

A photograph of two young women smiling at a social event. The woman in the foreground has dark curly hair and is wearing a black top, looking at her smartphone. The woman behind her has long blonde hair and is wearing a denim jacket, looking towards the camera. Large, colorful balloons (blue, yellow, and red) are visible in the background.

# 2016-2017

# CATALOG

the  
evergreen  
state  
college  
olympia, washington

# Academic Calendar

## 2016–17

	Fall 2016	Winter 2017	Spring 2017	Summer 2017	
				First Session	Second Session
<b>Quarter Begins</b>	September 26	January 9	April 3	June 26	July 31
<b>Quarter Ends</b>	December 16	March 24	June 16	August 4	September 8
<b>Tuition Deadline</b>	September 30	January 13	April 7	June 30	June 30
<b>Evaluation Week</b>	December 12–16	March 20–24	June 12–16	July 31–Aug. 4	September 5–8
<b>Breaks</b>	<b>Thanksgiving Break</b> November 21–27	<b>Winter Break</b> Dec. 17–Jan. 8	<b>Spring Break</b> March 25–April 2	<b>No classes</b> Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day, Labor Day and Veterans Day holidays.	

**New Student Orientation:** Dates will be posted at [evergreen.edu/events/orientation](http://evergreen.edu/events/orientation)

**Commencement:** June 16, 2017

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

### 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.

# Our Mission

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences.

Our academic community engages students in defining and thinking critically about their learning.

Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship, and service in the public interest.



# The Five Foci

**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.



# Expectations of an Evergreen Graduate

**The curriculum is designed to support students' continuing growth:**

- **Articulate and assume responsibility for your own work.** 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.** 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.** 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.** 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.** 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.** Apply your Evergreen education in order to better make sense of the world, and act in ways that are both easily understood by and compassionate toward other individuals across personal differences.

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This catalog is updated regularly; for the most current information please visit our Web site:  
**[evergreen.edu/catalog/2016-17](http://evergreen.edu/catalog/2016-17)**



*The students of the program Environmental Analysis at the Grand Prismatic Spring in Yellowstone. The group was studying the unique geological and microbiotic conditions in the park. (Photos by Shauna Bittle '98)*



# A Different Place to Learn

Evergreen is unlike any other college in the country. Students have an unusual amount of freedom to explore, develop, and articulate their own sense of direction. With freedom, of course, comes responsibility. Evergreen's faculty look forward to helping you embrace both.

## COORDINATED STUDIES

Interdisciplinary programs reflect the complexity of the world around us. Instead of taking an assortment of different and often unrelated classes, you meet with the same teachers and classmates together, in one place—your academic program. You learn about the interconnections of subjects in the real world. Programs can include lectures, labs, readings, seminars, field study and research projects, and may last one, two or even three quarters, developing themes across the span of the program.

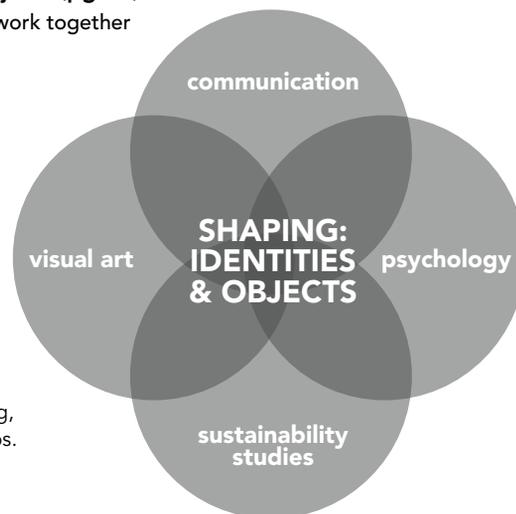
Each program is designed to engage students in a collaborative exploration of a central theme by faculty teams who bring widely varied disciplines to the mix: i.e.; digital media and philosophy, literature and environmental studies, fine arts and biology, or business, literature and economics. Collectively, our programs form a curriculum that is new and different, dynamic and relevant.

### Sample interdisciplinary, full-time, 16-credit program at Evergreen:

#### Shaping: Identities and Objects (pg 64)

46 freshmen and 2 faculty will work together to explore:

- Cultural, societal, and familial identities
- Drawing, crafting, and sculptural techniques
- The environmental and cultural significances of materials
- How the things we make serve as self-expression
- Program work will include art studio, expository writing, guest lectures, and field trips.



To accomplish comparable studies at other colleges and universities, your classes might look more like this, but have none of the advantages of an interdisciplinary program:

**PSY 117**  
Psychology of Identity  
5 credits

**ART 150**  
Introduction to Drawing  
5 credits

**COM 253**  
Interpersonal Communication  
5 credits

## ACADEMIC PATHWAYS

At Evergreen, you create your own course of study from offerings in more than 60 subjects. Over your time here, you'll develop a pathway that meets your goals and interests. You can connect your studies together into an area of emphasis. Advisors and faculty help you figure out what to take to meet your graduate school or professional goals.



(Photos by Shauna Bittle '98)



(Photos by Shauna Bittle '98 and Evergreen Photo Services)

## NARRATIVE EVALUATIONS

Your faculty will give you more than a single letter grade. They'll take the time to write a narrative evaluation about what you did well and how you can improve. Evaluations assess your academic progress in ways that grades cannot. Evaluations keep the focus on learning rather than rank.

You'll meet with your faculty to discuss achievements as documented in your narrative evaluation. You will also write a self-evaluation at the end of each program. This process gives you a chance to reflect on what you've learned. Many graduate schools and employers value the thoroughness of this noncompetitive approach. Your individual achievements and strengths will stand out.

## THE ACADEMIC STATEMENT

Every student's individual educational pathway will be different. The Academic Statement is your opportunity to document yours as you earn credit toward your bachelor's degree. By regularly reflecting on your work, you will decide how best to show the meaning and value of your degree. Your final Academic Statement, which is limited to 750 words, becomes the cover page of your transcript and introduces readers to your undergraduate career. Throughout each year, the college sets aside time for you to craft your Academic Statement.



### 1 New Student Orientation Week

Every September at Evergreen, during Orientation Week, new students will participate in small group sessions led by teams of faculty. In these sessions, you'll begin to reflect on your education as a whole and start writing about it. You'll return to this document periodically throughout your education, revising it as your commitments develop and your studies bring you closer to completion of your degree.



### 2 Fall Academic Statement work

Every fall, students spend several hours pausing from their chosen program's content to think broadly and deeply about their education as a whole, through work on their Academic Statement. Your faculty will lead you through activities such as seminars on liberal education, finding threads of connection in your previous studies, articulating your future plans, hopes, and dreams, and peer review of your work-in-progress. All these activities are designed to help you reflect carefully on your accomplishments and future plans.



### 3 All Campus Mentoring Days

Every winter and spring, the faculty hosts All Campus Mentoring Days. These feature workshops covering topics such as becoming a better student, finding your path through Evergreen's curriculum, planning for careers or graduate school, and refining your Academic Statement.

For more information, go to [evergreen.edu/academicstatement](http://evergreen.edu/academicstatement)

"Evergreen gave me the capacity to conduct inquiry, it let me explore my creativity, and develop my integrity and rigorous approach to academics. It inspired in me a sense of wonder and curiosity." —Lily Nash '93

## SPECIAL FEATURES OF THE CURRICULUM



**Evening and Weekend Studies** provides students with the ability to pursue their studies through courses and programs offered during evenings and on weekends. Many students take advantage of these opportunities to create a schedule that fits their needs or to complete degrees begun elsewhere. For more information see page 86 or visit [evergreen.edu/ews](http://evergreen.edu/ews).



**Individual Learning Contracts and Internships** are typically reserved for junior- and senior-level students. These are student-generated projects in which 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. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types. Assistance with both types of study, and more information, is available at [evergreen.edu/individualstudy](http://evergreen.edu/individualstudy).



**Additional undergraduate research opportunities** also exist for students. Individual faculty members have research interests and projects that students can help with, thus gaining valuable research experience. See page 82 for a list of participating faculty and their areas of interest, or visit [evergreen.edu/catalog/2016-17/research](http://evergreen.edu/catalog/2016-17/research).



**Graduate Programs** Evergreen offers Master's degrees in Environmental Studies, Public Administration, and Teaching. For contact and general information, see page 87.



**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 [evergreen.edu/priorlearning](http://evergreen.edu/priorlearning).



**Study Abroad** International studies may include study abroad in a full-time academic program, a consortium program (page 71), 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 campus, with several weeks or a quarter abroad as a culmination to program studies.

Programs with a significant travel component	pg	quarter
Biocultural Diversity Conservation in Peru	23	W S
Environmental Analysis	37	F W S
Ireland in History and Memory	47	F W S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S

Advanced-level students who choose to study abroad through individual contracts or internships should prepare well in advance. For details on how to coordinate study abroad, including arranging all the details of your study, finances, documents and travel plans, visit [evergreen.edu/studyabroad](http://evergreen.edu/studyabroad) and contact the International Programs and Services coordinator, Michael Clifthorne, at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu).



**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.

### Examples of community-based projects embedded in coordinated studies programs:

- ▶ Helping the city of North Bonneville plan and design its new town when its residents were 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;
- ▶ Helping small farmers research and implement direct marketing strategies for their produce; and
- ▶ Assisting public school teachers to develop innovative curricula in environmental education and the arts.

“Evergreen gave me the opportunity to tailor my education to my needs. This gave me the skills needed to work in an unconventional field, and the foundation to thrive in it.” —Jennifer (Crowley) Capra '06

# How to Select a Program

Within a program, 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 courses. You will learn how to write more effectively, read critically, analyze arguments, reason quantitatively, work cooperatively in small groups and use campus resources. These programs combine several activities: seminars, individual conferences with faculty members, lectures, group work, and usually, field trips and laboratories.

**Pick a program that fits your needs, interests and future goals. We encourage you to:**

## PLAN YOUR PATHWAY!

Since planning your education is your responsibility, the more information you have, the better. New students are required to attend an academic planning workshop, Navigating Evergreen, in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

1

### EXPLORE

*Our introductory programs are ideal opportunities to learn about new subjects.*

2

### REFINE

*Develop an emphasis through in-depth and advanced learning opportunities.*

3

### APPLY

*Deepen your understanding through research, thesis, capstone, and internship opportunities.*

## SEE AN ADVISOR!

Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to [evergreen.edu/advising](http://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.

## 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.

## USE THIS CATALOG!

**PROGRAMS BY CLASS LEVEL** (page 8) shows programs available each quarter, whether you are looking for a freshman only program, or ready for senior-level research.

**MATCH EVERGREEN'S PROGRAMS TO YOUR INTERESTS** (page 12) lists the fields of study explored in each program, so if you are seeking an interdisciplinary programs that includes art, math, or writing—you can quickly narrow down the search and read the program descriptions.

**PROGRAM DESCRIPTIONS** start on page 21.

Or go online, [evergreen.edu/catalog/2016-17](http://evergreen.edu/catalog/2016-17) has the most current information and recent additions to the program listing.



*A student stitches text onto a dress of her own making for a program that explored ways objects can contain and create narratives. (Photo by Shauna Bittle '98)*

# Programs by Class Level

## FRESHMEN-ONLY PROGRAMS:

Freshmen-only programs will introduce you to Evergreen's interdisciplinary studies. The small student-faculty ratio ensures close interaction between you, your faculty, and other students.

title	faculty	pg	quarter				
Ecological Niche: The Interface of Human and Animal Behavior	Alison Styring, George Freeman	36	F W S				
Borders	Alice Nelson, Tom Womeldorff	25	F W				
Movements: African-American Culture in the (Long) 20th Century	Naima Lowe, Chico Herbison	51	F W				
Shaping: Identities and Objects	Robert Leverich, Heesoon Jun	64	F W				
The Eureka Moment	Nancy Murray, Lydia McKinstry	38	F				
Race, Gender, and Representation in Documentary Film	Naima Lowe	60	S				

Freshmen may enroll in Freshmen-only, Lower Division, and All-level programs.

## LOWER DIVISION PROGRAMS:

Lower-division programs are entry-level offerings that include a mix of freshmen and sophomores. Sophomores in these programs often act as informal peer advisors to freshmen, which helps freshmen orient to the program and the college.

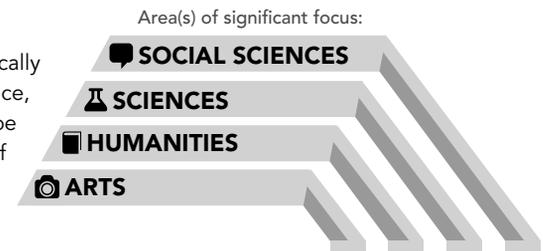
title	faculty	pg	quarter				
Illustrations of Character: A Literary and Philosophical Inquiry	Nancy Koppelman, Andrew Reece (F), Joseph Tougas	44	F W S				
Global Exchange	Zoe Van Schyndel	41	F W				
Introduction to Environmental Studies: Land	Dylan Fischer, Martha Henderson	45	F W				
Introduction to Environmental Studies: Water	Gerardo Chin-Leo, Ralph Murphy	45	F W				
Mathematics in Geology	Rachel Hastings, Abir Biswas	48	F W				
Scientific and Artistic Inquiry	Lisa Sweet, Carri LeRoy	63	F W				
Defending Mother Earth: Science, Energy, and Native Peoples	Frances V. Rains, Rebecca Sunderman	34	F				
Dancing Molecules, Dancing Bodies	Rebecca Sunderman, Kabby Mitchell, Amy Cook	33	W S				
Wait, What? How Things Really Work in Science and Business	Glenn Landram, Lydia McKinstry	75	W S				
Document	Trevor Speller, Amjad Faur	35	S				
Financial Heartland	Zoe Van Schyndel, Jon Baumunk	40	S				
Reading Rocks: Geology and Art in the Pacific Northwest	Abir Biswas, Lucia Harrison	61	S				
Sea Life and Sea Lives	Sarah Pedersen, Pauline Yu	64	S				
Working Artists: The Business of Creativity and Art	Tom Womeldorff, Lisa Sweet	77	S				

F–Fall quarter W–Winter quarter S–Spring quarter



**ALL-LEVEL PROGRAMS:**

All-level programs enroll freshmen, sophomores, juniors and seniors (typically 25% of seats for freshmen). Most students will have had some college experience, so expect less emphasis on basic skills development. Faculty expectations will be higher than in lower-division programs, and students are quite diverse in terms of age, experience and stages of learning. Talk with Academic Advising about the necessary background for particular programs.



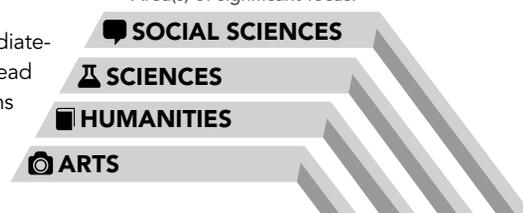
title	faculty	pg	quarter				
Commodities, Conflict, and Cooperation	Savvina Chowdhury, Zoltan Grossman, Sarah Williams	28	F W S				
Dance of Wisdom: Embodied Consciousness	Cynthia Kennedy, Robert Esposito	33	F W S				
Food, Health, and Sustainability	Donald Morisato, Martha Rosemeyer	40	F W S				
Introduction to Natural Sciences	Clarissa Dirks, James Neitzel	46	F W S				
Matter and Motion	Dharshi Bopegedera, Neil Switz	49	F W S				
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	Karen Gaul, Therese Saliba, Sarah Eltantawi	52	F W S				
Thinking In Indian: Democracy, Civic Engagement, and Resistance	Yvonne Peterson, Gary Peterson	74	F W S				
Botany: Plants and People	Frederica Bowcutt	26	F W				
Computer Science Foundations	Sheryl Shulman, Neal Nelson, Richard Weiss, Brian Walter	29	F W				
Music Matters	Andrea Gullickson	53	F W				
Political Economy and Social Movements	Peter Dorman, TBD	57	F W				
Education for Life	Bill Arney	36	F				
Life Writes Beautiful Stories: Growing-up Experiences in Literature, Script Writing, and Performance	Stephanie Kozick, Rose Jang	48	F				
Practice of Organic Farming: Fall	David Muehleisen, Paul Przybylowicz	59	F				
Borderlands of the Novel	Trevor Speller, Samuel Schrage	25	W				
Individual Study: Humanities and Social Sciences	Bill Arney	44	W				
Reality Check: Indian Images and [Mis]Representations	Frances V. Rains	62	W				
Coming to Our Senses: Blessing the Space Between Us	Bill Arney, Rita Pougiales	27	S				
Diversity, Multiculturalism, and Public Education: Historical and Contemporary Perspectives	Michael Vavrus	35	S				
God(s): An Inquiry	Sarah Eltantawi	42	S				
Language, Math, and Mind	Rachel Hastings	47	S				
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change	Andrea Gullickson	55	S				
Practice of Organic Farming	David Muehleisen	59	S				
Reading Between the Lines: U.S. Women of Color in the 20th Century	Frances V. Rains	61	S				
So You Want to be a Psychologist	Carrie M. Margolin	65	S				
Sport: Personal Engagement and Corporate Fanaticism	Jon Davies	67	S				
Watersheds: People, Rivers, and Change in Cascadia	Robert Knapp, Clarissa Dirks, Peter Dorman	76	S				
Where Are You? Introduction to Geography and Geographical Awareness	Martha Henderson	76	S				

“On a professional level, a Greener perspective is one that rolls up the sleeves and gets down to business to solve problems. And it sets competitive insecurities aside. Evergreen truly establishes a skill set, perspective, and approach to collaboration and problem-solving that continues to produce value for a lifetime.” —Dan Kays ’91

**SOPHOMORE – SENIOR PROGRAMS:**

Sophomore – Senior programs are opportunities to study subjects at the intermediate-advanced level. Enrollment may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared. These programs occasionally admit a particularly well-qualified freshman. Review the catalog and consult the faculty and Academic Advising if one of these programs interests you.

Area(s) of significant focus:



title	faculty	pg	quarter				
Bodies Speaking Out: Documenting Health, Healing, and Community	Eric Stein, Carolyn Prouty, Anne Fischel	24	F W S				
Environmental Analysis	Andrew Brabban, Kenneth Tabbutt	37	F W S				
Mediaworks: Re/presenting Power and Difference	Laurie Meeker, Julie Russo	50	F W S				
Molecule to Organism	Paula Schofield, Michael Paros	51	F W S				
Northwest Spaces: Urban Planning and Native American Studies	Jennifer Gerend, Kristina Ackley	54	F W S				
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	Andrew Buchman, Marianne Bailey, Miranda Mellis, Steven Hendricks	54	F W S				
Physical Systems and Applied Mathematics	Krishna Chowdary	56	F W S				
Psychology and Mindfulness	Mukti Khanna	60	F W S				
The Spanish-Speaking World: Cultural Crossings	Catalina Ocampo, Diego de Acosta	66	F W S				
Computability and Language Theory	Sheryl Shulman, Neal Nelson, Richard Weiss	28	F W				
Political Economy of Public Education	Jon Davies, Michael Vavrus	58	F W				
Political Shakespeares	Elizabeth Williamson	58	F W				
The Social Transformation of War in the 21st Century	Steven Niva	65	F W				
Student-Originated Studies: Collaborative Projects in the Arts and Society	Walter Grodzik	68	F W				
Student-Originated StudieS: Poetics	Leonard Schwartz	70	F W				
Student-Originated Studies: Psychology	Carrie M. Margolin	70	F W				
Teaching English Language Learners: Culture, Theory, and Methods	Grace Huerta	73	F W				
Agroforestry Systems	Steven Scheuerell	21	F				
Ballet Intensive	Kabby Mitchell	23	F				
Philosophy as Practice: Contemporary Pragmatism	Charles Pailthorp	56	F				
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	Patricia Krafcik, Robert Smurr	62	F				
Student-Originated Studies: Community-Based Learning and Action	Lawrence Mosqueda	68	F				
Biocultural Diversity Conservation in Peru	Steven Scheuerell	23	W S				
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	Robert Smurr, Patricia Krafcik	63	W				
Student-Originated Studies: Community-Based Learning and Action	Lin Nelson	69	W				
Computing Practice and Theory	Richard Weiss, Adam King	29	S				
Freshwater Ecology	Carri LeRoy	41	S				
Globalization and the Politics of Walls	Steven Niva	42	S				
Nature/Image	Susan Aurand	53	S				
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	Robert Smurr, Patricia Krafcik	66	S				
Student-Originated Studies: Community-Based Learning, Practice, and Theory	Peter Bohmer	69	S				

F–Fall quarter W–Winter quarter S–Spring quarter



Arts



Humanities



Sciences



Social Sciences

**UPPER DIVISION PROGRAMS:**

Junior-Senior and Senior-Only (Upper Division) programs provide opportunity for advanced study. These intensive programs typically include in-depth research and substantial projects such as capstone or senior thesis.

Area(s) of significant focus:



title	faculty	pg	quarter	📷	📖	🧪	🗨️
Advanced Research in Environmental Studies	Dylan Fischer, Alison Styring, Erik Thuesen, Abir Biswas, Carri LeRoy, Pauline Yu, Gerardo Chin-Leo	82	F W S			🧪	
Art/Work	Shaw Osha (Flores), Kathleen Eamon, Julia Zay	22	F W S	📷	📖		
CultureLab: Advanced Projects in Visual and Media Arts	Evan Blackwell, Ruth Hayes	32	F W S	📷			
Deviance, Crime, and Punishment in the Past and Present	Toska Olson, Stacey Davis	34	F W S		📖		🗨️
Ireland in History and Memory	Sean Williams	47	F W S	📷	📖		
Media Internships	Peter Randlette, Ruth Hayes	49	F W S	📷	📖		
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society	Cynthia Marchand-Cecil, TBA	79	F W S		📖		🗨️
Adaptation: Evolutionary Patterns in Biological Space-Time	Bret Weinstein	21	F W			🧪	
Consciousness, Dreams, & Beliefs: The Nature of Personal Reality	Donald Middendorf	30	F W		📖		🗨️
Feminist Epistemologies: Critical Approaches to Biology and Psychology	Laura Citrin, Pauline Yu	39	F W			🧪	🗨️
Business, Personal Finance, and Statistics	Glenn Landram	27	F				🗨️
Groundwork: Senior Thesis in the Humanities	Trevor Speller	43	F		📖		
Vertebrate Evolution	Heather Heying, Amy Cook	75	F			🧪	
Crises and Transformations in the U.S. & Global Political Economy	Jeanne Hahn	30	W		📖		🗨️
"All the Things You Are:" Jazz and American Culture	Chico Herbison, Andrew Buchman	22	S	📷	📖		
Field Plant Ecology and Taxonomy	Frederica Bowcutt, Dylan Fischer	39	S			🧪	
Hacking Human Nature	Bret Weinstein	43	S			🧪	
Marine Biodiversity	Erik Thuesen, Gerardo Chin-Leo	48	S			🧪	



A student presents design solutions for architectural problem areas on the Evergreen campus. Her program explored the art, craft, and construction challenges of green building through work in drawing, design and fabrication skills, materials science, environmental history, and sustainable practices. (Photo by Shauna Bittle '98)

# Match Evergreen's Programs to Your Interests

This section 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 [evergreen.edu/catalog/2016-17](http://evergreen.edu/catalog/2016-17) or to read through the Fields of Study web pages at [evergreen.edu/studies](http://evergreen.edu/studies).



Students looking for artifacts with faculty Ulrike Krotscheck (2nd from left) at the site of the home of the first African-American settler allowed to own land in the West: George Washington Bush. (Photo by Shauna Bittle '98)

## AESTHETICS

	pg	quarter
Art/Work	22	F W S
Borderlands of the Novel	25	W
CultureLab: Advanced Projects in Visual and Media Arts	32	F W S
Document	35	S
Music Matters	53	F W
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Studio Projects: The Seen and Unseen	71	F W

## AFRICAN AMERICAN STUDIES

"All the Things You Are:" Jazz and American Culture	22	S
Movements: African-American Culture in the (Long) 20th Century	51	F W
Race, Gender, and Representation in Documentary Film	60	S
Undergraduate Projects in Critical and Creative Practices	83	F W S

## AGRICULTURE

Advanced Research in Environmental Studies	82	F W S
Agroforestry Systems	21	F
Biocultural Diversity Conservation in Peru	23	W S
Food, Health, and Sustainability	40	F W S
Practice of Organic Farming	59	S

## AMERICAN STUDIES

"All the Things You Are:" Jazz and American Culture	22	S
Borderlands of the Novel	25	W
The Evolution of Constitutional Law Beyond the Twentieth Century	38	F W
Illustrations of Character: A Literary and Philosophical Inquiry	44	F W S

	pg	quarter
Introduction to Environmental Studies: Water	45	F W
Reading Between the Lines: U.S. Women of Color in the 20th Century	61	S
Sport: Personal Engagement and Corporate Fanaticism	67	S

## ANTHROPOLOGY

Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
Borderlands of the Novel	25	W
Coming to Our Senses: Blessing the Space Between Us	27	S
Hacking Human Nature	43	S
Ireland in History and Memory	47	F W S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S

## ART HISTORY

Art/Work	22	F W S
CultureLab: Advanced Projects in Visual and Media Arts	32	F W S
Mediaworks: Re/presenting Power and Difference	50	F W S
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Scientific and Artistic Inquiry	63	F W
Studio Projects: The Seen and Unseen	71	F W
Undergraduate Projects in Critical and Creative Practices	83	F W S

## BIOCHEMISTRY

Molecule to Organism	51	F W S
Undergraduate Research in Scientific Inquiry	83	F W S

<b>BIOLOGY</b>	pg	quarter
Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
Dancing Molecules, Dancing Bodies	33	W S
Ecological Niche: The Interface of Human and Animal Behavior	36	F W S
Environmental Analysis	37	F W S
The Eureka Moment	38	F
Feminist Epistemologies: Critical Approaches to Biology and Psychology	39	F W
Food, Health, and Sustainability	40	F W S
Hacking Human Nature	43	S
Introduction to Natural Sciences	46	F W S
Molecule to Organism	51	F W S
Power Play(ers): Actions and Their Consequences	81	F W S
Practice of Organic Farming	59	S
Symbiosis	73	F W
Undergraduate Research in Scientific Inquiry	83	F W S
Vertebrate Evolution	75	F
Watersheds: People, Rivers, and Change in Cascadia	76	S
<b>BOTANY</b>		
Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
Advanced Research in Environmental Studies	82	F W S
Botany: Plants and People	26	F W
Field Plant Ecology and Taxonomy	39	S
Food, Health, and Sustainability	40	F W S
Introduction to Environmental Studies: Land	45	F W
Practice of Organic Farming	59	S
Symbiosis	73	F W
<b>BUSINESS AND MANAGEMENT</b>		
Business, Personal Finance, and Statistics	27	F
Financial Heartland	40	S
Global Exchange	41	F W
Wait, What? How Things Really Work in Science and Business	75	W S
Working Artists: The Business of Creativity and Art	77	S
<b>CHEMISTRY</b>		
Dancing Molecules, Dancing Bodies	33	W S
Defending Mother Earth: Science, Energy, and Native Peoples	34	F
Environmental Analysis	37	F W S
The Eureka Moment	38	F
Introduction to Natural Sciences	46	F W S
Matter and Motion	49	F W S
Molecule to Organism	51	F W S
Undergraduate Research in Scientific Inquiry	83	F W S
Wait, What? How Things Really Work in Science and Business	75	W S
<b>CLASSICS</b>		
Illustrations of Character: A Literary and Philosophical Inquiry	44	F W S

<b>COMMUNICATION</b>	pg	quarter
Culture Matters: Cross-Cultural Concepts in Communication and Psychology	31	S
Media Internships	49	F W S
Mediaworks: Re/presenting Power and Difference	50	F W S
Political Economy and Social Movements	57	F W
Shaping: Identities and Objects	64	F W
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S
Undergraduate Projects in Critical and Creative Practices	83	F W S
<b>COMMUNITY STUDIES</b>		
Advanced Research in Environmental Studies	82	F W S
Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
Borders	25	F W
Commodities, Conflict, and Cooperation	28	F W S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Northwest Spaces: Urban Planning and Native American Studies	54	F W S
Power Play(ers): Actions and Their Consequences	81	F W S
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
SOS: Collaborative Projects in the Arts and Society	68	F W
SOS: Community-Based Learning and Action	69	W
SOS: Community-Based Learning and Action	68	F
SOS: Community-Based Learning, Practice, and Theory	69	S
Teaching English Language Learners: Culture, Theory, and Methods	73	F W
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S
Watersheds: People, Rivers, and Change in Cascadia	76	S
<b>COMPUTER SCIENCE</b>		
Computability and Language Theory	28	F W
Computer Science Foundations	29	F W
Computing Practice and Theory	29	S
Undergraduate Research in Scientific Inquiry	83	F W S
<b>CONSCIOUSNESS STUDIES</b>		
Commodities, Conflict, and Cooperation	28	F W S
Consciousness, Dreams, and Beliefs: The Nature of Personal Reality	30	F W
Dance of Wisdom: Embodied Consciousness	33	F W S
Hacking Human Nature	43	S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Psychology and Mindfulness	60	F W S

“Evergreen prepared me more than I could imagine. It also opened my eyes to a new and better way of education.” —Michelle Williams '10

**CULTURAL STUDIES**

	pg	quarter
Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
"All the Things You Are:" Jazz and American Culture	22	S
Biocultural Diversity Conservation in Peru	23	W S
Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
Borderlands of the Novel	25	W
Borders	25	F W
Commodities, Conflict, and Cooperation	28	F W S
Culture Matters: Cross-Cultural Concepts in Communication and Psychology	31	S
Document	35	S
Ecological Niche: The Interface of Human and Animal Behavior	36	F W S
Groundwork: Senior Thesis in the Humanities	43	F
Illustrations of Character: A Literary and Philosophical Inquiry	44	F W S
Introduction to Environmental Studies: Land	45	F W
Mediaworks: Re/presenting Power and Difference	50	F W S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Philosophy as Practice: Contemporary Pragmatism	56	F
Political Shakespeares	58	F W
Power Play(ers): Actions and Their Consequences	81	F W S
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	62	F
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	63	W
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	66	S
The Spanish-Speaking World: Cultural Crossings	66	F W S
Sport: Personal Engagement and Corporate Fanaticism	67	S
SOS: Collaborative Projects in the Arts and Society	68	F W
Teaching English Language Learners: Culture, Theory, and Methods	73	F W
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S
Undergraduate Projects in Critical and Creative Practices	83	F W S

**DANCE**

Ballet Intensive	23	F
Dance of Wisdom: Embodied Consciousness	33	F W S
Dancing Molecules, Dancing Bodies	33	W S
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change	55	S

**ECOLOGY**

Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
Advanced Research in Environmental Studies	82	F W S
Agroforestry Systems	21	F
Ecological Niche: The Interface of Human and Animal Behavior	36	F W S
Environmental Analysis	37	F W S
Field Plant Ecology and Taxonomy	39	S
Food, Health, and Sustainability	40	F W S

Freshwater Ecology	41	S
Introduction to Environmental Studies: Land	45	F W
Introduction to Environmental Studies: Water	45	F W
Practice of Organic Farming	59	S
Scientific and Artistic Inquiry	63	F W
Symbiosis	73	F W

**ECONOMICS**

Borders	25	F W
Global Exchange	41	F W
Introduction to Environmental Studies: Water	45	F W
Political Economy and Social Movements	57	F W
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
SOS: Community-Based Learning, Practice, and Theory Wait, What?	69	S
How Things Really Work in Science and Business	75	W S
Watersheds: People, Rivers, and Change in Cascadia	76	S
Working Artists: The Business of Creativity and Art	77	S

**EDUCATION**

Coming to Our Senses: Blessing the Space Between Us	27	S
Diversity, Multiculturalism, and Public Education: Historical and Contemporary Perspectives	35	S
Education for Life	36	F
Political Economy of Public Education	58	F W
Sport: Personal Engagement and Corporate Fanaticism	67	S
Teaching English Language Learners: Culture, Theory, and Methods	73	F W
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S

**ENVIRONMENTAL STUDIES**

Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
Advanced Research in Environmental Studies	82	F W S
Agroforestry Systems	21	F
Biocultural Diversity Conservation in Peru	23	W S
Commodities, Conflict, and Cooperation	28	F W S
Ecological Niche: The Interface of Human and Animal Behavior	36	F W S
Environmental Analysis	37	F W S
Food, Health, and Sustainability	40	F W S
Freshwater Ecology	41	S
Introduction to Environmental Studies: Land	45	F W
Introduction to Environmental Studies: Water	45	F W
Marine Biodiversity	48	S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Power Play(ers): Actions and Their Consequences	81	F W S
Reading Rocks: Geology and Art in the Pacific Northwest	61	S
Scientific and Artistic Inquiry	63	F W
Symbiosis	73	F W
Vertebrate Evolution	75	F
Watersheds: People, Rivers, and Change in Cascadia	76	S



Faculty Andy Brabban (3rd from left) and students read about the Grand Tetons. The program Environmental Analysis travelled to Yellowstone National Park and the Tetons to study the unique geological and microbotic conditions in the parks. (Photo by Shauna Bittle '98)

## FIELD STUDIES

	pg	quarter
Commodities, Conflict, and Cooperation	28	F W S
Ecological Niche:		
The Interface of Human and Animal Behavior	36	F W S
Environmental Analysis	37	F W S
Field Plant Ecology and Taxonomy	39	S
Freshwater Ecology	41	S
Introduction to Environmental Studies: Land	45	F W
Introduction to Environmental Studies: Water	45	F W
Marine Biodiversity	48	S
Nature/Image	53	S
Practice of Organic Farming	59	S
Reading Rocks:		
Geology and Art in the Pacific Northwest	61	S
Sea Life and Sea Lives	64	S
Symbiosis	73	F W

## GENDER AND WOMEN'S STUDIES

Borders	25	F W
Commodities, Conflict, and Cooperation	28	F W S
Deviance, Crime, and Punishment in the Past and Present	34	F W S
Feminist Epistemologies:		
Critical Approaches to Biology and Psychology	39	F W
Mediaworks: Re/presenting Power and Difference	50	F W S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Political Shakespeares	58	F W
Race, Gender, and Representation in Documentary Film	60	S
Reading Between the Lines:		
U.S. Women of Color in the 20th Century	61	S
Reality Check: Indian Images and [Mis]Representations	62	W
SOS: Collaborative Projects in the Arts and Society	68	F W
Undergraduate Projects in Critical and Creative Practices	83	F W S

## GEOGRAPHY

	pg	quarter
Advanced Research in Environmental Studies	82	F W S
Introduction to Environmental Studies: Land	45	F W
Northwest Spaces:		
Urban Planning and Native American Studies	54	F W S
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	62	F
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	63	W
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	66	S
Where Are You? Introduction to Geography and Geographical Awareness	76	S

## GEOLOGY

Advanced Research in Environmental Studies	82	F W S
Environmental Analysis	37	F W S
Mathematics in Geology	48	F W
Reading Rocks:		
Geology and Art in the Pacific Northwest	61	S

## GOVERNMENT

The Evolution of Constitutional Law		
Beyond the Twentieth Century	38	F W
Introduction to Environmental Studies: Water	45	F W
Power Play(ers): Actions and Their Consequences	81	F W S
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
SOS: Community-Based Learning, Practice, and Theory	69	S
Thinking In Indian:		
Democracy, Civic Engagement, and Resistance	74	F W S
Watersheds: People, Rivers, and Change in Cascadia	76	S

**HEALTH**

	pg	quarter
Advanced Research in Environmental Studies	82	F W S
Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
Dancing Molecules, Dancing Bodies	33	W S
Food, Health, and Sustainability	40	F W S
Power Play(ers): Actions and Their Consequences	81	F W S

**HISTORY**

"All the Things You Are:" Jazz and American Culture	22	S
Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
Crises and Transformations in the U.S. and Global Political Economy	30	W
Deviance, Crime, and Punishment in the Past and Present	34	F W S
Diversity, Multiculturalism, and Public Education: Historical and Contemporary Perspectives	35	S
The Eureka Moment	38	F
The Evolution of Constitutional Law Beyond the Twentieth Century	38	F W
God(s): An Inquiry	42	S
Groundwork: Senior Thesis in the Humanities	43	F
Illustrations of Character: A Literary and Philosophical Inquiry	44	F W S
Ireland in History and Memory	47	F W S
Northwest Spaces: Urban Planning and Native American Studies	54	F W S
Political Economy of Public Education	58	F W
Power Play(ers): Actions and Their Consequences	81	F W S
Reading Between the Lines: U.S. Women of Color in the 20th Century	61	S
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	62	F
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	63	W
Sea Life and Sea Lives	64	S
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	66	S
The Spanish-Speaking World: Cultural Crossings	66	F W S
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S

**HYDROLOGY**

Advanced Research in Environmental Studies	82	F W S
Environmental Analysis	37	F W S

**INTERNATIONAL STUDIES**

Borders	25	F W
Globalization and the Politics of Walls	42	S
Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World	52	F W S
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Political Economy and Social Movements	57	F W
The Social Transformation of War in the 21st Century	65	F W
Teaching English Language Learners: Culture, Theory, and Methods	73	F W

**LANGUAGE STUDIES**

	pg	quarter
Biocultural Diversity Conservation in Peru	23	W S
Culture Matters: Cross-Cultural Concepts in Communication and Psychology	31	S
Ireland in History and Memory	47	F W S
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	62	F
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	63	W
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	66	S
The Spanish-Speaking World: Cultural Crossings	66	F W S
Teaching English Language Learners: Culture, Theory, and Methods	73	F W

**LAW AND GOVERNMENT POLICY**

Advanced Research in Environmental Studies	82	F W S
Deviance, Crime, and Punishment in the Past and Present	34	F W S
The Evolution of Constitutional Law Beyond the Twentieth Century	38	F W
Hacking Human Nature	43	S
Power Play(ers): Actions and Their Consequences	81	F W S
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S
Watersheds: People, Rivers, and Change in Cascadia	76	S

