	\$6,498
<b>Part-time Undergraduate</b>	9 or fewer	\$180.40 per credit; 2 credit minimum	\$547.60 per credit; 2 credit minimum
<b>Full-time Graduate</b>	8 MPA & MES	\$1,836 per quarter	\$5,338.40 per quarter
	16 MIT	\$2,295 per quarter	\$6,673.00 per quarter
<b>Part-time Graduate</b>	9 or fewer**	\$229.50 per credit; 2 credit minimum	\$667.30 per credit; 2 credit minimum

\*Tuition and fees may vary in summer quarter, which is not part of the regular academic year.  
\*\* For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time.

**MISCELLANEOUS FEES**

<b>Admissions Application Fee</b> (nonrefundable)	\$50	<b>Late Registration Fee</b>	2nd week of the quarter	\$50
<b>Mandatory Health Fee</b> (quarterly)	\$58		3rd week of the quarter	\$100
<b>Mandatory Bus Pass</b> (quarterly)	\$1.10 per credit up to \$13.20	<b>ID Card Replacement</b>		\$5
<b>CAB Renovation Fee</b>	\$5.75 per credit		with meal plan	\$25
<b>Clean Energy Fee</b>	\$1 per credit	<b>Graduation Fee</b>		\$25
<b>Late Night Transit Fee</b> (quarterly)	\$3	<b>Undergraduate Tuition Deposit</b> (nonrefundable)		\$50
<b>Returned Check</b>	\$15	<b>Graduate Tuition Deposit</b> (nonrefundable)		\$100
<b>Late Payment Fee</b> (per quarter)	\$50	<b>Transcript, per copy</b>		\$10
<b>Housing / Administrative Fee: Rental Contract or Unit Lease</b>				\$45 each

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

**PARKING FEES**

	Automobiles / Motorcycles		Automobiles / Motorcycles
<b>Daily</b>	\$2.00	<b>Academic year</b>	\$115 / \$60
<b>Quarterly</b>	\$40 / \$25	<b>Full year</b>	\$120 / \$65

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

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

## COLLEGE EMAIL POLICY

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

## 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](http://my.evergreen.edu) account. See also Billing and Payment Procedures, page 87.

## TO ADD, CHANGE, OR DROP A PROGRAM

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

Reducing credits or dropping a program must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 87.)

## WITHDRAWAL

You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See Refunds/Appeals, page 87.)

## LEAVE OF ABSENCE

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

## VETERAN STUDENTS

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

## ACADEMIC CREDIT

### General Policies

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

### Credit Limit

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

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

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

<b>Freshmen</b>	<b>0–44 credits</b>
<b>Sophomores</b>	<b>45–89 credits</b>
<b>Juniors</b>	<b>90–134 credits</b>
<b>Seniors</b>	<b>135 or more credits</b>

## RECORD KEEPING

### Transcripts

Transcripts are the records of your academic achievement at Evergreen, and are maintained by the Office of Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations and, when required or submitted, your self-evaluations.

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

Credit and evaluations are reported at the end of a program, course or contract. For multi-term programs, credit is reported once the program ends unless you withdraw or change programs. You have 30 calendar days from the time you receive an evaluation to seek an amendment. Aside from corrections, revisions are approved by your faculty.

Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records. Pay close attention to spelling, typographical errors, appearance and content before you turn it in.

When a transcript is requested on-line, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. For additional information on ordering your transcript, please see [www.evergreen.edu/transcripts](http://www.evergreen.edu/transcripts).

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have holds which prevent the release of a transcript.

### Confidentiality of Records

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

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

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

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

## ACADEMIC STANDING POLICY

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

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

### 1. Academic warning.

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

### 2. Required leave of absence.

A student who has received an academic warning, and while in warning status received either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year.

A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

## Dismissal and Readmission

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

## GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.
- If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits once admitted as a registered Evergreen student.
- The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be noted as upper division by the faculty.
- Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and application at least one year in advance.
- To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MED, MES and MIT programs, please refer to the appropriate catalog.

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

## ENROLLMENT STATUS

	Full time	Part time
Undergraduate students	12–20 credits	11 credits or fewer
Graduate students	10–12 credits	9 credits or fewer

(For graduate students' financial aid purposes, 8 credits are considered full time, 7, part time.)

# Faculty

The following is a list of Evergreen's faculty as of summer 2009. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: [www.evergreen.edu/advising](http://www.evergreen.edu/advising).

**Kristina Ackley**, *Native American Studies*, 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, 2001.

**Michelle Aguilar-Wells**, *Public Administration*, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.

**Nancy Anderson**, *Public Health*, 2008; B.A., Anthropology, Barnard College, 1977; M.D., Columbia University, 1980; M. Public Health, Health Services, University of Washington, 1988.

**Jeff Antonelis-Lapp**, *Environmental Education*, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

**Theresa A. Aragon**, *Management*, 1999; Academic Dean 2006–present, B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

**William Ray Arney**.

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

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

**Don Bantz**, *Public Administration*, 1988; Academic Dean, 2000–03; Provost and Academic Vice President, 2004–present; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

**Clyde Barlow**, *Chemistry*, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Maria Bastaki**, *Environmental Health*, 2005; B.S., Science, University of Patras, 1988; Ph.D., Pharmacology of Angiogenesis, University of Patras, 1994.