**LEADERSHIP STUDIES**

Dance of Wisdom: Embodied Consciousness	33	F W S
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S

**LINGUISTICS**

Language, Math, and Mind	47	S
Teaching English Language Learners: Culture, Theory, and Methods	73	F W



A student in the program *Media/Culture: Advanced Practices* with faculty Naima Lowe prepares to film a performance inspired by a piece by collage artist Hannah Höch. (Photo by Shauna Bittle '98)

## LITERATURE

	pg	quarter
Borderlands of the Novel	25	W
Borders	25	F W
Document	35	S
Groundwork: Senior Thesis in the Humanities	43	F
Illustrations of Character: A Literary and Philosophical Inquiry	44	F W S
Life Writes Beautiful Stories: Growing-up Experiences in Literature, Script Writing, and Performance	48	F
Movements: African-American Culture in the (Long) 20th Century	51	F W
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Political Shakespeares	58	F W
Power Play(ers): Actions and Their Consequences	81	F W S
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	62	F
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	63	W
Sea Life and Sea Lives	64	S
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	66	S
The Spanish-Speaking World: Cultural Crossings	66	F W S
SOS: Collaborative Projects in the Arts and Society	68	F W
SOS: Poetics	70	F W
Undergraduate Projects in Critical and Creative Practices	83	F W S
Undergraduate Research in the Humanities	85	F W S

## MARINE SCIENCE

	pg	quarter
Advanced Research in Environmental Studies	82	F W S
Introduction to Environmental Studies: Water	45	F W
Marine Biodiversity	48	S
Sea Life and Sea Lives	64	S

## MARITIME STUDIES

Sea Life and Sea Lives	64	S
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## MATHEMATICS

Computability and Language Theory	28	F W
Computer Science Foundations	29	F W
Language, Math, and Mind	47	S
Mathematics in Geology	48	F W
Matter and Motion	49	F W S
Physical Systems and Applied Mathematics	56	F W S
Power Play(ers): Actions and Their Consequences	81	F W S
Undergraduate Research in Scientific Inquiry	83	F W S
Wait, What? How Things Really Work in Science and Business	75	W S

## MEDIA ARTS

Bodies Speaking Out: Documenting Health, Healing, and Community	24	F W S
CultureLab: Advanced Projects in Visual and Media Arts	32	F W S
Document	35	S
Media Internships	49	F W S
Mediaworks: Re/presenting Power and Difference	50	F W S
Movements: African-American Culture in the (Long) 20th Century	51	F W
Race, Gender, and Representation in Documentary Film	60	S
Undergraduate Projects in Critical and Creative Practices	83	F W S

**MEDIA STUDIES**

	pg	quarter
Art/Work	22	F W S
Deviance, Crime, and Punishment in the Past and Present	34	F W S
Document	35	S
Media Internships	49	F W S
Mediaworks: Re/presenting Power and Difference	50	F W S
Power Play(ers): Actions and Their Consequences	81	F W S
Race, Gender, and Representation in Documentary Film	60	S
SOS: Collaborative Projects in the Arts and Society	68	F W
Undergraduate Projects in Critical and Creative Practices	83	F W S

**MUSIC**

"All the Things You Are:" Jazz and American Culture	22	S
Ireland in History and Memory	47	F W S
Music Matters	53	F W
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change	55	S
SOS: Collaborative Projects in the Arts and Society	68	F W

**NATIVE AMERICAN STUDIES**

Defending Mother Earth: Science, Energy, and Native Peoples	34	F
Northwest Spaces: Urban Planning and Native American Studies	54	F W S
Reality Check: Indian Images and [Mis]Representations	62	W
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S

**NATURAL HISTORY**

Adaptation: Evolutionary Patterns in Biological Space-Time	21	F W
Ecological Niche: The Interface of Human and Animal Behavior	36	F W S
Field Plant Ecology and Taxonomy	39	S
Introduction to Environmental Studies: Land	45	F W

**PHILOSOPHY**

Art/Work	22	F W S
Coming to Our Senses: Blessing the Space Between Us	27	S
Consciousness, Dreams, and Beliefs: The Nature of Personal Reality	30	F W
God(s): An Inquiry	42	S
Illustrations of Character: A Literary and Philosophical Inquiry	44	F W S
Music Matters	53	F W
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	54	F W S
Philosophy as Practice: Contemporary Pragmatism	56	F
SOS: Poetics	70	F W
Undergraduate Research in the Humanities	85	F W S

**PHILOSOPHY OF SCIENCE**

	pg	quarter
Consciousness, Dreams, and Beliefs: The Nature of Personal Reality	30	F W
Feminist Epistemologies: Critical Approaches to Biology and Psychology	39	F W
Philosophy as Practice: Contemporary Pragmatism	56	F
Physical Systems and Applied Mathematics	56	F W S
Scientific and Artistic Inquiry	63	F W
Vertebrate Evolution	75	F

**PHYSICS**

Defending Mother Earth: Science, Energy, and Native Peoples	34	F
Matter and Motion	49	F W S
Physical Systems and Applied Mathematics	56	F W S
Undergraduate Research in Scientific Inquiry	83	F W S

**PHYSIOLOGY**

Molecule to Organism	51	F W S
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**POLITICAL ECONOMY**

Borders	25	F W
Commodities, Conflict, and Cooperation	28	F W S
Crises and Transformations in the U.S. and Global Political Economy	30	W
Diversity, Multiculturalism, and Public Education: Historical and Contemporary Perspectives	35	S
Globalization and the Politics of Walls	42	S
Political Economy and Social Movements	57	F W
Political Economy of Public Education	58	F W
Power Play(ers): Actions and Their Consequences	81	F W S
The Social Transformation of War in the 21st Century	65	F W
SOS: Community-Based Learning and Action	68	F
SOS: Community-Based Learning, Practice, and Theory	69	S
Watersheds: People, Rivers, and Change in Cascadia	76	S

**POLITICAL SCIENCE**

Crises and Transformations in the U.S. and Global Political Economy	30	W
Globalization and the Politics of Walls	42	S
Northwest Spaces: Urban Planning and Native American Studies	54	F W S
Political Economy and Social Movements	57	F W
Reality Check: Indian Images and [Mis]Representations	62	W
RBCD: Contemporary Indian Communities in a Global Society	79	F W S
The Social Transformation of War in the 21st Century	65	F W
SOS: Community-Based Learning and Action	68	F
SOS: Community-Based Learning, Practice, and Theory	69	S
Thinking In Indian: Democracy, Civic Engagement, and Resistance	74	F W S
Undergraduate Research in the Humanities	85	F W S

"Evergreen taught me how to question, research, and think.

With those skills, anything is possible." —Lynn Schneider '88

**PSYCHOLOGY**

	pg	quarter
Consciousness, Dreams, and Beliefs: _ The Nature of Personal Reality	30	F W
Culture Matters: Cross-Cultural Concepts _ in Communication and Psychology	31	S
Ecological Niche: _ The Interface of Human and Animal Behavior	36	F W S
Feminist Epistemologies: _ Critical Approaches to Biology and Psychology	39	F W
Psychology and Mindfulness	60	F W S
Shaping: Identities and Objects	64	F W
So You Want to be a Psychologist	65	S
SOS: Community-Based Learning and Action	69	W
SOS: Psychology	70	F W

**QUEER STUDIES**

Mediaworks: Re/presenting Power and Difference	50	F W S
Political Shakespeares	58	F W
SOS: Collaborative Projects in the Arts and Society	68	F W

**RELIGIOUS STUDIES**

Coming to Our Senses: Blessing the Space Between Us	27	S
God(s): An Inquiry	42	S

**SOCIOLOGY**

Coming to Our Senses: Blessing the Space Between Us	27	S
Crises and Transformations _ in the U.S. and Global Political Economy	30	W
Culture Matters: Cross-Cultural Concepts _ in Communication and Psychology	31	S
Deviance, Crime, and Punishment _ in the Past and Present	34	F W S
Education for Life	36	F
Feminist Epistemologies: _ Critical Approaches to Biology and Psychology	39	F W
Political Economy of Public Education	58	F W
Power Play(ers): Actions and Their Consequences	81	F W S
Sport: Personal Engagement and Corporate Fanaticism	67	S
SOS: Community-Based Learning, Practice, and Theory	69	S
Thinking In Indian: _ Democracy, Civic Engagement, and Resistance	74	F W S

**SOMATIC STUDIES**

Dance of Wisdom: Embodied Consciousness	33	F W S
Shaping: Identities and Objects	64	F W

**STUDY ABROAD**

Paris Muse: Evoking Place _ in Literature, Art, Music, and Myth	54	F W S
The Spanish-Speaking World: Cultural Crossings	66	F W S
Study Abroad Consortium Partnerships	71	F W S

**SUSTAINABILITY STUDIES**

Biocultural Diversity Conservation in Peru	23	W S
CultureLab: Advanced Projects in Visual and Media Arts	32	F W S
Food, Health, and Sustainability	40	F W S
Hacking Human Nature	43	S
Movements and Migrations: Religion, Culture, _ and Sustainability in a Transnational World	52	F W S
Shaping: Identities and Objects	64	F W
SOS: Community-Based Learning and Action	69	W
Thinking In Indian: _ Democracy, Civic Engagement, and Resistance	74	F W S
Watersheds: People, Rivers, and Change in Cascadia	76	S

**THEATER**

	pg	quarter
Life Writes Beautiful Stories: Growing-up Experiences _ in Literature, Script Writing, and Performance	48	F
Paris Muse: Evoking Place _ in Literature, Art, Music, and Myth	54	F W S
Performance in Process: Examining Performance _ as an Opportunity for Personal and Social Change	55	S
The Play's the Thing: Study of Theatre and Drama	57	W S
Political Shakespeares	58	F W
SOS: Collaborative Projects in the Arts and Society	68	F W

**VISUAL ARTS**

Art/Work	22	F W S
Document	35	S
Mediaworks: Re/presenting Power and Difference	50	F W S
Nature/Image	53	S
Reading Rocks: _ Geology and Art in the Pacific Northwest	61	S
Scientific and Artistic Inquiry	63	F W
Shaping: Identities and Objects	64	F W
Studio Projects: The Seen and Unseen	71	F W
Undergraduate Projects in Critical and Creative Practices	83	F W S
Working Artists: The Business of Creativity and Art	77	S

**WRITING**

"All the Things You Are:" Jazz and American Culture	22	S
Borderlands of the Novel	25	W
Defending Mother Earth: _ Science, Energy, and Native Peoples	34	F
Document	35	S
The Eureka Moment	38	F
Groundwork: Senior Thesis in the Humanities	43	F
Illustrations of Character: _ A Literary and Philosophical Inquiry	44	F W S
Paris Muse: Evoking Place _ in Literature, Art, Music, and Myth	54	F W S
Political Shakespeares	58	F W
Power Play(ers): Actions and Their Consequences	81	F W S
Reading Rocks: _ Geology and Art in the Pacific Northwest	61	S
The Spanish-Speaking World: Cultural Crossings	66	F W S
SOS: Collaborative Projects in the Arts and Society	68	F W
SOS: Poetics	70	F W
Undergraduate Projects in Critical and Creative Practices	83	F W S

**ZOOLOGY**

Adaptation: Evolutionary Patterns _ in Biological Space-Time	21	F W
Advanced Research in Environmental Studies	82	F W S
Ecological Niche: _ The Interface of Human and Animal Behavior	36	F W S
Food, Health, and Sustainability	40	F W S
Hacking Human Nature	43	S
Marine Biodiversity	48	S
Vertebrate Evolution	75	F

# 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 key information packed into the listings that follow. Check the entry in the online catalog for updated fees and special expenses, amount of required online learning, and other details about these programs.

## FIELDS OF STUDY

Indicates primary subject areas that correspond to traditional disciplines and subjects.

## CLASS STANDING

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

## PREREQUISITES

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

## CREDITS PER QUARTER

Number awarded per quarter. Fewer than 16 credits allow for other options, e.g., an internship or language course.

## ENROLLMENT

Freshmen-only and Freshmen-Sophomore programs typically allow 23 students per faculty, All level programs allow 24; Intermediate and Upper Division programs, 25.

## Ecological Niche: The Interface of Human and Animal Behavior

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** biology, cultural studies, ecology, environmental studies, field studies, natural history, psychology, and zoology

**Class Standing:** Freshmen

**Prerequisites:** None

**Preparatory for studies and careers** in psychology, behavioral sciences, and environmental science.

**Faculty:** Alison Styring and George Freeman

The word environment encompasses multiple meanings, from the natural to the built, from the interiors of our minds to the spiritual. In each case there is a constant interface of environments with one another and with other creatures, each defining and circumscribing our experience of the world.

Some of our essential questions revolve around how we define the environment and how we are shaped by as well as how we shape the environment, both natural and built. For example, does the concept of wilderness include humans? Is the ecological niche of a human essentially different from that of other living things? We will explore the habitats we occupy along with other creatures in those environments. We will explore dichotomies that foster dynamic tensions, such as the dichotomy between concepts of "natural" versus "human." We intend to investigate these tensions through our study of psychology, personal biography, biology, environmental studies, ornithology, and cultural studies... (full description on page 36)

**This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$65 for entrance and other fees in fall, \$65 for entrance and other fees in winter (applies to new students only), and \$650 for a field trip in spring.

## PREPARATORY FOR...

Indicates future studies or careers for which this program might be a particularly useful step.

## FACULTY

Learn more about the faculty on page 88 or visit [evergreen.edu/faculty](http://evergreen.edu/faculty).

## PROGRAM DESCRIPTION

Summarizes themes and activities. For more information, make an appointment with the faculty, ask for a copy of the syllabus, go to the Academic Fair or visit Academic Advising.

## FACULTY SIGNATURE ACCEPTS WINTER/SPRING ENROLLMENT

Indicates whether faculty approval must be obtained before registering and other requirements for new students.

## SPECIAL EXPENSES/FEEES STUDY ABROAD

Expenses in addition to regular tuition and fees.

## REMEMBER...

- ➔ 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. If your program doesn't last all year, you should plan ahead of time for the other quarters.
- ➔ 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.
- ➔ Visit [evergreen.edu/studyabroad](http://evergreen.edu/studyabroad) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu) for details on study abroad.
- ➔ Some programs have extra expenses; contact financial aid early to make sure you are covered.
- ➔ Attend an Academic Fair, a quarterly gathering of faculty and students to share information on upcoming programs.

# 2016-17 Programs

## Adaptation: Evolutionary Patterns in Biological Space-Time

### Fall 2016 and Winter 2017 quarters

**Fields of Study:** anthropology, biology, botany, cultural studies, ecology, environmental studies, natural history and zoology

**Class Standing:** Junior – Senior

**Preparatory for studies and careers** in biology, medicine, psychology, and public policy.

**Faculty:** Bret Weinstein

The vast majority of complexity in the observable universe is due to one process—selection, or the tendency for some patterns to out-compete alternatives for either resources, mates, or both. And though the basics of evolutionary selection can be summarized in a single phrase (“survival of the fittest”), details and diversity of patterns are surprising in the extreme, raising profound questions at every juncture. For example, why has a simple, shared drive to increase reproductive success taken aardvarks and spruce trees in such different directions? And why would a peahen choose to burden her sons with a giant handicap to their movement by mating with a peacock carrying genes for a massive tail?

We will take a broad approach to selection, studying what is known but focusing on that which remains mysterious. The adaptive interplay between genetic, epigenetic (regulatory), and cultural traits will be of particular interest. We will also place special emphasis on understanding the tension between selection exerted by mates and that exerted by environmental factors.

Fall quarter will be spent constructing a basic toolkit for evolutionary analysis: What is an adaptation and how can it be recognized? How can we infer function? What is the relationship between a trait’s short- and long-term adaptive value? We will scrutinize structures, behaviors, and patterns found in the wild, and refine our ability to understand them through the language of game theory. Winter quarter we will focus on pushing our model of selection to its limits and beyond by applying it to the most complex and surprising adaptive patterns in nature, with a special emphasis on adaptive patterns manifest in *Homo sapiens*.

We will read books and articles, have lecture, and engage in detailed discussions. Discussions will be central to our work. Students will be expected to generate and defend hypotheses and predictions in a supportive and rigorous environment. We will go out and look at nature directly when conditions are right. There will be assignments, but the program will be primarily about generating deep predictive insight, not about producing a large volume of work. It is best suited to self-motivated students with a deep commitment to comprehending that which is knowable, but unknown. This program will focus on how to think, not what to think.

**This program does not accept new enrollment in winter.**

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$250 per quarter for field trips.

## Agroforestry Systems

### Fall 2016 quarter

**Fields of Study:** agriculture, ecology and environmental studies

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in agriculture, forestry, horticulture, land management, and permaculture design.

**Faculty:** Steven Scheuerell

Agroforestry is a land management system that combines cultivated trees with crops and/or livestock in ways that are beneficial to humanity and the environment. In this science-intensive and rigorous program, students will read, discuss, and write summaries of popular books and peer-reviewed scientific literature to understand how ecological theory and technical agroforestry practices are applied to design windbreaks, alley cropping, silvo-pasture, riparian buffers, and forest farming production systems. Growth characteristics and cultural practices of perennial fruit- and nut-bearing species used in agroforestry systems will be taught. Day and overnight field trips will highlight opportunities and challenges to implementing agroforestry concepts, with particular emphasis on forest farming and edible forest gardens. Students will complete and present an agroforestry research project that includes a scientific literature review and applied design project of their choice.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$300 for overnight field trips and registration.



*A student examines different components of the skeletal system during an anatomy lab. (Photo by Shauna Bittle '98)*

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## "All the Things You Are:" Jazz and American Culture

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### Spring 2017 quarter

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

**Class Standing:** Junior – Senior

**Prerequisites:** Some previous studies in the arts and/or humanities, especially African-American performing arts or literature, would be helpful but not required.

**Preparatory for studies and careers** in humanities, arts, cultural studies, American studies, music history, performance and improvisation, musicology, and ethnomusicology.

**Faculty:** Chico Herbison, Andrew Buchman

What is jazz? Where did it come from? Where is it going? This program will provide an introduction to jazz music, an overview of its history, and an assessment of its impact on American culture. Students will explore the musical elements of jazz and its aesthetic, cultural, and historical roots. Jazz can refer to a variety of styles of composition, improvisation and performance, including New Orleans, swing, bebop, cool, and avant-garde. The music, its players, and its history have helped to shape American culture as a whole. Previous musical background is not required, but a willingness to listen patiently, carefully, and critically will enable students to feel and appreciate what scholar Robert G. O'Meally has called "the jazz cadence of American culture."

Our primary text will be *The Oxford Companion to Jazz*, edited by Bill Kirchner. Additional books and articles will include biographies and autobiographies, fiction, poetry (including music lyrics), and scholarly articles on jazz. Weekly film screenings will include a range of fiction works and documentaries such as Ken Burns's critically acclaimed series *Jazz*. Finally, there will be extensive (and enjoyable!) listening assignments that will provide the soundtrack for our journey from Africa to the southern United States, to the urban North, throughout the nation, and across the globe.

We will devote two weekly seminars to close readings of written texts, film, and music. In addition to short weekly writing assignments, students will produce a final project that will help them refine both their expository and creative nonfiction writing skills. There will be a weekly in-house opportunity for musicians—whether aspiring or experienced—to play and share jazz, as well as a field trip to a major Pacific Northwest jazz festival.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$250 for transportation, lodging, and admission fees for a Pacific Northwest jazz festival.

**Special Expenses:** \$40 for tickets to jazz concerts.

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### Art/Work

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#### Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** aesthetics, art history, media studies, philosophy, and visual arts

**Class Standing:** Junior – Senior

**Preparatory for studies and careers** in humanities, visual and media art, cultural studies, education and communication.

**Faculty:** Shaw Osha (Flores), Julia Zay and Kathleen Eamon

Historically, art and the work of art emerge as simultaneously debased and exalted cultural categories, treated as both epitome and critic of commodity culture, a space apart from and the ironic fulfillment of the market economy. In this sense, they come to us as historically specific practices and discourses specific to "modernity." Sianne Ngai suggests that 'zany,' 'interesting,' and 'cute' are the categories best suited for grasping "how aesthetic experience has been transformed by the hypercommodified, information-saturated, performance-driven conditions of late capitalism."

In order to investigate this emergence, we offer studies in visual and cultural studies, art and media practice, and 18th–20th century philosophy, writing regular critical essays in response to both theory and works of art. We will be interested in the increasing centrality of "aesthetics" in philosophy and the appearance of an aesthetic crisis within the worlds of art-making and criticism, the uneven emergence of industrial production and its representations, and transitions to the conditions understood as late-capitalism. Following our study of the early 20th century avant-garde work and the emergence of cinema, we will look to the rise of conceptualism in art in the 1960s and 70s. We will turn to contemporary forms and institutions of art that are grappling with the question of art as labor and artists as workers under current economic pressures. We also look at the interventions of feminist thinkers and artists in art history and film studies, as well as psychoanalytic and structuralist approaches to art criticism and theory.

We will study a range of theorists, artists, objects and practices, as well as popular and comedic forms. We'll read texts in philosophy and critical theory by Kant, Hegel, Marx, Nietzsche, Freud, Arendt, Adorno, Benjamin, and contemporary critic and thinker Sianne Ngai. We'll study artists associated with the Bauhaus, abstract expressionism, minimalism and post-minimalism, New Wave and Third Cinemas, feminist, conceptual, pop and contemporary practices of neo-pop and social practice, art fairs and collectives, and read related art historical and visual studies texts.

Fall and winter our creative practice will focus on Bauhaus-style design and materials experimentation, with color experiments, paper sculpture, and drawing, as well as handmade and cameraless approaches to photography and film, supported by both foundational work in philosophy and art history and the development of those critical and creative research skills needed for spring project work. In the spring, we will turn to the contemporary art and film. Each student will develop an individual line of research, reading, and creative production, resulting in a substantial interdisciplinary project, supported by their participation in small self-organizing groups. The program will go on at least one retreat, and one to two field trips to museums, galleries, and films each quarter.

**Accepts new enrollment in winter and spring with signature.**

Interested students contact Kathleen Eamon (eamonk@evergreen.edu) with a description of your interest and relevant background; if admitted, students will then receive a list of readings to complete over the break.

**Credits:** 16

**Enrollment:** 75

**Required Fees:** \$265 in fall and winter and \$235 in spring for overnight field trips, entrance fees, and art supplies.

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## Ballet Intensive

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### Fall 2016 quarter

**Fields of Study:** dance

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in dance, dance history, and performance.

**Faculty:** Kabby Mitchell

Are you curious about the origins of dance and how they relate to classical ballet? In this program we will interrogate class, gender, and race through the philosophical and historical aspects of classical ballet. We will give much attention to the development of the individual co-learner to promote confidence and creativity emanating from the body in an atmosphere that facilitates such development. Students will be encouraged to learn through personal discovery as the most effective route to rapid technical change and unique creative expression. As a result, dancers should be sound in both mind and body with a sense of wonder about the world and the intellectual curiosity to explore the place of their art within that world.

This program offers a discursive observation of the role and function of classical ballet as the mirror, or shadow, of society. Ballet is directly tied to the world in which it is created but also transcends time and space in reverberation and relevancy. From its inception ballet has provided metaphors and symbols for cultural reflection. We will probe into the theory and history of ballet, primarily in the Western world, to familiarize ourselves with these symbolic, psychological, and cultural functions of this genre of dance. We will research and explore the historical underpinnings of dance and classical ballet to the present day to interrogate and find our places within the discipline of dance as a means to promote and facilitate one's ultimate creative voice and expression. Students will take ballet workshops, learn French terminology, and collaborate on final projects relative to the subject matter and period of dance they choose to choreograph.

**Credits:** 16

**Enrollment:** 25

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## Biocultural Diversity Conservation in Peru

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### Winter 2017 and Spring 2017 quarters

**Fields of Study:** agriculture, cultural studies, environmental studies, language studies, and sustainability studies

**Class Standing:** Sophomore – Senior

**Prerequisites:** At least one quarter of Spanish language study (one year AP or college-level recommended) is required to optimize learning from site visits and community life. Extensive hiking over uneven terrain and some camping are an integral part of the program. If you are a student with a disability and would like to request accommodations, please contact faculty or Access Services (360) 867-6348; TTY (360) 867-6834 prior to the start of the program.

**Preparatory for studies and careers** in environmental studies, conservation science, agriculture, ethnobotany, cultural studies, tourism.

**Faculty:** Steven Scheuerell

Peru offers a dynamic setting for students seeking a field-based program to study the opportunities and tensions in preserving biological and cultural diversity in the 21st century. Peru is recognized for its geographic and climatic extremes, biodiversity, cultural diversity, and knowledge systems that have been shaped over thousands of years by coastal deserts, temperate valleys, glaciated mountains, subtropical cloud forests, and Amazonia. Appreciating this diversity firsthand and experiencing the theory and practice of biocultural diversity conservation is the focus of this program.

We will study Peruvian geography, climate, cultures, and conquests that have driven the use of biodiversity and modification of local environments. Learning how to access and review scientific literature, we'll examine trends and links between Peru's changing land cover, biodiversity, climate, cultures and languages, traditional agricultural diversity, natural resource extraction, tourism industry, glaciers, and water supplies. Ecological and ethnographic field research methods and case studies will be introduced. Halfway through winter quarter we travel to Peru where we will visit cultural landscapes such as Lake Titicaca, Colca Canyon, Machu Picchu, and highland communities to learn how traditional knowledge is being



Students in the Northwest Dance Intensive's Summer Program study ballet with world-class teachers. (Photo by Shauna Bittle '98)

combined with conservation science in initiatives to preserve biocultural diversity via national parks, community conservation areas, agricultural gene banks, ecotourism, and cultural tourism projects.

Studies in Peru continue through spring break and spring quarter, mostly in the Cusco region, from the highland Quechua communities' International Potato Park to the subtropical Machu Picchu biocultural reserve. Students experience remnant wildlands, Incan sites that modified topography and hydrology to increase productivity of diverse domesticated species, and Quechua communities that maintain immense agricultural diversity, medicinal plants and healing practices, and dye plants, sheep and alpaca for weaving. Field research practice will be gained through activities with traditional knowledge holders and field surveys of important species and habitats. Cultural understanding and Spanish or Quechua language learning will be supported with four weeks of language study, homestays, and faculty-led outings to biocultural diversity projects in local communities. Faculty will assist students to complete and present independent research projects integrating scientific literature and experience with a Peruvian project focused on conservation of wild and/or domesticated biodiversity and its associated cultural knowledge. The program will conclude with students free to return home, continue studying, or travel.

**Faculty signature:** Email faculty Steve Scheuerell (scheuers@evergreen.edu) with questions and to receive an application. Preference will be given to students that have completed introductory AP or college-level Spanish language and introductory college-level environmental studies coursework, and have some field work experience. Accepted students will need to pay a travel deposit by week 10 of fall quarter or lose their space. **This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 15

**Study Abroad:** Peru, 16 weeks from mid-winter through spring, approx. \$5,750. Visit [evergreen.edu/studyabroad](http://evergreen.edu/studyabroad) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu) for details.

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## **Bodies Speaking Out: Documenting Health, Healing, and Community**

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**Fall 2016, Winter 2017, and Spring 2017 quarters**

**Fields of Study:** anthropology, biology, community studies, cultural studies, health, history, and media arts

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in public health, anthropology, history, media arts, biology, medicine, and community-based work.

**Faculty:** Eric Stein, Anne Fischel, and Carolyn Prouty

This program builds interdisciplinary knowledge and skills in public health, human biology, ethnography, documentary media production, history, cultural studies, and community-based research as a basis for collaborative work with community partners in the Pacific Northwest, particularly at the intersections of health, labor, and migration. How have people come to understand and represent the complexity of their embodied experiences of sickness, disability, and healing? What social networks, educational resources, and medical practices have they created to address their health concerns? How can we—as students of documentary media, ethnography, history, and public health—contribute to their ongoing efforts? At the core of these questions lies an ethics

of engagement that places us in the role of listeners, collaborators, and facilitators, recasting more conventional relationships between researchers and subjects, health workers and patients, academics and community members.

Drawing from a range of cases in the U.S. and abroad we will learn foundations of global health, human anatomy and physiology, occupational health, epidemiology, and critical medical anthropology. We will study ethnography as a technique for documenting people's everyday lives, exploring experimental and collaborative methods that give voice to stories of illness and healing. We will learn practices of documentary photography and video to support communities as they create their own narratives of struggle. We'll explore the politics and ethics of representation in visual images, and investigate how our own images, produced collaboratively with community members, can challenge relations of power and privilege that have traditionally existed in mainstream media. Using lectures and labs we will study the major biological systems of the human body and learn common pathways for pathological changes.

Central to these studies will be consideration of how structural inequalities of race, class, and gender (among others) shape exposure to harm and access to remediation. We will consider how infectious diseases, once easily treatable such as tuberculosis, have resurged in virulent drug-resistant forms under conditions of incarceration, substandard housing, and biomedical abandonment. We'll learn how economies of production and their resulting exposures of carcinogens and other industrial toxins affect certain groups disproportionately, mapping onto patterns of social, economic, and political marginalization. We'll learn how immigrant laborers, including those in Washington state, face particular occupational hazards and limits to care, and follow what they are doing or hope to do to address these challenges. We will explore these critical facets of environmental justice and health inequities in Southeast Asia, Latin America, and the Puget Sound region—through ethnographies, public health research, films, and historical and contemporary studies.

Fall quarter will emphasize in-class studies, documentary fieldwork practice, and beginning community dialogues to create a foundation for our collaborative work winter quarter. We will explore case studies and models of community collaboration to inform our efforts. In winter we'll embark on collaborative projects with community organizations to document, support, and augment their work. Possible projects include facilitating community image-making (Photovoice), video documentary, collaborative ethnographic studies, public health communications, and health policy advocacy. Spring quarter we will focus on writing, revision, presentations, and completion of our collaborative projects.

**Accepts new enrollment in winter with signature.** Student must have completed intermediate or above work in at least one of these disciplines: social sciences, biology, or documentary media. **This program does not accept new enrollment in spring.**  
**Credits:** 16

**Enrollment:** 75

**Required Fees:** \$210 in fall and \$190 in winter for overnight field trips and CPR and First Aid certification.

**Winter and spring internship possibilities with community-based organizations.** Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising to pursue this option.

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## Borderlands of the Novel

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### Winter 2017 quarter

**Fields of Study:** American studies, aesthetics, anthropology, cultural studies, literature, and writing

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in literature and writing, humanities, social sciences, and teaching.

**Faculty:** Trevor Speller and Samuel Schrage

How do we tell stories? Why do we tell stories? Is there a bright line between telling stories and telling the truth? And how has the novel in particular adapted itself to our ways of storytelling? In this program, we intend to read examples of experimental or genre-bending novels from the pre-modern to the post-modern, along with examples of narrative nonfiction that stand as literary art. Works by writers such as Defoe, Diderot, Sterne, Melville, Agee, Barnes, Calvino, Muñoz, Didion, Paley, Sebald, and Wallace will form the backbone of our studies, which will cluster around British and American literature. Of particular interest will be those novels in which fiction masquerades as fact, those in which fact is disguised in fiction, and nonfiction which relies on imagination to get at truth. We will also read some shorter pieces of philosophy, folklore, literature, journalism, theory, and more to supplement our studies. The program involves in-depth reading, discussion, and writing about these literary works. Students will also be able to write their own stories of experience in response to our books, with guidance from faculty about skills of listening, observing, and literary craft.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$50 for entrance fees to museums, plays, or films.

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## Borders

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** community studies, cultural studies, economics, gender and women's studies, international studies, literature, and political economy

**Class Standing:** Freshmen

**Preparatory for studies and careers** in literature, community studies, economics, political economy, and cultural studies.

**Faculty:** Alice Nelson and Tom Womeldorff

Nowadays, the word border conjures images of the U.S.-Mexico border, patrol agents, walls and barbed wire. Yet there are many kinds of borders: between racial, ethnic, and cultural groups; between social classes; between genders and sexualities; and even between belief systems, languages, and different ways of knowing. They are real and they are metaphorical. Depending on who you are, you may barely notice some borders, while others may seem impossible to cross. What forces construct—and deconstruct—these various types of borders?

Economic systems involve many borders. Businesses and policy makers determine how fruits of economic labor are distributed between profits and wages, white collar and blue collar, and between Wall Street and Main Street. Behaviors of real estate agents and bank policies create barriers for people of color buying homes in predominantly white neighborhoods. Immigration status delineates who has the right to work and fully participate in society. What determines which residents, workers, and groups are protected? Who is, and is not, allowed to move freely and why?

Borders also play out in our identities, in sometimes conflicting ways. Society defines simplistic, often binary boxes—black-white, female-male, gay-straight, young-old, among others—that do not capture a range of experiences along a continuum. The intersections between different aspects of our selves create tensions between generations, within cultural groups, among political activists, within classrooms, or among friends.



*A student gives a presentation of his analysis of the unique marine and terrestrial ecosystems in the Pacific Northwest after an intense quarter of research and field studies. (Photo by Shauna Bittle '98)*



A student draws native prairie flowers on a field trip to the Mima Mounds and Glacial Heritage preserve. (Photo by Shauna Bittle '98)

We will combine literature, history, economics, and political economy to examine the role borders play in identities, economic welfare, and community self-determination. While we will be cognizant of all types of borders during both quarters, we will begin fall quarter with the impacts of the international borders dividing the United States from Latin America. In winter, we will shift our primary focus to the peoples living within the United States. Students will gain an in-depth ability to critically analyze a range of texts in social context and to use political economic models. We will work systematically on critical reading, writing, and collaboration skills. Quantitative study will focus on international economics and personal finance. We will also cross the campus border to surrounding communities through field trips and some community-based learning with local organizations.

By the end of the program we will be better able to understand both the forces that create and enforce borders, and the forces that may modify or erase them, sometimes reinforcing patterns of domination, but other times enabling liberatory social change.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$150 per quarter for overnight field trips.

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## Botany: Plants and People

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**Fall 2016 and Winter 2017 quarters**

**Fields of Study:** botany

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in conservation, ecological agriculture, ecological restoration, forestry, natural resource management, plant ecology, and plant taxonomy.

**Faculty:** Frederica Bowcutt

This program serves beginning to advanced science students who are looking for an opportunity to expand their understanding of plants and challenge themselves. This two-quarter program allows students to learn introductory and advanced plant science material in an interdisciplinary format. Students will learn about plant anatomy, morphology, and systematics. Lectures based on textbook readings supplement laboratory work. The learning community will explore how present form and function informs us about the evolution of major groups of plants such as mosses, ferns, conifers, and flowering plants. Students will get hands-on experience studying plants under microscopes and in the field. Students will also learn how to maintain a detailed and illustrated nature journal to develop basic plant identification skills of common Pacific Northwest species.

In addition to focusing on plant biology this program investigates people's relationships with plants for food, fiber, medicine, and aesthetics. Students will study economic botany through seminar texts, films, and lectures that examine agriculture, forestry, herbology, and horticulture. They will examine political and economic factors that shape our relations with plants. In our readings, we will consider the significant roles botany has played in colonialism, imperialism and globalization. Initiatives to foster more socially just and environmentally sustainable relations with plants will be investigated. In fall, weekly workshops will help students improve their ability to write thesis-driven essays defended with evidence from assigned texts. In winter, students will write a major research paper on a plant of their choosing applying what they've learned about plant biology and economic botany to their own case study. Through a series of workshops, they will learn to search the scientific literature, manage bibliographic data, and interpret and synthesize information, including primary sources. Through their research papers, students will synthesize scientific and cultural information about their plant.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$15 per quarter for herbology and economic botany workshops.

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**Business, Personal Finance, and Statistics**


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**Fall 2016 quarter****Fields of Study:** business and management**Class Standing:** Junior – Senior**Prerequisites:** Strong grasp of high school algebra required.**Preparatory for studies and careers** in business, nonprofit organizations, and government.**Faculty:** Glenn Landram

Would you like to better understand the numerical side of business? This program will provide the quantitative reasoning for much of the conduct and understanding of business and finance in today's world. We will focus on contemporary business issues, as well as offer an introduction to personal finance and investing. This program also includes four credits of basic undergraduate statistics that will serve as a foundation for further work in advanced social sciences, including graduate programs requiring statistics, such as MBA or MPA.

We will examine the financial challenges faced by smaller businesses, entrepreneurs and individuals, and what it takes to be effective in our current economic environment. There will be workshops, lectures, films, guest speakers, and student-led sessions. Readings from daily newspapers such as the *Wall Street Journal*, magazines such as the *Economist* and *Kiplinger*, and texts such as *That Used to Be Us* by Thomas Friedman will increase student familiarity with current business topics and help students develop the skills to organize and analyze business, economic, and financial information. Strategies for effectively presenting quantitative information will also be covered.