**Marcella Benson-Quaziana**, *Psychology*, 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

**Peter G. Bohmer**, *Economics*, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Bopegedera**, *Physical Chemistry*, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**Frederica Bowcutt**, *Ecology*, 1996; B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

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

**Eddy Brown**, *Writing*, 2001; Academic Dean, 2004–present; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

**Bill Bruner**, *Emeritus*, Economics, 1981; Dean of Library Services, 1992–2001; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman**, *Music*, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

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

**Arun Chandra**, *Music Performance*, 1998; B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois, Urbana/Champaign, 1989.

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

**Krishna Chowdary**, *Physics*, 2007; B.A., Physics, Johns Hopkins University, 1995; M.S., Physics, Carnegie Mellon University, 1997; Doctoral Studies (ABD), Physics, Carnegie Mellon University.

**Savvina A. Chowdhury**, *Feminist Economics*, 2008; B.A., International Studies, University of Southern Maine, 1995; M.A., Economics, University of California, Riverside; Ph.D., Economics, University of California, Riverside, 2005.

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

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

**Scott Coleman**, *Education*, 2001; Master in Teaching Director, 2001–2006; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

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

**Stephanie Coontz**, *History and Women's Studies*, 1974; B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.

**Judith Bayard Cushing**, *Computer Science*, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

**Jon S. Davies**, *Teacher Education (Language Arts)*, 2008; B.A., English, Oberlin College, 1972; M.A., Physical Education, Oberlin College, 1978; Ed.D, University of San Diego, 1994.

**Stacey Davis**, *European History*, 1998; B.A., History, Princeton, 1992; M.A., History, Yale, 1993; M. Philosophy, History, 1996; Ph.D., History, Yale, 1998.

**Diego de Acosta**, *Spanish Literature and Language*, 2008; B.A., Sociology and Linguistics, Princeton University, 1998; Ph.D., Linguistics, Cornell University, 2006.

**Jana Dean**, *Education*, 2009; B.A., Liberal Arts, The Evergreen State College, 1991; M.Ed., Antioch New England Graduate School, 1994.

**Clarissa Dirks**, *Biology*, 2006; B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001.

**Carolyn E. Dobbs**, *Emerita*, Urban Planning, 1971; Academic Dean, 1987–91; Interim Vice President for Student Affairs, 1991–92; Academic Dean, 1992–94; Director of Graduate Program in Public Administration, 1994–98; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

**Peter Dorman**, *Political Economy*, 1998; B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.

**Kathleen Eamon**, *Philosophy*, 2006; B.A., Liberal Arts, St. John's College, 1997; M.A., Philosophy, Vanderbilt University, 2004; Doctoral Studies (ABD), Philosophy, Vanderbilt University.