**Credits:** 16**Enrollment:** 25

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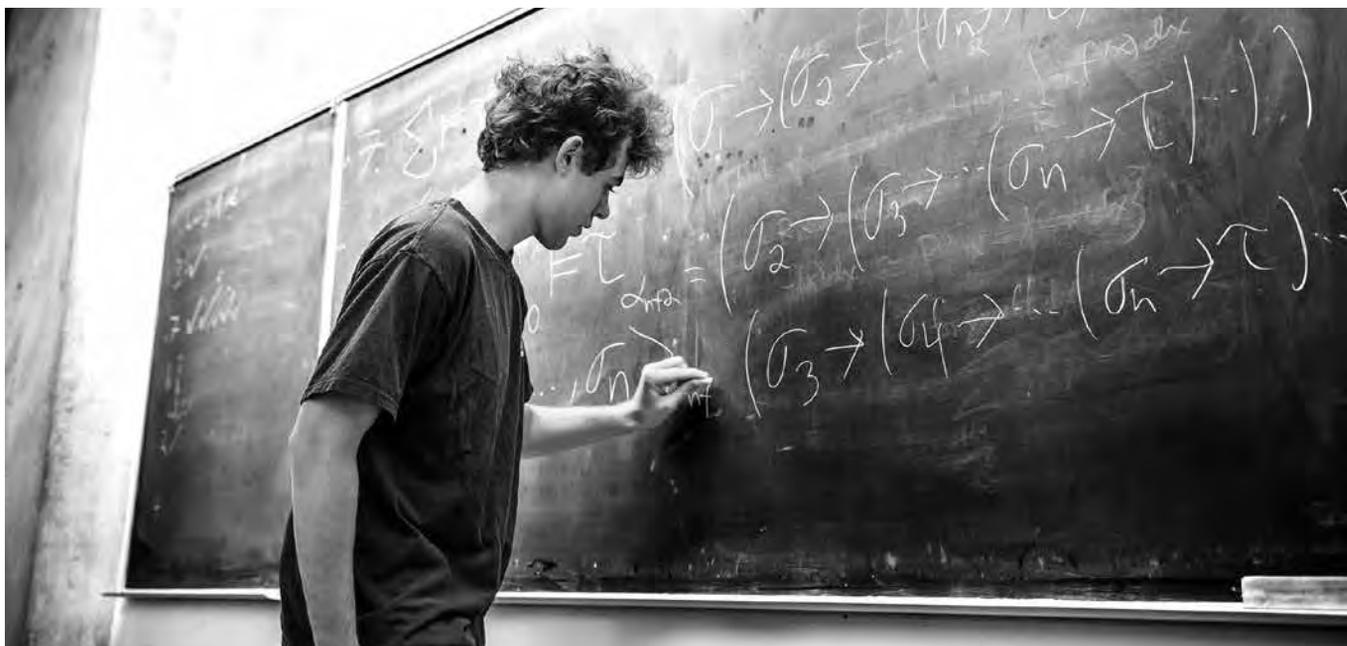
**Coming to Our Senses:  
Blessing the Space Between Us**


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**Spring 2017 quarter****Fields of Study:** anthropology, education, philosophy, religious studies, and sociology**Class Standing:** Freshmen – Senior**Faculty:** Bill Arney and Rita Pougiales

*Bless thou to me mine eye  
May mine eye bless all that it sees  
I will bless my neighbor  
May my neighbor bless me.* —Celtic prayer  
translated by A. Carmichael

Often we feel we are individuals and the space between us and other individuals is empty, barren. But sometimes we say others give off a “vibe,” or that we have a “hunch” or an “intuition” about someone. We sense... something, something between us. Often though, we don't trust our sensibilities and dismiss them as unreasonable or fanciful. In this program we will try to become sensible again—sensible to trust our senses, including our common sense, and approach them as a kind of knowledge not to be shrugged off as “just a feeling.” We'll enlist some bright people to help us understand how our sensibilities transcend our bodies and apprehend the spaces between us: Aristotle on the senses and on true friendship, monastics on community, philosophers Martha Nussbaum and Harry Frankfurt on love, theologian Karen Armstrong who offers us a distinction between two kinds of knowing—*logos* (what we apprehend empirically) and *mythos* (what we perceive through our senses), anthropologists Kathryn Geurts and Rebecca Lester on the cultural origins of our sensibilities and the meaning we make of them, Irish poet John O'Donohue on *anam cara*, a peculiarly Celtic form of friendship, Martin Buber on education and the change in sensibility that happens when we think not in terms of separate I and It, but in terms of the unitary I-You. In what ways would we live our lives differently if we recognize and bless the space between us?

**Credits:** 16**Enrollment:** 48

A student works on logic expressions in the advanced mathematics program *Mathematical Systems*. (Photo by Dani Winder '14)

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## Commodities, Conflict, and Cooperation

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** community studies, consciousness studies, cultural studies, environmental studies, field studies, gender and women's studies and political economy

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in non-governmental organizations, community-based advocacy, public policy, law and legal rights, education, public health, alternative justice systems, graduate school in social science, history, law, cultural studies, feminist economics, geography, and political economy.

**Faculty:** Savvina Chowdhury, Sarah Williams, and Zoltan Grossman

This program examines how the capitalist drive to extract commodities stokes divisions among cultural communities and deepens their differences and conflicts, as well as how those communities can, and have, come together to defend common ground. In our inquiry we will use multiple disciplinary and interdisciplinary lenses, including political economy, geography, ethnic and racial studies, political science, sociology, political ecology, feminist economics, literature, and cultural studies.

The program will explore the creative tension between particularism (which emphasizes the autonomy of different identities such as race, ethnicity, or religion) and universalism (which emphasizes unity around similar identities such as social class or the environment). The class will also examine the related interaction between corporate globalization from above (involving cultural homogenization and dividing communities) and grassroots globalization from below (stitching together place-based social movements and cultural communities).

The program will review case studies where the quest to control commodities such as crops, minerals, energy, and labor contributes to ethnic, racial, or religious conflicts as well as cooperation. Fall quarter we will focus on North American cases, such as the origins of racial slavery and the white race in relation to early colonial tobacco plantations; treaty rights struggles of indigenous nations over access to fish and water; and the use of migrant labor from Latin America in fruit fields and orchards. We will review examples of conflicts that led to unlikely alliances between former enemies and redefined the meanings of commodities beyond mere economic purpose. Winter quarter we will compare and contrast North American case studies in other parts of the colonized world, such as the ethnic and sectarian conflicts that divide the oil-rich Middle East, the forested tribal territories of South Asia, and the heartland of corn and chocolate in Mexico. We will draw parallels between domestic and overseas resource wars generated by the same global capitalist systems and link processes of decolonization at home and abroad. We examine how changing labor markets have shifted gender roles and relations. Spring quarter students will embark on in-program internships, field studies, or research and service projects to apply their skills and knowledge, focusing on our local Pacific Northwest region or a location of a student's choice. In general the program will stress community-based learning both within and outside the walls of academia through group work and the use of field trips, field work, guest speakers, and visual depictions of people and places. Students will also participate in workshops on social movement tactics, community engagement, humor, cultural respect, counter-mapping, and social media.

**Credits:** 16

**Enrollment:** 72

**Internship Possibilities:** Spring quarter students will embark on in-program internships, field studies, or research and service projects to apply their skills and knowledge, focusing on our local Pacific Northwest region or a location of a student's choice.

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## Computability and Language Theory

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Fall 2016 and Winter 2017 quarters

**Fields of Study:** computer science and mathematics

**Class Standing:** Sophomore – Senior

**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.

**Preparatory for studies and careers** in computability theory, computer science, education, formal language theory, mathematical logic, mathematics, and programming language design.

**Faculty:** Sheryl Shulman, Richard Weiss and Neal Nelson

This program will explore what computers can do, how we get them to do it, and what they can't do. It is designed for advanced computer science students and students with an interest in both mathematics and computer science. The program covers topics in formal computer languages, computability theory, artificial intelligence, 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 properties and capabilities of languages in the four primary programming paradigms: functional, logic, imperative, and object-oriented.

These topics are offered in four distinct threads. The Formal Languages thread will cover the theoretical basis of language definitions, concluding with a study of what is computable. The Artificial Intelligence thread will cover machine learning and techniques for building intelligent programs. The Functional Language thread covers advanced programming techniques using the programming language Haskell. The Programming Language thread covers both the theoretical basis and practical implementation of programming languages. Students will have a project opportunity to implement an interpreter for a small programming language.

**Accepts new enrollment in winter with signature.** This program has four threads of study with variable credit options. Full-time students will be accepted if they have course work or experience equivalent to the fall quarter material.

**Credits:** 16

**Enrollment:** 35

**A similar program is expected to be offered in 2018–19**

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## Computer Science Foundations

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** computer science and mathematics

**Class Standing:** Freshmen – Senior

**Prerequisites:** High School Algebra II or its equivalent.

**Preparatory for studies and careers** in computer science, mathematics, and computing support for other sciences.

**Faculty:** Sheryl Shulman, Brian Walter, Richard Weiss, and Neal Nelson

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

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

**Accepts new enrollment in winter with signature.** Students must have completed the equivalent of at least one quarter of computer programming and have strong algebra skills.

**Credits:** 16

**Enrollment:** 65

**A similar program is expected to be offered in 2017–18**

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## Computing Practice and Theory

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### Spring 2017 quarter

**Fields of Study:** computer science

**Class Standing:** Sophomore – Senior

**Prerequisites:** Computer Science Foundations (including discrete mathematics) or equivalent experience.

**Preparatory for studies and careers** in computer science and mathematics.

**Faculty:** Richard Weiss and Adam King

This project-oriented program for intermediate and advanced computer science students will weave together the theory and practice of two cross-cutting topics in computer science, pattern analysis, and modeling in the context of *eScience*. The overriding question of the program is how pattern analysis and modeling, broadly defined, advance the natural and physical sciences.

The program will meet for lectures, seminar, workshops, and labs. Particularly in seminar, students will share responsibility for presenting and discussing concepts from the readings and lectures. In addition to seminar and lecture, the program will have two disciplinary components and a project. The disciplinary components will focus on: 1) data mining, machine learning, and pattern recognition and 2) statistics, modeling, and visualization.

Students will also be expected to apply the computing sub-discipline of their choice to a research paper, or a programming or statistics project, and present their work orally and in written reports. To facilitate projects, faculty will organize small affinity groups that meet twice weekly (once with a faculty adviser) to discuss progress and questions. Projects will begin with a proposal and bibliography, and should be either small enough in scope to be completed in one quarter or a self-contained part of a larger project. While faculty will encourage project work in areas related to program themes (data mining, machine learning, database systems, data visualization—especially visual analytics—networking, security, algorithmic complexity), they will approve other well-defined and promising projects that have a significant computer science or programming component. Projects can be either individual or small group.

This program aims to give students from Computability and Computer Science Foundations opportunities to continue work begun in those programs. Students who have taken Computability will be expected to complete more advanced work to earn upper-division credit.

**Credits:** 16

**Enrollment:** 50

“Evergreen has asked me to synthesize my passion with my work. The college really asks students to focus on something that is meaningful to them.” —Celi Tamayo-Lee, student

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## Consciousness, Dreams, and Beliefs: The Nature of Personal Reality

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** consciousness studies, philosophy, philosophy of science, and psychology

**Class Standing:** Junior – Senior

**Prerequisites:** Be prepared to explore challenging and unfamiliar ideas! This program is for junior or senior level students, but the only prerequisites are to have learned how to work hard, read actively, identify authors' evidence for main points, and be willing to work on both third-person texts and first-person introspective activities.

**Preparatory for studies and careers** in consciousness studies, psychology, social work, and government.

**Faculty:** Donald Middendorf

In this interdisciplinary program, we will focus on advanced topics in consciousness studies and the psychology of dreams. We'll explore consciousness by examining dreams and personal belief systems using both scientific research and first-person experience. We'll explore dynamics of the psyche by examining the following questions. What is the psyche, what is consciousness, and what are their properties and dynamics? Are there different types of consciousness? What is the relationship between unconscious and conscious mental processes? What is the relationship among the conscious, unconscious, and personal beliefs in constructing our sense of self and our experience individually and en masse?

Fall quarter we'll consider consciousness and dreams from a variety of viewpoints. In addition to the third-person approach of our texts and lectures, students will explore the topics by keeping structured journals of their first-person experiences and dreams. Winter quarter we'll continue with a more in-depth analysis of these topics and the role of beliefs in perception and experience. There will be a substantial individual research component winter quarter culminating in a presentation to the class.

The work will be challenging intellectually and personally. Students will be expected to keep a detailed log of their work and expect to document working efficiently for a minimum of 48 hours each week, including class time. Students should be willing to study details of empirical research of conscious and unconscious processes as well as be willing to explore their personal beliefs in a variety of areas and in both personal and group activities.

**Accepts new enrollment in winter with signature.** To ensure success in the program, students will need to be familiar with several concepts covered during fall quarter. Prospective students should complete two short essays on portions of the ongoing texts from fall quarter. Details available the week prior to academic fair. Essays will be evaluated for content and writing skills. Contact faculty (middendd@evergreen.edu) after week eight of fall quarter for specific pages of reading.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$35 in fall and \$30 in winter for entrance fees and supplies.

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## Crises and Transformations in the U.S. and Global Political Economy

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### Winter 2017 quarter

**Fields of Study:** history, political economy, political science, and sociology

**Class Standing:** Junior – Senior

**Prerequisites:** Prior college-level work in history and/or political economy.

**Preparatory for studies and careers** in graduate study in political economy, political science, history and historical sociology, teacher education programs, and informed citizenship.

**Faculty:** Jeanne Hahn

We will focus on four pivotal crises in United States history, each of which resulted in fundamental political-economic change and restructuring. In addition, these periods of crisis and transformation will be placed in the context of larger global transformations of which they are a part. Each period was characterized by economic crisis and social upheaval, ultimately resulting in a fundamental transformation of both U.S. and global capitalism as well as the social structures upon which they rest. We will study the underlying structural conditions that led to each crisis, attempts to "resolve" the crisis, and social movements proposing alternative resolutions.

The first period, the American Revolution through the ratification of the Constitution, is also an aspect of Britain's efforts to achieve global hegemony and reshape its colonial empire. The second period covers the late 19th-century crisis that resulted in corporate capitalism, a modern industrialized U.S. political economy, and globally, a restructured world system which resulted in instability. The third period bridges World War I through the Great Depression to the end of World War II from which the U.S. emerged as the dominant global power in a sharply restructured world. Finally we will investigate the ongoing restructuring process beginning in the 1970s, generally referred to as neoliberalism, which has resulted in dominance of financial capital and has had major consequences for working classes and minorities worldwide. We are in the midst of this ongoing crisis, perhaps entering a postneoliberal reconstruction, and its resolution is yet to be determined.

This program will require close and careful reading, engaged seminar participation, and considered, well-grounded writing. Our work will be conducted at an upper-division level, so students should have significant experience in close analytical reading, critical thinking, and academic writing.

**Credits:** 16

**Enrollment:** 25

## Culture Matters: Cross-Cultural Concepts in Communication and Psychology

### Spring 2017 quarter

**Fields of Study:** communication, cultural studies, language studies, psychology, and sociology

**Class Standing:** Freshmen – Sophomore

**Prerequisites:** Students should be aware that this class will involve group projects with students who may have very limited English language skills. Only students with a strong interest in such collaborations should enroll.

**Preparatory for studies and careers** in communication, psychology, sociology, and international studies.

**Faculty:** Laura Citrin and Lori Blewett

How does culture matter? How is our sense of self and others culturally situated? This program will attempt to answer these questions through the study of cultural psychology and cross-cultural communication. Exchange students from Daejeon University in Korea will join Evergreen students in this program to engage in a cross-cultural examination of social/cultural norms, values, and practices. Our studies will focus on culture in relation to ideological values (including ideas about gender, family, body aesthetics, community, work, and education), language and perception, nonverbal communication including use of space, emotional experience and

expression including cultural “feeling rules,” ritual including meanings and social functions, and cognition including judgment and decision-making. We will draw primarily on cross-cultural communication and psychology literature but include some study of cultural, historical, and political/economic material in order to deepen our understanding of cultural contexts.

Evergreen students will learn basic introductory language skills in Korean reading, writing, and speaking. They will also learn useful communication strategies for helping Korean speakers improve English language skills. All students will work on increasing their intercultural competence as we exchange ideas and cultural practices, taste each other’s favorite foods, interact with local Korean immigrant communities, watch U.S. and Korean films, and interview each other on thematic interests of cultural difference and similarity. In addition to engaging in reading, writing, and research assignments, students will collectively produce audio recordings on cross-cultural themes for possible broadcast on local community radio.

**Credits:** 16

**Enrollment:** 23

**Required Fees:** \$300 for entrance fees and an overnight field trip.



A packed audience listens to a talk about the global carbon cycle, climate change and ocean acidification by Christopher Sabine, director of the Pacific Marine Environmental Laboratory for NOAA. (Photo by Shauna Bittle '98)

## CultureLab: Advanced Projects in Visual and Media Arts

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** aesthetics, art history, media arts, and sustainability studies

**Class Standing:** Junior – Senior

**Prerequisites:** Students must have 1) A broad liberal arts foundation indicated by at least 32 credits of an Evergreen interdisciplinary program or the equivalent, 2) at least 32 credits of Mediaworks, Studio Projects, or the equivalent in-depth study and practice in visual or media arts, and for continuing Evergreen students, 3) upper-division college-level reading, writing, and critical thinking skills as evidenced in the Academic Statement, a faculty evaluation, and a student self-evaluation from the same program. Transfer students may substitute a cover letter describing their academic history and goals and a short letter of recommendation from a prior faculty.

**Preparatory for studies and careers** in visual arts, media arts, and education.

**Faculty:** Evan Blackwell and Ruth Hayes

This program offers students ready for intensive full-time work in the theory and practice of visual and/or media arts opportunities to pursue year-long individual or collaborative capstone projects. This advanced program is designed for students with a broad interdisciplinary background in the liberal arts and significant in-depth studies in one or more of the visual or media arts. These may include 2-D practices such as drawing, painting, printmaking, photography; 3-D design or sculpture; installation or performance; video, film or animation; digital or interactive arts; and sound design. Students with a significant background in media theory or art history and who wish to deepen their studies to include an arts-based practice or academic project, such as museum studies or curatorial practices, or an arts-related internship, are also welcome.

Building on perspectives and approaches developed in Mediaworks or Studio Projects (or equivalent visual or media arts foundation programs), and prior interdisciplinary program work, students will pursue research agendas, share their findings in presentations, develop projects based on that research and practice skills in conceptual design and project planning. They will work intensively together, producing a significant body of thematic work in the context of a supportive, critical, and creative learning community. Students may develop projects in a wide range of media

and media forms to investigate an even wider range of themes and questions. Students will engage in reading, reflective and theoretical writing, rigorous weekly critiques, targeted technical skill workshops, and professional development opportunities for those contemplating graduate school or post-college careers in media and/or visual arts related fields. Throughout the year, they will attend frequent presentations by visiting artists and scholars to broaden their fluency with themes and concerns of contemporary arts and culture.

In fall, students will engage in a series of generative, conceptual design exercises and research activities to define the direction of their work for the year and expand their facility with technologies, materials, and creative approaches. Students whose backgrounds are primarily in the media arts will have opportunities to expand their visual arts technical skills, specifically in sculpture, ceramics, and 3-D design. Students whose training is primarily in the visual arts will gain skills in animation and other time-based forms. Fall quarter will include an overnight, off-campus retreat.

In winter, the focus shifts from concept development to practice and production. Work-in-progress critiques will be central as students engage in regular critical analysis of one another's creative work. Students will also collaborate on short research projects about contemporary artists who have attempted to push the technological and conceptual boundaries of the visual or media arts. During spring, students will complete their projects, engage further in extensive critiques, produce a public exhibition of their works, and develop a professional portfolio and related documents.

**Faculty signature:** Students should bring **completed** applications and digital portfolios to the Academic Fair or email application materials to faculty. Applications accepted until the program is full. Students must have substantive background in at least one of the following areas: media studies, media arts, visual art, art history, or visual studies. Selection criteria will be based on experience in the visual arts/media arts, strength of application and portfolio, and feasibility of project. Applications available online or by contacting faculty. Students will be notified by email of their acceptance. For more information contact Evan Blackwell and Ruth Hayes. **Accepts new enrollment in winter and spring with signature.**

**Credits:** 16

**Enrollment:** 42

**Required Fees:** \$330 in fall for entrance fees, an overnight field trip, and art supplies. \$80 in winter and spring for entrance fees and art supplies.



Students rehearse for a final performance in the program *Bodies and Music in Motion*. (Photo by Dani Winder '14)

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## Dance of Wisdom: Embodied Consciousness

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** consciousness studies, dance, leadership studies, and somatic studies

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in consciousness studies, dance, leadership studies, somatic studies, and theater.

**Faculty:** Cynthia Kennedy and Robert Esposito

Every sensation, emotion, thought, and movement we experience, we experience in and through our bodies. This year-long program explores how we fully know and express ourselves and our world through the study and practice of authentic movement, music, drawing, writing, and dance. We will examine the formal components of movement through study of experiential anatomy and kinesiology while also exploring the subjective dimensions of experience using instruments and theories of psychology, existential phenomenology, Gestalt, art history, and movement forms such as Open Floor, Authentic Movement, and modern dance technique, improvisation, composition, and performance.

The first quarter will address foundational and historical roots of somatic psychology, dance, and fine art and introduce practical methods for working with and composing movement, drawing, music, and writing. Through progressively integrated classes in these expressive arts, we will learn concrete methods for accessing the body's wisdom, beauty, and wholeness. In the second quarter, students play freely with basic theories, principles, and methods for creating original work with personal and social meaning and value. Together we will learn how emotions and thoughts live in the body, and how movement reveals and expresses what we think, feel, sense, and know. Working individually and in groups we will discover how personal decisions and actions affect the group and build holistic communities. Spring quarter integrates learning from fall and winter, linking theory with unique creative applications. Students take the lead in creating, organizing, and performing original multimedia art and performance rituals, and present culminating reports and papers.

Throughout the year the program will work with multiple forms of intelligence, somatic practices, and integrative expressive arts approaches to learning. Students will explore practices of movement (such as dance or yoga), writing, drawing, and theater in order to cultivate the senses as well as the imagination and powers of expression. These practices will help us understand the deeper aspects of the human experience, which are the source of self-leadership, intentional living, and positive change. Students will also investigate the relationship between inner transformation and social change through engagement in community service.

Come join us!

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$85 in fall and spring for supplies and an overnight retreat. \$15 in winter for supplies.

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## Dancing Molecules, Dancing Bodies

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Winter 2017 and Spring 2017 quarters

**Fields of Study:** biology, chemistry, dance, and health

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in performing arts, sciences, and health.

**Faculty:** Rebecca Sunderman, Amy Cook, and Kabby Mitchell

Our bodies are always moving. Even when you are sitting absolutely still, there is movement throughout your body—the pumping of your heart, the flow of blood through your blood vessels, and a continuous vibration of the molecules that make up your body. In this program we will explore dance from the perspectives of culture, physiology, and introductory chemistry. We will explore properties in chemistry connected to movement (conductivity, molecular vibrations, energy, reactivity, and solubility) and study how chemicals both construct and move within the human body. Students will become in tune with their bodies through movement and dance workshops and scientific studies of the anatomy and physiology of the human body. We will examine and perform dance, not simply within categories like ballet or modern, but from a broader perspective of movement and culture.

Winter quarter we will begin to examine the molecular, anatomical, and physiological basis of dance and other demanding activities. Through labs and lectures we will gain an understanding of how these systems function to allow us to do anything from walking across the street to performing the complex movements of dance. Concepts from introductory biology will be reinforced in dance workshops and students will be encouraged to learn through paying attention to what is happening in their own bodies. Students will begin to develop an understanding of the dance community and how it fits into a larger social and community context. Some time will also be spent unpacking issues of privilege, stereotypes, and accessibility in the fields of dance, chemistry, and biology.

This model of the culture of dance will continue to be refined in spring through readings and other texts, including film and performances. We will continue to explore the physiology and molecular biology behind dance and discuss nutrition in the context of exercise physiology and dance. We will also explore the idea of dance in other animals. Spring quarter students will work on a group project that brings together various threads of the program and which will culminate in a final presentation and performance.

We will explore these topics through seminar assignments, exams and quizzes, reflective writing, laboratory experiments, movement workshops, and a group choreography assignment. No previous experience in dance, biology, or chemistry is required.

**Accepts new enrollment in spring.** Students entering the program in spring will benefit greatly by having had at least one quarter of college biology or chemistry. Students should talk to faculty at Academic Fair or contact Amy Cook via email (cooka@evergreen.edu) for a list of make-up work that needs to be done in preparation for entering the program in spring.

**Credits:** 16

**Enrollment:** 69

**Required Fees:** \$50 per quarter for event tickets.

## Defending Mother Earth: Science, Energy, and Native Peoples

### Fall 2016 quarter

**Fields of Study:** Native American studies, chemistry, physics, and writing

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in chemistry, physics, Native American studies, environmentally-related fields, and science education.

**Faculty:** Frances V. Rains and Rebecca Sunderman

This program brings together a variety of climate and energy issues occurring on Native American homelands. Students will explore the science and ethics of energy production and consumption, the environmental impacts of energy, and topics in alternative energy. For example, we will investigate impacts of hydropower on Native communities and cultures while learning the science associated with this energy source. Students will also examine contemporary Native American struggles to resist cultural and environmental devastation to their communities and their efforts to affirm tribal sovereignty and indigenous knowledge. Students will gain a solid understanding of both the science of energy and Native American tribal sovereignty in order to fully comprehend these issues. We will approach our learning through a variety of modes, including hands-on labs, lectures, workshops, field trips, group work, research papers, and weekly seminars on a variety of related topics.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$80 in fall for registration and entrance fees.

(Photo by Shauna Bittle '98)



## Deviance, Crime, and Punishment in the Past and Present

### Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** gender and women's studies, history, law and government policy, media studies, and sociology

**Class Standing:** Junior – Senior

**Preparatory for studies and careers** in history, sociology, criminology, law, gender studies, humanities, and social sciences.

**Faculty:** Toska Olson and Stacey Davis

How have deviance and crime been viewed differently in societies over time, and how have punishments for deviance and criminal behavior varied by society and historical period?

This program will engage in historical and sociological studies of deviance, crime, and punishment. Our studies will primarily entail a comparison of contemporary American and Western European societies with their historical roots from the 16th century to the present. We will examine themes of power, social control, surveillance, and resistance as they relate to the evolving social definitions of deviance, crime, and punishment. Within these overarching themes, we will consider topics such as crime waves, hysteria, identities, bodies, prostitution, witchcraft, genetic determinism, and the media sensationalization of crime.

This program involves extensive student-initiated studies, and students will learn how to conduct historical and sociological research on a topic of their choice. During the 10-week period spanning the second half of winter quarter and the first half of spring quarter, students will have the option of pursuing their independent research interests or participating in an internship for up to 40 hours a week, the equivalent of 16 credits. During this time, students will communicate electronically with faculty and peers to discuss their learning, and students working locally may meet with faculty and peers every other week for seminar discussions.

Students will return to the classroom in the middle of spring quarter to reflect on, critically examine, and integrate their fall quarter theoretical and methodological learning with their winter and spring quarter research or practical experience. The major project this quarter for interns will be a synthesis paper that details this integration. Research students will produce a research paper that represents a culmination of their best writing and thinking abilities.

Our studies will be grounded in sociology and history, but will turn to other fields, including anthropology, biology, law, and media studies, to enrich our understandings of deviance, crime, and punishment. Throughout the year students will engage in seminars, films, workshops, fieldwork exercises, writing, and research projects designed to deepen their knowledge and apply theory to real-world situations.

**Accepts new enrollment in winter.** Students should contact faculty for information on how they can best prepare the program. **This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$50 in fall for theatre tickets.

**Internship Possibilities:** Students will do a major independent research project or internship for 10 weeks. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

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## Diversity, Multiculturalism, and Public Education: Historical and Contemporary Perspectives

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### Spring 2017 quarter

**Fields of Study:** education, history, and political economy

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in education, law, history, political economy, and sociology.

**Faculty:** Michael Vavrus

What is it about diversity per se that creates social divisions within a society? What diversity topics in particular create passionate opinions across the political spectrum and filter down to public education? How can we explain these varying worldviews so that we come away with a deeper and fuller understanding of why these debates endure? What is it about diversity and multiculturalism that can elicit such strong emotions with varying effects on the social and economic well-being of individuals and groups? How does public education contend with diversity and multiculturalism? These are among the questions we will explore.

This introductory program provides an overview of contemporary diversity issues that manifest in contentious debates in countless settings around the world. Writing and speaking are central to student learning in this program. In our collaborative learning community, students dialogue through a close reading of texts and write concise analytic papers as well as preparing papers for text-based seminar and related activities.

The focus of this program is on the United States, with examples of the effects of these issues for school-age children on their life opportunities and economic well-being. This overview fuses history and political economy to find patterns and connections from the past to the present, including how multiculturalism has its roots in contested diversity. This further requires an inquiry into different worldviews or ideologies and the effects on public education.

Among topics considered are skin-color consciousness and racial colorblindness, impact of racial and ethnic identification, what constitutes a crime and just punishment, analysis of economic class in interaction with culture, immigrant and indigenous experiences, and patriarchy and its intersections with gender, sexuality, and religion. Students can expect to leave this program with a deeper understanding of the roots and implications of major social issues regarding diversity and multiculturalism.

**Credits:** 16

**Enrollment:** 24

**A similar program is expected to be offered in 2017–18**

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## Document

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### Spring 2017 quarter

**Fields of Study:** aesthetics, cultural studies, literature, media arts, media studies, visual arts, and writing

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in photography, literature, writing, cultural studies, and visual arts.

**Faculty:** Trevor Speller and Amjad Faur

Status updates, selfies, live feeds. In the 21st-century society seems obsessed with capturing reality in the forms of text and images. However evanescent, these digital technologies are modes of documentation. But what is a document? What does it mean to document something? What does it mean to store and archive these documents? As evidence of the present moment, documents are a distinctly modern phenomenon. This is to say that the idea of documentation is born out of the concerns of the Enlightenment and the notions of time and record-keeping that it held dear.

Using two documentary media—photography and writing—we will explore what it means to create a history of the present. These media will slow down the process of documentation so that we can explore and create more fully and deliberately. We will explore the history of documentary writing and image documentation. We will look at pictures and read literature and theory. Exploring the line between fact and fiction will be a constant concern, as will the cumulative effect of documents in archives of all kinds. We will consider and discuss the status of art in the age of the document.

Students can expect to learn to use cameras, including black-and-white film photography techniques and darkroom processing. Students can also expect to hone their skills in creative nonfiction, memoirs, travel writing, essays, and other documentary techniques. We will read novels, journalism, autobiographies, and histories from the 19th century to the present, along with some critical theory, to improve our critical reading. Students should expect class time to be equally divided between photography, writing, and lecture/seminar. We will take pictures and write every week, working toward a documentary study of various aspects of the Evergreen campus.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$175 for entrance fees and photography supplies.

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## Ecological Niche: The Interface of Human and Animal Behavior

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** biology, cultural studies, ecology, environmental studies, field studies, natural history, psychology, and zoology

**Class Standing:** Freshmen

**Preparatory for studies and careers** in psychology, behavioral sciences, and environmental science.

**Faculty:** Alison Styring and George Freeman

The word *environment* encompasses multiple meanings, from the natural to the built, from the interiors of our minds to the spiritual. In each case there is a constant interface of environments with one another and with other creatures, each defining and circumscribing our experience of the world.

Some of our essential questions revolve around how we define the environment and how we are shaped by, as well as how we shape, the environment, both natural and built. For example, does the concept of wilderness include humans? Is the ecological niche of a human essentially different from that of other living things? We will explore the habitats we occupy along with other creatures in those environments. We will explore dichotomies that foster dynamic tensions, such as the dichotomy between concepts of "natural" versus "human." We intend to investigate these tensions through our study of psychology, personal biography, biology, environmental studies, ornithology, and cultural studies.

Fall quarter we will develop the foundational skills in environmental studies and psychology needed to understand and critique the writings and current research in community ecology, animal behavior, and conservation biology; and to examine the conscious and unconscious, and the theories of perception and cognition in psychology. We will examine parallels and links among disciplines in terms of methods, assumptions, and prevailing theories. Winter quarter we will continue building on this foundation and move ourselves from theory to practice through an emphasis on methodologies in ecological and social science research, analyses, and their underlying assumptions. Spring quarter we will implement the skills and knowledge we've developed through specific student-directed projects and a field trip. Faculty will foster creativity, experimentation, and imaginative processes as means of discovering and bringing a new awareness to our extraordinary world. Students will respond to program themes through individual and collaborative projects.

To build our learning community we will use experiential collaboration activities such as Challenge and Experiential Education as a means to develop a sense of commitment and group citizenship. We will use multicultural discussion opportunities such as Critical Moments to explore the politics of identity and meaning. We will develop our observational skills via field workshops and field trips. We will have writing and quantitative reasoning workshops to further develop students' current skills and to develop advanced skills in these areas.

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 stewardship of our personal lives, our immediate environment, and global communities.

**This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$65 for entrance and other fees in fall, \$65 for entrance and other fees in winter (applies to new students only), and \$650 for a field trip in spring.

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## Education for Life

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Fall 2016 quarter

**Fields of Study:** education and sociology

**Class Standing:** Freshmen – Senior

**Faculty:** Bill Arney

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

Education is not schooling. Schooling is for fish and maybe for getting a job. Life is not living. Living is what you have to make or, to some, everything that happens between birthing and dying. What could "Education for Life" mean? We'll read some sages who seem to have wisdom enough to offer answers.

Annie Dillard muses, "If God does not cause everything that happens, does God cause anything that happens? Is God completely out of the loop?" We'll see where *that* comes from and where it leads. Victoria Sweet, a physician, thinks we need to learn to wait. She found herself in many situations where she "was presented with an experience, a person whose value one did not know in advance. What seemed to be good might be bad; what seemed to be bad, good. One didn't know; one had to wait." We'll see if that can mean anything. Martin Buber thinks that sin is not doing the wrong thing but that sin lies in not making a decision. "If there were a devil it would not be one who decided against God, but one who, in eternity, came to no decision." We'll see. Charles Bowden asks, "How can a person live a moral life in a culture of death?" and answers by saying yes to life, all of it. We shall certainly see.

There are others who might help us claw our way back up T. S. Eliot's slippery slope to our future. We'll find some.

**Credits:** 16

**Enrollment:** 24

## Environmental Analysis

### Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** biology, chemistry, ecology, environmental studies, field studies, geology, and hydrology

**Class Standing:** Sophomore – Senior

**Prerequisites:** One year college chemistry, and college algebra required. One year college biology with a molecular emphasis recommended.

**Preparatory for studies and careers** in hydrology, chemistry, microbiology, molecular biology, biochemistry, ecology, chemical instrumentation, environmental analysis, and environmental fieldwork.

**Faculty:** Andrew Brabban and Kenneth Tabbutt

This rigorous program will focus on investigations in hydrogeology and biology supported with analytical chemistry. Instrumental techniques and chemical analysis skills will be developed in an advanced laboratory. The expectation is that students will learn how to conduct accurate chemical, ecological, and hydrogeological measurements in order to define baseline assessments of natural ecosystems and determine environmental function and/or contamination. Quantitative analysis, quality control procedures, research design, and technical writing will be emphasized.

The program will start with a two-week field trip to Yellowstone National Park that will introduce students to the regional geology of the Columbia River Plateau, Snake River, Rocky Mountains, and the Yellowstone Hotspot. Issues of water quality, hydrothermal systems, extremophilic organisms, and ecosystem diversity will also be studied during the trip.

Fall and winter quarters we will address topics in hydrogeology, geochemistry, microbiology, molecular biology, freshwater ecology, genetics, biochemistry, analytical chemistry, GIS, and instrumental methods of chemical analysis. Students will participate in group projects studying aqueous chemistry, hydrology, and the roles of biological organisms in the nutrient cycling processes of local watersheds. Analytical procedures based on EPA, USGS, and other guidelines will be used to measure major and trace anion and cation concentrations. Molecular methods and biochemical assays will complement more classical procedures in determining biodiversity and the role of specific organisms within an ecosystem. Computers and statistical methods will be used extensively for data analysis and simulation, and GIS will be used as a tool to assess spatial data. Spring quarter will be devoted to extensive project work continuing from fall and winter. There will be a five-day field trip to eastern Washington. Presentation of project results in both oral and written form will conclude the year.

**Accepts new enrollment in winter and spring with signature.**

Students should have a substantive background in analytical chemistry, molecular biology, microbiology, biochemistry, water analysis, GIS, and hydrogeology. Contact or meet with faculty at Academic Fair. New students will need to complete some catch-up work during the break between quarters.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$570 in fall for a field trip to Yellowstone National Park and \$200 for a spring field trip to eastern Washington.

**A similar program is expected to be offered in 2018–19**



A student in the program *The Ecology of Flight* works on identifying bird and bug specimens during an afternoon lab session. (Photo by Shauna Bittle '98)

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## The Eureka Moment

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### Fall 2016 quarter

**Fields of Study:** biology, chemistry, history, and writing

**Class Standing:** Freshmen

**Preparatory for studies and careers** in general science, writing, history, and teaching.

**Faculty:** Nancy Murray and Lydia McKinstry

From the molecular structure of DNA to the development of magnetic resonance imaging, this introductory level one-quarter program will explore historic breakthroughs and discoveries in science and medicine. Through lectures, seminars, inquiry-based laboratories, and writing workshops we will study the lives and works of people who pursued groundbreaking research and contributed to our modern understanding of science and the natural world. Students will learn about their varied life experiences, struggles and achievements, as well as the way their work was influenced by social trends and historic events. Our readings, discussions, and expository writing assignments will be concerned with integrating and interpreting these themes. This work will emphasize critical thinking as well as the development of proficient writing and speaking skills. This program is intended for students seeking to gain a general introduction to the biology, chemistry, history, and philosophy behind some major advancements in science as part of a liberal arts education. It is not intended as a prerequisite for upper division work in science.

**Credits:** 16

**Enrollment:** 46

“When I meet other Evergreen alumni, I have a certain ‘aha!’ connection. Many of us are independent, creative, free thinkers in media, arts and entertainment, teaching, literature, writing, science, and entrepreneurial careers.” —Rachel Frost '92

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## The Evolution of Constitutional Law Beyond the Twentieth Century

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** American studies, government, history, and law and government policy

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in law, government, and public policy.

**Faculty:** Artee Young

What does it mean when we say the Constitution of the United States is a living document? What are the major shifts in U.S. Supreme Court doctrine? How have the First Amendment speech and religion clauses expanded and encompassed corporations and money as speech? How have women's reproductive rights been eroded to the extent that some employers can refuse to provide health insurance to include birth control to employees based on the employer's personal religious beliefs? What are the legal issues raised by current immigration cases?

In this program, we will ask these and related questions as we explore the landscape of judicial review in the 21st century. We will look for answers to our questions by exploring a number of substantive issues currently raised in the courts by the people and their representatives. These issues include higher education student debt, economic disparities and taxation, availability and access to health care insurance, reproductive rights, voting rights, immigration, age discrimination, the criminal justice system and ideals of equal justice under the law, and others.

Lectures, readings, and discussions will examine Constitutional theories and legal construction of selected cases, with particular focus on the currently sitting Roberts Court. Students and faculty will review legal precedents related to Constitutional doctrines raised by the Supreme Court's interpretations of the law, established in its decisions, and analyzed and discussed by the legal community in law review articles and related academic research. The program will employ the Socratic method to explore and examine students' abilities to “think like a lawyer,” thereby deepening critical thinking and reasoning. Additionally, it is expected that students will acquire an enhanced knowledge of when and how precedents have evolved.

Students will conduct legal research on specific issues that will include legal history on Constitutional evolution and federal statutes. Through this process, students will expand understanding of precedents and recent U.S. Supreme Court decisions impacting rights and responsibilities of citizens.

Concomitant with program content and research, students will prepare and demonstrate knowledge of Constitutional law and legislative history by participating in moot court activities. Students will be placed in teams to research and present written and oral arguments on a selected topic for the Evergreen moot court competition. As part of this process, students will write legal memoranda and briefs on the case presented before the moot court. In preparing for moot court, students will be instructed, coached, and judged by Evergreen faculty as well as lawyers and judges outside of the Evergreen community.

**Credits:** 16

**Enrollment:** 24

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## Feminist Epistemologies: Critical Approaches to Biology and Psychology

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** biology, gender and women's studies, philosophy of science, psychology, and sociology

**Class Standing:** Junior – Senior

**Prerequisites:** Students should ideally have taken at least 4-8 credits of science or social science coursework in the past, as this program builds on and critiques dominant scientific methodologies from a feminist perspective. This program is also appropriate for students who have a background in feminist theory or critical theory (but no science or social science) and wish to learn about scientific inquiry from a feminist perspective. Preparatory for studies and careers in gender studies, biology, science historian, bioethics, science, and technology studies.

**Faculty:** Laura Citrin and Pauline Yu

How is knowledge generated from a feminist theoretical perspective? Looking closely at two specific disciplines—marine biology and social psychology—and their research practices, we will explore feminist interventions into knowledge production in these fields.

The history of women's intellectual production and thought has long been silenced or suppressed by patriarchal structures, and to a great extent continues today through institutionalized sexism, androcentrism, and heteronormativity. This program will provide an opportunity for upper-level students familiar with mainstream methodologies within the natural sciences and social sciences who wish to examine feminist critiques of such epistemologies and engage in feminist research through this critical lens.

We will read feminist philosophy of science, sociological studies on science and how it operates in society, research on women scientists, and critical deconstructions of sociobiology and the related field of evolutionary psychology. Possible topics to be examined through feminist lenses are developmental biology, fertilization, reproduction, sex determination, sexuality, and gendered social norms. Possible authors include Emily Martin, Evelyn Fox Keller, Sandra Hrdy, Sandra Harding, Donna Haraway, Anne Fausto-Sterling, Stacy Alaimo, Astrida Neimanis and Sandra Bem. Research will be conducted in the lab and in the field, which, for marine and developmental biology will entail visits to the Evergreen beach and other nearby saltwater locations, and for social psychology will entail in-person and on-line surveys and interviews.

**This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$40 per quarter for entrance fees.

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## Field Plant Ecology and Taxonomy

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### Spring 2017 quarter

**Fields of Study:** botany, ecology, field studies, and natural history

**Class Standing:** Junior – Senior

**Prerequisites:** Precalculus and introductory plant biology that includes evolution of major groups. Interested students without both prerequisites are encouraged to contact faculty if they think they are ready for the work.

**Preparatory for studies and careers** in conservation, ecological restoration, floristic research methods, forestry, natural resource management, plant ecology, plant taxonomy, and vegetation ecology.

**Faculty:** Frederica Bowcutt and Dylan Fischer

How can we identify, track, characterize, and measure patterns in plant communities? What are plant communities? What drives the distribution of different plant species and how can we test ideas about how plant communities work? This program fosters field plant taxonomy skills needed for field work in vegetation studies.

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. In applied plant ecology, we will focus on learning plant community sampling techniques (small and large plots, species-area sampling, transects, nested-plot designs). Statistical analysis methods will be taught and used to analyze data generated from our sampling of communities. Students will learn the difference between characterizing the average abundance of species in plot data and getting a complete inventory of plants at a site. Seminar readings will focus on floristics, plant autecology, and synecology. Students will also learn how to collect and prepare herbarium specimens. Through a series of workshops and labs on statistics in ecology paired with group research projects, students will quantitatively examine patterns in local plant communities in addition to applying qualitative methods of analysis.

A multi-day field trip to Sun Lakes State Park as well as multiple day-long field trips will give students opportunities to learn about Pacific Northwest plant communities in the field, including sagebrush steppes, prairies, oak woodlands, and coniferous forests. Students will be expected to maintain a detailed field journal and will be taught basic botanical illustration skills to support this work. Field trips are required.

**Faculty signature:** Students must email a letter of interest by the Friday before Academic Fair that explains how they have met the prerequisite and lists two references. The letter also needs to address how the program will help them meet their academic goals. Signatures will be issued by the Friday after Academic Fair.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$300 for transportation, meals and lodging for a field trip to Sun Lakes State Park.

**A similar program is expected to be offered in 2018–19**

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## Financial Heartland

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### Spring 2017 quarter

**Fields of Study:** business and management

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in business history, finance, and public policy.

**Faculty:** Zoe Van Schyndel

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—New York, Boston, and Chicago. This program is designed for students with a strong interest in finance, business, and history.

Students will have the option to travel to one of the U.S. financial-center cities for a week of research. The goal of these trips is to explore the financial expertise for which each of these cities is known, while also looking at how the wealth created by financial businesses has shaped these cities. Visits are expected to include meetings with various businesspeople and visits to local museums and other cultural sites. For those students unable to travel to the financial heartland cities, an alternative is to conduct a similar type of analysis on three cities in Washington state, looking at the role finance played in their growth and evolution.

The first part of the quarter will cover the history of the three cities and explore how they came to be financial centers. We will then move on to a discussion of the evolution of mutual funds, commodities, and the capital-raising process. Students will work in groups to research the history or a particular business in one of the financial center cities and present their findings at the end of the quarter, linking this work with their visits to a financial heartland city. There will be a large emphasis on writing, including brief and very focused assignments, as well as seminar papers.

**Credits:** 16

**Enrollment:** 23

**Required Fees:** \$200 for entrance fees.

**Special Expenses:** Optional — approximately \$1,200 for one week of travel to one of the financial center cities of Boston, Chicago, or New York City. This includes travel, lodging and meals, along with incidental expenses.

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## Food, Health, and Sustainability

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### Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** agriculture, biology, botany, ecology, environmental studies, health, sustainability studies and zoology

**Class Standing:** Freshmen – Senior

**Prerequisites:** High school biology and chemistry. This is a intensive science program and is not intended as a survey program.

**Preparatory for studies and careers** in agriculture, food policy, and biological sciences including ecological agriculture, genetics, biochemistry, nutrition, and microbiology.

**Faculty:** Donald Morisato and Martha Rosemeyer

What should we eat? What is the link between diet and health? How is our diet shaped by our agricultural practices? How sustainable is our food system?

This program will take a scientific approach to food and cooking. Throughout history, food and cooking have not only been

essential for human sustenance, but have played a central role in the economic and cultural life of civilizations. This interdisciplinary exploration of food will take a broad ecological systems approach as it examines the biology and chemistry of food while also incorporating political, historical, and anthropological perspectives. Topics will span a broad range of scale, from ecological agriculture to molecular structure, including sustainable production, the coevolution of humans and food, the connection between food and medicine, as well as the transformation of food through the processes of cooking and fermentation.

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

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

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

Spring quarter we will examine the relationship between food and microbes from several perspectives. We will produce specific fermented foods while studying underlying biochemical reactions. We will also consider topics in microbiology as they relate to food safety and food preservation, and focus on the human microbiome, including specific interactions between particular microbes and the human immune system.

**Accepts new enrollment in winter and spring with signature.**

Students must have one quarter of college-level biology in winter and two quarters of college-level biology in spring. Contact faculty via email to discuss qualifications.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$150 in fall and winter for conference registration and food supplies, \$200 in spring for food, supplies, and an overnight field trip.

**A similar program is expected to be offered in 2018–19**

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## Freshwater Ecology

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### Spring 2017 quarter

**Fields of Study:** ecology, environmental studies, and field studies

**Class Standing:** Sophomore – Senior

**Prerequisites:** Two quarters of college-level biology with labs. General chemistry is recommended.

**Preparatory for studies and careers** in ecology, environmental science, wildlife biology, ecological restoration, other life sciences

**Faculty:** Carri LeRoy

Freshwater habitats rank as some of the most imperiled ecosystems on Earth. They have been used heavily for transportation, irrigation, energy production, waste disposal, and recreation. Due to their fragile nature and disproportionate importance on the landscape, it is important to understand how freshwater ecosystems function and how we can restore freshwater habitat. This program will cover freshwater ecology in streams, rivers, lakes, and wetlands. A major focus will be research methods and extensive work in both field and lab. Students will learn to make scientific observations, ask research questions, design field experiments, collect data and characterize communities, analyze data using a variety of statistical methods, and communicate their findings using scientific writing, oral presentations, and lay summaries. Topics covered include water chemistry, hydrology, ecosystem processes, aquatic insect identification, trophic dynamics, ecological interactions, organic matter and nutrient dynamics, current threats to freshwater ecosystems, and ecological restoration. We will focus on current research in ecosystem ecology, community ecology, ecological genetics, and terrestrial-aquatic interactions. Readings will focus on human-freshwater interactions and regionally important freshwater topics in the Pacific Northwest. Field trips will be undertaken regardless of weather conditions to local freshwater environments.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$250 - overnight field trip on the Olympic Peninsula.

**A similar program is expected to be offered in Spring 2018–19**

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## Global Exchange

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** business and management and economics

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in business, finance, history, and economics.

**Faculty:** Zoe Van Schyndel

This program is designed for students to gain an introductory understanding of the historical role of trade and business in the global economy of today. The age-old urge to trade has led to empires, wars, trade restrictions and, more recently, violent protests against economic and financial globalization.

This two-quarter program examines the impact of trade on the political, economic, financial, ecological, religious, and energy-related foundations of the U.S. economy. We will explore the evolution of trade from the ancient world to today. Our historical review will help us understand how trade shaped the past and will provide lessons for how trade may well shape the future. As we explore these changes, our goals are to define how the development of trade is part of a society's natural progression toward prosperity. Several field trips are planned for each quarter, which could include visits to local ports and global business in the Pacific Northwest. The goal of the field trips is to enhance and broaden classroom activities with experiences in real-world settings where we can gain perspectives from people engaged in trade and business. In addition, there will be a large emphasis on writing, including brief and very focused assignments as well as seminar papers. At the end of each quarter students will present their research findings on trade and business in multimedia presentations.

**Credits:** 16

**Enrollment:** 23



*Greensers at a Student Activities Fair. Evergreen students run more than 70 groups. Join a theater, circus, or improv group; bond with fellow gardeners (organic, oyster, aquaponic, etc.); get involved at the Bike Shop; or form your own student group. (Photo by Shauna Bittle '98)*



A student creates a giant mask based on one of the four elements as part of a program that explored how street theater can interrupt everyday life in the public sphere in a way that helps us connect to our own humanity. (Photo by Shauna Bittle '98)

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## Globalization and the Politics of Walls

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### Spring 2017 quarter

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

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in international studies, political economy, and political science.

**Faculty:** Steven Niva

Although globalization has led to increasing interdependence of societies and peoples, one of the most striking features on the contemporary global landscape is the proliferation of massive walls built between peoples, such as those on the U.S.-Mexico border, around Palestinians in the West Bank and Gaza Strip, between India and Bangladesh, around Spanish enclaves in Morocco, and dozens more around the world. Students in this global politics program will examine the proliferation of walls in contemporary global society through detailed case studies and theoretical writings in order to understand why wall-building is on the rise today, how these walls affects various populations and why many people are resisting these walls. While these new walls are typically justified in the name of national security and defending borders, we will read diverse critics who contend that these walls may also reflect neoliberal strategies of socioeconomic exclusion between rich and poor and neocolonial attempts to marginalize unwanted populations. Students will also learn about attempts to subvert, repurpose or remove these walls. Through intensive reading, writing, and discussion, students will be asked to develop their own theories about the politics of walls in contemporary global society and to create public installations of some of these wall-building projects as pedagogical exercise.

**Credits:** 16

**Enrollment:** 25

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## God(s): An Inquiry

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### Spring 2017 quarter

**Fields of Study:** history, philosophy, and religious studies

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in consciousness studies, history, religious studies, critical and cultural theory, philosophy, and further studies in the liberal arts.

**Faculty:** Sarah Eltantawi

This program will take students on an exploration of the persistent human quest to locate, identify, describe, ascribe power to, and/or worship deities or phenomena outside ourselves. We take as a point of departure that this instinct has been with us as a species since the beginning of recorded human history. As such, by investigating extant sources that document this instinct, we can ask *why* and *how* this instinct developed and continues to sustain itself. We begin with ancient Chinese, African, Mesopotamian, Indus (Hindu and Buddhist) Greek, and Egyptian religions (all the while problematizing the meaning of the word "religion") and move on to development of monotheism begun by Hebrew tribes, to development of Western philosophies rooted in these traditions, to the present where the insistence on no (sure) God(s) (atheism and agnosticism) has gathered steam and developed its own ideologies, including scientism.

Students will develop analytic skills in critical historical method, history, philosophy, critical theory, and the study of religion. Readings will include primary sources from each tradition we look at, in addition to secondary sources that come to terms with them. Readings include, for example, selections from *The Egyptian Book of the Dead*, Homer, *The Upanishads*, the *Hebrew Bible*, Kant, Islamic exegesis, and readings in the "New Atheist" movement.

**Credits:** 16

**Enrollment:** 24

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## Groundwork: Senior Thesis in the Humanities

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### Fall 2016 quarter

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

**Class Standing:** Junior – Senior

**Preparatory for studies and careers** in humanities, including American studies, aesthetics, art history, classics, cultural studies, gender and women's studies, history, language studies, linguistics, literature, philosophy, queer studies, religious studies, and writing.

**Faculty:** Trevor Speller

What is the value of capstone work, a senior thesis, or an independent project? How does one conduct this work in the humanities? How does one prepare for such a project? This program is designed for juniors and seniors who are hoping to pursue a capstone project in the humanities or an interdisciplinary project with a strong foothold in the humanities. Capstone work—usually a long, independent project or senior thesis—is a common way of consolidating your undergraduate learning. This program will help you prepare the groundwork for your project, which will be undertaken in a subsequent quarter to be determined by the student. You will also be introduced to a number of faculty who may very well supervise your project.

There will be two broad elements in the program: The first is to develop a prospectus and introduction to your own project. The second is to engage with a number of contemporary ideas and texts across the humanities, with a strong focus on critical theory. You should expect to read this theory with an eye to real-world issues that arise from week to week. Students can expect to prepare the groundwork for their capstone work in a future quarter by developing a prospectus, reading list, annotated bibliography, and introductory drafts. We will look at disciplinary trends in the humanities, talk with faculty members here at Evergreen and elsewhere, and discuss graduate school. Lectures, seminars, and regular writing assignments will help hone our skills for capstone work. Students will also have the opportunity to help set some curriculum for upcoming lectures in the Critical and Cultural Theory lecture series.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$100 for entrance fees and conference registration.

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## Hacking Human Nature

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### Spring 2017 quarter

**Fields of Study:** anthropology, biology, consciousness studies, law and government policy, sustainability studies, and zoology

**Class Standing:** Junior – Senior

**Prerequisites:** This will be a high intensity program well suited to self-motivated students. Students who require precise assignments are likely to find the structure of this program frustrating. Students that enjoy collaborating at the intellectual frontier will likely find this program stimulating.

**Faculty:** Bret Weinstein

We have arrived at a defining moment for our species. Humans have raced competitively around the globe, we have leveraged technology to increase our numbers, and we have innovated unsustainable and wildly unfair patterns of consumption. The facts of our predicament will force massive and arbitrary changes upon all humanity if we do not come together to design a wise and self-correcting replacement system first. Given the above, this program will focus on several related questions:

- What is the evolutionary nature of humans, and how did it produce our present predicament?
- What does our evolutionary nature say about the range of viable futures?
- Given the range of what's possible, what type of future is most desirable?
- What is the best hope of making the transition?

This program will not be presented at the front of the room and consumed by the audience. It will emerge from the combined efforts, knowledge, and wisdom of all program participants. It is appropriate to self-motivated students who are open to the idea that massive changes are inevitable, whether humans design them or not. Passive students are likely to feel adrift in this program, just as self-motivated students are energized. A science background is not required, but acceptance of a broad and inclusive scientific worldview is essential.

There will be lectures, readings, and student projects. We will go on two week-long retreats where hiking will occur daily. Students should expect this program to absorb a great deal of time and attention, well beyond the in-class schedule and formal assignments.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$400 for overnight field trips.

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## Illustrations of Character: A Literary and Philosophical Inquiry

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Fall 2016, Winter 2017, and Spring 2017 quarters

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

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in humanities, education, human services, and the arts.

**Faculty:** Nancy Koppelman, Joseph Tougas, and Andrew Reece

How do we determine what to do when faced with hard choices? Is happiness uppermost in our minds, or can something else guide us, such as loyalty to a friend, religious principle, or political commitment? What if the right decision goes against our sense of self? How can we live with integrity in the face of temptation or tragedy? How do historical, political, and social contexts shape how we think and act in such situations? Can we really have free will when context limits how we understand, feel, and imagine our circumstances and how to change them?

These ethical questions demand that we think carefully about character. Character comprises not only distinctive individual qualities, but also the disposition to act in certain ways. Character can also refer to collective identifiers such as ethnicity, sex, gender, class, race, religion, region, and nation. These markers can both inspire intractable conflicts and frame claims to justice. We will study works of philosophy, history, drama, and fiction that illuminate our understanding of character. We'll explore how character affects, and is affected by, desire, deliberation, action, and suffering. We'll read literary and historical accounts that illustrate the character of people or a people and portray profound moral dilemmas. Works of ethics will broaden how we think about character in relation to external goods, habit, happiness, friendship, and duties. They provide powerful interpretive tools and a refined vocabulary for grappling with questions raised by our texts.

Fall quarter will focus on Aristotelian ethics. We'll learn how the ancient Greeks understood the challenges of their experiment with democracy and consider their efforts to attune desire to responsibility, friendship to self-interest, and deliberation to action. We'll read retellings of their myths, dramas, and epic poetry to consider how their concerns resonate in our own times. Authors will include Plato, Aristotle, Sophocles, Toni Morrison, and Walt Whitman. In winter we will learn how Immanuel Kant's moral philosophy provided new tools for the critical analysis of age-old social practices such as slavery, gender domination, and economic inequality. Spring quarter's work will focus on pluralism in the modern world. The contemporary challenge of valuing differences as resources rather than threats undermines earlier ethical paradigms. Diversity is now seen as a source of strength, celebration, and opportunity to mobilize collective human will. We'll study societies that display creative harmony within multiplicity, and examine current debates and case studies on countries such as medieval Spain, modern Switzerland, post-apartheid South Africa, and components of American society. Pluralism is indeed a key ethical challenge of the present and future.

This program is suitable for students who are prepared not only to think critically, but to investigate their own beliefs and submit them to rigorous scrutiny, to practice ethical thinking as well as study it. Writing will be central to that practice. We look forward to a thriving

community focused on studying, puzzling over, understanding, and celebrating character—an abiding challenge of the human condition.

**Credits:** 16

**Enrollment:** 69

**Required Fees:** \$250 in fall for transportation, lodging, and fees for three-day trip to the Quileute Reservation. \$75 in winter for theater tickets, and \$250 in spring for transportation, lodging, and fees for three-day trip to either Seattle or Portland.

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## Individual Study: Humanities and Social Sciences

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Winter 2017 quarter

**Class Standing:** Freshmen – Senior

**Faculty:** Bill Arney

Individual Study offers opportunities for students to pursue their own courses of study and research through individual learning contracts or internships. Bill Arney sponsors individual learning contracts in the humanities and social sciences. All students ready to do good work are welcome to make a proposal to Bill Arney.

**Faculty signature:** Interested students should define a contract using the online contract process and select Bill Arney as the sponsor. Make this selection without soliciting a prior commitment from Bill; he will examine all proposed contracts via the online application once they "share" the contract with him. Please send an email to [arney@evergreen.edu](mailto:arney@evergreen.edu) notifying Bill that you have shared a draft for review, and for any further inquiries about your contract.

**Credits:** 16

**Enrollment:** 24



Students in a general chemistry class take readings and water samples of the Puget Sound at the Evergreen beach.

(Photo by Shauna Bittle '98)

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## Introduction to Environmental Studies: Land

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** botany, cultural studies, ecology, environmental studies, field studies, geography, and natural history

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in environmental studies, government, geography, social science, ecology, and forestry.

**Faculty:** Dylan Fischer and Martha Henderson

What are the factors that influence terrestrial environments in the Pacific Northwest? The region has a diverse array of ecosystems with unique biological, ecological, and social histories. Environmental studies provide an opportunity for students to engage in developing knowledge about factors that affect these environments, including human activities.

This program will present concepts and skills from natural and social science essential for understanding current issues in environmental studies. Areas of study will include geography, environmental history, ecology, GIS, cultural studies, and quantitative methods/statistics. Students will learn to recognize patterns of life based on climatic, soil, water, human occupation, and topography. Human habitation will be examined as diverse sets of adaptations, social constructions, spatial relations, and cultural landscapes. The interaction between humans and land resources will be identified by example with attention to environmental issues. Examination of Pacific Northwest geography will include Native cultures and adaptations, Euro-American empire building with a focus on natural resources, American environmental history and the creation of 1850s nature paradigm, the public lands systems, and contemporary environmental issues related to land and life.

Lectures will examine how selected current environmental problems are studied by individual disciplines and develop how an interdisciplinary approach is used to address these issues. Seminar readings will be selected to complement these presentations, to provide opportunities for analysis of the lecture themes, and to discuss interdisciplinary connections. The program will be taught by a natural scientist and a social scientist and will have an independent lecture series and field/lab/workshop component. Lectures, seminars, invited speakers, and field experiences will be organized around the central theme of environmental studies in the Pacific Northwest. Nevertheless, our studies will span the globe and include global environmental dilemmas.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$300 per quarter for overnight field trips to explore marine and terrestrial environments.

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## Introduction to Environmental Studies: Water

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** American studies, ecology, economics, environmental studies, field studies, government, and marine science

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in environmental studies, government, social science, ecology, and marine science.

**Faculty:** Gerardo Chin-Leo and Ralph Murphy

This two-quarter program is designed to serve as a foundation for advanced programs in environmental studies. As such, it will survey a range of disciplines and skills essential for environmental problem-solving from both a scientific and social science perspective. Specifically, we will study ecological principles and methods, aquatic ecology, methods of analysis in environmental studies, American political and economic history of environmental policy-making, microeconomics, and political science. This information will be used to analyze current issues on a range of topics in environmental studies.

In fall quarter we will study ecology with a focus on aquatic systems. We will examine the major physical and chemical characteristics of aquatic environments and factors controlling species diversity, distribution, and productivity of aquatic organisms. Current issues such as marine pollution (eutrophication), introduced exotic species, harmful algal blooms, over-fishing, and forest management will be also be discussed. These scientific issues will be grounded in the context of politics, economics, and public policy. In addition, we will examine how the values of democracy and capitalism from the founding era to the present influence resource management, and the scope and limitations of governmental policy-making, regulatory agencies, and environmental law. Understanding the different levels (federal, state, local) of governmental responsibility for environmental protection will be explored in-depth. Field trips, seminar, and case studies will offer opportunities to see how science and policy interact in environmental issues. Finally, we will develop an introduction to research design, quantitative reasoning, and statistics. In winter quarter the thematic focus will be on the role of the oceans in global climate change and global energy issues.

Material will be presented through lectures, seminars, labs, field trips/field work, and quantitative methods. Laboratory and field trips will examine microscopic life in aquatic systems and will examine the ecology of estuarine habitats.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$300 per quarter for overnight field trips to explore marine and terrestrial environments.

“Evergreen fostered my interest in environmental science and set me on the path to graduate school and a career in environmental science... Evergreen’s interdisciplinary, collaborative style for learning, and approach to critical thinking, were important to me as a student and have continued to inform my life and work.” —Roberta (Chapman) King '76

## Introduction to Natural Sciences

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** biology and chemistry

**Class Standing:** Freshmen – Senior

**Prerequisites:** Students should have a solid understanding of mathematics at the Algebra II or pre-calculus level.

**Preparatory for studies and careers** in physical and biological sciences, medicine and health sciences, scientific writing, environmental sciences, and education.

**Faculty:** Clarissa Dirks and James Neitzel

This program will offer students a conceptual and methodological introduction to biology and chemistry. In order to understand our world from a scientific perspective, we need to be able to analyze complex systems at multiple levels. We need to understand the ways that matter transforms chemically and how energy and entropy drive those transformations. Biological systems can be understood at the molecular level, but we also need to know about cells, organisms, and ecological systems and how they change over time. The language for describing these systems is both quantitative and computational. We will have a strong focus on the evolutionary mechanisms that have led to the current life on earth, and interpretation and design of experimental tests for hypotheses in biology and chemistry.

The integration of biology and chemistry will assist us in asking and answering questions that lie in the intersections of these fields. Such topics include the chemical structure of DNA, the flow of nutrients and energy through ecosystems, mathematical modeling of biological population growth, equations governing chemical equilibria and kinetics, and the algorithms underlying bioinformatics. Program activities will include lectures, small group problem-solving workshops, laboratory and field work, and seminar discussions. Students will learn to describe their work through

scientific writing and public presentations. Our laboratory work in biology and chemistry will also allow us to observe phenomena, collect data, and gain firsthand insight into the complex relationship between mathematical models and experimental results. There will be a significant laboratory component—students can expect to spend at least a full day in the lab each week, maintain laboratory notebooks, write formal laboratory reports, and give formal presentations of their work. Biology laboratories in this program will include participation in the SEA-PHAGE program coordinated by the Howard Hughes Medical Institute and the use of bioinformatics tools on a bacteriophage genome.

In addition to studying current scientific theories, we will consider the historical, societal, and personal factors that influence our thinking about the natural world. We will also examine the impacts on societies due to changes in science and technology. Spring quarter there will be an opportunity for small student groups to conduct independent, scientific investigations designed in collaboration with program faculty.

This program is designed for students who want a solid preparation for further study in the sciences. Students who only want to get a taste of science will find this program quite demanding and should consult with faculty before the program begins. Overall, we expect students to end the program in spring with a working knowledge of scientific, mathematical, and computational concepts, ability to reason critically and to solve problems, and with hands-on experience in natural science.

**Accepts new enrollment in winter.** Students need to have completed one quarter each of chemistry and biology equivalent to fall quarter. **This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 48

**A similar program is expected to be offered in 2017–18**



Students enjoy time between program sessions on Red Square. (Photo by Shauna Bittle '98)

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## Ireland in History and Memory

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**Fall 2016, Winter 2017, and Spring 2017 quarters**

**Fields of Study:** anthropology, history, language studies, music

**Class Standing:** Junior – Senior

**Preparatory for studies and careers** in Irish studies, ethnomusicology, cultural studies, and history.

**Faculty:** Sean Williams

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

Most weeks include lectures, seminars, small-group work, songs, play-reading out loud, instrumental music practice, poetry, and a film. Short pre-seminar papers are required to focus your attention on each week's texts. In fall, three papers are required (on ancient Ireland, the English conquest, and the Celtic Revival). In winter, two larger papers are required (on Irish America and contemporary Ireland). At least one work of visual art—drawing, painting, collage, or sculpture—will be required each quarter (on the Famine and on the Troubles). The last week of fall and winter quarters will focus on collaborative, student-led productions. Students will learn to cook Irish food for a food-and-music gathering once each quarter.

Every student is expected to work intensively with the Irish-Gaelic language all year—no exceptions. Our work will include frequent lessons and short exams in grammar and pronunciation, as well as application of those lessons to Irish-language songs and poetry. Irish is a challenging language—it requires considerable skills in listening, bravery in speaking, and the ability to accept the existence of very strong regional accents while sorting out the meaning of the individual words and sentences. Similarly, you will be expected to learn to sing and play Irish music on a musical instrument if you cannot already play one. We practice this music each week, and will be bringing musical instruments to Ireland.

Spring quarter we will travel to Ireland, individually or in small groups, for two weeks of independent research. Students may choose a topic and a location for exploration. We will meet in Dublin and travel to Gleann Cholm Cille in Donegal, the northernmost county of the Republic. Students will spend four weeks improving their language skills, learning traditional skills (singing, dancing, poetry writing, drumming, tin whistle playing, weaving, knitting) and exploring the region, which is rich in archaeological features such as standing stones and dolmens. Upon their return at the end of May, students will write a significant (20-page) integrative essay, combining the theory of Irish Studies with what they have learned in the practice of living and studying in Ireland.

**Faculty signature:** Interested students need to submit a one-page essay explaining their background, interests, and goals for the program. All backgrounds, interests, and goals are welcome. The essay will pinpoint, balance, and address class members' priorities, and should reveal through use of grammar and organiza-

tion your ability to produce college-level writing. Send your essay as a pdf to [williams@evergreen.edu](mailto:williams@evergreen.edu) by May 10, 2016. **This program does not accept new enrollment in winter or spring.**

**Credits:** 16

**Enrollment:** 25

**Study Abroad:** Spring travel to Ireland, approximately \$4,000, including airfare. \$500 deposit required by Mar. 15, 2017. We will live in shared housing and make short bus trips to Northern Ireland and to major local archaeological sites. Students must be able to hike on uneven territory and be fully prepared for wild Atlantic coastal weather. Students may leave for Ireland anytime between Mar. 25–Apr. 20 to begin their independent research prior to meeting up with the group in Donegal. Everyone must return by May 30. For details on study abroad, visit [evergreen.edu/studyabroad](http://evergreen.edu/studyabroad) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu).

**Special Expenses:** All students are expected to bring a musical instrument to class in fall and winter quarters; pennywhistles cost approximately \$15. Students will also be asked to participate in the Sean-nós Northwest Festival weekend on campus early in spring quarter; registration is approximately \$110 per person. We are likely to attend at least one live performance in each of fall and winter. Entrance fees for the performances vary, but expect to pay up to \$30 each quarter for either a theatrical or musical performance.

**A similar program is expected to be offered in 2019–2020**

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## Language, Math, and Mind

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**Spring 2017 quarter**

**Fields of Study:** linguistics and mathematics

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in linguistics and mathematics.

**Faculty:** Rachel Hastings

Language and mathematics represent two areas of human cognition characterized by significant complexity and abstraction. In this program we will study linguistics and mathematics, as well as the mental processes and structures associated with each of these areas of thought and knowledge. We will analyze language structure, including the study of phonology (speech sounds), syntax (sentence structure), and semantics (linguistic meaning). We will also study mathematics with the goal of illuminating the nature of mathematical thinking. Topics in math will include mathematical logic and proofs, number systems, and introductory concepts from set theory and abstract algebra.

Alongside our studies of linguistics and mathematics, we will engage in seminar reading and discussion relating to cognitive processes associated with language and mathematical thinking. We will explore such questions as: How does the human mind handle abstraction? What is the role of metaphor in language and math? Can particular aspects of language and math be identified as learned or innate? How do children learn language skills (such as speaking and reading) and mathematics (such as numerical and spatial reasoning)? How does mathematical thinking emerge across cultures?

The work for this program will include solving math problems, writing proofs, studying abstract principles of grammar, and reading and writing about cognition and mental structure.

**Credits:** 16

**Enrollment:** 24

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## Life Writes Beautiful Stories: Growing-up Experiences in Literature, Script Writing, and Performance

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### Fall 2016 quarter

**Fields of Study:** literature and theater

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in theater and the performing arts, creative writing, multicultural literature, human development, social science, education, and psychology.

**Faculty:** Stephanie Kozick and Rose Jang

This program is about creative expressions of the universal experience of growing up. It's about how authors, performers, and other artists, including you, represent the personal process of a life unfolding in time and place. This brings into play the conditions of memory, experience, community, and culture that shape the act of growing up. From a classical-mythological perspective, the story of Persephone represents individual transformations that take place in a life, while contemporary writers, such as David Sedaris, Lynda Barry, and Bill Bryson, make sense of the human experience in evocative, emotional, and humorous ways.

In this program, students will explore the dynamic unfolding of life by reading and writing stories, viewing films and observing how that medium portrays lives over time, and composing and acting out scripts crafted from students' own life stories. Growing up, as a universal experience, might be perceived as a pattern or a set of stages that elucidate the human experience. Movement workshops and theater performance workshops allow program participants to explore these patterns and stages.

This is designed for students who are curious about the process of growing up and are eager to read, write, create, and perform in serious ways in order to act on that curiosity. Students will work in groups and must collaborate, support, and encourage the bold act of inquiring about the personal experience of growing up. At the end of the quarter, a theatrical presentation of these stories will summarize the experience.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$30 for theater tickets.

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## Marine Biodiversity

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### Spring 2017 quarter

**Fields of Study:** environmental studies, field studies, marine science, and zoology

**Class Standing:** Junior – Senior

**Prerequisites:** Two quarters of college-level biological sciences with labs.

**Preparatory for studies and careers** in marine science, environmental science, and other life sciences.

**Faculty:** Erik Thuesen and Gerardo Chin-Leo

This program focuses on learning the identity and evolutionary relationships of marine organisms. Marine environments support an extremely diverse group of autotrophic and heterotrophic organisms, which together comprise an important fraction of Earth's biodiversity. The proximity of Evergreen's campus to various marine habitats provides excellent opportunities to study many diverse groups of organisms. Emphasis will be placed on learning the

regional marine flora and fauna. Students will learn fundamental laboratory and field techniques and will be required to complete a research project utilizing the available microscopy facilities (light and scanning electron microscopes). Workshops on the statistical analysis of biodiversity will provide a quantitative aspect to our work. This program will include extensive work in both the lab and field.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$240 for an overnight field trip to the Olympic Peninsula.

**Special Expenses:** Students should expect above-average book costs.

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## Mathematics in Geology

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** geology and mathematics

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in environmental sciences, geosciences, and mathematics. This program will provide good background for more in-depth science programs such as Introduction to Natural Science or Models of Motion.

**Faculty:** Rachel Hastings and Abir Biswas

This interdisciplinary, introductory-level program will explore topics in physical geology and applied precalculus mathematics. It is designed for students with a desire to have a broader and deeper understanding of the Earth, of mathematical concepts and functions, and of applications of math to earth sciences. The study of lab and field sciences and mathematical problem-solving through rigorous, quantitative, and interdisciplinary investigations will be emphasized. We expect students to finish the program with a strong understanding of the scientific and mathematical concepts that help us investigate the world around us.

In fall quarter geology we will study fundamental concepts in Earth science including geologic time, plate tectonics, and earth materials. Winter quarter geology will focus on Earth processes including soil development, nutrient cycling, and climate change. In both quarters our precalculus material will focus on families of mathematical functions, including polynomial, trigonometric, exponential, and logarithmic functions. Pattern identification and conceptual understanding of mathematical ideas will be emphasized along with applications to geological sciences. Additional math topics will include symmetry and geometry (with applications to mineral structure), and introductory concepts in probability and statistics. Quantitative reasoning and statistical analysis of data will be emphasized throughout the program and students will participate in weekly geology-content-based workshops focusing on improving mathematical skills. Fall quarter we will focus on skill-building in the laboratory and math workshops with the goal of doing meaningful field-lab work later in the year. Students will conduct group projects, including library research and writing, with opportunities for fieldwork.

**Credits:** 16

**Enrollment:** 46

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## Matter and Motion

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**Fall 2016, Winter 2017, and Spring 2017 quarters**

**Fields of Study:** chemistry, mathematics, and physics

**Class Standing:** Freshmen – Senior

**Prerequisites:** Pre-calculus I and II (algebra and trigonometry) and a good knowledge of the subject is assumed. Background in high school science is desirable. Students must complete a mathematics assessment test, available on the program website, to evaluate their level of preparation for the program.

**Preparatory for studies and careers** in chemistry, physics, mathematics, medicine and health-care fields, engineering, environmental science, and science teaching.

**Faculty:** Dharshi Bopegedera and Neil Switz

This year-long program is a rigorous introduction to knowledge and skills students need to continue their studies in physics, chemistry, mathematics, and the natural sciences. We will cover key concepts in university-level physics, general chemistry, and calculus.

Modern science has been remarkably successful in providing understanding of how natural systems behave. Such disparate phenomena as the workings of cell phones, the ways in which we detect super-massive black holes in the galactic core, use of magnetic resonance imaging in diagnosis of disease, the effects of global carbon dioxide levels on shellfish growth, and design of batteries for electric cars are all linked at a deeply fundamental level. This program will introduce you to the theory and practice of the science behind these and other phenomena while providing the solid academic background in mathematics, chemistry, and physics necessary for advanced study in those fields, as well as for engineering, medicine, and biology.