- Rob Esposito**, *Modern Dance*, 2008; Modern Dance Technique, Nikolais/Louis Dance Theatre Lab, 1975; B.F.A., Dance, State University of New York College at Brockport, 1996; M.F.A., Dance, State University of New York College at Brockport, 1998.
- Lara Evans**, *Art History*, 2005; B.A., Studio Art, Scripps College, 1994; M.A.I.S., Studio Art (Painting) and Art History, Oregon State University, 1998; Ph.D., Art History, specializing in Native American Art, University of New Mexico, 2005.
- Joe Feddersen**, *Emeritus*, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal**, *Linguistics and Languages*, 1973; Academic Dean, 1996–2001; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer**, *Management and International Business*, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.
- Anne Fischel**, *Film/Video*, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts, Amherst, 1986; Ph.D., Communication, University of Massachusetts, Amherst, 1992.
- Dylan Fischer**, *Forest Ecology*, 2005; B.S., Environmental Science, Oregon State University, 1998; M.S., Forest Science, Northern Arizona University, 2001; Ph.D., Forest Science, Northern Arizona University, 2005.
- Teresa L. Ford**, *Master in Teaching*, 1997; B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.
- Russell R. Fox**, *Emeritus*, Community Planning, 1972; Academic Dean, 2001–2007; Director of Center for Community Development, 1983–86; B.A., Mathematics, University of California, Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Kevin J. Francis**, *Philosophy of Science*, 2004; B.A., Biology, Reed College, 1993; Ph.D., History of Science and Technology, University of Minnesota, 2002.
- George Freeman, Jr.**, Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Karen Gaul**, *Sustainability Studies*, 2006; B.A., Theology and Philosophy, Carroll College, 1984; M.T.S., Harvard Divinity School, 1987; M.A., Anthropology, University of Massachusetts, 1989; Ph.D., Anthropology, University of Massachusetts, 1994.
- Jennifer Gerend**, *Land Use Planning*, 2008; B.A., Government, German, Smith College, 1998; M.Urban Planning, New York University, 2000.
- Laurance R. Geri**, *Master of Public Administration*, 1997; B.A., Economics, University of Washington, 1980; M.P.A., Policy Analysis and Evaluation, George Washington University, 1982; D.P.A., University of Southern California, 1996.
- Ariel Goldberger**, *Theatrical Design*, 1996; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- José Gómez**, *Social Sciences and Law*, 1988; Assistant Academic Dean, 1988–90; Associate Academic Dean, 1990–96; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Amy Gould**, *Public Administration*, 2005; B.A., Public Policy & Management, University of Oregon, 1997; M.S., Public Affairs, University of Oregon, 2000; Ph.D., Political Science, Northern Arizona University, 2005.
- Walter Eugene Grodzik**, *Theater*, 2002; B.A., Research and Theater Studies, Hiram College, 1977; M.A., Speech/Theater, Kent State University, 1983; M.F.A., Directing, Wayne State University, 1984; Fulbright Scholar, 1984–86; Ph.D., Drama, University of Washington, 2006.
- Zoltán Grossman**, *Native American Studies*, 2005; B.A. and B.S., History and Geography, University of Wisconsin, 1984; M.S., Geography, University of Wisconsin, 1998; Ph.D., Geography, University of Wisconsin, 2002.
- Bob Haft**, *Expressive Arts*, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.
- Jeanne E. Hahn**, *Political Science*, 1972; Assistant Academic Dean, 1978–80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; Ph.D. (ABD), Political Science, Chicago, 1968.
- Matthew Hamon**, *Photography*, 2006; B.A., Studio Art, Humboldt State University, 1999; Secondary Art Education, Humboldt State University, 2000; M.F.A., Photography, University of Washington, 2002.
- W. J. (Joye) Hardiman**, *Emerita*, Literature and Humanities, 1975; Director, Tacoma Campus, 1990–2007; B.A., Literature, State University of New York, Buffalo, 1968; Graduate studies, Literature, State University of New York, Buffalo, 1968–70; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986.
- Lucia Harrison**, *Public Administration*, 1981; Director, Graduate Program in Public Administration, 1990–93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.
- Mark Harrison**, *Theater*, 2004; B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.
- Rachel Hastings**, *Mathematics*, 2005; B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, Cornell University, 1998; Ph.D., Linguistics, Cornell University, 2004.
- Ruth Hayes**, *Animation*, 1997; B.A., Animation, Harvard and Radcliffe Colleges, 1978; M.F.A., Experimental Animation, California Institute of the Arts, 1992.
- Martha Henderson**, *Geography*, 1995; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.
- Steven Hendricks**, *Creative Writing*, 2009; B.A., The Evergreen State College, 1997; M.F.A., Writing, The School of the Art Institute of Chicago, 2000.
- Chauncey Herbison**, *African American Studies*, 2007; B.A., American Studies, East Asian Languages and Cultures, English, University of Kansas, 1972; M.A., American Studies, University of Kansas, 1980; Ph.D., American Studies, University of Kansas, 2006.
- Heather E. Heying**, *Vertebrate Natural History*, 2002; B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.
- David Hitchens**, *History*, 1970; Campus Adjudicator, 1987–89; B.A., History, University of Wyoming, 1961; M.A. History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Karen Hogan**, *Environmental Science*, 2001; B.S., Biology, Michigan State University, 1979; M.S., Botany, University of Illinois, 1982; Ph.D., Plant Biology, University of Illinois, 1986.
- Grace C. Huerta**, *Teacher Education (ESL)*, 2008; B.A., English, University of Southern California, Los Angeles, 1981; M.A., English, University of Southern California, Los Angeles, 1986; Ph.D., Educational Leadership and Policy Studies, Arizona State University, 1994.
- Sara Huntington**, *Librarianship*, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Ryo Imamura**, *Psychology*, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1981; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Ren-Hui (Rose) Jang**, *Theater*, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Heesoon Jun**, *Clinical/Counseling Psychology*, 1997; B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.
- Cynthia C. Kennedy**, *Management*, 1999; B.S., Business and French, The Pennsylvania State University, 1985; M.B.A., The Pennsylvania State University, 1988.
- Mukti Khanna**, *Developmental Psychology*, 2000; B.A., Human Biology, Stanford University, 1983; Ph.D., Clinical Psychology, University of Tennessee-Knoxville, 1989.

**Cheryl Simrell King**, *Master in Public Administration*, 2000; Director of Graduate Program in Public Administration 2006-2009, B.A., Psychology/Sociology, University of Texas, 1981; M.A., Experimental/Testing Psychology, University of Colorado, 1987; Ph.D., Public Administration, University of Colorado, 1992.

**Robert H. Knapp, Jr.**, Physics, 1972; Academic Dean, 1976-99; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, U.K., 1968.

**Nancy Koppelman**, *American Studies* (2009), B.A., The Evergreen State College, 1988; M.A., History, University of Washington, 1992; Ph.D., American Studies, Emory University, 1999.

**Stephanie Kozick**, *Education*, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.

**Patricia Krafcik**, *Russian Language and Literature*, 1989; B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.

**Ulrike Krotscheck**, *Classical Studies*, 2008; B.A., Art History, Mount Holyoke College, 1997; M.A. Classical and Prehistoric Archaeology, Art History, University of Heidelberg, 2001; Doctoral Studies, Classics and Archaeology, Stanford University, 2008.

**Elizabeth M. Kutter**, *Emerita*, Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

**Glenn G. Landram**, *Business Management*, 2004; B.S., Mathematics, University of Puget Sound, 1978; M.S., Statistics, Oregon State University, 1983; Ph.D., Management Science, University of Washington, 1990.

**Gerald Lassen**, *Public Administration*, 1980; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

**Anita Lenges**, *Teacher Education*, 2005; B.A., Mathematics and Anthropology, University of Washington, 1986; Teaching Certification, University of Washington, 1990; M.A., Curriculum and Instruction, University of Washington, 1994; Ph.D., Curriculum and Instruction, University of Washington, 2004.

**Robert T. Leverich**, *3-D Art*, 1999; B.A., University of Minnesota, Minneapolis, 1978; Master of Architecture, University of Minnesota, Minneapolis, 1979; M.F.A., Rochester Institute of Technology, 1990.

**Mingxia Li**, *Biomedical Health*, 2007; M.D., Capital Medical College, Beijing, 1982; M.S., Pharmacology, Chinese Academy of Medical Sciences, 1986; Ph.D., Molecular Pharmacology, Cornell University, 1992.

**John T. Longino**, *Zoology*, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.

**Cheri Lucas-Jennings**, *Public Policy*, 1999; B.A., Political Economy/Graphic Design, San Francisco State University, 1974; M.A., Political Science, Women's Studies and Public Law, University of Hawaii, Manoa, 1978; Ph.D., Public Legislation and Public Health, University of Hawaii, Manoa, 1984.

**Lee Lyttle**, *Library Sciences*, 1992; Dean of Library Services, 2001-2008; Academic Dean, 1998-2001; B.F.A., Architecture, University of New Mexico, 1974; M., Urban Planning, University of Washington, 1985; M., Library Sciences, University of Hawaii, 1991.

**Jean Mandeberg**, *Fine Arts*, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

**Carrie Margolin**, *Psychology*, 1988; B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981.

**David Marr**, *Emeritus*, American Studies and English, 1971; Academic Dean, 1984-87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

**Allen Mauney**, *Mathematics*, 2001; B.S., The Evergreen State College, 1988; M.S., Mathematics, Western Washington University, 1990.

**David McAvity**, *Mathematics*, 2000; B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Trypos, Cambridge University, 1989; Ph.D., Mathematics, Cambridge University, 1993.

**Paul McCreary**, *Mathematics*, 2006; B.S., Political Science, Massachusetts Institute of Technology, 1970; M.A.T., Education, Harvard, 1971; M.S. Computational Mathematics, University of Illinois at Urbana-Champaign, 1984; Ph.D., Mathematics, University of Illinois at Urbana-Champaign, 1998.

**Lydia McKinstry**, *Organic Chemistry*, 2004; B.S., Cellular and Molecular Biology, Fort Lewis College, 1989; Ph.D., Organic Chemistry, Montana State University, 1994.

**Paul McMillin**, *Reference Librarian*, 2005; B.A., Philosophy, Cornell University, 1987; M.A., Sociology, Binghamton University, 1994; M.L.I.S., Library and Information Science, University of Texas, 2001.

**Laurie Meeker**, *Film and Video*, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.

**Helena Meyer-Knapp**, *Emerita*, Politics and Government, 1998; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.

**Donald V. Middendorf**, *Physics and Biophysics*, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, Cornell University, 1984.

**Kabby Mitchell III**, *Dance*, 2000; A.A., Contra Costa College, 1979; M.F.A., Dance, University of Iowa, 1998.

**Donald Morisato**, *Genetics/Molecular Biology*, 2002; B.A., Biology, Johns Hopkins University, 1979; Ph.D., Biochemistry and Molecular Biology, Harvard University, 1986.

**Harumi Moruzzi**, *Intercultural Communication*, 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.

**Lawrence J. Mosqueda**, *Political Science*, 1989; B.S., Political Science, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.

**Greg A. Mullins**, *American Studies*, 1998; A.B., English, Stanford University, 1985; Ph.D., English, University of California, Berkeley, 1997.

**Ralph W. Murphy**, *Environmental Science*, 1984; Director, Graduate Program in Environmental Studies, 1988-95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.

**Nancy Murray**, *Developmental Biology*, 2001; Academic Dean 2008-present, B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.

**Nalini Nadkarni**, *Ecology*, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.

**Raul Nakasone (Suarez)**, *Education*, 1991; Credentials for Secondary Education in Mathematics, Physics and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.

**James Neitzel**, *Chemistry*, 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.

**Alice A. Nelson**, *Spanish Language and Culture*, 1992; A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification, Latin American Studies, Duke University, 1992; Ph.D., Spanish, Duke University, 1994.

**Lin Nelson**, *Environmental Health*, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, Pennsylvania State University, 1975; Ph.D., Sociology, Pennsylvania State University, 1981.

**Neal N. Nelson**, *Computing and Mathematics*, 1998; B.A., Mathematics, Washington State University, 1974; M.S., Computer Science, Washington State University, 1976; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

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

**Allen Olson**, *Computer Studies*, 2003; Academic Dean 2007-present, B.A., Physics, University of Chicago, 1990; M.S., Mechanical Engineering, University of Washington, 1992.

**Toska Olson**, *Sociology and Social Problems*, 1998; B.A., Anthropology, University of Washington, 1989; M.A., Sociology, University of Washington, 1991; Ph.D., Sociology, University of Washington, 1997.