There will be a strong laboratory focus during which we will explore the nature of chemical and physical systems in a highly collaborative environment. The key to success in the program will depend on commitment to work, learning, and collaboration. The work will be intensive and challenging, but the material exciting. Students should expect to spend at least 50 hours a week engaged with assignments and material during and outside of class. During fall, we will focus on skill-building in the laboratory and acquiring the basic tools in chemistry, physics, and calculus. By winter quarter students will increase their ability to integrate disciplines, moving between established models and experimental data to ask and seek answers to their own questions. A spring quarter component will be a library or laboratory research project and presentation of findings to the public, allowing students to share their knowledge with a broad audience.

**Accepts new enrollment in winter and spring with signature.**

Admission in winter will be based upon one quarter each of calculus, college-level physics, and chemistry. Students must pass final exams from the previous quarter to be admitted in spring. Please contact faculty for additional information.

**Special Expenses:** Students are encouraged to have a computer, ideally a laptop, with a USB2 port and a common operating system, such as MAC OSX or Windows.

**Credits:** 16

**Enrollment:** 48

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## Media Internships

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**Fall 2016, Winter 2017, and Spring 2017 quarters**

**Fields of Study:** communication, media arts, and media studies

**Class Standing:** Junior – Senior

**Prerequisites:** Students must have completed at least one quarter of an 8 or 16 credit interdisciplinary program and a minimum of one year of college-level media theory and skills training pertaining to the internship, such as Mediaworks, Media Artist Studio, Audio Recording, Introduction to Music Technology, or their equivalents.

**Preparatory for studies and careers** in media arts, media production, media education, professional studio management, communications, and computer applications in media art.

**Faculty:** Peter Randlette and Ruth Hayes

Media internships provide advanced students opportunities to gain deep knowledge of specific media concepts and skills in the context of a tightly-knit cohort who collaborate on developing academic and creative research agendas that parallel and are informed by their work as interns. Internships involve about 30 hours per week for 12-14 credits per quarter and are available in animation/imaging, audio, Media Loan, multimedia lab, music technology, production, video production, and video post-production. Each intern gains and strengthens instructional, technical, research, organizational, leadership, communication, and collaborative skills as they work with supervising staff associated with each of these areas to support instruction, maintenance, and administration of facilities, and to fulfill campus production needs.

The Media Internship program includes 2-4 credits of academic inquiry per quarter that involve individual research in the critical history of specific media technologies with an emphasis on the social, cultural, and economic influences on their development and adoption by both mainstream and alternative producers. As students expand their practical and theoretical knowledge of media technologies, they examine their own roles as producers, artists, teachers, and leaders through reflective writing and through the production of both individual and collaborative creative media projects. Interns meet weekly as a group with staff or faculty to share skills, seminar on readings or screenings, peer review writing, and collaborate on projects, productions, and cross-training in all Media Services areas.

The program requires a year-long commitment from fall through spring quarters. For more details, including information about each specific internship, prerequisites for them and how to apply, please refer to [evergreen.edu/electronicmedia/eminternships.htm](http://evergreen.edu/electronicmedia/eminternships.htm).

Students may apply to a variety of internships. Please contact Peter Randlette at [pbr@evergreen.edu](mailto:pbr@evergreen.edu) for information and an application for specific internships. The prerequisite skills and competencies will be demonstrated through the completion of an application that will include references, program evaluations, and a professional resume. Students will also be expected to demonstrate capacity to work in a professional working environment and as a member of various collaborative and creative teams.

**This program does not accept new enrollment winter or spring.**

**Credits:** 16

**Enrollment:** 8

**A similar program is expected to be offered in 2017–18**

## Mediaworks: Re/presenting Power and Difference

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** art history, communication, cultural studies, gender and women's studies, media arts, media studies, queer studies, and visual arts

**Class Standing:** Sophomore – Senior

**Prerequisites:** Students must demonstrate intermediate college-level reading, writing, and critical thinking skills. Successful completion of at least two quarters of college-level studies spanning multiple disciplines is a prerequisite for admission. This could be satisfied by interdisciplinary programs at Evergreen or classes at Evergreen or elsewhere that demonstrate breadth of subject matter. Previous experience in media production is not required.

**Preparatory for studies and careers** in media, visual art, journalism, communication, education, and the humanities.

**Faculty:** Laurie Meeker and Julie Russo

What does it mean to make moving images in an age of omnipresent media, information overload, social inequality, and global capitalism? What's the relationship between aesthetic form and power across race, class, gender, sexuality, and other axes of difference? How can we understand the interplay between popular media and experimental modes? How do we critically engage with the history and traditions of media practices while testing the boundaries of established forms? What responsibilities do media artists and producers have to their subjects and audiences? How can media makers represent or transform the "real" world? Can media artists contribute to social change? As media artists, how do we enter debates around social and political justice? How do we critically engage new media as a form of activism and cultural critique? Students will engage with these questions as they gain skills in film/video/television history and theory, critical analysis, media production, collaboration, and critique.

This is the foundational program for media arts/media studies at Evergreen, linking theory with practice. The program emphasizes media technology and hands-on production practices along with the study of media history and theory—inquiry that is central to developing strategies of representation in our own work as media artists. As creative critics, we will gain fluency in methodologies including close reading and formal analysis, mapping narrative and genre, unpacking power from feminist, critical race, de-colonial, and anti-capitalist perspectives, and cultural, historical, and technological framing of commercial and independent media production. These analytical skills will help us understand strategies that artists have employed to challenge, mobilize, and re-appropriate mainstream media forms. As critical creators, we'll learn foundational production skills and experiment with alternative approaches including documentary, nonfiction, video art, autobiography, essay films, remix, and research/writing for and about media. In addition to production assignments, program activities will encompass analysis and criticism through screenings, readings, seminars, research, and critical writing. We'll also spend significant time in critique sessions discussing our creative and critical work.

In fall students will explore ways of seeing, listening, and observing in various formats, focusing intensively on 16 mm film production and completing both skill-building exercises and short projects. These collaborative exercises and projects will have thematic and technical guidelines consistent with program curriculum.

Our production work will be grounded in the study of concepts and methodologies from media history and theory, including significant critical reading, research, and writing. In hands-on workshops and assignments we'll analyze images as communication and commodities and investigate how images create and contest meaning in art, politics, and consumer culture. Collaboration—a skill learned through practice—will be an important aspect of our work in this learning community.

In winter students will delve deeply into field- and studio-based video/audio production and digital editing, using the CCAM studio and HD video technologies. We'll do this learning in conjunction with studying the social and technological history of television and video. Our production work will be primarily collaborative, although students will conclude the quarter by working on an independent project proposal.

In spring, as a culmination of the conceptual, collaboration, and production skills developed in fall and winter, students will create independent projects, individually or collaboratively. Technical workshops, screenings, research presentations, and critique discussions will support this emerging work.

**Faculty signature:** Students must submit an application demonstrating how they meet the prerequisites. Applications will be available from the Seminar II program office or faculty. Applications will be reviewed until the program fills—we will start accepting students into the program after Academic Fair in spring 2016. **Accepts new enrollment in winter with signature.** Students must submit an application demonstrating how they meet the standard prerequisites plus experience comparable to the program's fall curriculum. **This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 48

**Required Fees:** Fall: \$300 for film festival admission, an overnight field trip, film production expenses, and supplies. Winter: \$120 for entrance fees, studio production expenses, and supplies. Spring: \$50 for film festival admission.

**Special Expenses:** Students should expect to pay \$150 for an external hard drive and \$100 per quarter in supplies and travel for productions, depending on individual project needs.

**Internship Possibilities:** Students may choose to do an internship in a local or regional organization focusing on media production, media education, or a related subject. Students must complete an In-program Internship Learning Contract designed for this program in consultation with faculty and Academic Advising.

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## Molecule to Organism

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** biochemistry, biology, chemistry, and physiology

**Class Standing:** Sophomore – Senior

**Prerequisites:** One year each of college-level general biology with laboratory and college-level general chemistry with laboratory.

**Preparatory for studies and careers** in biology, chemistry, education, medicine, and health science.

**Faculty:** Paula Schofield and Michael Paros

This program will develop and interrelate concepts in laboratory biology, organic chemistry, and biochemistry, thus providing a foundation for students who plan to continue studies in chemistry, laboratory biology, field biology, and medicine. In a yearlong sequence, students will carry out upper-division work in genetics, organic chemistry, biochemistry, cellular and molecular biology, developmental biology, and physiology.

The program will examine the subject matter through the central idea that structure defines function, integrating a scaled theme from the organismal to the cellular to the molecular level. As the year progresses, the scaled theme will continue through studies of cellular and biochemical processes in biological systems. We will examine organic chemistry, the nature of organic compounds and reactions, and carry this work into biochemistry and the fundamental chemical reactions of living systems. Biological concepts of inheritance will be covered through the study of Mendelian and population genetics, leading to an understanding from a molecular DNA perspective. Building on these fundamental processes, we will study how multicellular organisms develop.

The program will contain a significant laboratory component. Students will write papers and maintain laboratory notebooks weekly. All laboratory work and approximately half of non-lecture time will be spent working in collaborative problem-solving groups. In spring quarter more in-depth laboratory and library research projects will be a culmination of all major concepts learned throughout the year.

This is an intensive program. The subjects are complex and the sophisticated understanding we expect to develop will require devoted attention and many hours of scheduled lab work each week.

**Faculty signature:** Students must demonstrate that they meet prerequisites using the application available at <https://sites.evergreen.edu/m2o/>. Contact faculty by email for more information. **Accepts new enrollment in winter and spring with signature.** For winter quarter, students must have completed one quarter each of the disciplines covered in fall quarter or the equivalent. For spring quarter, students must have completed two quarters each of the disciplines covered fall and winter quarters or the equivalent. Interested students should contact Paula Schofield by email or in person at Academic Fair.

**Credits:** 16

**Enrollment:** 50

**A similar program is expected to be offered in 2017–18**

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## Movements: African-American Culture in the (Long) 20th Century

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Fall 2016 and Winter 2017 quarters

**Fields of Study:** African American studies, literature, and media arts

**Class Standing:** Freshmen

**Preparatory for studies and careers** in education, African American studies, literature, and media arts.

**Faculty:** Naima Lowe and Chico Herbison

Movements emerge out of adverse political conditions and embody new creative strategies and possibilities. This program will explore how African-American writers, media makers, musicians, artists, and community activists use a range of methods to resist white supremacy and foster resilience within their communities. We will examine interrelated political, literary, artistic, and musical movements that have emerged from African-American experience through the “long 20th century,” beginning at Reconstruction and continuing into the present day. Our program trajectory will be historical, and will consider the arts as a primary connective tissue among the movements up for consideration. Our work together will bring us to the Harlem Renaissance, the civil rights movement, the Black Arts movement, Afrofuturism, Neo Soul, and Black Lives Matter. We will consider how the unique conditions and histories of African-Americans have shaped these movements, and how they have interacted with other artistic and social-justice movements.

In fall quarter students will learn to read African-American cultural texts—including film, music, visual art, and literature—to understand the relationships of people and communities, their sense of identity and possibilities for solidarity across differences. Through workshops students will develop skills in visual and media literacy, library and community-based research, digital photography and video editing, creative and expository writing, analytical reading and viewing, and literary analysis.

In winter quarter students will bring their historical studies into the present day by conducting collaborative research projects examining contemporary African-American movements. Students will be encouraged to use the range of skills they have developed in the program to plan, execute, and share these projects with the broader Evergreen community.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$50 per quarter for entrance fees and overnight field trips.

## Movements and Migrations: Religion, Culture, and Sustainability in a Transnational World

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** anthropology, community studies, consciousness studies, cultural studies, environmental studies, gender and women's studies, international studies, and sustainability studies

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in sustainability studies, anthropology, and international studies.

**Faculty:** Karen Gaul, Sarah Eltantawi, and Therese Saliba

From yoga to Facebook, transnational cultural, economic practices, and new information technologies are creating an increasingly interconnected world. How do transnational relationships affect the integrity, identity, and sustainability of local communities? How do religion and culture serve to sustain or separate communities in a world of mass migrations due to political, economic, and environmental disruptions? Migrations of peoples, materials, and ideas have been around for millennia, often producing vibrant practices based on adaptation and innovation. Yet colonization and capitalist globalization have also contributed to the systematic destruction of indigenous and non-Western cultures, inciting various forms of resistance. Focusing on South Asia and the Middle East, we will explore differing religious and cultural world views on the environment and humans' place within it, and how religious traditions interact with politics on the ground, such as in the partitions of India/Pakistan and Palestine/Israel.

We will examine how particular resources such as oil, textiles, and food, as well as technologies, have propelled migrations, cultural transformations, and movements for sustainability and justice. We will explore the ways communities are disproportionately affected by conditions and by-products of resource extraction, unjust labor conditions, pollutants, waste disposal, and broader climate change. We will consider ways that tourism generates the production and consumption of cultural heritage. For example, eco-tourism and yoga vacations draw millions of people to new destinations around the world and are major economic forces, raising urgent questions about cultural sustainability in the face of globalization. At the same time, social media such as Facebook have played an instrumental role for Arab youth in organizing revolutions, highlighting the ways people may use foreign technologies to fuel movements for political change. We will consider these and other lessons that can be learned from social movements to create sustainable and just futures in a transnational world.

Through the lenses of religious studies, cultural anthropology, and sustainability studies, we will explore tensions between movement and rootedness, the familiar and unfamiliar, and how movements for justice are conditioned by both individual and systemic change. We will draw on yoga, both as an example of cultural exchange that has fueled debates about authenticity and appropriation, and as a practice of sustainability from the inside out. Through a range of cultural, feminist, and postcolonial theories, we will explore connections between individual and social transformation as we seek to build communities rooted in concepts of sustainability and justice.

In fall quarter our intentional learning community will build theoretical foundations and develop skills in cultural analysis through critical reading, expository writing, ethnographic methods, and semi-

nar discussions. Students will have options for reflective work through yogic practices, writing, and engagement with religious texts. In winter quarter, students will have the opportunity to travel to Nepal to learn about community development initiatives, particularly in the areas of climate responses, rural development, women's empowerment, and democratization. Students who remain on campus will develop projects focusing on local sustainable communities and local to global contexts. In spring, students will have the option of interning with local community-based organizations or further developing their projects, whether locally based or from study abroad.

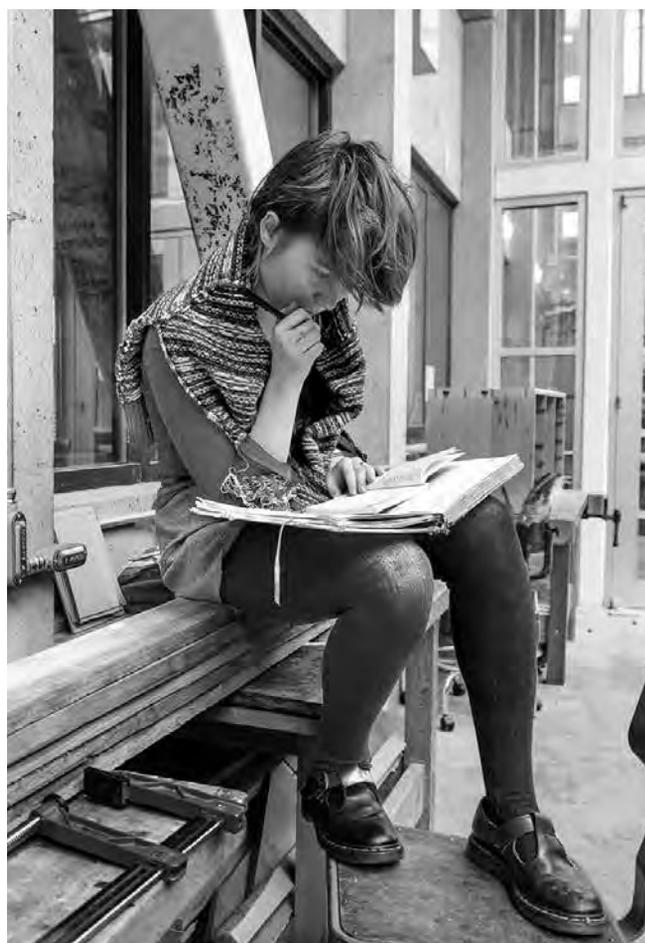
**Accepts new enrollment in winter and spring.** Students should contact faculty at an Academic Fair (winter or spring) or via email (salibat@evergreen.edu) to discuss either winter project options, or spring program options which include in-program internships, and to receive a program reading list.

**Credits:** 16

**Enrollment:** 72

**Study Abroad:** Students have the option to spend four weeks in Nepal, with a cost of around \$3,200 (approximately \$1,400 for airfare and \$1,800 for room, board, and other expenses). For details on study abroad, visit [evergreen.edu/studyabroad](http://evergreen.edu/studyabroad) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu).

**Required Fees:** \$200 per quarter for field trips and supplies.



*A student prepares to cast metal objects that were originally created on a 3-D printer. The program explored drawing, design, and the use of tools and materials (both low-tech and high-tech), and students developed their abilities in expressive, expository, and reflective thinking, speaking, and writing. (Photo by Shauna Bittle '98)*

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## Music Matters

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** aesthetics, music, and philosophy

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in music and performance.

**Faculty:** Andrea Gullickson

Music, its meaning, importance in human lives, and role in human civilizations have been topics considered by philosophers from ancient Greece to the present day. What do our experiences of music have to do with our intellectual understanding of the subject? In what ways does the experience of performing music differ from the experience of listening? Are there approaches to listening that result in more meaningful engagement with the music?

In this program we will explore points of intersection between music as it is created and perceived in the moment, philosophical writings about music from antiquity to the present, and theoretical principles that influence our musical experiences and understanding. Our work with progressive skill development will require physical immersion into the practices of listening, moving, and making music. Theoretical, philosophical, and literary studies will require the development of a common working vocabulary, writing skills, and critical-thinking skills. Weekly activities will include readings, lectures, seminars, and interactive workshops designed to encourage students to expand and meld their creative interests within an intellectual infrastructure. Performance workshops will provide opportunities to gain firsthand understanding of fundamental skills and concepts as well as the transformative possibilities that exist through honest confrontation of challenging experiences. Writing workshops and assignments will encourage thoughtful consideration of a broad range of program topics. This balanced approach to the development of physical craft, artistry, and intellectual engagement is expected to culminate in a significant written and performance project.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** Fall: \$50 for concert tickets and workshop materials.

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## Nature/Image

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### Spring 2017 quarter

**Fields of Study:** field studies and visual arts

**Class Standing:** Sophomore – Senior

**Prerequisites:** Students should have a solid base of skills in representational drawing.

**Preparatory for studies and careers** in painting, drawing, scientific illustration, and the visual arts.

**Faculty:** Susan Aurand

This is an intensive visual arts program for students who have a good background in representational drawing, who are passionate about the natural world, and who are eager to learn more about it. How have past artists, philosophers, and scientists understood and depicted the physical world? How are contemporary artists reinterpreting and reshaping our fundamental relationship to the environment and to other species? What is the role of the artist in a time of environmental crisis? Through readings, lectures, seminars, and intensive studio work, we will examine these questions. Individually, we will take the approach of artist/naturalists and delve deeply into an exploration of one or more species, ecosystems, or natural processes that intrigue us. Program activities will include skill workshops in scientific illustration and painting (watercolor, gouache, and acrylics), lectures, seminars, individual research, and thematic studio work. Every student will create a body of images that expresses an understanding and personal vision of an aspect of nature.

In the first weeks of the quarter each student will present a proposal for an in-depth, individual field study of a site, organism, natural process, or system. During week seven, each student will conduct a field study at a site either on- or off-campus in the U.S. In week eight, students will present their field research and creative work to the program.

Students will need to commit at least 40 hours per week to their program work and must be willing to work in close quarters in the studio on campus. Students will be asked to regularly present work and to engage in critical assessment, dialog, research, and writing.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$50 for common studio supplies to be available to students for creating artworks.

**Special Expenses:** Students who choose to travel a significant distance from campus for the field study should plan to cover travel and living costs personally.

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## Northwest Spaces: Urban Planning and Native American Studies

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** Native American studies, community studies, geography, history and political science

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in the humanities, land use planning, government, community development, law, environmental policy, elementary and secondary education, and mass media.

**Faculty:** Jennifer Gerend and Kristina Ackley

Who is involved in the planning of Northwest spaces—urban, suburban, rural, tribal? In what ways do Native people make urban places their own? Our program will explore links between Northwest places, urban planning, and Native American and indigenous peoples, framing our discussion around themes of environmental and economic sustainability, social justice and education, and popular culture. Diverse concepts of “native” will be examined, involving not only people but also native landscapes and species. We will broadly consider theories of space, place, mobility, and identity in our discussions of public/private/tribal spaces.

We will consider perceptions, realities, and shared experiences of Native, non-Native, and recent immigrants in Northwest places using the lenses of history, urban studies, public policy, and cultural studies. We will look at alliances in areas such as environmental restoration projects, contemporary art, economic development, and local governance.

During fall and winter quarters we will examine forces of urbanization and suburbanization and how Native life and landscapes changed as a result. Attention will be paid to both immediately apparent and curiously intertwined events and periods in history such as Native displacement, industrialization, world’s fairs, the rise of urban planning, tourism, and the arts. Changes in the political life of Native groups will be addressed through a study of legislation and legal cases, tribal casinos, economic development, environmental justice, and contemporary art. We will question and frame competing public narratives, particularly how Native people are portrayed in museum environments, case studies, films, and texts.

From mid-winter to mid-spring, the program will continue to deepen its exploration of these issues. Students will have the opportunity to engage in advanced research projects or internships. Program workshops throughout the year will develop skills, such as in demographic analysis using the U.S. Census, community development, revenue sources, policy research and writing, film critique, interviewing, and oral history. Students will use these skills to become stronger writers and researchers, and importantly, community members. We will require extensive reading and writing on these topics, and students will assist in the facilitation of weekly seminars. Guest presenters, documentary films, museum exhibits, and field trips to tribal museums and urban community organizations will support our analysis throughout the year.

**Accepts new enrollment in winter without signature.** New students should be prepared to do some foundation work in Native American studies and urban planning, including readings and participation in an extra seminar. Students will begin independent projects winter quarter. Please contact faculty via email with questions and refer to the program website. **Accepts new enrollment in spring with signature.** New students need to

be prepared to work independently or in small groups some of the time during the first part of the quarter while also working on a 10-page synthesis essay. Contact Kristina or Jennifer by email (ackleyk@evergreen.edu or gerendj@evergreen.edu) if interested.

**Credits:** 16

**Enrollment:** 50

**Internship Possibilities:** Winter/spring only with faculty approval as part of research project. Students must complete an In-program Internship Learning Contract designed for this program in consultation with faculty and Academic Advising.

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## Paris Muse: Evoking Place in Literature, Art, Music, and Myth

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** aesthetics, art history, cultural studies, international studies, language studies, literature, music, philosophy, theater, and writing

**Class Standing:** Sophomore – Senior

**Prerequisites:** One year of successful college study.

**Preparatory for studies and careers** in graduate studies in humanities, arts, French language and literature, travel/tourism industry, international relations, business and nonprofit organizations, and place-based education.

**Faculty:** Andrew Buchman, Steven Hendricks, Miranda Mellis, and Marianne Bailey

*An artist has no home . . . except in Paris. —F. Nietzsche*

What power of evocation made Paris the center, a hive of salons generating energies for creative risks and intellectual vibrancy? Baudelaire prowled her streets, Mallarmé drew a world of poets to talk poetry. Dadaists, surrealists and existentialists made Paris cafés hubs of pure creativity. Stravinsky and Nureyev launched modern music and dance there, and philosophy affected alchemical alliances with poetry, sociology, and psychology. From Africa, the Caribbean, and the U.S. came brilliant black writers and musicians like Senghor, Césaire, Baldwin, and Bechet. Paris lured Wilde, Beckett and Pound, Picasso and Stein. Energies, arts, and beats of diverse French-speaking cultures mingle there—Martiniquian, Moroccan, Senegalese, and Haitian among others.

Nietzsche writes that “existence and the world is justified only as an aesthetic phenomenon.” Perhaps Paris is the city of artists because her energies call us to recreate beauty—to recreate our language, our arts and thought, our existence. The program will work to uncover the creative secrets of this muse.

Seminars—our salons—will analyze the novels, poems, philosophical texts, images, and musical compositions woven into Paris’s past, and create our own in response in creative workshops. All students will attend lectures and seminars in aesthetics, philosophy, literature, and music that emanates from the Parisian “metropole.” Students will also choose to specialize in book arts, literary analysis and theory, creative writing, or music studies. French language will be taught at three levels throughout the year. French study will be required for those planning travel to France in spring. Language study is optional, and encouraged, for students not traveling to France.

Fall and winter quarters will entail intensive study of Parisian movements from the decadence of Baudelaire, Rimbaud and



Students in *Bodies and Music in Motion* host a performance including music, singing, dance and poetry in the COM dance studio. (Photo by Shauna Bittle '98)

Mallarmé through surrealism, into absurdism, oulipo, négritude, and critical theory.

In spring, students have two options. Travel to France, where they will spend three weeks in the ancient town of Rennes, Brittany for exploring the deeply Celtic (Breton) heritage, intensive French study, then three weeks in Paris for fieldwork in arts and music. Finally all will travel south on a “vagabondage” to discover their individual places of inspiration and complete a writing project evoking their place. Alternatively, students may remain on campus to undertake a major personal project, springing from ideas, writers, and artists studied in prior quarters, an excellent opportunity to complete substantive creative or research-oriented work, with guidance from program faculty and peer critique, and continuing French language study if desired.

**Accepts new enrollment in winter without signature.** Previous language study and some make-up reading over winter break is expected. Contact [hendrics@evergreen.edu](mailto:hendrics@evergreen.edu) by the end of fall quarter for details. **This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 100

**Study Abroad:** Ten weeks in France spring quarter. Estimated expenses are \$7,000. For details on study abroad, visit [www.evergreen.edu/studyabroad](http://www.evergreen.edu/studyabroad) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu).

**A similar program is expected to be offered in 2018–19**

## Performance in Process: Examining Performance as an Opportunity for Personal and Social Change

### Spring 2017 quarter

**Fields of Study:** dance, music, and theater

**Class Standing:** Freshmen – Senior

**Prerequisites:** Minimum of one quarter of college-level work in a performance arts area.

**Preparatory for studies and careers** in dance, music, theater, and public speaking.

**Faculty:** Andrea Gullickson

*I believe that we learn by practice. Whether it means to learn to dance by practicing dancing or to learn to live by practicing living, the principles are the same. —Martha Graham*

What role do performances play for the performer? For the audience? Can our experiences on stage impact ways we experience the world when we are off the stage?

In this program we will explore the role of performance as a learning process. We will consider opportunities for personal growth as well as possibilities for significant social impact that performance opportunities provide. Performance types to be explored will include speeches, presentations, and stage productions of all kinds but with a strong focus on music. We will examine the process of performance from its preparatory stages to its aftermath, and address the psychological and physiological components present. We will consider the paradoxical role of ego throughout the process, the importance of mastery of craft, the physical and mental stamina demands, and the critical role of intentionality.

We will also examine performance as a powerful tool for social change as well as personal growth. Students will consider and deconstruct human tendencies to identify ourselves or our group as superior to others. We will contrast this perspective with an examination of powerful performances that emphasize connections across perceived boundaries. We will explore how these performances communicated ideas that significantly impacted the direction of social and political movements throughout the 20th and into the 21st century.

Our work throughout will include exploration of a variety of learning theories, skill-building workshops, writing activities, physical and mental conditioning, ensemble coaching, and performance workshops. Each performance throughout the program is an important step in the learning process rather than the endgame. Through each of the course activities as well as course readings, students will be offered the opportunity to further develop their awareness of the possibilities for personal growth through regular and thoughtful consideration of what connects us as humans.

**Faculty signature:** Interested students should email faculty and describe how they have met prerequisites. Qualified students will receive a signature, which will permit them to register if space is available—but it does **not** guarantee registration. Applications will be reviewed as submitted and qualified students will be accepted until the program fills. Decisions will be individually emailed to students.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$100 for entrance fees and field trips.

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## Philosophy as Practice: Contemporary Pragmatism

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### Fall 2016 quarter

**Fields of Study:** cultural studies, philosophy, and philosophy of science

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in humanities, public policy, and teaching.

**Faculty:** Charles Pailthorp

Pragmatism has recently emerged as a vital and radical current in contemporary philosophy. “-isms” are elusive identifiers, but a good handle on pragmatism is that it’s an approach to philosophical questions by way of our social practices, rather than by way of claims about our seemingly most distinctive and deep human faculties such as reason or experience. Pragmatists turn away from abstract theories towards practical outcomes in their explorations of “what can we *really* know?” or “what *really* exists?” or “what *really* are we, as humans?” or “what is the *true* basis of morality?”

We will begin with some of the foundational works of American pragmatism, selections from writings by Charles S. Peirce, William James, and John Dewey. But our more concentrated focus will be on work carried out in the 1960s, ’70s, and later. We will study seminal essays by Wilfrid Sellars, W.V.O. Quine, Donald Davidson, Richard Rorty, and perhaps others—works that inspire an ongoing renaissance of pragmatism in contemporary philosophy. We will end the quarter studying recent developments offered by Robert Brandom, Rebecca Kuhlka, Mark Lance, and others. Our readings also will include Orwell’s *1984* and perhaps other works of fiction, and we will watch some of the many films that explore knowledge and being in philosophically rich ways.

Students will be expected to read difficult works closely, explore their thinking in small-group discussion, and write both short and longer essays that sharpen the questions and tentative answers that arise in the course of their studies.

**Credits:** 16

**Enrollment:** 25

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## Physical Systems and Applied Mathematics

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### Fall 2016, Winter 2017, and Spring 2017 quarters

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

**Class Standing:** Sophomore – Senior

**Prerequisites:** Proficiency in one year of introductory calculus (including both differential and integral calculus, including multiple integrals) and one year of calculus-based physics (including introductory mechanics and electricity and magnetism).

**Preparatory for studies and careers** in physics, mathematics, engineering, and math and science education

**Faculty:** Krishna Chowdary

This intermediate-to-advanced program builds on previous introductory work in calculus and calculus-based physics to deepen students’ understanding of nature, how it can be represented via physical models, and the powerful connections between mathematics and physical theories. We will integrate topics in physics (from classical mechanics, electromagnetism, and quantum mechanics) with topics in applied mathematics (from differential equations, multivariable and vector calculus, and linear algebra). We will also

devote time to looking at our studies in a broader historical, philosophical, and cultural context.

We will integrate theory and experiment in a collaborative environment that mirrors practices of contemporary scientists. By studying classical and cutting-edge problems, we aim to ask increasingly sophisticated questions about the nature of physical reality and develop tools for answering those questions. Through readings, lectures, workshops, labs, and seminars we will examine the principal models by which we describe and understand the physical world, expanding from the realms of our immediate senses out to many orders of magnitude of scale of distance, time, matter, and energy. We will emphasize understanding the nature and formal structure of quantitative physical theories, unifying the concepts and mathematical structures that organize different physical theories into a coherent body of knowledge. Mathematical skills will be developed as needed in the context of their use in the physical sciences. Quantitative problem solving will be emphasized, with computational tools used to gain insight into physical processes. The theoretical focus will be complemented with laboratory work.

Our theoretical and experimental investigations will integrate mathematically sophisticated and conceptually challenging subject areas, and will require, for well-prepared students, a significant time commitment of at least 50 hours per week, including mastery of prerequisite material, willingness to work in a learning community, practiced time-management skills, and experience balancing intensive work over extended periods of time. The result should be beautiful and mind-boggling insights into our breathtaking universe. Our goal is to provide students the opportunity to develop the conceptual knowledge and mathematical ability required to pursue further advanced work in physics and related disciplines.

**Faculty signature:** Application materials will be available at the beginning of spring quarter 2016. Students must demonstrate meeting prerequisites through course completion or equivalent and also complete a diagnostic entrance exam. Applications received by spring 2016 Academic Fair will be reviewed before registration begins. All qualified students will get a signature, which does not guarantee registration but will permit students to register if space is available at their registration time. After Academic Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Decisions will be individually emailed to students. **Accepts new enrollment in winter with signature.** Students will need to demonstrate content knowledge equivalent to material covered in fall quarter. Contact faculty for more information.

**This program does not accept new enrollment in spring.**

**Credits:** 16

**Enrollment:** 32

**Required Fees:** \$50 per quarter for conference registration.

**Special Expenses:** Math and physics textbooks at intermediate and advanced levels are generally very expensive, and may be more than \$600 total for new texts in the fall. However, those texts cover the entire year, and students will be required to have access to these texts for successful completion of the program. Students will also need to own or have easy access to computers with appropriate software. More information will be available by the beginning of spring quarter 2016 at the program website.

**A similar program is expected to be offered in 2018–19.**

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## The Play's the Thing: Study of Theatre and Drama

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Winter 2017 and Spring 2017 quarters

**Fields of Study:** theater

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in theatre performance, dramatic literature, theatre history and theory, cultural studies, performing arts, and careers demanding good written and oral communication skills.

**Faculty:** Rose Jang and Marla Elliott

Great dramatic literature is an essential component of cultural literacy. Performing plays from different historical periods creates a unique opportunity to combine theory and practice, and to simultaneously explore our history and our own identities through creative collaboration. In this two-quarter program, we will study selective great plays from the Greeks through the modern era, theater performance practices and cultural context for each text, and dramatic theory from Aristotle through Brecht and beyond. Students will learn to closely read and analyze plays, connect literature and history, and explore the relevance of historical/dramatic texts to contemporary life. Playwrights to be studied may include Euripides, Plautus, Shakespeare, Congreve, Ibsen, Chekhov, Brecht, and Beckett.

In addition, our performance studies will bring these texts to life through rigorous and disciplined practice in acting, voice, and movement. In addition to developing oral, kinetic, and corporal eloquence, these studies will help students develop the core competencies of Daniel Goleman's Emotional Intelligence model—self-awareness, self-regulation, social skill, empathy, and motivation.

In spring we will apply our learning to the production of a full-length play of historical significance for public performance. Students will explore different aspects of theater arts and learn strong collaborative skills in preparing and presenting this production.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$30 per quarter for theater tickets.

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## Political Economy and Social Movements

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Fall 2016 and Winter 2017 quarters

**Fields of Study:** communication, economics, international studies, political economy, and political science

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in economics, history, politics, and political economy.

**Faculty:** Peter Dorman and TBD

This program is the primary gateway to the study of political economy at Evergreen. It introduces students to the fundamental building blocks of political-economic analysis: the history and institutions of capitalism, mainstream economics and radical alternatives, theories of democracy and social change, and the strategies and practice of social movements that seek to transform the existing framework. We examine political economy at all scales, from the very local to the international, and we analyze inequality in its different forms—the hierarchies of class, gender, nationality, race, and other statuses and identities. Special attention will be given to the role of culture in maintaining or challenging mainstream political and economic ideology. Students will expand their capacity to engage in public debate and social justice organizing through building skills in democratic decision-making, writing, public speaking, media communication, research, and quantitative methods. Credit equivalencies will be offered for introductory economics (micro and macro), politics, communication, and history. **Accepts new enrollment in winter with signature.** Contact faculty for more information.

**Credits:** 16

**Enrollment:** 48



Students organize fittings for the *Beggar's Opera* in the Costume Shop, a production of the program Musical Theater in Cultural Context, with faculty Rose Jang and Marla Elliott. (Photo by Shauna Bittle '98)

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## Political Economy of Public Education

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** education, history, political economy, and sociology

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in education, political economy, and history.

**Faculty:** Jon Davies and Michael Vavrus

Throughout U.S. history, a wide range of politically contested views about the nature of public life have been present. An inquiry into the nature of public life raises the following questions: What constitutes the public? Who should have access? What does the public mean for a democracy? What does it mean for education? What are the implications of neoliberal policies for public education? We further ask: What are the effects of private, state-sponsored charter schools on public education?

We will analyze competing perspectives about public life and the role of the public through the institution of public education and the sociopolitical and economic contexts in which public schools exist. As a basis for our analysis, we will examine public education and schools broadly, using a macro sociopolitical and economic lens, and narrowly, using a micro school-in-community lens.

Schools are a human invention with a history. As such, schools change form and adapt in response to social and political pressures. We will examine the significant political, economic, and social tensions on what the term “public” in public education means. We will analyze historical patterns of U.S. schooling from sociopolitical and economic perspectives. This inquiry includes an investigation of the locally controlled Protestant Christian origin of public education and its effects on our contemporary, multicultural environment. We will also investigate the political and economic debates surrounding the expectations for holding public education accountable through high-stakes standardized tests and various federal initiatives. At the micro level we will analyze the school-in-community as a formal institution that socializes groups of children and youth into specific behaviors and roles. This school-level lens examines the socializing process by primarily focusing on the demographic characteristics of the people who make up the power structures of public schools and the dynamics of their interactions as power wielders.

Fall quarter provides a foundation for advanced study winter quarter. For example, in fall quarter students will write focused research papers of approximately 1,000 words. In winter, students will prepare and present an in-depth research paper. In our collaborative learning community, students will engage in a close reading of texts and write concise analytic essays. Writing is central to student learning in this program. Writing assignments will include text-based seminar, workshop preparations, and research papers. Students can expect to leave this program having developed academic research skills and analytical reading, writing, and speaking to participate in current political and economic debates about the purposes of public education and informed by the historical patterns that have created the present climate.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$200 in fall for supplemental readings, registration and other costs for an overnight trip to attend a conference. \$15 in spring for supplemental readings.

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## Political Shakespeares

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** cultural studies, gender and women’s studies, literature, queer studies, theater, and writing

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in advanced or graduate study in literature or other humanities, and careers in theater. This program is ideal for students considering graduate study in the humanities, or for student actors who are interested in creating performances informed by research and analysis.

**Faculty:** Elizabeth Williamson

Shakespeare’s scripts are in many ways notoriously conservative. Women dress up as men, only to be railroaded into marriage at the end of the play; Jews and people of color are regularly treated horribly by otherwise likeable characters; servants are routinely sidelined into supporting roles. E.M.W. Tillyard went so far as to argue that the plays were written expressly for the purpose of maintaining the Elizabethan social order. Since the 1960s, however, scholars and theater professionals have been working to draw out the subversive content of the plays, arguing that Shakespeare’s representation of oppressive social norms can be read as a critique, as well as a prefiguration of our own contemporary political struggles. In the spirit of these subversive readings and productions, we will ask what, if anything, can Shakespeare’s plays DO for us in America of 2016? What kind of work can we make them perform?

This program is designed for students who want to engage in the project of reading literature against the grain. Liking Shakespeare is not a prerequisite. Our focus will be on reimagining the potential of these plays by reading them alongside critical theory texts focused on race, class, gender, and disability, among other targeted identities. Students will read one play per week, along with sample pieces of critical theory, and write essays applying particular theoretical lenses to the plays. We will also watch film versions of the plays and use them to explore performance as a manifestation of ideology.

This is not an acting program per se, but students will be expected to participate fully in weekly exercises that will help us better understand the plays as scripts designed for performance. Equally important, students will be expected to engage in thoughtful and occasionally challenging conversations about forms of power and privilege operating in the texts and on our own bodies. The program will be divided equally between creative and analytical modes of thought. Both are integral to the final project, in which students will research, rehearse, and perform sample scenes that express their interpretations of the plays.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$25 per quarter for theater tickets.

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## Power Play(ers): Actions and Their Consequences

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### Fall 2016, Winter 2017, and Spring 2017 quarters

**Class Standing:** Junior - Senior

*See page 81 for more information about the Tacoma Program.*

## Practice of Organic Farming

### Spring 2017 quarter (Spring, Summer, and Fall 2017)

**Fields of Study:** agriculture, biology, and ecology

**Class Standing:** Freshmen – Senior

**Prerequisites:** High school algebra, biology and chemistry, good communication skills, ability/willingness to adhere to a structured work schedule, follow detailed directions in a work environment, and resolve conflicts in a group setting.

**Preparatory for studies and careers** in farm and garden management, working with nonprofits organizations focusing on food, land use, and agriculture, state and county extension, and state and federal regulatory agencies.

**Faculty:** David Muehleisen

**This program begins in spring of 2017 and spans academic years.**

Do you want to produce food for yourself, your family, and others in your community? What does it take to grow food and feed yourself and others every day throughout the year? This three-quarter program will explore details of sustainable food production systems using the three pillars of sustainability—economic, environmental, and social justice—as our lens. Our focus will be on small-scale organic production, but we will compare and contrast that system to other production systems. We will cover the scientific underpinning of sustainable and organic food production, critical thinking, and observation skills necessary to grow food using ecologically informed methods. We will also explore the farm management and business skills necessary to operate a small-scale farm.

We will be studying and working at the Evergreen Organic Farm through an entire growing season, from seed propagation to harvest, and on to market. The farm includes a small-scale direct market stand and CSA, as well as a variety of other demonstration areas. All students will work on the farm every week to gain practical experiential learning. This program is rigorous physically and academically and requires a willingness to work outside in adverse weather on a schedule determined by the needs of crops and animals.

Spring quarter we will focus on soil science, nutrient management, and crop botany. Additional topics will include introduction to animal husbandry, successional crop planning, season extension, and the principles and practice of composting. In summer, main topics will be disease and pest management, which includes entomology, plant pathology, and weed biology. Water management, irrigation system design, maximizing market and value-added

opportunities, and regulatory issues will be covered. Fall's focus will be on farm and business planning, crop physiology, storage techniques, seed saving practices, and cover crops. Additional topics covered throughout the program will include record keeping for organic production systems, alternative crop production systems, techniques for adding value to farm and garden products, hand-tool use and maintenance, and farm equipment safety. We will also include communication and conflict resolution skills needed to work effectively in small groups.

Topics will be explored through on-farm workshops, seminar discussions, lectures and laboratory exercises, and field trips. Expect weekly reading and writing assignments, extensive collaborative group work, and a variety of hands-on projects. The final project in fall will be a detailed farm and business plan which integrates all the topics covered in the program. Books may include *Crop Planning for Organic Vegetable Growers* by Theriault and Brisebois, *Planning Workbook: Organic Whole Farm* by Huelsman, *Building Soils for Better Crops 3rd ed.* by Magdoff and van Es; *The Backyard Homestead Guide to Raising Farm Animals* by Damerow; *The Big Book of Preserving the Harvest* by Costenbader; and *Building A Sustainable Business, A Guide to Developing a Business Plan for Farms and Rural Businesses*, by the Minnesota Institute for Sustainable Agriculture.

If you are a student with a disability and would like to request accommodation, please contact the faculty or Access Services at (360) 867-6348; TTY (360) 867-6834 prior to the start of the quarter. If you require accessible transportation for field trips, please contact the faculty well in advance of field trip dates to allow time to arrange this.

**Students planning to take this program need to develop a plan that includes financial aid to cover summer quarter 2017, contact Financial Aid early in fall quarter 2016.**

**Faculty signature:** Interested students should send a completed application to Dave Muehleisen (muehleid@evergreen.edu). Applications received by the May 2017 Academic Fair will be given priority. Applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by email of their acceptance.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$300 for overnight field trips to visit Northwest regional farms and for farm work supplies.

**A similar program is expected to be offered in Spring 2017–18**



A hen, not currently enrolled—but she probably hangs around the students in Practice of Organic Farming—leaves her house on Evergreen's Organic Farm. Her eggs may be for sale at the student-run farmstand on Red Square. (Photo by Dani Winder '14)

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## Psychology and Mindfulness

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Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** consciousness studies and psychology

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in psychology, philosophy of mind/emotion, and the mental health field.

**Faculty:** Mukti Khanna

Mindfulness is the ability to fully attend to what is at hand and be in the present moment. Mindfulness is being applied to a variety of professional fields, including health care and education, to improve effectiveness and enhance well-being. The practice of mindfulness can increase individual and collective resiliency to respond to changing personal and global situations in adaptive and creative ways.

We'll focus on mindfulness through theory, practice, and its application in relation to developmental psychology and abnormal psychology. Questions to be explored include: How is mindfulness being integrated into working with people at various developmental stages of life? How can mindfulness be applied to emotional health? How is mindfulness being integrated in working with physical and mental health?

In fall the focus is on developing a foundational understanding of constructive thought and emotion from both Eastern and Western perspectives based on philosophy, psychology, and neuroscience. Students study developmental psychology of birth through adolescence in terms of emotional, physical, and mental development. Winter will focus on mindfulness, destructive thought and emotions through exploring habitual patterns of thought, emotion, and behaviors. Students study human development from adult, geriatric, and end of life perspectives. Spring focuses on how mindfulness is being applied in clinical settings to promote physical and mental health. Students study abnormal psychology and see how mindfulness is being integrated into the treatment of mental health, pain, addictions, hypertension, and other health conditions.

Mindfulness will be explored through theoretical, applied, and expressive arts projects. Each quarter includes a full-day mindfulness retreat. Students will also look at how these dimensions of mindfulness interface with developmental and abnormal psychology.

Students will have an opportunity to learn in many ways using diverse modalities and multiple intelligences. We will integrate mindfulness practices into our studies, including movement, integrative health practices, and expressive art workshops (no prior experience necessary). We will participate in community readings, rigorous writing assignments, theoretical tests, and critical study of important texts.

**Accepts new enrollment in winter and spring without signature.**

Students joining after fall quarter may need to do background theoretical reading. Students also need to have competency with high school math for quantitative reasoning work connected to social science study.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$25 in fall for art supplies, \$60 in winter for entrance fees and art supplies, \$25 in spring for art supplies.

**Special Expenses:** Students entering in winter or spring may need to pay an additional art materials cost of \$25 to be able to have a set of art supplies that were purchased in the fall for continuing students.

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## Race, Gender, and Representation in Documentary Film

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Spring 2017 quarter

**Fields of Study:** African American studies, gender and women's studies, media arts, and media studies

**Class Standing:** Freshmen

**Preparatory for studies and careers** in education, media, visual arts, gender studies, ethnic studies, and African American studies.

**Faculty:** Naima Lowe

How do documentaries tell stories? How do they tell the truth? Why do we believe in the truth that they tell?

Our study of the theory and practice of documentary will focus on how construction of documentary "truth" can be a double-edged sword for people marginalized by race, gender, and other markers of difference. We will examine ways that documentaries can exploit, exalt, or support their subjects, consider the role of ethics in documentary film practice, and pay careful attention to the responsibilities that documentary film directors have to the communities that they represent. Our examination will include careful attention to the formal tools used in documentary filmmaking, while placing documentary films into broader social and historical context. We will consider limits and possibilities of representing race and gender on screen by considering the power the documentarians hold, and the critical importance of wielding that power with thought and care.

In this introductory program, students will learn to use a variety of creative and critical strategies to make documentaries, including video production, video editing, and documentary writing/scripting techniques. Students will read historical and theoretical texts about documentary film, and screen a wide variety of films from the U.S. and abroad. Class work will include weekly seminar papers and screening exercises, analytical essays, research projects, video, audio and editing workshops, observation assignments, and micro-documentary projects.

This program is designed to be an introduction to Evergreen media studies. It is ideal for those interested in pursuing yearlong media programs in the future, as well as for those wishing to integrate media into a broad liberal arts curriculum.

**Credits:** 16

**Enrollment:** 23

**Required Fees:** \$95 for overnight field trip and museum entries.

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## Reading Between the Lines: U.S. Women of Color in the 20th Century

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### Spring 2017 quarter

**Fields of Study:** American studies, gender and women's studies, and history

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in women's studies, 20th century U.S. history, literature, and cultural studies.

**Faculty:** Frances V. Rains

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 U.S. citizen in the 20th century.

Drawing upon autobiographies, poetry, short stories, essays, and films we will explore the ways in which women of color defied 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

**Enrollment:** 23

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## Reading Rocks: Geology and Art in the Pacific Northwest

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### Spring 2017 quarter

**Fields of Study:** environmental studies, field studies, geology, visual arts, and writing

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in environmental sciences, geosciences, and art.

**Faculty:** Abir Biswas and Lucia Harrison

This program offers an introductory study of physical geology and art through the lens of the Pacific Northwest.

Geologic time and evidence of the Earth's dynamic past are recorded in rocks, minerals, and biologic materials in the landscape. What forces have shaped the geology of the Pacific Northwest? Where did these rocks, minerals, and organisms come from and how are they changing? These questions have fascinated people for centuries. Both scientists and artists rely heavily on skills of observation and description to understand the world, and to convey that understanding to others. Geologists use images, diagrams, and figures to illustrate concepts and communicate research. Artists take scientific information to inform their work and seek to communicate the implications of what science tells us about the world. They also draw on scientific concepts as metaphors for autobiographical artworks.

We will use science and art to study basic concepts in earth science, including geologic time, plate tectonics, and minerals and rocks before shifting to soil formation, the hydrological cycle, and climate. Case studies in the Cascade mountain range and field trips to the Olympic Peninsula and Nisqually Watershed will provide hands-on experience.

Students will learn basic techniques in observational drawing and watercolor painting. They will learn the discipline of keeping illustrated field journals to inform their studies of geological processes. They will also develop finished artworks ranging from scientific illustration to personal expression.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$250 for class field trip to Olympic Peninsula.



A student examines a wall of layered sediment. (Photo by Shauna Bittle '98)

## Reality Check: Indian Images and [Mis]Representations

### Winter 2017 quarter

**Fields of Study:** Native American studies, gender and women's studies, and political science

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in art, cultural studies, education, geography, history, media studies, Native studies, and political science.

**Faculty:** Frances V. Rains

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, geopolitics, 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. Verbal 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

**Enrollment:** 24

## Reservation-Based Community-Determined (RBCD) Program: Contemporary Indian Communities in a Global Society

### Fall 2016, Winter 2017 and Spring 2017 quarters

**Class Standing:** Junior - Senior

*See page 79 for Reservation-Based Community-Determined program description and more information.*

## Russia and the Forging of Empires: Vikings, Mongols, and Slavs

### Fall 2016 quarter

**Fields of Study:** cultural studies, geography, history, language studies, and literature

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** 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 social studies.

**Faculty:** Patricia Krafcik and Robert Smurr

This program offers an interdisciplinary approach to Russian and Eurasian history, literature, culture, geography, and film. Our journey will take us across the territories that once comprised the Russian and Soviet empires—territories that today make up more than 15 independent states. In lectures, seminars, and film analyses and discussions, we will travel from the fjords of Norway to the cities of Constantinople and Baghdad; from the grasslands of Mongolia to the Moscow cathedrals; from the Arctic Ocean to the marketplaces of Central Asia; from the peaks of the Caucasus Mountains to the deserts of Uzbekistan.

Our focus is the rise and fall of empires in this region, beginning with the Mongol and Russian empires. We will investigate the development of the Russians through history, starting with Viking invasions of Slavic territories in the 800s and progressing to the thriving imperial era in the 1800s. This latter period witnessed not only Napoleon's invasion, but the emergence of great literature (including Pushkin, Lermontov, Gogol, and Turgenev). The diverse ethnicities that had cultural, political, social, economic, and religious contact with the Russians—the Vikings, Mongols, Greeks, Tatars, and Turkic peoples, among others—will all play key roles in our examinations.

Faculty will provide lectures and students will read and discuss a diverse selection of historical and literary texts in seminars, view and discuss documentaries and films, and write three major essays. Our field trips will include the Maryhill Museum to view icons and other Russian-related items and a Greek Orthodox women's monastery for a tour of the grounds and the icon studio. Another trip will take us to the Pacific Coast village of La Push, Washington, and the Quileute Reservation, where a Russian ship was grounded in the early 19th century—an event preserved in Quileute oral tradition.

Students are strongly urged to take the Beginning Russian Language segment within the full-time program. Those who opt out of language should register for only 12 credits.

**Credits:** 4, 12, 16

**Enrollment:** 50

**Required Fees:** \$200 for two overnight field trips.

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## Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy

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### Winter 2017 quarter

**Fields of Study:** cultural studies, geography, history, language studies, and literature

**Class Standing:** Sophomore – Senior

**Prerequisites:** Students choosing the Russian language segment within the program must have at least one quarter of college-level Russian or the equivalent.

**Preparatory for studies and careers** in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, and political and social studies.

**Faculty:** Robert Smurr and Patricia Krafcik

This program emphasizes the Russian Empire's extraordinary political, historical, literary, artistic, and musical developments of the 19th and early 20th centuries. We will explore literary masterpieces by Dostoevsky, Tolstoy, and Chekhov; examine paintings by Repin, Nesterov, and Vereshchagin; and listen to the compositions of Musorgsky, Rimsky-Korsakov, and Tchaikovsky. We will also examine the rise of the Russian Empire's radical intelligentsia, thinkers who rebelled against autocratic tsarist policies and the institution of serfdom and whose activities led to the world-changing revolutions of the early 20th century.

Readings from social and revolutionary activists, such as Marx, Lenin and Trotsky, will allow us to better understand how these thinkers managed to transform the economically and socially "backward" Russian Empire into the planet's most experimental and, at times, most feared political power. Our diverse readings from Russian and Soviet imperial literature and history will help us gain an appreciation for the cultural, social, and political nuances of these expansive, beguiling, and enigmatic lands.

Faculty will provide lectures to guide our study. Students will read and discuss in seminar a diverse selection of historical and literary texts; view and discuss relevant documentaries and films; and write three major essays based on seminar readings. A special all-program workshop in *pysanky* (wax-resist egg decorating) will offer a hands-on Slavic folk art experience.

Students may choose between Russian language study and a special history workshop segment. The history workshop will investigate the origins, development, and dissolution of nine separate wars in which the former Russian Empire, the former Soviet Union, and contemporary Russia have been involved. The workshop, entitled "Russian, Soviet, and Post-Soviet Wars," will start with the Napoleonic invasion of the Russian Empire and progress chronologically to a new war each week.

**Credits:** 4, 12, 16

**Enrollment:** 50

**Required Fees:** \$10 for supplies for a special folk craft workshop.

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## Scientific and Artistic Inquiry

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** art history, ecology, environmental studies, philosophy of science, and visual arts

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in visual arts and art history. This program is not intended as a prerequisite for upper-division science programs, but will prepare students for further study in natural sciences.

**Faculty:** Lisa Sweet and Carri LeRoy

We often think of art and science as polarized disciplines, yet the processes of scientific and artistic inquiry are remarkably alike. Both the scientist and the artist work with the material world, asking questions about what it does, how it works, why it matters, and what happens if....? Both science and art require a significant knowledge base, imagination, and a sense of wonder. Each discipline relies on critical engagement by others in the field. Both scientists and artists 1) require the development of skills that enable close observation and fresh perspectives, 2) are inherent problem-solvers and creators of new knowledge, 3) engage in exhaustive revision, reiteration, and practice, and 4) need to develop strong skills in terms of synthesis and interpretation. This program will examine the similarities between scientific and artistic processes and inquiry through lectures, field studies, laboratory, and studio assignments. This program is an especially good fit for students who are new to either—or both—science and art.

In fall quarter learning activities will include drawing, the study of the histories of science and art—with an emphasis on the development of collaborations within and between both fields—field studies and lab activities in stream ecology, quantitative and critical reasoning, and lectures on current topics in both science and art. Some of the central questions or themes that will drive our inquiry have to do with the processes both scientists and artists engage in to do their work, historical and current collaborations between scientists and artists, and the importance of both creative and critical thinking in terms of understanding current social and environmental issues.

In the winter quarter learning activities will include intaglio printmaking, small group research projects in stream ecology, and the synthesis of a single project that incorporates both scientific and artistic modes of inquiry and demonstration. Although central themes of the program will remain, student learning will be deepened by putting theory into practice in the studio, field, and lab. The focus will be on developing skills and practice in the entire scientific and creative process, from observations to communication.

**Accepts new enrollment in winter with signature.** Students desiring to join winter quarter will need to do several assignments over the holiday break to demonstrate readiness to participate in the program. Please contact Carri LeRoy (leroyc@evergreen.edu) or Lisa Sweet (sweetl@evergreen.edu) for more information.

**Credits:** 16

**Enrollment:** 46

**Special Expenses:** Winter quarter, students should expect costs of approximately \$50 for printmaking materials, including copper and paper.

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## Sea Life and Sea Lives

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### Spring 2017 quarter

**Fields of Study:** field studies, history, literature, marine science, and maritime studies

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in marine science, maritime cultural studies, marine resource management/policy, environmental studies, sustainability studies, literature, and history.

**Faculty:** Sarah Pedersen and Pauline Yu

*We are all part of an oceanic commons that sustains and bonds all life. —Astrida Neimanis*

What is the current condition of this commons, what is its past and future, and what do we have to do to sustain it? The fate of the planet and humanity is inextricably linked to the fate of the ocean, in terms of deep (both geological and bathyal) as well as human scales. In this program, we will consider the histories, science, and creative representations which serve as lenses on the health, productivity, resilience, and aesthetic value of the sea.

In laboratories, on the beach, and on the water, we will learn introductory methodologies in marine science. We will study the history and future of the sea as a resource for our food, energy, and water; a medium for transporting not just goods, but cultural domination; as an inhabitable space; and finally, as a place upon which humanity projects hopes, fears, and dreams. We will study literary and film representations of what it is to work the waters and how it is that the wealth of the sea is depleted, destroyed, sustained, and restored.

During our time on shore in Olympia, we will have weekly marine science lectures and labs. Two, day-long field trips will take us to ocean beaches and Native maritime communities. Finally, we will spend one week in the San Juan Islands, combining time on the water conducting marine science field studies from the deck of a tall ship, with time in shore-based marine laboratories.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$900 for museum entrance fees and a six-day field trip in the San Juan Islands.

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## Shaping: Identities and Objects

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** communication, psychology, somatic studies, sustainability studies, and visual arts

**Class Standing:** Freshmen

**Preparatory for studies and careers** in visual arts, architecture, sustainable design, and human and social services (psychologists, counselors, social workers, teachers, etc.).

**Faculty:** Robert Leverich and Heesoon Jun

*Becoming is superior to being. —Paul Klee*

In this interdisciplinary program, we will explore shaping of the self and the world from the perspectives and processes of psychology and art. We will consider how these two practices can inform, shape, and express our past, present, and future identities.

Psychological perspectives will examine questions such as: How do my culture, society, institutions (e.g. schools, houses of worship), and family influence my identities? Do my ingrained beliefs limit or expand who I am? Do I dare to find my authentic self? Paradigm shifts in thinking (from dichotomous and hierarchical to holistic) and learning (from conceptual to transformative) will be emphasized through lectures, workshops, reflective and expressive writing activities, and mindfulness practices. In arts studios over the course of the program, we will learn drawing, crafting, and sculpture techniques as means to explore and express oneself. In a world full of stuff, what does it mean to be a maker of things? How can the things we make serve our need for self-expression even as they serve and enrich the cultures we live in? And how can making things itself be a practice of mindfulness? Beginning from a close haptic understanding of materials we use, and study of their environmental and cultural significances, we will make imagery and objects to develop our distinctive voices and handling, and to express ourselves and the selves of others. We will work to contextualize, write about, and speak for what we make in the world.

Individual and collaborative work, readings, and seminars will address the program's generative questions of identity, making, and materiality. Possible readings include *The Gift: Creativity and the Artist in the Modern World* (Hyde) and *The Thinking Hand* (Pallasmaa). Field trips and visiting artists and lecturers will further enrich our perspectives. Engaged students can expect to gain deeper knowledge of both psychology and art, fuller awareness and understanding of their own identities in the midst of complex cultural and social worlds, and greater agency as creative artists and individuals seeking to make positive change through their thinking and actions.

**Accepts new enrollment in winter without signature.** Students wishing to join winter quarter should be prepared and willing to read principle fall quarter texts, and should also have the equivalent of one quarter of basic drawing and one quarter of a 3-D art offering (ceramics, sculpture, jewelry making, etc.).

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$40 per quarter for admission fees and studio supplies.

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## So You Want to be a Psychologist

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### Spring 2017 quarter

**Fields of Study:** psychology

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in psychology, education, and social work.

**Faculty:** Carrie M. Margolin

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

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

There's no better way to explore the range of activities and topics that psychology offers—and to learn of cutting-edge research in the field—than to attend and participate in a convention of psychology professionals and students. To that end, students have the option of attending the annual convention of the Western Psychological Association (WPA), the western regional arm of the APA. This year's convention will take place April 27–30, 2017 in Sacramento, California.

**Credits:** 16

**Enrollment:** 24

**Special Expenses:** Approximately \$242–\$409 for an optional field trip to attend the WPA annual convention (depending on the type of accommodations students require). This includes WPA membership/registration fees and four nights hotel at the convention site. Transportation and food are additional and at student's own expense.

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## The Social Transformation of War in the 21st Century

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### Fall 2016 and Winter 2017 quarters

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

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in international studies, political economy, and political science.

**Faculty:** Steven Niva

The nature and practice of warfare typically reflect the sociology, technologies, and strategies of power and resistance within societies of a particular era. Today social media, such as Twitter and YouTube, is employed as weapons of war by increasingly transnational networked actors who operate in a global environment and reflect the impact of information-age global society on the practice of war.

This program will examine the social transformations of warfare in the modern period, from the rise of industrial war to new forms of asymmetrical insurgencies and networked warfare we see today, and how this reflects major sociological transformations within global society. We will explore theorists like Clausewitz, Mao, Virilio, Hardt, and Negri, among others, and examine what their theories tell us about changing forms of social organization and strategies of power and resistance across the social field. We will examine key historical turning points in the evolution of war that include Napoleon's industrialization of warfare in Europe in the early 19th century, Maoist "people's war" in the early 20th century, and the rise of "Fourth Generation" warfare today. We will look at topical case studies such as the proliferation of drones and surveillance technologies, information warfare, and cyber-warfare, as well as historical case studies such as the recent Iraq war, Zapatista social netwar in Mexico, and the rise of networked terror insurgencies such as al-Qaida and ISIS. In all these cases, we will examine how new forms of warfare mirror broader changes in global society, such as the emergence of networked communications technologies and late capitalist economic globalization. We will learn about how the changing nature of war serves as a vector of both power and resistance.

Primary learning goals include obtaining a thorough knowledge of the modern history of war and social transformation; developing an understanding of contending theories and strategic approaches to war and social change; understanding the diversity and strategies of guerrilla and insurgent groups and their adversaries; and developing an ability to engage in critical thinking, analytical writing, and informed opinions regarding these topics.

The program will be organized around a series of texts, exercises, films, and assignments, including class presentations, role plays, and several analytical papers. We will watch films and documentaries to supplement our learning, including *The Battle of Algiers*, *Body of Lies*, *No Country for Old Men*, and others. This program will demand a serious commitment by students to all of the work within the program and will focus on skill development in writing, analysis, and public speaking.

**Credits:** 16

**Enrollment:** 25

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## The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin

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### Spring 2017 quarter

**Fields of Study:** cultural studies, geography, history, language studies, and literature

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** 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 social studies.

**Faculty:** Robert Smurr and Patricia Krafcik

This program will investigate the 74-year lifespan of the Union of Soviet Socialist Republics (USSR), as well as the two decades that have passed since its collapse in 1991. We will explore poetry and prose and analyze why the USSR produced such remarkable and world-renowned talents as writers Bulgakov and Solzhenitsyn and composers Prokofiev and Shostakovich. We shall also investigate how this society included inhumane prison camps and totalitarian rule. Indeed, how did Josef Stalin become responsible for the murder of at least 20 million of his fellow citizens while at the same time transforming a relatively backward empire into an undisputed world power?

Economic difficulties and shortages of consumer goods plagued citizens of the USSR until its collapse, but the empire's last leader, Mikhail Gorbachev, did his best to revitalize the Soviet socialist experiment. Gorbachev's campaigns to "restructure" the empire's economy and become more "open" towards a free press simply hastened the collapse of the empire. We will examine these policies, but equally as important, we will also investigate the rise of 15 independent states that emerged and trace their paths since they gained independence in 1991. Vladimir Putin has led Russia since 2000 and his authoritarian policies suggest that he will remain in power until 2024.

Faculty will provide lectures to guide our study, students will read and discuss a diverse selection of historical and literary texts in seminars, and we will view and discuss relevant documentaries and films. The centerpiece of student work will be a major research paper on any topic connected with the Soviet Union and Russia, along with the production of a professional-quality poster for a final presentation. Students will be able to choose between language study and a history workshop segment, which will investigate aspects of the "Cold War" from U.S. and Soviet perspectives, as well as lend a greater understanding of the worldwide struggle for political, economic, military, and ideological supremacy.

**Credits:** 4, 12, 16

**Enrollment:** 50

**Required Fees:** \$25 for poster presentations.

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## The Spanish-Speaking World: Cultural Crossings

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### Fall 2016, Winter 2017, and Spring 2017 quarters

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

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in Latin American and international studies, literary and cultural studies, Spanish language, politics, history, education, film studies, writing, and human and social services.

**Faculty:** Catalina Ocampo and Diego de Acosta

Spain and Latin America share not only the Spanish language, but also an intertwined history of complex cultural crossings. The cultures of both arose from dynamic and sometimes violent encounters and continue to be shaped by uneven power relationships as well as vibrant forms of resistance. In this program students will engage in intensive study of the Spanish language and explore cultural production by Spaniards and Latin Americans in historical context. Every week will include seminars on readings in English, Spanish language classes, a lecture or workshop conducted in Spanish, and a Spanish-language film. There will be regular written seminar responses, synthesis essays, and creative writing exercises. Please note that Spanish language classes are integrated into the program—students do not have to register for them separately. We welcome students with any level of Spanish from true beginner to advanced.

Fall quarter we will explore cultural crossings in Spain and Latin America prior to the 20th century and examine cross-linguistic influences, questions of epistemology, cultural negotiation, and hybridization in the context of unequal relations of power. We will study the coexistence of Jews, Christians, and Muslims in medieval Spain and the suppression of Jewish and Muslim communities during the Spanish Inquisition. We will also focus on the encounter between indigenous and European cultures after the arrival of Europeans on the American continent. Finally, we will turn to Latin America's struggles for independence in the 19th century and analyze to what extent they changed or reproduced colonial institutions and structures. Our readings will include historical accounts as well as contemporary cultural products that re-examine and reimagine these encounters.

Winter quarter, we will turn to the 20th and 21st centuries in Spain and Latin America by considering multiple perspectives on the significance and legacies of iconic historical and cultural events. Possible cases include the Mexican Revolution, the Spanish Civil War, transitions to democracy in Spain and Latin America, the Nicaraguan Revolution, and the impact of unprecedented migration in the Americas. In each of these contexts, we will explore the interrelationships between politics and cultural production and how literature and film can impact processes of social change. Students will have the opportunity to develop a project around a book of their choosing and to engage in local community work.

Spring quarter offers two options for study abroad and an internship option with local Latino organizations for those who stay on campus. The Santo Tomás, Nicaragua, program is coordinated with the Thurston-Santo Tomás Sister County Association and its counterpart in Nicaragua and is open to four to eight intermediate/advanced language students. The Mérida, Mexico option is coordinated with HABLA Language and Culture Center, and is open to 15 or more students of all language levels. For students staying

in Olympia, the program will have an on-campus core of Spanish classes and seminars focused on Latino/a communities in the U.S. and the opportunity for student-originated projects and/or internships. All classes during spring quarter, in Olympia and abroad, will be conducted entirely in Spanish.

**Accepts new enrollment in winter and spring with signature.**

Admission will be based on a Spanish language assessment.

Please contact faculty at Academic Fair or via email (ocampoc@evergreen.edu and deacostd@evergreen.edu)

**Credits:** 16

**Enrollment:** 50

**Study Abroad:** Mexico or Nicaragua, 10 weeks, spring, approximately \$4,700 for Mexico (15 or more students at all language levels) or approximately \$3,600 for Nicaragua (4-8 intermediate/advanced language students), plus airfare. A deposit of \$250 is due by Feb 1, 2017. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

**Required Fees:** \$100 per quarter in fall and winter for overnight field trips.

**Internship Possibilities:** Students remaining on campus spring quarter may intern with organizations serving local Latino/a communities. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

**A similar program is expected to be offered in 2018–19**



## Sport: Personal Engagement and Corporate Fanaticism

### Spring 2017 quarter

**Fields of Study:** American studies, cultural studies, education, and sociology

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in education, journalism, sports management, and leadership studies.

**Faculty:** Jon Davies

This program explores the role that sport plays in North American culture. It contributes to identity formation and personal development as well as learning values about work, play, entertainment, and family. Sport reflects our society's contestation surrounding race, class, cis- and trans-gender, and sexual orientation.

We examine sport from multiple perspectives and genres. Through a close reading of sports media, including stories, poetry, film, and journalism, we explore the following questions: How does sport fit into social life? How does sport participation teach social and cultural norms? How does sport reflect class relations? How does the profit motive distort sport and sport experiences? How are power relations reproduced and/or resisted in and through sports? Whose voices are/are not represented in the narratives and images that constitute sports? How are sports gendered activities, and how do they reproduce dominant ideas about gender in society?

Above all, sport offers a way to engage larger social issues. Sport personifies the American Dream through stories of sport champions, both in their accomplishments and in the barriers that they overcome. Sports champions and sports teams also produced sports fans, fanatical loyalists to those athletes and teams they cherish.

The primary objective in the program is to develop a greater understanding of sport in social and cultural contexts. Students will write personal narrative and critical analysis, and present independent library research on a particular sport topic. In addition, on selected Friday afternoons we will play sports together in an intramural, friendly competitive environment in order to reflect on our experiences in relation to program themes.

**Credits:** 16

**Enrollment:** 24

*Students in a program that explored education and social justice interview each other on Red Square. (Photo by Shauna Bittle '98)*

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### Student-Originated Studies: Collaborative Projects in the Arts and Society

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#### Fall 2016 and Winter 2017 quarters

**Fields of Study:** community studies, cultural studies, gender and women's studies, literature, media studies, music, queer studies, theater, and writing

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in political activism, performing arts, business, and community service.

**Faculty:** Walter Grodzik

This SOS program provides an opportunity for students to work on larger, highly collaborative projects that require a multiplicity of skills and knowledge that individuals may not possess on their own. In this two-quarter program, students will form their own learning communities in order to work collectively and collaboratively on a project of common interest. For example, students could organize as political activists and work for a political campaign or on a political issue, rehearse and perform a play or musical, or write and produce a film. Students could also create a business plan and take steps to open their own business, write and perform a comedy sketch show, create an improv performance troupe, or contribute daily work to an ongoing charity such as Habitat for Humanity. There are countless possibilities, limited only by one's interests and imagination. The most important aspect in the selection of a project is the recognition that the size and scope of the work requires the commitment of more than one individual and is possible only with the creation of a learning community.

Faculty will support student work through regular meetings, critiques, and problem-solving discussions. The peer learning community will also provide support and direction for the various projects.

**Faculty signature:** Student groups or individual students should come to the spring 2016 Academic Fair with a proposed course of study for faculty review. Proposals received at or prior to the fair will be given priority. Qualified students will be accepted until the program fills. Students will be notified of admission through their Evergreen email accounts. **Accepts new enrollment in winter with signature.** Students should come to the winter Academic Fair with a proposed course of study. Contact faculty at grodzikw@evergreen.edu or (360) 867-6076 for further information.

**Credits:** 16

**Enrollment:** 25

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### Student-Originated Studies: Community-Based Learning and Action (Fall)

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#### Fall 2016 quarter

**Fields of Study:** community studies, political economy, and political science

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in social science, education, community organizing, and social change.

**Faculty:** Lawrence Mosqueda

This Student-Originated Studies (SOS) program is intended for students with a background and interest in social science, community organizing, public policy, social movements, and social justice. It is designed for students who are making or have made solid internship arrangements with community-based organizations or agencies or students planning for independent study that involves community-based learning, organizing, research, and participation. Students will develop strong links to organizations, regional social movements, and community mentors and partners, who will be the students' guides and hosts in their work.

A combination of internship (or individual study) and academic credit will be awarded. Students may arrange for an internship for up to 35 hours a week. Academic credits will be awarded for seminar work on community-based studies, social science, and participatory action research. Students with less than eight credits of internship may supplement their project with accompanying research, reading, and writing associated with their community work.

The program includes a weekly meeting focused on discussion of readings in social science, community studies, and participatory research. There will be other meetings as needed and in connection with community life and events. Occasionally, seminars may be replaced with relevant campus and community workshops and events. Students will be doing extensive writing, both as analysis of readings and as field-based journals and reflection. Students will organize small interest/support groups to discuss issues related to projects and to collaborate on presentations at the end of the quarter. Students will submit weekly journals to the faculty sponsor. Contact faculty member Larry Mosqueda (mosqueda@evergreen.edu) if further information is needed.

The program is connected to Evergreen's Center for Community-Based Learning and Action (CCBLA), which supports learning about, engaging with, and contributing to community life in the region. As such, this program benefits from the rich resource library, staff, internship support, and workshops offered through the center. **Faculty signature:** Student should have evidence of a plan underway for work with a community organization or agency (such as a formal internship) or other evidence of pathway for community-based individual study. Contact faculty (mosqueda@evergreen.edu) for more information.

**Credits:** 16

**Enrollment:** 25

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## Student-Originated Studies: Community-Based Learning and Action (Winter)

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### Winter 2017 quarter

**Fields of Study:** community studies, psychology, and sustainability studies

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in social science, psychology, education, health, community organizing, and social change.

**Faculty:** Lin Nelson

This Student-Originated Studies (SOS) is intended for students with a general background and interest in social science, community life, public policy, social movements, and social justice. It is offered for students who are making (or have made) solid arrangements with community-based organizations or agencies to shape an internship or students who developed a plan for an independent study that involves community-based learning, organizing, research, and participation. Students will develop strong links to organizations, regional social movements, and community mentors and partners who will be the students guides and hosts in their work.

A combination of internship (or individual study) and academic credit will be awarded. Students may arrange for an internship for up to 25 hours a week. Six academic credits will be awarded for seminar work on community-based studies, social science, and participatory action research. Students with less than 10 credits of internship may supplement their project with accompanying research, reading, and writing associated with their community work.

The program includes a required weekly program meeting that will focus on discussion of readings in social science, community studies, and participatory research. There will be other meetings as needed and in connection with community life and events. Students will be doing extensive writing, both as analysis of readings and as field-based logs and reflection. Students will organize small interest/support groups to discuss issues related to projects and to collaborate on a presentation at the end of the quarter. Students will submit weekly progress/reflection reports to the faculty sponsor. Contact faculty member Lin Nelson ([nelsonl@evergreen.edu](mailto:nelsonl@evergreen.edu)) if further information is needed.

The program is connected to Evergreen's Center for Community-based Learning and Action (CCBLA) which supports learning about, engaging with, and contributing to community life in the region. As such, this program benefits from the rich resource library, staff, internship support, and workshops offered through the center.

**Faculty signature:** Student should have evidence of plan underway for work with community organization or agency, or evidence of pathway for community-based individual study. Students should contact faculty through email ([nelsonl@evergreen.edu](mailto:nelsonl@evergreen.edu)) by week 9 of fall quarter.

**Credits:** 16

**Enrollment:** 25

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## Student-Originated Studies: Community-Based Learning, Practice, and Theory

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### Spring 2017 quarter

**Fields of Study:** community studies, economics, government, political economy, political science, and sociology

**Class Standing:** Sophomore – Senior

**Prerequisites:** Previous study in political economy or about social movements strongly recommended, as is previous experience working in an economic, environmental, or social justice group.