**Charles N. Pailthorp**, *Philosophy*, 1971; Academic Dean, 1988-92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

- Alan R. Parker**, *Native American Policy*, 1997; B.A. Philosophy, St. Thomas Seminary, 1965; Commissioned 2nd Lt. Signal Corps, U.S. Army, 1966; J.D., University of California, Los Angeles, 1972.
- Nancy Parkes**, *Literature and Writing*, 1998; B.A., The Evergreen State College, 1978; M.F.A., Creative Writing, Goddard College, 1996.
- Michael Paros**, *Health Science*, 2006; B.A., Molecular Biology, University of California, San Diego, 1989; Ph.D., Veterinary Medicine, Washington State University, 1993.
- Sarah Pedersen**, *English Literature and Library Science; Dean of Library*, 1986–92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins**, *Emeritus*, Biology, History of Technology and Environment, 1980; Director of Graduate Program in Environmental Studies, 1999–present; Academic Dean, 1980–86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.
- Gary W. Peterson**, *Northwest Native American Studies*, 1999; B.A., Human Services, Western Washington University, 1992; M.S.W., University of Washington, 1995.
- Yvonne Peterson**, *Education*, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Nelson Pizarro**, *Business*, 2006; B.A., Business, Washington State University, 2003; M.S., Business Administration, University of Florida, 2005.
- Rita Pougiales**, *Anthropology and Education*, 1979; Academic Dean, 1985–88 and 2002–08; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.
- Susan Preciso**, *Literature and Writing*, 1998; B.A., English, Portland State University, 1986; M.A., English, Portland State University, 1988.
- Paul Przybylowicz**, *Environmental Studies Generalist*, 1998; Academic Dean 2007–present, B.S., Forest Entomology, State University of New York College of Environmental Science and Forestry, 1978; Ph.D., Plant Pathology, Oregon State University, 1985.
- Frances V. Rains**, *Native American Studies/Reservation-Based Program*, 2002; B.S., Elementary Education/American Indian Education, Indiana University, Bloomington, 1978; M.S., Elementary Education/Mathematics, 1987; Ph.D., Curriculum and Instruction/Curriculum Theory/ Multicultural Education-Elementary Education, Indiana University, Bloomington, 1995.
- Bill Ransom**, *Creative Writing*, English, Sociology, Education, 1997; Academic Dean 2007–present, B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University.
- Andrew Reece**, *Classical Studies*, 2003; A.B., Classical Studies, Earlham College, 1991; M.A., Classical Studies, Indiana University, 1993; Ph.D., Classical Studies, Indiana University, 1998.
- Liza R. Rognas**, *Library Faculty/Reference Librarian*, 1999; B.A., History, Washington State University, 1991; M.A., American/Public History, Washington State University, 1995; M.A., Information Resources and Library Science, University of Arizona, 1998.
- Martha Rosemeyer**, *Ecological Agriculture*, 2001; B.S., Plant Pathology, University of Wisconsin, Madison, 1978; M.S., Plant Sciences-Horticulture, University of Arizona, 1982; Ph.D., Biology-Agroecology, University of California, Santa Cruz, 1990.
- Ratna Roy**, *Dance and English*, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge**, *Psychology*, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Sarah F. Ryan**, *Labor Studies*, 1999; B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers-The State University of New Jersey, 1999.
- Therese Saliba**, *English*, 1995; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.
- Gregg E. Sapp**, *Dean of Library and Media Services*, 2008; B.A., Liberal Studies, Western Washington University, 1981; M. Library Science, University of Washington, 1985; M.Ed., Higher and Community Education, Montana State University, 1994.
- Steven Scheuerell**, *Ecological Agriculture*, 2005; B.S., Ecology, Behavior and Evolution, University of California, San Diego, 1992; Ph.D., Botany and Plant Pathology, Oregon State University, 2002.
- Paula Schofield**, *Organic Chemistry*, 1998; B.S., Chemistry, Manchester Metropolitan University, 1990; Ph.D., Polymer Chemistry, University of Liverpool, 1995.
- Samuel A. Schrager**, *Folklore*, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.
- Douglas Schuler**, *Computer Science*, 1998; B.A., The Evergreen State College, 1976; B.A., Mathematics, Western Washington University, 1978; M.S., Software Engineering, Seattle University, 1985; M.S., Computer Science, University of Washington, 1996.
- Leonard Schwartz**, *Creative Writing*, 2003; B.A., Creative Writing and Literature, Bard College, 1984; M.A., Philosophy, Columbia University, 1986.
- Terry A. Setter**, *Music and Audio*, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.
- Zahid Shariff**, *Public Administration*, 1991; Director of Graduate Program in Public Administration, 2001–02; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- David S. Shaw**, *Business*, 2008; B.A., International Relations, Pomona College, 1981; M.S., Food Science, University of California, Davis, 1987; M. International Management, Thunderbird School of Global Management, 1990; Ph.D., Agricultural Economics, Purdue University, 1996.
- Gilda Sheppard**, *Cultural Studies/Media Literacy*, 1998; B.A., Sociology, Mercy College of Detroit, 1972; M.S.W., University of Washington, 1983; Ph.D., Sociology/Cultural and Media Studies, The Union Graduate School, 1995.
- Sheryl Shulman**, *Computer Science*, 1997; B.A., Natural Science, Shimer College, 1973; M.S., Computer Science, Illinois Institute of Technology, 1977; Ph.D., Computer Science, Oregon Graduate Institute, 1994.
- Benjamin Simon**, *Health Science*, 2006; B.S., Biological Sciences and Fisheries Biology, Colorado State University, 1993; Ph.D., Microbiology, Oregon State University, 2001.
- Matthew E. Smith**, *Political Science*, 1973; Academic Dean, 1987–90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Tyrus L. Smith**, *Urban Environmental Science*, 2002; B.S., Environmental Policy and Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D., Environmental Science and Public Policy, George Mason University, 2001.
- Rob Smurr**, *Russian History*, 2007; B.A., Political Science, University of California, Davis, 1984; Russian Language and Regional Studies, Defense Language Institute, 1986; M.A., International Studies, University of Washington, 1992; Ph.D., History, University of Washington, 2002.
- Eric Stein**, *Cultural Anthropology*, 2007; B.A., Anthropology and Philosophy, University of Wisconsin, Madison, 1995; M.A., Anthropology and History, University of Michigan, Ann Arbor, 2001; Ph.D., Anthropology and History, University of Michigan, Ann Arbor, 2005.
- Ann Storey**, *Art History*, 1998; B.A., Art History, The Pennsylvania State University, 1973; M.A., Art History, University of Washington, 1993; Ph.D., Art History, University of Washington, 1997.
- Linda Moon Stumpff**, *Natural Resource Policy*, 1997; Director of Graduate Program in Public Administration, 1999–2001; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.
- Alison Styring**, *Mammalogy and Ornithology*, 2005; B.A., Biology, Indiana University, 1994; Ph.D., Biological Sciences, Louisiana State University, 2002.
- Rebecca Sunderman**, *Physical Inorganic Chemistry*, 2003; B.S., Chemistry, Eastern Oregon State College, 1996; Ph.D., Inorganic/Physical Chemistry, Oregon State University, 2001.