**Preparatory for studies and careers** in political economy, community development, organizing for economic and social justice, teaching, sociology, international solidarity, activism, and research.

**Faculty:** Peter Bohmer

In this SOS, faculty will support student research, learning, and practice in a cluster of areas linking political economy, economic justice, and global justice with local, national, and global social movements. There will be especially strong support for students developing projects that are connected to local communities, groups, and organizations. Although students register for this program, you will be primarily doing independent study and/or an in-program internship. This offers opportunities for serious, responsible, and self-motivated students to create their own course of study and research in which you are encouraged to work with the broader community. The SOS will have close ties to Evergreen's Center for Community-Based Learning and Action (CCBLA). The CCBLA will serve as the center and support for this study—for learning about, engaging with, and contributing to community life in the region.

Students, through individual or group projects, will be able to link with social movements, nonprofits, community groups, and economic and social justice organizations that focus on the issues listed above. Students will benefit from faculty knowledge of and experience with local organizations, and experience working with students across the curriculum who are interested in learning through community-based research, learning, and activism. The CCBLA will be a key resource and can assist students in developing ideas and contacts.

We will meet together once a week for four hours. We will combine seminar on books and articles with films, lectures, workshops, and time for people who are working on similar projects and study to share experiences and ideas. Students also meet with faculty in small groups every other week to discuss progress, ideas, feedback, etc. Toward the end of spring, we will organize a public campus event to share our research and make connections between groups we are interning with and the Evergreen community.

**Faculty signature:** Students should email Peter Bohmer ([bohmerp@evergreen.edu](mailto:bohmerp@evergreen.edu)) 1-2 paragraphs describing their proposed internship or independent study, including topic, some references for their topic, the reason for choosing it, and the background experience that prepares them for this internship or study. Proposals must be emailed prior to or at the spring Academic Fair. Students will be informed of their acceptance at the fair or by email.

**Credits:** 16

**Enrollment:** 25

**Internship Possibilities:** A majority will do internships coordinated with the CCBLA, for 4 to 12 credits. Everyone will do an internship and/or an independent study. Students must complete an In-program Internship Learning Contract in consultation with the faculty and Academic Advising.

**A similar program is expected to be offered in 2017-18**

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## Student-Originated Studies: Poetics

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Fall 2016 and Winter 2017 quarters

**Fields of Study:** literature, philosophy, and writing

**Class Standing:** Sophomore – Senior

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

**Faculty:** Leonard Schwartz

Poetics involves language as creative functions (writing, poetry, fiction), language as performance, language as image, and language as a tool of thought (philosophy, criticism). Our work will be to calibrate these various activities, which is to say find the relationships between poetic and critical thought.

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

**Faculty signature:** Students must provide ten pages of college-level writing and interview with instructor. Contact Leonard Schwartz (schwartzl@evergreen.edu) for more information.

**Accepts new enrollment in winter with signature.**

**Credits:** 12 or 16

**Enrollment:** 24




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## Student-Originated Studies: Psychology

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Fall 2016 and Winter 2017 quarters

**Fields of Study:** psychology

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in psychology and empirical research in psychology, social work, education, health-related fields, and social sciences.

**Faculty:** Carrie M. Margolin

This SOS is an opportunity for students to do intermediate to advanced work in psychology. Students will work independently on their own individual projects or areas of study. Areas of study may include prerequisites for graduate work or empirical research projects. Students are encouraged to cluster together around projects that reflect their shared interests.

The format also includes a biweekly seminar for discussion of assigned readings in cognitive neuroscience. Additionally, students meet for a biweekly forum to share work-in-progress to get feedback and advice. The forum is intended to provide a sense of community and support to students.

**Faculty Signature:** Students must submit a well-developed proposal for their studies to faculty via email (margolin@evergreen.edu) for further refinement and signature approval. Students still developing ideas should meet with faculty prior to submitting their proposal. Proposals received by Academic Fair will be given priority. Qualified students will be accepted until the program fills. For more information, contact Carrie Margolin. **Accepts new enrollment in winter with signature.**

**Credits:** 12 or 16

**Enrollment:** 25

**Internship Possibilities:** Internships (maximum of 12 credits for internship component) are available with faculty approval. Students must complete an In-program Internship Learning Contract in consultation with the faculty and Academic Advising.

*Student-Originated Studies program participants complete a scavenger hunt related to their research near the Longhouse on the Evergreen campus. (Photo by Andrew Jeffers '13)*

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## Studio Projects: The Seen and Unseen

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### Fall 2016 and Winter 2017 quarters

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

**Class Standing:** Freshmen – Sophomore

**Preparatory for studies and careers** in the arts and humanities.

**Faculty:** Amjad Faur and Jean Mandeborg

This is an entry-level visual arts program emphasizing 2-D and 3-D studio practices, art history, visual literacy, artistic research, and writing. We will delve intensively into the development of studio skills in 3-D design, photography, small-scale sculpture, mixed media, and drawing, while exploring how these material gestures express content. The overarching questions being posed by this program will focus on the seen and unseen. What do artists choose to reveal and conceal in their work? More importantly, what does it mean for art to be made within the context of secrets? This very question lies at the tensions found in historical/religious traditions of image-making (especially in the Abrahamic traditions) and can be found across the myriad landscapes of art production. Students will focus on the stakes and implications of inclusion/exclusion in regards to the content of their work and the decision-making process surrounding that work.

As a working group, students will engage in an art practice that explores what it means to be in conversation with art history and the sociopolitical world, drawing encouragement and influence from a greater community of artists, philosophers, writers, and social critics.

The program is designed to support students interested in the visual arts, as well as those who are curious about visual literacy and want to experience using materials as an approach to inquiry and expression. No prior art experience is necessary, but enthusiasm, curiosity, and a strong work ethic are required. Students should be prepared to dedicate at least 40 hours per week to studio work and rigorous reading and writing on topics related to the concepts of 20th- and 21st-century art history and critical theory. Students will be exposed to an interdivisional approach to visual arts that includes both art and humanities work: studio work; art history; visual/cultural studies, including literature, philosophy, and history; and a significant writing component.

Fall and winter quarters will provide students with basic studio experience with several material approaches and will offer design and drawing workshops. Students will work in either 2-D or 3-D fall quarter, switching to the other medium in winter. There will be visits to regional museums and we will attend the Art Lecture Series. In the spring, students will have the opportunity to apply their learning to individual projects, utilizing knowledge and skills gained over fall and winter. By the end of this program, students will understand how one engages with an art community to share support and inspiration, and how the artist's work expands beyond that community and connects to critical issues. Students will begin to imagine how to situate their own projects in terms of the world around them.

**Credits:** 16

**Enrollment:** 35

**Required Fees:** \$200 in fall for 2-D and 3-D studio supplies.

**Special Expenses:** Approximately \$25 for entrance fees during field trips. Additional expenses may apply depending upon individual projects.

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## Study Abroad Consortium Partnerships

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### Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** study abroad

**Class Standing:** Sophomore – Senior

**Faculty:** Michael Clifthorne

A consortium is a formal relationship with other institutions to increase travel abroad opportunities for Evergreen students. More than 300 destination programs are offered and financial aid can be used to pay for approved program costs. Students pay the consortium's tuition and fees; they do not pay Evergreen tuition or fees when enrolled in consortium. Enrollment is recorded at both the consortium and at Evergreen; Evergreen students register at Evergreen with a special CRN and retain their student status.

**Alliance for Global Education** offers interdisciplinary study programs in India and China. In India, students can focus on issues of public health, Indian studies, development, or the environment, in programs located in Manipal, Pune, and Varanasi. In China, students can focus on issues of globalization, development, business, politics, social change, and Chinese language, in programs located in Xi'an, Beijing, or Shanghai. Internship opportunities are available in both countries. Full semester and summer options. Students earn 15 semester credits (22 quarter credits).

**American University in Cairo** is a premier, full-service, English-language university founded in Cairo, Egypt, in 1919. Students can focus on a wide range of disciplinary studies through the semester or summer options as study abroad, non-degree students, or they can focus on intensive Arabic language through the Intensive Arabic Program. Credits will vary by individual enrollment but typically range from 15-18 semester credits (22 to 27 quarter credits).

**Center for Ecological Living and Learning** offers programs in Iceland, Nicaragua, Costa Rica, Honduras, and Kenya that focus on sustainability, environmental issues, experiential learning, and close connection to local communities. Students earn 15 semester credits (22 quarter credits).

**Center for Global Exchange** provides a set of interdisciplinary study abroad programs sponsored by Augsburg College in Minneapolis, Minn. Students can focus on issues of gender and social change, international business, migration, globalization, or social work in Mexico; sustainable development and social change in Central America; or nation building, globalization and decolonization in Namibia. Language study and internships, as part of or in addition to the programs, are available. Students earn 16 semester credits (24 quarter credits).

**Council for International Educational Exchange** provides study abroad programs in conjunction with multiple university sites in Africa, the Middle East, Europe, Asia, Latin America, the Caribbean, and Australia. Students choose from a wide variety of disciplines, with programs taught either in English, the local language, or both. Students earn 15-18 semester credits (22-27 quarter credits).

**Danish Institute for Study Abroad** offers 14 coordinated programs in Architecture and Design, Biomedicine, Child Diversity and Development, Communication and Mass Media, European Culture and History, European Politics and Society, Global Economics, International Business, Justice and Human Rights, Medical Practice and Policy, Migration and Identity/Conflict, Pre-Architecture, Psychology, Public Health, and Sustainability in Europe. All programs and courses are taught in English, with the exception of

Danish language and culture studies. Students earn 15-18 semester credits (22-27 quarter credits).

**Educational Programs Abroad** arranges internship placements in several European countries: England, Scotland, Germany, Belgium, and Spain. Students typically intern 30-35 hours per week, with one or two supplemental classes. Adequate fluency in the language is often, but not always, required. Students earn 16 quarter credits, with options to earn more through special coursework with the University of Rochester, and at additional cost.

**Institute For Study Abroad - Butler**, operated through Butler University in Indiana, connects students with multiple university sites in England, Scotland, Wales, Ireland, Australia, New Zealand, Argentina, Chile, Costa Rica, Mexico, and Peru. Students enroll in regular university course offerings, with opportunities for internships as well. Fluency in Spanish is required for most Latin American studies programs, with some options for students with lower-level Spanish skills. Students earn 15-18 semester credits (22-27 quarter credits). Summer programs also available.

**Jackson School of International Studies – UW Seattle** offers juniors and seniors a chance to spend one year focusing on one of 14 regional study areas: Africa, Canada, China, Comparative Religion, European, International, Japan, Jewish Studies, Korea, Latin America and Caribbean, Middle East, Russia-Eastern Europe-Central Asia, South Asia, and Southeast Asia studies. Students earn 12-18 quarter credits each quarter, depending on class selection. Evergreen can only recommend a small number of students to this program, so it is competitive. Applications due March for the following year.

**International Partnership for Service Learning** offers programs that combine language, area studies, and community service placements in a number of countries: Australia, Ecuador, France, Ghana, India, Italy, Jamaica, Mexico, Scotland, Spain, and Thailand. Students gain valuable experience serving in a variety of community organizations. Semester and summer programs available. 15-17 semester credits (22-25 quarter credits).

**School for International Training** offers a wide variety of interdisciplinary programs in Africa, Asia, Europe, Latin America, and the Middle East that focus on the arts, cultural expression, global health, identity and globalization, environmental issues, post-conflict transformation, social movements, human rights, and sustainable development. Programs entail language, thematic studies, independent study projects, and close connection to local communities. Students earn 16 semester credits (24 quarter credits). Summer programs are also available.

**School for Russian and Asian Studies** offers programs throughout the European, Central Asian, and Siberian regions of the former Soviet Union on a wide variety of topics: Central Asian Studies, Acting in Russia, Russian Studies Abroad, Translation Abroad, Art in Russia, The Russian Far East, The Russian Psyche, Museums and Art Restoration, Kyrgyz Adventure, Politics and International Relations, Internships, and more. Students earn 15-18 semester credits (22-27 quarter credits).

**SEA Education Association** offers programs that focus on ocean exploration, documenting change in the Caribbean, oceans and climate, sustainability in Polynesian island cultures and ecosystems, and energy and the ocean environment. Students spend the first part of the semester in Woods Hole, Mass., preparing for the second part of the semester when they embark on tall-masted sailing ships to continue studies at sea and among island communities.

The program offers both Atlantic and Pacific routes. Students earn 16 semester credits (24 quarter credits). Options for upper-level credits are available. Summer programs offered as well.

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

**University of Arizona – Russia** offers the opportunity to study Russian language and culture in Moscow during the academic year, with summer options in Saint Petersburg. Students receive 20-30 hours of instruction per week depending on their level placement. Program takes place at the GRINT Language Center at the Moscow Humanities University. Options for internship placement in Moscow also exist. Students earn 15 semester credits (22 quarter credits).

**Wildlands Studies** offers programs through a number of environmental field projects in several countries: Australia, Belize, Chile, China, Costa Rica, El Salvador, Fiji, India, Mexico, New Zealand, Peru, South Africa, Thailand, and Zambia. Wildlands' domestic U.S. programs are not eligible for consortium status. Students are engaged in field studies for seven-week periods typically, and many include cultural studies, since communities are part of local environmental systems. Students earn 12 semester credits (18 quarter credits) at the upper-division level, typically distributed across both science and cultural studies, issued through California State University at Monterey Bay.

**For details on participating programs and institutions, visit [evergreen.edu/studyabroad/consortiumpartnerships](http://evergreen.edu/studyabroad/consortiumpartnerships) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu)**  
**Study Abroad:** Destination and duration vary. For details on study abroad, visit [evergreen.edu/studyabroad](http://evergreen.edu/studyabroad) or contact Michael Clifthorne at [clifthom@evergreen.edu](mailto:clifthom@evergreen.edu).

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## Symbiosis

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** biology, botany, ecology, environmental studies, and field studies

**Class Standing:** Junior – Senior

**Prerequisites:** One year of chemistry with lab and one year of biology with lab, both at the college level, are required. One quarter of organic chemistry is recommended. These prerequisites will be verified the first day of class.

**Preparatory for studies and careers** in the life sciences, including biology, botany, ecology, symbiosis, parasitology, ecological physiology, and scientific research.

**Faculty:** Erik Thuesen

Symbiosis can be defined as the living together of differently named organisms. This program will look at the biology of symbiotic associations through lectures, readings, laboratory, field work, and seminar topics taken from primary literature. Although particular attention will be paid to mutualistic symbioses, parasitic associations will also be covered. Defining aspects of plant-animal, fungi-plant, animal-animal, bacteria-plant, bacteria-animal, and protozoa-animal symbioses will be examined at the organismal, physiological, cellular, biochemical, molecular, and ecological levels. Characteristics that define integration between host and symbiont of specific associations will be investigated through field-work and experimental laboratory sessions. During this two-quarter program, students will complete a take-home examination each quarter, keep a lab notebook, and develop and carry out a research project that culminates in a poster and oral presentation.

**Faculty signature:** In addition to biology and chemistry prerequisites, previous coursework in botany or zoology is required. **Accepts new enrollment in winter with signature.**

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$240 for an overnight field trip on the Olympic Peninsula.

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## Teaching English Language Learners: Culture, Theory, and Methods

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### Fall 2016 and Winter 2017 quarters

**Fields of Study:** community studies, cultural studies, education, international studies, language studies, and linguistics

**Class Standing:** Sophomore – Senior

**Preparatory for studies and careers** in K-12 teacher preparation (Masters in Teaching) for ESL/English Language Learners, cross-cultural/international teaching of ESL K-12 and adults, K-12 and adult literacy instruction, and community-based organizations.

**Faculty:** Grace Huerta

In this program, we will explore the role of family and community in language acquisition and identity formation among K-adult English Language Learners (ELLs). We will examine how certain contextual factors such as history, political climate, school policies, and curriculum impact the education of language learners from adults to students in grades K-12. We will also study language acquisition theory, teaching methods, curriculum design, and implementation of theory to instructional practice relevant to Washington K-12 English Language Development standards as well as TESOL (Teachers of English to Speakers of Other Languages) standards for adult ELLs in local as well as international settings.

These ELL concepts will be analyzed through readings, group collaboration, workshops, student-led seminars, lectures, and multimedia/video. Students will lead discussions, complete reflective writing activities, conduct teaching demonstrations, and create a community ethnography project. Writing and research workshops will also be a focus of this program.

In the fall the program will survey the history of second language education in the United States, while introducing central issues in language acquisition research. We will also discuss the role of dominant and minority communities and culture in identity formation of English language learners, their lived experiences and how knowledge of both family and community can inform school policies, curriculum, and instruction. We will begin our research and tutoring activities in local K-12 settings.

In the winter the program will focus on study of language as a system with an emphasis on linguistic, literacy, and content-area K-adult instructional strategies. Among topics addressed will be English phonology, morphology, and syntax as well as implications for teaching the four language skills: listening, speaking, reading, and writing. We will also continue our K-12 ELL tutoring practices in the local schools with an emphasis on content-area instruction and academic-language development.

Reading topics will include the history of ESL/bilingual education, immigrant learners in the public schools, introduction to ESL/ELL teaching methods, language acquisition theory, literacy and linguistics for ELLs, assessment, sheltered instruction, as well as the practice of culturally relevant pedagogy.

**Credits:** 16

**Enrollment:** 25

**Required Fees:** \$150 per quarter for transportation, registration, and entrance fees.

## Thinking In Indian: Democracy, Civic Engagement, and Resistance

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** Native American studies, communication, community studies, cultural studies, education, government, history, law and government policy, leadership studies, political science, sociology, and sustainability studies

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in K-12 teaching, social work, writing-related fields, and tribal and state/federal government.

**Faculty:** Yvonne Peterson and Gary Peterson

This is intended for students committed to activism, allyship, and praxis. We'll study the scholarship of John Mohawk, posing essential questions to understand the current state of the world and how to survive as both individuals and as peoples. We'll study world history, U.S. history, and regional histories of the U.S. in terms of the doctrine of discovery, sovereignty, self-governance, conflict resolution, land and economics, health and reproduction, education and socialization of children, and political philosophy. Using the river of culture template highlighting laws and policies impacting the lived experience of American Indians, students will conduct research. In this research, students will pose and respond to essential questions about contemporary issues that continue to deprive American Indians of land, economic opportunities, treaty rights, natural resources, religious freedom, repatriation, and access to and protection for sacred places. We will look at the history behind the headlines, track contemporary resistance phenomenon like the Idle No More global movement, conduct ethnographic interviewing highlighting personal stories that can't be gleaned from text, look up alternative sources (*Ethnic NewsWatch* and *Indian Country Today*), search Washington State Historical Society's clipping files, tribal photo files, and rare document rooms at historical museums. Students will interview tribal activists and read novels and poetry that tell stories of resistance in a personal way.

During fall and winter quarters U.S. history will be studied in terms of the doctrine of discovery, steps of colonization, and court recognition and enforcement of the Indian tribes' legal, political, property, and cultural rights as indigenous peoples. Lectures, films, readings, seminars, and student-led, text-based seminars will compose the primary structures used by this learning community. Students will propose an academic project using an essential question format, report out findings, and write up their research. Groups will write for newspapers they generate and distribute to local Indian tribes. Introduction to art therapy, reclaiming of art traditions and protocols, and participation in the liberation theater component of the program requires students to make art products to extend their learning/leadership when the program hosts Generations Rising/Tribal Youth Make Art day and students volunteer at the art stations (an annual event sponsored by our program with the Longhouse staff and the Hazel Pete Institute of Chehalis Basketry). Liberation theater is a readers theater group that welcomes visitors to a program hosted by the Longhouse Education and Cultural Center. Students will have an opportunity to volunteer to assist with the making of art items ("potlatching") for tribes in the Puget Sound area getting ready to participate in the "Paddle to Sliammon First Nation in 2017" at Campbell River, B.C., Canada. The Tribal Canoe Journey was formally organized in 1989 when the "Paddle to Seattle" was initiated during the 100th anniversary of Washington



Students examine an assortment of animal bones in the program *Vertebrate Evolution*. (Photo by Shauna Bittle '98)

statehood. Local tribes, including Nisqually, Skokomish, Squaxin Island, and Chehalis, typically participate in the journeys.

Students will engage in program service-learning volunteer projects, environmental stewardship, and program internships during winter and spring quarters. Spring quarter, students will begin a formal presentation of their research and program time will focus on program themes examining contemporary issues. All students will participate in orientation(s) to the program theme and issues, historic and political frameworks, and work respectfully with communities and organizations. Participation in this program means practicing accountability to the learning community, other communities, interacting as a respectful guest with other cultures, and engaging in constant cross-cultural communication with co-learners.

**Credits:** 16

**Enrollment:** 48

**Required Fees:** \$75 per quarter for art supplies to support the understanding of reclaiming cultural art and protocols of American Indians.

**Internship Possibilities:** Students will engage in service learning volunteer projects, environmental stewardship, and program internships during winter and spring quarters. Students pursuing this option must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

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## Vertebrate Evolution

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### Fall 2016 quarter

**Fields of Study:** biology, environmental studies, philosophy of science, and zoology

**Class Standing:** Junior – Senior

**Prerequisites:** At least one quarter each of college-level biology and college-level writing.

**Preparatory for studies and careers** in biology, veterinary medicine, health-related fields, and evolutionary biology.

**Faculty:** Heather Heying and Amy Cook

Evolution provides an explanation for the extraordinary biological diversity on this planet. In this program we will focus on macroevolutionary processes, specifically speciation and the evidence it leaves behind. In doing so, we will address several philosophical questions, including: How do we make claims of knowledge in an historical science such as evolution? We will investigate questions that may seem simple at first—what is a species?—but turn out to have myriad, conflicting answers. This complexity, and our attempts to discern the pattern in that complexity, will be our focus.

We will use vertebrates as our model with which to study evolution, reviewing the morphological history and diversity of this clade. Innovations have marked the history of vertebrates, including the origins of cartilage, bone, brains, endothermy, and the amniotic egg, which allowed for the invasion of terrestrial habitats. The transformation of existing structures to take on new functions has been another notable feature of vertebrate evolution from lungs into swim bladders, hands into wings, and scales into both feathers and hair.

Classroom work will include workshops and lectures in which active participation by all students will facilitate an enriching learning community. In weekly wet labs, we will study the comparative anatomy of vertebrate skulls and skeletons, and dissect cats and sharks. In the computer lab, we will use software designed for systematic character analysis, and students will generate and analyze morphological datasets. There will be a multi-day field trip required early in the quarter. Students will also conduct extensive research on a current, unresolved topic in vertebrate evolution, and will present that research in both a paper and a talk.

**Credits:** 16

**Enrollment:** 50

**Required Fees:** \$300 for overnight field trip.

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## Wait, What?

### How Things Really Work in Science and Business

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#### Winter 2017 and Spring 2017 quarters

**Fields of Study:** business and management, chemistry, economics, and mathematics

**Class Standing:** Freshmen – Sophomore

**Prerequisites:** Strong grasp of algebra (exponents, logarithms, equations, linear graphing).

**Preparatory for studies and careers** in general science, sustainability, humanities, business, and teaching.

**Faculty:** Glenn Landram and Lydia McKinstry

In this introductory-level program we will explore the science, economics, and public policies surrounding debates on topics such as air and water pollution, sustainability and sources of energy, health care, finance, pharmaceutical drugs, and genetic engineering.

Do you really understand the controversial topics of pesticide usage, water pollution, food and drug supplements, economics and finance, or alternative sources of energy? Or do rumors and myths about these issues carry the day? As responsible members of society, we will look at these issues with a critical eye and investigate the scientific evidence, ethical dilemmas, and analytic misperceptions associated with each. We will apply science, statistics, and analytical thinking to separate facts from fiction.

In winter quarter we will study topics concerning pollution and energy as themes for examining our world, considering subjects such as water use and treatment, and acid rain and the ozone layer. In spring we will look at issues concerning nutrition and health, drugs and food additives, and genetically modified organisms. Students will be introduced to economics and finance during both quarters. Program activities will include lectures, small-group problem-solving workshops, laboratories, seminars, films, field trips, team projects, and student presentations. Through our readings, discussions, and assignments students will pull together ideas and concepts from several subject areas, work collaboratively to develop knowledge and skills, and apply quantitative methods to critically evaluate the facts and debates about the real-world issues above. This work will emphasize quantitative reasoning as well as the development of proficient writing and speaking skills.

This is a non-repeating, lower division program intended for students seeking to gain an introduction to molecular science, as well as practice with the quantitative methods used in chemistry and business. Strong algebra skills are required to be successful in this work. This program is also appropriate for students seeking to study science or business as part of a liberal arts education. It is not intended as a prerequisite for upper-division work in science.

**Credits:** 16

**Enrollment:** 46

**Required Fees:** \$50 per quarter for overnight field trips.

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## Watersheds: People, Rivers, and Change in Cascadia

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### Spring 2017 quarter

**Fields of Study:** biology, community studies, economics, environmental studies, government, law, and public policy, political economy, and sustainability studies

**Class Standing:** Freshmen – Senior

**Prerequisites:** No specific subject knowledge is required, but all students need to be willing to tackle open-ended problems, combine abstract and concrete thinking, respond with insight to real-world information and obstacles, and produce carefully finished writing, presentations, and other work.

**Preparatory for studies and careers** in sustainability, environmental affairs, urban affairs, governance, and policy.

**Faculty:** Robert Knapp, Peter Dorman, and Clarissa Dirks

As the Cascadia region responds to regional and planetary changes in climate, economy, and ecology and tries to find sustainable forms of settlement and industry, water has an essential role. In fact, it has many roles—support for life, productive ingredient, source of delight, and many more. This program will explore key interactions between water and people, as they play out now in three locales in the Cascadia bioregion, and as they may change in the future while the region searches for sustainability.

Our work will be outdoors as well as in, with several field trips (one multi-day), and opportunities for field observation and regeneration projects alongside lectures, book discussions, lab exercises, and skill workshops. Concepts and information will be drawn from earth system science, public health, sports and recreation, civil engineering, ecosystem management, political economy, and urban design. The emphasis will be on linkages and influences among these topics, because sustainability depends on them working together. The goal will be what professionals call conceptual designs, that is, imaginative ideas disciplined by working out how they fit in the settings they aim to improve. The quarter will conclude with presentations in the style of TED talks.

Students at all levels, from freshmen to seniors, will find challenge and new learning in this program. Moving toward sustainability in American society means finding workable paths for the widest possible range of personal situations, so each student's unique background will be valuable to consider and build on. Meanwhile, finding one's place in this uncertain, fast-changing time of transition toward sustainability will be a challenge that each student, and the program as a whole, will confront.

**Credits:** 16

**Enrollment:** 72

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## Where Are You? Introduction to Geography and Geographical Awareness

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### Spring 2017 quarter

**Fields of Study:** geography

**Class Standing:** Freshmen – Senior

**Preparatory for studies and careers** in teaching and education, environmental studies, and geography.

**Faculty:** Martha Henderson

Ever wonder why sixth grade geography was so boring? Memorizing place names and locations is NOT geography! Join us and learn a new way of being in the world. This program provides an overview of geography as an academic discipline and a knowledge base that defines the uniqueness of places, regions, environmental conditions, and spatial abilities. Using a traditional geography textbook, we will cover the four main areas of geography—physical or Earth sciences, regions of the world, patterns of social organization, and basic methods of data collection and mapping techniques. We will also read texts that inform the creation of landscapes of meaning, environmental awareness, and resource management in the U.S. Class times will be used for introductory lecture materials, seminar, and field trips. The online component will include a set of assignments and inquiry-based learning.

**Credits:** 16

**Enrollment:** 24

**Required Fees:** \$25: entrance fees to museums and science centers.

## Working Artists: The Business of Creativity and Art

### Spring 2017 quarter

**Fields of Study:** business and management, economics, visual arts

**Class Standing:** Freshmen – Sophomore

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

**Faculty:** Tom Womeldorff and Lisa Sweet

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

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

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

Artists who sustain life-long artistic practice and make a living in the process do so by undertaking daily—and often uninspiring—practices. We will similarly engage in daily practice as artists in business, developing skills in intaglio printmaking and personal finance. Our regular rigorous practice will serve both as metaphors for the daily work of artistic production and as opportunities for improving foundational skills necessary for the business of art.

In addition to seminar, lecture, workshops, writing, and exams, each week will include 12 hours in printmaking and personal finance workshops. Sharpen your pencils, grab your calculators, and join us at 8:23 a.m. sharp.

**Credits:** 16

**Enrollment:** 46

**Special Expenses:** \$40 for drawing supplies.



Students work on still life paintings of animal skulls from Evergreen's Natural History Collections in the Arts Annex.

(Photo by Shauna Bittle '98)

# Reservation-Based Community-Determined Program (RBCD)



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 who have earned or are close to earning 90 or more college credits with strong connections to tribal communities. In addition to Evergreen’s application, an intake packet must be completed by all prospective RBCD students. To obtain the packet, contact [rbcdprog@evergreen.edu](mailto:rbcdprog@evergreen.edu).

- Students attend class two nights per week at approved sites.
- 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 less than 90 credits, The Evergreen State College partners with Grays Harbor College (Aberdeen, Wash.) and Peninsula College (Port Angeles, Wash.) to provide an Associate of Arts direct transfer degree that is reservation based and intended to prepare students for the RBCD Bachelor of Arts Degree program. The Colleges are able to deliver a program comprised of a unique set of courses particularly relevant to tribal communities. For more information on the Reservation-Based programs, please visit [evergreen.edu/tribal](http://evergreen.edu/tribal), the Grays Harbor College website: [ghc.edu/distance/reservation](http://ghc.edu/distance/reservation), or the Peninsula College website: [pencol.edu](http://pencol.edu).



Canoes arrive at the Port of Olympia for the Paddle to Squaxin. (Photos by Shauna Bittle '98 and Evergreen Photo Services)

## RBCD: Contemporary Indian Communities in a Global Society

Fall 2016, Winter 2017, and Spring 2017 quarters

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

**Class Standing:** Junior – Senior

**Prerequisites:** This program is designed for students with strong social, cultural, or economic ties to local tribal communities.

To be formally admitted to the RBCD Program, prospective students must meet the following criteria:

- Complete or be close to 90 transferable college credits or a transferable associate degree.
- Complete an intake packet. To obtain the packet, contact [rpcdprog@evergreen.edu](mailto:rpcdprog@evergreen.edu).

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

**Faculty:** Cynthia Marchand-Cecil and TBA

This program's overall theme prepares students to understand the structural inequalities of wealth and economic development. Students will examine social problems in Native communities through multiple methods and perspectives and grow to understand the impacts of social and political movements, both past and present, by comparing Indigenous societies in the world. Each quarter, a nine-credit upper-division interdisciplinary sub-theme will be taught as part of the curriculum for the Reservation-Based, Community-Determined (RBCD) Program.

The fall 2016 sub-theme, *Indigenous Pathways to Rich and Thriving Communities*, will explore contemporary economic development issues in tribal communities. Students will examine the field of community and economic development, explore the values, vision, and principles that guide community and economic development efforts, the process of development, and change strategies such as asset building and community organizing. Students will address critical issues such as poverty, racism, and disinvestment and investigate challenges facing tribal communities. Students will explore political aspects of tribal sovereignty and continued development of self-governance as the basis for tribal community and economic development, self-determination, and community sustainability, all with a focus toward promoting, advocating for, and understanding economic development in Indian Country.

The sub-theme for winter 2017 is *Building Healthy Communities*. Students will examine the field of social problems and policies while exploring the values, vision, and principles that guide efforts to identify and resolve social problems. They will study challenges to tribal communities, the process of building healthy communities and change strategies including community organizing and community empowerment. This component will explore the political aspects of tribal sovereignty and continued development of self-governance, as the basis for tribal community building and self-determination in Indian Country.

The sub-theme for spring 2017 is *Comparing Indigenous Societies through Social and Political Movements*, which uses a

variety of methods, materials, and approaches to interpret, analyze, evaluate, and synthesize the impact of indigenous peoples' history and politics on 21st century indigenous societies. Students will focus on movements and activism that changed Indigenous societies at various levels of the social/political landscape from local to international. Students will conduct research, debate, discuss, and analyze various aspects of Native American activism that altered or revised a community. Students will gain an understanding of ways in which diverse cultural, religious sociological, linguistic, ideological, historical, and communication factors play a role in Indigenous social movements throughout the world, and how efforts to promote human relations, international consciousness, and interconnectedness of Indigenous peoples can result in positive changes in the lives of Indigenous people everywhere.

Students will attend four, daylong upper-division Saturday classes at the Longhouse on the Evergreen Olympia campus each quarter. During the year, students will attend a total of three, two-credit classes in morning sessions. In the afternoon sessions, students will attend Battlegrounds, a one-credit class based on original case studies about contemporary issues in Indian Country.

**Credits:** 12

**Enrollment:** 80

**Internship Possibilities:** Internships are encouraged. Students pursuing this option must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

**The RBCD program is offered every year.** This theme will repeat in 2019-20.



Students from regional reservations participated in an RBCD Battlegrounds session—small groups discussed challenges and opportunities for Native American health care.

# 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.

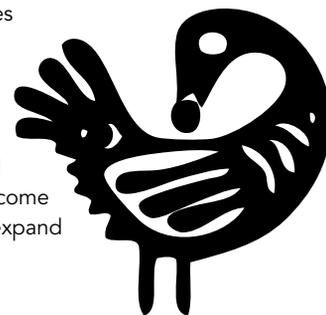
## Features and Benefits

- 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.



Evergreen Tacoma Program students walk to the graduation ceremony with faculty member Gilda Sheppard. (Photo by Karissa Carlson '12)

## Power Play(ers): Actions and Their Consequences

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** biology, community studies, cultural studies, environmental studies, government, health, history, law and public policy, literature, mathematics, media studies, political economy, sociology, and writing

**Class Standing:** Junior – Senior

**Prerequisites:** To be formally admitted to the Tacoma Program prospective students must meet the following criteria:

- Complete a minimum of 90 transferable college credits or a transferable associate degree. You will start at the Tacoma Program as a junior or senior.
- Complete an in-person intake interview at the Tacoma location. You can interview either before or after beginning the online application, but your application will not be processed until after your interview. To schedule an interview, contact the student services coordinator at (253) 680-3005.

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

**Faculty:** Tyrus Smith, Peter Bacho, Barbara Laners, Anthony Zaragoza, Paul McCreary, Mingxia Li, and Gilda Sheppard

This program will explore colonial, postcolonial, and neocolonial issues as they are unfolding on local, national, and global stages. Colonialism has resurfaced in new forms of neocolonialism that we encounter in our daily lives and work. We will place emphasis on how individuals and groups acquire mental resistance, how to assert individual, family, and community values and identities, and how to decipher and reframe meanings from information channeled through mass media. This also includes analyzing the powers at play in societal structures, how to empower oneself and community, and how to understand the ways in which these structures of power and control impact the quality of life for ordinary people at home and abroad.

This upper-division program will examine local, national, and international policy issues of the postcolonial and neocolonial world in education, health care, social welfare, and the environment

through interdisciplinary studies of law, biology, public health, environmental studies, the legislative process, mathematics modeling, sociology, psychology, American and world history, media literacy, and world literature and cultures. Research methods in social and natural sciences and statistics will present students with a systematic approach and analytical tools to address real-life issues in research practice throughout the activities of the program.

The theme for fall is identifying the problem and clarifying the question. The quarter will be used to lay the foundation for the rest of the year, both substantively and in terms of tools necessary to operate effectively in the learning community. We will explore theories, history, and practices of colonialism. Colonialism will be analyzed from the perspectives of both political economy and history. In seminars we will read, discuss, and analyze texts that will add to our understanding of the ways in which colonialism and neo-colonialism have created unequal distributions of power, wealth, and access to resources.

The winter theme is researching roots, causes, and potential solutions. We will look at specific contemporary issues of power viewed from a variety of institutional perspectives, most notably in health, education, law, science, government, politics, youth, environment, community development, women's empowerment, and human rights. Students will investigate specific issues of unequal distributions of power with the purpose of identifying a particular problem, defining its dimensions, determining its causes, and establishing action plans for its remedy.

In spring the theme will progress to implementation. The program will design and implement projects to address issues of unequal distributions of power identified in winter. Seminar groups will combine their efforts to undertake actions to target current imbalances of power in the community. These actions may take the form of educational events, publications, multimedia presentations, or art installations. Academic courses will assist in the successful implementation and evaluation of the student group activities.

**Credits:** 16

**Enrollment:** 200

**Required Fees:** \$10 per quarter for entrance fees.



Every Tacoma student participates in the Lyceum, a weekly gathering of all students and faculty. The Lyceum is an opportunity to meet with advisors and work in small groups on a common academic theme. (Photo by Shauna Bittle '98)

# Undergraduate Research

There are many ways to engage in research at Evergreen. Many of our students engage in research within programs, students also have the chance to work closely with a faculty mentor in undergraduate research. These opportunities allow students to join faculty research projects, gaining valuable skills for pursuing a graduate degree or entering the job market. For more information, visit [evergreen.edu/catalog/2016-17/research](http://evergreen.edu/catalog/2016-17/research). Contact individual faculty for requirements for enrollment. [evergreen.edu/faculty](http://evergreen.edu/faculty)

## Advanced Research in Environmental Studies

Fall 2016, Winter 2017, and Spring 2017 quarters

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

**Class Standing:** Junior - Senior

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

**Faculty:** Dylan Fischer, Gerardo Chin-Leo, Pauline Yu, Carri LeRoy, Abir Biswas, Erik Thuesen, and Alison Styring

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.