**Lisa Sweet**, *2-D Art*, 1999; B.F.A., Ceramics and Drawing, Grand Valley State University, 1989; M.F.A., Printmaking, University of Wisconsin, Madison, 1997.

**Kenneth D. Tabbutt**, *Environmental Geology*, 1997; Academic Dean 2005-present, B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

**Erik V. Thuesen**, *Zoology*, 1993; B.S., Biology, Antioch College, Yellow Springs, 1983; M. A., Fisheries, Ocean Research Institute, University of Tokyo, 1988; Ph.D., Biological Sciences, University of California, Santa Barbara, 1992.

**Joseph Tougas**, *Philosophy*, 2009; B.A., The Evergreen State College, 1984; M.A., Philosophy, University of California, Irvine, 1994; Ph.D., Philosophy, University of California, Irvine, 1998.

**Gail Tremblay**, *Creative Writing*, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.

**Setsuko Tsutsumi**, *Japanese Language and Culture*, 1985; B.A., Psychology; Teaching license, certified in English and Guidance and Counseling, Waseda University, Tokyo, Japan, 1965; M.A., English, Michigan State University, 1978; Ph.D., Comparative Literature, University of Washington, 1997.

**Jules Unsel**, *Librarian*, 2006; B.A., U.S. History, University of Kentucky, 1991; M.A., U.S. History, University of Kentucky, 1993; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

**Zoë L. Van Schyndel**, *Finance*, 2008; A.S., Massasoit Community College, 1975; B.G.S., Social Administration and Research, University of Massachusetts, Amherst, 1981; M.B.A. Finance and Accounting, Northeastern University, 1983; C.F.A. 1989.

**Michael Vavrus**, *Instructional Development and Technology*, 1995; Director, Graduate Program in Teaching, 1996–2001; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.

**Brian L. Walter**, *Mathematics*, 2002; B.S., Symbolic Systems, Stanford University, 1995; M.A., Mathematics, University of California, Los Angeles, 1998; C. Phil., Mathematics, University of California, Los Angeles, 2001; Ph.D., Mathematics, University of California, Los Angeles, 2002.

**Sherry L. Walton**, *Education*, 1987; Director, Master in Teaching Program 2006-present, B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.

**Bret Weinstein**, *Biology*, 2009; B.A. with Honors, Biology, University of California at Santa Cruz, 1993; Ph.D., Biology, University of Michigan, Ann Arbor, 2009.

**Edward A. Whitesell**, *Geography*, 1998; Director, Graduate Program in Environmental Studies 2005-2008, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D., Geography, University of California, Berkeley, 1993.

**Sonja Wiedenhaupt**, *Social Psychology*, 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California, Berkeley, 2002.

**Sarah Williams**, *Feminist Theory*, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghamton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.

**Sean Williams**, *Ethnomusicology*, 1991; B.A., Music, University of California, Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

**Elizabeth Williamson**, *Renaissance Literature*, 2005; B.A., English Literature, Princeton University, 1999; M.A., English Literature, University of Pennsylvania, 2001; Ph.D., English Literature, University of Pennsylvania, 2005.

**Thomas Womeldorff**, *Economics*, 1989; Academic Dean, 2002–2007; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

**Artee F. Young**, *Law and Literature*, 1996; Director, Tacoma Program 2007-present, B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.

**Tony Zaragoza**, *Political Economy of Racism*, 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Doctoral Studies, American Studies, Washington State University, 2007.

**Julia Zay**, *Digital Mixed Media*, 2005; A.B., Art and Media Theory and Practice, Vassar College, 1993; M.A., Media Studies, Northwestern University, 1995; M.F.A., Video, The School of the Art Institute of Chicago, 2000.

**E. J. Zita**, *Physics*, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.

## BOARD OF TRUSTEES SEPTEMBER 2009

**Paul Winters**  
Vancouver (Chair)

**Keith Kessler**  
Hoquiam (Vice Chair)

**Anne Proffitt '76**  
Freeland (Secretary)

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Seattle

**Irene Gonzales**  
Spokane

**Kristin Hayden**  
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**Denny Heck '73**  
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**Dixon McReynolds III**  
Olympia (Student Trustee)

## ADMINISTRATION

**Thomas L. Purce**  
Ed.D., Idaho State University  
*President*

**Don Bantz**  
D.P.A., University of Southern California  
*Provost and Academic Vice President*

**Arthur A. Costantino**  
Ph.D., Pennsylvania State University  
*Vice President for Student Affairs*

**D. Lee Hoemann**  
B.A., Montana State University  
*Vice President for Advancement  
Executive Director,  
The Evergreen State College Foundation*

**John A. Hurley, Jr.**  
Ed.D., Seattle University  
*Vice President for  
Finance and Administration*

# Evergreen's Mission Statement

As the nation's leading public interdisciplinary liberal arts college, Evergreen's mission is to sustain a vibrant academic community and offer students an education that will help them excel in their intellectual, creative, professional and community service goals.

## 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.

Adopted by the Evergreen faculty 1/17/01



# 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](http://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](http://www.evergreen.edu/ecei)

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

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

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

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

**The Washington Center for Improving the Quality of Undergraduate Education** was established in 1985 and includes 52 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning. [www.evergreen.edu/washcenter](http://www.evergreen.edu/washcenter)

**The Washington State Institute for Public Policy**, established in 1983, 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](http://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.



Photo by Carlos Javier Sánchez '97.

# Services and Resources

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

## Student Affairs

Art Costantino, Vice President

LIB 3500, (360) 867-6296

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

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

## Academic Advising

LIB Second Floor, (360) 867-6312

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.

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

## Access Services for Students with Disabilities

LIB Second Floor, (360) 867-6348,

TTY: 867-6834

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

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

## Athletics and Recreation

CRC 210, (360) 867-6770

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.

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

## CARE Network

LIB 2706, (360) 867-5291

The CARE Network, staffed by volunteer faculty, staff, and students, is designed to creatively and constructively assist community members in addressing conflict on campus. The Network offers relevant training and development; encourages members of the community to discuss issues early and execute strategies for solving problems before they escalate; provides clear, accurate and consistent information about how to address conflicts; and supports those recovering from conflict. Network members can be reached by calling 360.867.5291. Office hours can be found at our website.

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

## Career Development Center

LIB Second Floor, (360) 867-6193

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

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

## Center for Mediation Services

LIB 2706, (360) 867-6732 or (360) 867-6656

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

### USEFUL URLs

FAFSA — [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Sexual Harassment Policy — [www.evergreen.edu/policies](http://www.evergreen.edu/policies)

Student Accounts — [www.evergreen.edu/studentaccounts](http://www.evergreen.edu/studentaccounts)

Student Conduct Code — [www.evergreen.edu/policies](http://www.evergreen.edu/policies)

Tuition Rates — [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition)

**Centers for Active Student Learning (CASL)****Quantitative and Symbolic Reasoning Center**

LIB 2304, (360) 867-5547

**Writing Center**

LIB 2304, (360) 867-6420

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

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

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

**Counseling and Health Centers**

Counseling: SEM I, 4126, (360) 867-6800

Health: SEM I, 2110, (360) 867-6200

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

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

**Financial Aid**

LIB First Floor, (360) 867-6205

Email: [finaid@evergreen.edu](mailto:finaid@evergreen.edu)

The goal of the Financial Aid Office is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). While the paper version of the FAFSA can be obtained at the Financial Aid Office, it is recommended that you file your FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Because funds are limited, you should submit your 2006-2007 FAFSA to the federal processor as soon after January 1, 2006 as you can. Evergreen must receive your processed FAFSA information on or before March 15, 2006 in order for you to receive full consideration for all available campus-based financial aid. Please stop by and see us, or contact us anytime with questions regarding your financial aid options.

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

**First Peoples' Advising Services**

LIB Second Floor, (360) 867-6467

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

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

**Residential and Dining Services**

Housing Bldg. A, Room 301, (360) 867-6132

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

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

**KEY Student Support Services**

LIB Second Floor, (360) 867-6464

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

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

**Police Services**

SEM I, 2150, (360) 867-6140

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

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

**Student Activities**

(360) 867-6220

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

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

**Student and Academic Support Services**

LIB Second Floor, (360) 867-6034

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

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

# Evergreen's Social Contract

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

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

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

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

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

### PURPOSE

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

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

## STUDENT CONDUCT CODE — GRIEVANCE AND APPEALS PROCESS

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

The Student Conduct Code is available at [www.evergreen.edu/policies/governance.htm](http://www.evergreen.edu/policies/governance.htm). More information is available from the campus grievance office at ext. 5052.

The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at [www.evergreen.edu/policies/g-sexhar.htm](http://www.evergreen.edu/policies/g-sexhar.htm).

### FREEDOM AND CIVILITY:

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

### INDIVIDUAL AND INSTITUTIONAL RIGHTS:

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

**SOCIETY AND THE COLLEGE:**

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

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

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

**PROHIBITION AGAINST DISCRIMINATION:**

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

**RIGHT TO PRIVACY:**

All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

**INTELLECTUAL FREEDOM AND HONESTY:**

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

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

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

**OPEN FORUM AND ACCESS TO INFORMATION:**

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

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

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

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

**POLITICAL ACTIVITIES:**

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

# Campus Regulations

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

## ALCOHOLIC BEVERAGES

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

## USE OF COLLEGE PREMISES

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

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

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

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

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

## FIREARMS

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

## PETS

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

## BICYCLES

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

## SMOKING

No smoking is allowed inside main campus buildings or near building entrances.

Smoking is prohibited in Residential and Dining Services except in designated outdoor areas. Public smoking areas are designated by staff and will be shared with the community at the beginning of the academic year.

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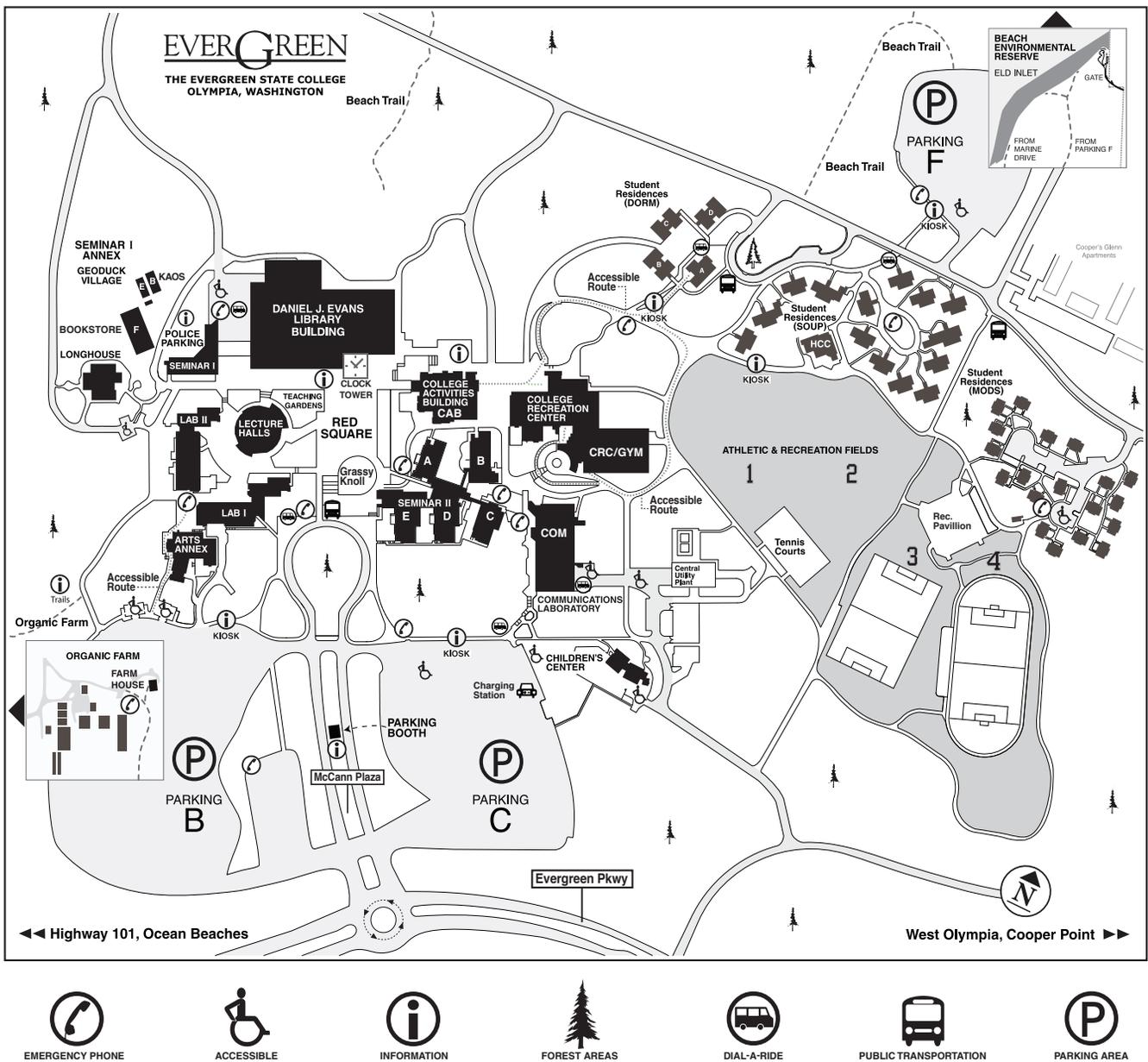
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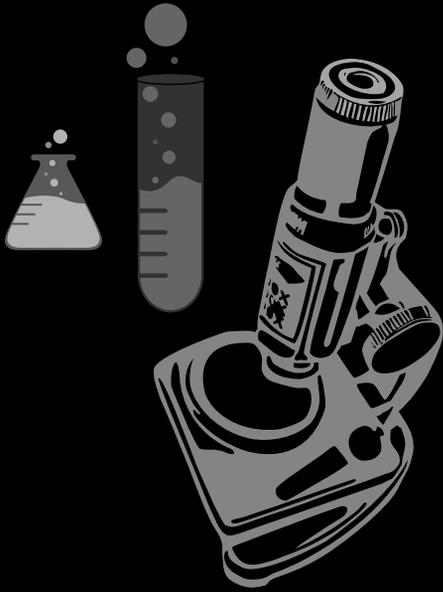
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This Catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus.

**+** make a difference in the world.



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



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



**EVERGREEN**

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