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

**Gerardo Chin-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 ecosystem ecology, carbon dynamics, and nutrient cycling in forests of the Southwest and western Washington. This includes image analysis of tree roots, molecular genetics, plant physiology, carbon balance, nitrogen cycling, species interactions, community analysis, and restoration ecology. He also manages the EEON project [blogs.evergreen.edu/eeon](http://blogs.evergreen.edu/eeon). See more about his lab's work at: [blogs.evergreen.edu/ecology](http://blogs.evergreen.edu/ecology). Students participating in this program work closely with ongoing research in the lab, participate in weekly lab meetings, and develop their own research projects.

**Carri LeRoy** conducts research on linkages between terrestrial and aquatic environments. She is trained as a freshwater ecologist and primarily studies in-stream ecosystem processes



(Photo by Shauna Bittle '99)

and aquatic communities. She and her students study leaf litter decomposition in streams as a major input of organic material to aquatic systems. In addition, she conducts research on aquatic macroinvertebrate community structure, aquatic fungal biomass and standard water quality and hydrology measurements in stream and river environments.

**Alison Styring** studies birds. Current activity in her lab includes avian bioacoustics and avian monitoring and research in Evergreen's campus forest and other nearby locations. Bioacoustic research includes field monitoring of local birds using audio recordings and microphone arrays, and editing and identifying avian songs and calls from an extensive collection of sounds from the campus forest as well as tropical forest sites in Borneo. Local research projects in the campus forest and nearby locations include Pacific wren mating and life-history strategy, cavity formation and use by cavity-nesting birds (and other cavity-dependent species), and monitoring long-term trends in bird populations and communities using a variety of standard approaches.

**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 environmental stress and climate change. Other research is focused on the biodiversity of marine zooplankton. Students working in his lab typically have backgrounds in different aspects of marine science, ecology, physiology, and biochemistry.

**Pauline Yu** studies the developmental physiology and ecology of marine invertebrates. She is interested in the biochemistry of the seawater-organism interface, developmental nutritional biochemistry and metabolic depression, invasive species, carbonate chemistry (ocean acidification), and cultural relationships with foods from the sea. Students have the opportunity to collaboratively develop lines of inquiry for lab and/or field studies in ecology, developmental biology, physiology, marine carbonate chemistry and mariculture.

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

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## Undergraduate Projects in Critical and Creative Practices

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### Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** African American studies, art history, communication, cultural studies, gender and women's studies, literature, media arts, media studies, visual arts, and writing

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers** in creative writing, writing, education, editing, media studies, media production, visual arts, film studies, web development, and the humanities.

**Faculty:** Naima Lowe, Shaw Osha (Flores), and Kathleen Eamon

This is an opportunity for students to work on faculty-driven scholarly and creative projects. By working with faculty in a studio and research "apprentice" model, students will gain hands-on experience in visual arts studio practices, film/media production practices, the creative writing workshop focused on craft, critical research and writing, library and archival research practices, and more.

**Kathleen Eamon** (social and political philosophy, aesthetics, philosophy of art) has interests in German idealism (Kant and Hegel), historical materialism (Marx, 20th-century Marxists, and critical theory), and psychoanalysis (Freud and Lacan). She is currently working on an unorthodox project about Kant and Freud, under the working title, "States of Partial Undress: the Fantasy of Sociability." Students will have opportunities to join her in her inquiry, learn about and pursue research in the humanities, and critically respond to the project as it comes together. In addition to work in Kantian aesthetics and Freudian dream theory, the project involves questions about futurity, individual wishes and fantasies, and the possibility of collective and progressive models of sociability and fantasy.

**Naima Lowe** (experimental media and performance art) creates films, videos, performances, and written works that explore issues of race, gender, and embodiment. The majority of her work includes an archival research element that explores historical social relationships and mythic identities. She is currently working on a series of short films and performances that explore racial identity in rural settings. Students working with Naima will have opportunities to learn media production and post-production skills (including storyboarding, scripting, 16 mm and HD video shooting, location scouting, audio recording, audio/video editing, etc.) through working with a small crew comprised of students and professional artists. Students would also have opportunities to do archival and historical research on African-Americans living in rural settings, and on literature, film, and visual art that deals with similar themes. Students are generally best equipped for this option if they have taken at least one full year of studies in Media or Visual Arts in a program such as MediaWorks, NonFiction Media, or its equivalent.

**Shaw Osha** (visual art) works in painting, photography, drawing, writing, and video. She explores issues of visual representation, affect as a desire, social relationship, and the conditions that surround us. She is currently working on a project based on questions of soul in artwork. Students working with Shaw will have opportunities to learn about artistic research, critique, grant and statement writing, website design, studio work, and concerns in contemporary art making.

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

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## Undergraduate Research in Scientific Inquiry

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### Fall 2016, Winter 2017, and Spring 2017 quarters

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

**Class Standing:** Sophomore - Senior

**Preparatory for studies and careers** in biology, chemistry, physics, computer science, astronomy, and applied mathematics.

**Faculty:** Paula Schofield, Richard Weiss, Andrew Brabban, Neil Switz, Brian Walter, Abir Biswas, Michael Paros, Dharshi Bopagedera, Rebecca Sunderman, EJ Zita, Donald Morisato, Clarissa Dirks, James Neitzel, Sheryl Shulman, Neal Nelson, and Lydia McKinstry

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

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

**Andrew Brabban** (biotechnology) studies the physiology and biochemistry of prokaryotes of industrial and agricultural importance. Students who commit at least a full year to a research project, enrolling for 4-16 credits per quarter, will learn a broad range of microbiology (both aerobic and anaerobic techniques), molecular (DNA analysis and cloning), and biochemical techniques (chemical and pathway analysis, protein isolation). Students will also have opportunities for internships at the USDA and elsewhere, and to present data at national and international conferences.

**Dharshi Bopagedera** (chemistry) would like to engage students in two projects: (1) There is concern that toxic metals are found in unsafe quantities in children's toys and cosmetics. She would like to engage a student in the quantitative determination of these metals, using the AA and the ICP-MS. Students interested in learning to use these instruments and quantitative analysis techniques will find this project interesting. (2) Science and education. With Dharshi, students will work with local teachers to develop lab activities that enhance the science curriculum in schools. Students with an interest in teaching science who have completed general chemistry with laboratory would be ideal. Dharshi is also interested in looking at chemicals present in e-cigarettes. A student interested in this project could work on the organic or inorganic chemicals.

**Clarissa Dirks** (biology) conducts research in many areas of microbiology and ecology. Her recent work in microbiology

has focused on the biodiversity and distribution of tardigrades in different ecosystems. She also 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 hosts. Lastly, she is conducting snail surveys in Washington to better characterize the species in the state, something that hasn't been done in decades. Students may gain experience in molecular biology techniques, microbiology, field ecology, genetics, bioinformatics, and tissue culture.

**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 (e.g., 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 and 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 or analytical biochemistry will contribute to this work.

**Neal Nelson** (computer science) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. His areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, and programming languages for concurrent and parallel computing.

**Mike Paros** (physiology, microbiology, veterinary medicine) is interested in animal health, diseases that affect the animal agriculture industry, and basic ecology of bacteriophage in physiologic systems. Currently funded research includes the development of bacteriophage therapy for dairy cattle mastitis. A number of hands-on laboratory projects are available to students interested in pursuing careers in science, with a particular emphasis on microbiology.

**Paula Schofield** (organic, polymer, materials chemistry) is interested in the interdisciplinary fields of biodegradable plastics and biomedical polymers. Research in the field of biodegradable plastics is becoming increasingly important to replace current petroleum-derived materials and to reduce the environmental impact of plastic wastes. Modification of starch through copoly-

merization and use of bacterial polyesters show promise in this endeavor. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials. Students will present their work at American Chemical Society (ACS) conferences.

**Sheryl Shulman** (computer science) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. Her areas of interest include advanced programming languages and compilers, programming language design, programming languages for concurrent and parallel computing, and logic programming.

**Rebecca Sunderman** (inorganic/materials chemistry, 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.

**Neil Switz** (physics) develops optical instruments for use in biophysical and biomedical applications, including low-cost diagnostics. Projects in the lab are suitable for motivated students with quantitative backgrounds in physics, biology, chemistry, mathematics, or computer science.

**Brian Walter** (mathematics) is interested in problems relating to graphs, combinatorial games, and especially, combinatorial games played on graphs. He would like to work with students who have a strong background in mathematics and/or computer science and are interested in applying their skills to open-ended problems relating to graphs and/or games.

**Richard Weiss** (computer science, mathematics) has several ongoing projects in computer vision, robotics, and security. There are some opportunities for students to develop cybersecurity games for teaching network security concepts and skills. In robotics, he is looking for students to develop laboratory exercises for several different mobile robotic platforms, including Scribbler, LEGO NXT and iRobot Create. This would also involve writing tools for image processing and computer vision using sequences of still images, video streams and 2.5-D images from the Kinect. In addition, he is open to working with students who have their own ideas for projects in these and related areas, such as machine learning, artificial intelligence, and analysis of processor performance.

**EJ Zita** (physics), who has expertise in energy physics, modeling, and organic farming, is researching sustainability and climate change. Many students have done fine projects on sustainable energy and food production in her academic programs. Zita is working with Judy Cushing and Scott Morgan to establish a new research program at Evergreen. She and Cushing will model land use impacts on climate change; she and Morgan will plan and facilitate sustainability projects on campus. More information on Zita's research is available at <http://192.211.16.13/z/zita/research.htm>.

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

## Undergraduate Research in the Humanities

Fall 2016, Winter 2017, and Spring 2017 quarters

**Fields of Study:** literature, philosophy, and political science

**Class Standing:** Junior - Senior

**Preparatory for studies and careers** in literature, history, and the humanities.

**Faculty:** Trevor Speller, Greg Mullins, Stacey Davis, and Nancy Koppelman

Students of the humanities who are nearing the end of their Evergreen education may wish to pursue a major research project, senior thesis, or capstone project in their particular field of interest. Often, the goal is to construct an original argument around a particular body of literature, set of ideas, or historical events. These projects develop advanced research skills in the humanities, including the ability to read deeply and critically, and to discover and engage with important theoretical writings in a particular field. Students also gain valuable skills in analyzing, synthesizing, writing, and editing long pieces of complex prose. The best of this work will be invaluable for graduate school applications, and will be an asset to those entering the job market.

**Stacey Davis** (European history) specializes in French history from the 18th century to the present, as well as the history of French colonies in North and West Africa. Students who wish to study European social, cultural, political, intellectual, or religious history from the Middle Ages to the present, including topics in the history of gender and sociocultural aspects of the history of art, are welcome to propose research projects. Students are welcome to work with Dr. Davis on her ongoing research projects on 19th-century political prisoners, notions of citizenship and democracy in modern Europe, memory, and the history of aging.

**Nancy Koppelman** (American studies) specializes in American social, literary, and intellectual history until 1920. Students who wish to study in these fields are welcome to propose research projects and senior theses. Particular interests include the social and intellectual history of the Puritans; the founding generation, immigrants, the working class, and the middle class; industrialization and reform movements; pragmatic philosophy; the history of childhood; and the history of technology and consumer culture. Students are also welcome to work with Nancy to participate in her ongoing research projects on alcohol reform movements, the histories of social/economic mobility and of individual physical movement, and ethical themes in American cultural history.

**Greg Mullins** (American literature, queer theory) specializes in 20th-century and contemporary literature and comparative American Studies (U.S./Brazil). His interests include the crossroads of aesthetics and politics, national versus transnational formations of literary studies, queer gender and sexuality, memory studies and post-structuralist theory. Most of the capstone projects he has supervised have been centrally concerned with literary and cultural theory, including visual culture and queer theory. Students are enthusiastically welcome to work with Greg on his research on cultures of human rights and representations of human rights in literature and film.

**Trevor Speller** (British/anglophone literature) specializes in British and Anglophone literature from the 17th century to the present. Students who wish to study literature and literary theory from the Middle Ages to the present are welcome to propose research projects, including capstone projects and senior theses. Previous projects have included studies of Virginia Woolf, Romantic women writers, and travel writing. Dr. Speller is looking for students to assist with his ongoing research projects around the rise of the novel, experimental literature, and conceptions of modernity.

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



Evergreen faculty Dylan Fischer and a group of students studied the effect of volcanic eruption on forests for *The Pulse*, a meeting of more than 100 scientists sponsored by the US Forest Service. The group meets at Mt. St. Helens every five years to measure and report on the area's recovery. (Photo by Shauna Bittle '98)

# Evening and Weekend Studies (EWS)

Through Evening and Weekend Studies, you can earn a Bachelor of Arts degree, even if you can't attend full-time during the day. We are dedicated to serving all students, especially those who have family, work, and other commitments. Interdisciplinary part-time programs, along with a diverse selection of 4-credit courses, offer flexible options.

Evening and Weekend Studies gives you the option of taking classes in a wide variety of fields of study—from lab sciences to poetry, from business and management to art history and philosophy. Students can pursue hands-on arts, music, dance, and world languages. They can even study abroad, in programs with two- or three-week trips. Our 8- and 12-credit programs are, like the full time curriculum, theme-based and team taught, and approach a question from multiple perspectives. Our 4-credit courses have a more focused disciplinary approach and complement students' study in a program or provide needed work they require in their chosen field of study. It's your decision whether you take day, evening or weekend classes. If your life changes, so can your schedule.

"My class had zero fluff. Our professors took us for a ride beneath the surface of issues: we were given no answers, rather pushed to search and delve even deeper for ideas and solutions that had substance backing them up. I learned to think—and hope—much more critically than before."

—Fiona Holden, EWS student

For descriptions, visit [evergreen.edu/catalog/2016-17](http://evergreen.edu/catalog/2016-17)



Students work on a self-portrait assignment in an Evening and Weekend Studies ceramics class. (Photos by Shauna Bittle '98)

## AFFILIATED FACULTY

**Jehrin Alexandria** *Ballet, Movement Therapy*

**Nancy Anderson** *Community and International Health*

**Theresa Aragon** *Political Science, Public Administration*

**John Baldrige** *Geography*

**Steve Blakeslee** *Writing, Literature*

**Marcella Benson-Quaziana** *Human and Organizational Systems*

**Rebecca Chamberlain** *Literature, Writing*

**Susan Cummings** *Psychology*

**Steve Davis** *Photography*

**Marja Eloheimo** *Ethnobotany*

**Mark Harrison** *Theatre, Performance Studies*

**Karen Hogan** *Ecology, Plant Biology*

**Nancy Parkes** *Creative Writing, Public Policy*

**Susan Preciso** *English Literature*

**Sarah Ryan** *Labor Studies*

**Doug Schuler** *Social Informatics, Computer Science*

**Ann Storey** *Art History*

**Tomoko Ulmer** *Japanese Language & Culture*

**David Wolach** *Creative Writing*

# Graduate Studies



## MASTER IN TEACHING (MiT)

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. MiT graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy, and anti-bias work.

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



## MASTER OF ENVIRONMENTAL STUDIES (MES)

Students in Evergreen's Master of Environmental Studies degree use natural and social sciences to study and solve environmental problems through required core courses, electives, internships, independent study, and a required thesis. Graduates go on to work in government, natural resources, nonprofits, environmental education, policy, and sustainable business, while others go on to earn a Ph.D. The program is made for experiential learners—classes are in the evenings leaving time for jobs, internships, and volunteer experiences. MES students may attend full-time (two years) or part-time (three years). We recognize that the best environmental solutions come from a wide variety of perspectives—that is why we accept all majors, and why our students, who come to us from across the U.S. and abroad, represent a wide range of ages, cultures, and expertise. Scholarships are available.

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



## MASTER OF PUBLIC ADMINISTRATION (MPA)

Designed for working adults, Evergreen's dynamic MPA program is offered entirely on evenings and weekends and can be completed in as little as two years. Graduates work in a wide variety of positions within state, local, tribal and federal governments, education, nonprofit organizations, and private industry. MPA students gain important knowledge and skills that can be put to work right away; they learn how to be effective advocates for change, becoming graduates who are in high demand. You'll explore and implement socially just, democratic public service in a dynamic learning community that you create with your faculty and fellow students. Coursework covers critical elements of administration such as budgeting, policy analysis, managing organizations, leadership and ethics, human resources, multicultural competencies, and research methods. We offer concentrations in Public and Nonprofit Administration, Public Policy, or Tribal Governance. Join us and "be the change you wish to see in the world."

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

## AFFILIATED FACULTY

### MiT

**Sunshine Campbell** *Mathematics, Teacher Education*

**Jon Davies** *Education*

**Phyllis Esposito** *Education*

**Terry Ford** *Education, Multicultural Studies*

**Erica Hernandez-Scott** *Elementary Education*

**Pat Naughton** *Mathematics, Teacher Education, Leadership*

**Sonja Wiedenhaupt** *Psychology, Education*

### MES

**Peter Dorman** *Economics*

**Kevin Francis** *History of Science and Technology*

**Erin Martin** *Oceanography*

**Dina Roberts** *Conservation Biology, Wildlife Management*

**Shangrila Wynn** *Political Ecology*

**Ted Whitesell** *Geography, Political Ecology, Conservation*

### MPA

**Laurance R. Geri** *Public and Nonprofit Management, International Affairs*

**Amy Gould** *Public Administration, Political Science, Women's Studies*

**Michael Lane** *Indigenous Studies, Tribal Sovereignty, Constitutional Legal History*

**Cheryl Simrell King** *Public and Nonprofit Administration, Community/Urban Studies*

**Doreen Swetkis** *Public and Nonprofit Administration, Public Policy, Urban Studies*

# Evergreen's Faculty

Evergreen's faculty organize themselves into Planning Units to develop our curriculum. The units are formed to provide an intellectual and curricular focus for faculty that reflects breadth of interdisciplinary teaching and learning. Faculty from diverse disciplines come together to form a planning unit and faculty of similar disciplines may associate with different units. The resulting diversity of perspectives enriches our curriculum.

You may decide to work for a number of quarters with faculty within one planning area or move from area to area to broaden your education. Either choice may be appropriate, depending on your academic goals. Visit [evergreen.edu/faculty/planning](http://evergreen.edu/faculty/planning) for more information.

## Consciousness Studies (CS)

CS faculty approach the study of consciousness and experience in open inquiry. We're interested in questions, especially those for which we need each other to explore, including: How does experience shape consciousness? How is sentience defined and recognized? What constitutes collective forms of consciousness? Emotion, cognition, attention, interpretation, creativity, sensation, listening, dreaming, expression, reflection: these and more are the elements of consciousness, our subjects of study, and our data.

## Critical & Creative Practices (CCP)

CCP faculty are diverse in teaching methodologies but united in the idea that making is a mode for critical and analytical thinking and cultural production. We emphasize the ways in which creativity is vital to all integrative thinking, criticism and cultural production. By offering programs and courses related to the theory and practice of cultural production that are tied to using creativity to pose complex questions about the world, faculty guide students to develop skills in understanding the theories and histories associated with a range of disciplines.

## Culture, Text, & Language (CTL)

CTL faculty engage in rigorous critical inquiry about the human experience. Our disciplines and fields of study include: literature, history, women's studies, philosophy, religious studies, classical studies, art history, post-colonial studies, linguistics, cultural anthropology, cultural studies, gender studies, race and ethnic studies, American studies, and critical and creative writing. We bring together different disciplines to pose crucial questions about the human condition so our students gain an interconnected view of the humanities and interpretive social sciences.

### AFFILIATED FACULTY

**William Ray Arney**

**Scott Coleman** *Education, Psychology*

**Rob Esposito** *Modern Dance, Kinesiology*

**Heather Heying** *Evolution, Biology, Anthropology*

**Sara Huntington** *Writing, Research and Information Systems*

**Heesoon Jun** *Psychology*

**Cynthia Kennedy** *Leadership*

**Stephanie Kozick** *Human Development*

**Donald V. Middendorf** *Physics*

**Charles Pailthorp** *Philosophy*

**Terry Setter** *Music*

**Jules Unsel** *United States History*

**Bret Weinstein** *Evolution, Biology*

**Sarah Williams** *Feminist Theory, Somatic Studies*

### AFFILIATED FACULTY

**Evan Blackwell** *Ceramic Art, Sculpture, Visual Studies*

**Kathleen Eamon** *Philosophy*

**Amjad Faur** *Photography*

**Ruth Hayes** *Animation, Media Studies*

**Steven Hendricks** *Creative Writing, Book Arts*

**Naima Lowe** *Experimental Media*

**Jean Mandeberg** *Visual Art*

**Miranda Mellis** *Literature*

**Greg Mullins** *Literature, Queer Studies*

**Alice Nelson** *Latin American Literature, Spanish*

**Shaw Osha** *Fine and Studio Arts*

**Sarah Pedersen** *Literature, Maritime Studies*

**Julie Levin Russo** *Media Studies, Gender and Women's Studies*

**Trevor Speller** *British Literature*

**Lisa Sweet** *Visual Art*

**Brian Walter** *Mathematics*

**Julia Zay** *Visual Arts, Media Arts*

### AFFILIATED FACULTY

**Marianne Bailey** *French and German Literature, Philosophy, and Languages*

**Laura Citrin** *Social Psychology, Gender and Women's Studies*

**Stacey Davis** *European History*

**Diego de Acosta** *Spanish Literature and language, Linguistics*

**Sarah Eltantawi** *Comparative Religion*

**Chauncey Herbison** *American Studies*

**Nancy Koppelman** *American Studies*

**Patricia Krafcik** *Russian Language, Literature and Culture*

**Ulrike Krotscheck** *Classical Studies, Archeology*

**Steven Niva** *International Politics, Political Philosophy, Middle East Studies*

**Catalina Ocampo** *Spanish Language and Latin American Literature*

**Toska Olson** *Sociology*

**Rita Pougiales** *Anthropology*

**Andrew Reece** *Classical Studies*

**Leonard Schwartz** *Poetics*

**Robert W. Smurr** *Russian History*

**Eric Stein** *Cultural Anthropology*

**Joseph Tougas** *Philosophy*

**Tom Womeldorff** *Economics*



CCP faculty Miranda Mellis and Julia Zay plan while their students share sound maps, or interpretive illustrations of the sounds they heard in a particular area, and do some reflective writing on what sound was, is, and will be to them. (Photo by Dani Winder '14)

## Environmental Studies (ES)

ES faculty offer broadly interdisciplinary studies within and across three distinctive thematic areas: human communities and the environment, natural history, and environmental sciences. We emphasize experiential study and research primarily in the Pacific Northwest. Our research methods and analyses emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems.

## Expressive Arts (EA)

EA faculty span the Media Arts, Performing Arts, and Visual Arts. **Media Arts** faculty emphasize experiential, documentary and hybrid modes of production. We focus on critical engagement with media in cultural and political context in order to develop skills necessary to real-world production. The **Performing Arts** faculty offer studies in theater, dance and music. **Visual Arts** faculty emphasize the linkages between art making and cultural contexts. We believe that visual literacy, the ability to incorporate multiple disciplines to perceive and interpret visual images, is central to the process by which students become informed image-makers.

## Native Programs (NP)

NP faculty share a commitment to provide quality higher education for Native American and other Indigenous students, educate non-Native students on interacting in productive ways with Native communities, partner in a respectful manner with Indigenous communities, and honor the government-to-government relationship our state institution has made with Washington tribal nations. Our faculty encompass a wide range of liberal arts disciplines including cultural studies, politics, social sciences, visual art, and environmental studies.

### AFFILIATED FACULTY

**Gerardo Chin-Leo** *Oceanography, Marine Biology*  
**Amy Cook** *Ecology, Vertebrate Biology*  
**Dylan Fischer** *Forest and Plant Ecology*  
**Martha Henderson** *Geography, Environmental History*  
**Carri LeRoy**, *Freshwater Ecology*  
**Lee Lyttle** *Environmental Policy, Research Methods*  
**Ralph Murphy** *Environmental Economics, Environmental Policy*  
**Paul Przybylowicz** *Ecology, Biology, Agriculture*  
**Alison Styring** *Ornithology, Tropical Ecology*  
**Ken Tabbutt** *Geology, Hydrogeology, Geochemistry*  
**Erik V. Thuesen** *Marine Science, Zoology, Ecophysiology*  
**Shangrila Wynn** *Political Ecology*

### AFFILIATED FACULTY

**Susan Aurand** *Ceramics, Visual Arts*  
**Drew Buchman** *Music*  
**Arun Chandra** *Music Performance, Composition, Computer Music*  
**Marla Elliott** *Performing Arts, Community Studies*  
**Walter Eugene Grodzik** *Theater*  
**Andrea Gullickson** *Music*  
**Bob Haft** *Photography, Art History*  
**Lucia Harrison** *Visual Art*  
**Rose Jang** *Theatre*  
**Robert Leverich** *Visual Art, Architecture*  
**Kabby Mitchell III** *Dance, African American Studies, Theater*  
**Sean Williams** *Ethnomusicology*

### AFFILIATED FACULTY

**Kristina Ackley** *Native American Studies*  
**Michelle Aguilar-Wells** *Public Administration*  
**Zoltan Grossman** *Native American Studies, Geography*  
**Cindy Marchand-Cecil** *Native American Studies*  
**Frances V. Rains** *Multicultural Education*

## Scientific Inquiry (SI)

SI faculty are committed to integrating science and mathematics into an Evergreen student's liberal arts education. We help students—whatever their primary interest—understand the wonders of nature and appreciate the power of science and math in our technological society. Because science, math, and technology are essential in our world, citizens must be scientifically and quantitatively literate in order to participate effectively in a democratic society. Scientists also must understand the social implications and consequences of their work.

### AFFILIATED FACULTY

**Clyde Barlow** *Chemistry*  
**Abir Biswas** *Geology*  
**Dharshi Bopegedera** *Chemistry*  
**Andrew Brabban** *Biology*  
**Krishna Chowdary** *Physics*  
**Clarissa Dirks** *Molecular and Cellular Biology*  
**Kevin Francis** *History of Science and Technology*  
**Rachel Hastings** *Mathematics, Linguistics*  
**Adam King** *Computer Science*  
**David McAvity** *Mathematics, Physics*  
**Lydia McKinstry** *Organic Chemistry*  
**Donald Morisato** *Biology*  
**Nancy Murray** *Biology*  
**James Neitzel** *Biochemistry*  
**Neal Nelson** *Computer Science*  
**Michael Paros** *Veterinary Medicine*  
**Paula Schofield** *Chemistry*  
**Sheryl Shulman** *Computer Science*  
**Rebecca Sunderman** *Chemistry*  
**Neil Switz** *Physics*  
**Richard Weiss** *Mathematics, Computer Science*  
**Pauline Yu** *Marine Science*  
**E.J. Zita** *Physics*

## Society, Politics, Behavior, & Change (SPBC)

SPBC faculty weave 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. Our area includes faculty from the following disciplines: economics, accounting, history, public policy, public administration, labor studies, business, management science, political science, law, entrepreneurship, international affairs, tribal governance, health sciences, psychology, and education.

### AFFILIATED FACULTY

**Jon Davies** *Education*  
**George Freeman, Jr.** *Clinical Psychology*  
**Glenn Landram** *Business Management Science, Statistics*  
**Carrie M. Margolin** *Cognitive Psychology*  
**Gary Peterson** *Social Work*  
**Yvonne Peterson** *Education, Native American Studies*  
**Zoe Van Schyndel** *Finance*

## Sustainability and Justice (S&J)

S&J faculty design programs to address real-world issues and include analyses and action toward just communities, healthy environments and a more sustainable future. We address such issues as climate change, food systems, cultural survival, meaningful and equitable work, racial and economic justice, applied ecology, green business, and more. Students in our programs can expect to gain skills in critical thinking, reading, listening, and writing; research and quantitative reasoning; economic and media literacy; and complexity and systems thinking.

### AFFILIATED FACULTY

**Peter G. Bohmer** *Political Economy*  
**Frederica Bowcutt** *Botany, Ecology, Environmental History*  
**Savvina Chowdhury** *Feminist Economics*  
**Peter Dorman** *Economics, Political Economy*  
**Anne Fischel** *Film/Video, Community Studies*  
**Karen Gaul** *Anthropology*  
**Jennifer Gerend** *Land Use Planning, Geographic Information Systems*  
**Jeanne. E. Hahn** *Political Economy, Contemporary India*  
**Grace Huerta** *Teacher Education, Language Acquisition Theory, Cultural Studies*  
**Mukti Khanna** *Psychology, Expressive Arts Therapy, Integrative Health*  
**Robert H. Knapp, Jr.** *Physics*  
**Cheri Lucas-Jennings** *Environmental Health, Law and Policy*  
**Paul McMillin** *Information Studies, Historical Sociology*  
**Laurie Meeker** *Film/Video, Media Arts*  
**Lawrence J. Mosqueda** *Political Economy*  
**Dave Muehleisen** *Sustainable Agriculture*  
**Lin Nelson** *Environmental Health and Policy*  
**Carolyn Prouty** *Public Health*  
**Liza Rognas** *American History, Research Methods*  
**Martha Rosemeyer** *Ecological Agriculture, Food Systems*  
**Therese Saliba** *International Feminism, Middle East Studies, Literature*  
**Steve Scheuerell** *Ecological Agriculture, Sustainability*  
**Doreen Swetkis** *Public Administration*  
**Michael Vavrus** *Social Foundations of Education, Political Economy*  
**Ted Whitesell** *Geography, Political Ecology, Conservation*  
**Elizabeth Williamson** *English Literature*  
**Artee Young** *Law*

# Faculty Academic Background

The following is a list of Evergreen's faculty as of summer 2015. More extensive descriptions of their areas of expertise can be found at [evergreen.edu/faculty](http://evergreen.edu/faculty).

**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**, *Emerita, Public Administration*, 2001. B.A., Human Services, Western Washington University, 1977; MPA, University of Arkansas, 1981.

**Jehrin Alexandria**.

**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**, *Emeritus, Environmental Education*, 2001. Academic Dean 2013-14. B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

**Theresa A. Aragon**, *Management*, 1999. Academic Dean 2006-2010. 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**, *Emerita, Art*, 1974. B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

**Peter Bacho**, *Law and Literature*, 1985. B.A., Seattle University, 1971; J.D., University of Washington, 1974; LL.M., Law and Policy, University of Washington, 1981.

**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.

**John Baldrige**, *Geography*, 2010. B.A., Creative Writing, University of Arizona, 1991; M.A., English, Colorado State University, 1993; Ph.D., Geography, University of Arizona, 2010.

**Clyde Barlow**, *Emeritus, Chemistry*, 1981. B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Jon Baumunk**, *Business*, 2015. B.S., Economics, University of Pennsylvania, 1983; J.D., California Western School of Law, 2004; M.S., Accountancy, San Diego State University, 2010.

**Marcella Benson-Quazierna**, *Psychology*, 2000. B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; MSW, Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

**Abir Biswas**, *Geology*, 2010. B.S. Geology/Chemistry and Environmental Studies, Bowdoin College, 2001; Ph.D., Geology, University of Michigan, 2007.

**Eván Blackwell**, *Visual Arts*, 2012. BFA, Ceramic Art and Sculpture, Alfred University School of Art and Design, 1999; MFA, Ceramic Art, University of Washington, 2008.

**Stephen Blakeslee**, *Literature*, 1987. B.S., Liberal Arts and Sciences, The Evergreen State College, 1985; M.A., Department of English, University of Washington, 1991.

**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**, *Emeritus, Writing*, 2001. Academic Dean, 2004-2010; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, University of Arizona, 1987; MFA, Creative Writing, Goddard College, 1996.

**Andrew Buchman**, *Music*, 1986. Certificate, School of Musical Education, 1972; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; DMA, Music Composition, University of Washington, 1987.

**Sara Sunshine Campbell**, *Mathematics Teacher Education*, 2010. B.A., Secondary Mathematics Education, Western Washington University, 1997; M.A., Curriculum and Instruction Mathematics Education, University of Washington, 2007.

**Rebecca Chamberlain**, *Literature*, 1996. B.A., English, Seattle Pacific University, 1980; M.A., English, University of Washington, 1986.

**Arun Chandra**, *Music Performance*, 1998. B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; DMA, Composition, University of Illinois, Urbana/Champaign, 1989.

**Gerardo Chin-Leo**, *Marine Biology*, 1991. B.A., Biology, Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Biological Oceanography, University of Delaware, Lewes, 1988.

**Krishna Chowdary**, *Physics*, 2007. B.A., Physics, Johns Hopkins University, 1995; M.S., Physics, Carnegie Mellon University, 1997; Ph.D., Physics, Carnegie Mellon University, 2013.

**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.

**Laura Citrin**, *Social Psychology and Gender/Women's Studies*, 2012. B.A., Political Science, University of California, Berkeley, 1992; B.S., Psychology, University of Washington, 1996; M.A., Social Psychology, University of Michigan, 2000; Ph.D., Social Psychology and Women's Studies, University of Michigan, 2004.

**Robert Cole**, *Emeritus, 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. MIT Director, 2001-06; Academic Dean 2013-present. B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; M.A., Counseling Psychology, California Institute of Integral Studies, 2009; 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**, *Emerita, History and Women's Studies*, 1974. B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.

**Susan Cummings**, *Psychology*, 1997. B.A., Psychology, United States International University, 1976; M.A. Psychology, United States International University, 1977; Ph.D. Psychology/Clinical Counseling, United States International University, 1981.

**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**, *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 University, 1992; M.A., History, Yale University, 1993; M. Philosophy, History, 1996; Ph.D., History, Yale University, 1998.

**Steve Davis**, *Photography*, 1987. B.S., Communications-Photo/Film, University of Idaho, 1979; MFA, Photography, University of Idaho, 1983.

**Diego de Acosta**, *Spanish Literature and Language*, 2008. B.A., Sociology and Linguistics, Princeton University, 1998; Ph.D., Linguistics, Cornell University, 2006.

**Clarissa Dirks**, *Biology*, 2006. B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001.

**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; Ph.D., Philosophy, Vanderbilt University, 2008.

**Marla Beth Elliott**, *Theatre*, 1995. BFA, Theatre, Southern Methodist University, 1974; MFA, Drama, University of Washington, 1978.

**Marja Eloheimo**, *Ethnobotany*, 1989. B.A., Liberal Arts, The Evergreen State College, 1976; B.A., Education, The Evergreen State College, 1990; M.A., Art and Psychology, Antioch University West, 1978; Ph.D., Philosophy, Anthropology, University of Washington, 2014.

**Sarah Eltantawi**, *Comparative Religion*, 2014. B.A., Rhetoric and English, University of California, Berkeley, 1998; M.A., Middle Eastern Studies, Harvard University, 2001; Ph.D., Study of Religion, Harvard University, 2012.

**Phyllis Esposito**, *Curriculum and Instruction*, 2014. B.A., Elementary Education, Rockhurst College, 1997; MiHE, Integrated Humanities and Education, Rockhurst University, 1999; Ph.D., Curriculum and Teaching, University of Kansas, 2011.

**Rob Esposito**, *Modern Dance*, 2008. Modern Dance Technique, Nikolais/Louis Dance Theatre Lab, 1975; BFA, Dance, State University of New York College at Brockport, 1996; MFA, Dance, State University of New York College at Brockport, 1998.

**Amjad Faur**, *Photography*, 2012. BFA, Painting, University of Arkansas, 2003; MFA, Photography, University of Oregon, 2005.

**Susan R. Fiksdal**, *Emerita, 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.

**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.

**Hugo Flores**, *Spanish*, 1990. B.S., Liberal Arts and Sciences, Evergreen State College, 1988.

**Teresa L. Ford**, *Education*, 1997. B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.

**Vauhn E. Foster-Grahler**, *Mathematics*, 2003. Director, QuaSR 2003-present; B.A. Physical Education and B.A. in Ed., Special Education, Western Washington University, 1981; M.Ed. Exercise Science, Western Washington University, 1989; M.S., Mathematics, Western Washington University, 1994; Doctoral Studies, Anthropological Mathematics, Union Institute and University.

**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; MTS, 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**, *Public Administration*, 1997. B.A., Economics, University of Washington, 1980; MPA, Policy Analysis and Evaluation, George Washington University, 1982; DPA, University of Southern California, 1996.

**Amy Gould**, *Public Administration*, 2005. B.A., Public Policy and 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; MFA, 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, 1998.

**Andrea Gullickson**, *Music*, 2013. B.A., Music, Michigan State University, 1981; M.A., Music, Northwestern University, 1982; DMA, Music, The University of Iowa, 1993.

**Bob Haft**, *Expressive Arts*, 1982. B.S., Psychology, Washington State University, 1971; MFA, Photography, Washington State University, 1975.

**Jeanne E. Hahn**, *Emerita, 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.

**Lucia Harrison**, *Emerita, Public Administration*, 1981. Director, Graduate Program in Public Administration, 1990-93; B.A., Arts Administration, Antioch College, 1972; MPA, 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; MFA, Experimental Animation, California Institute of the Arts, 1992.

**Martha Henderson**, *Geography*, 1995. Director of Graduate Program in Environmental Studies, 2009-present; 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., Liberal Arts, The Evergreen State College, 1997; MFA, 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.

**Erica Hernandez-Scott**, *Elementary Education*, 2016. B.A., Elementary Education, Rockhurst University, 2000; M.A., Curriculum and Instruction Leadership, University of Missouri-Kansas City, 2008; Ph.D., Interdisciplinary Studies, University of Missouri-Kansas City, ABD.

**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.

**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, California State University, 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; MLS, University of Washington, 1984.

**Peter Impara**, *Ecology*, 1998. B.A., Biology, Colgate University, 1980; M.S., Energy Management for Development, University of Pennsylvania, 1986; Ph.D., Geography, Oregon State University, 1997.

**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; MBA, 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.

**Adam King**, *Computer Science*, 2015. B.S., Computer Science, Yale University, 1988; M.S., Computer Science, University of California Los Angeles, 1992; Ph.D., Computer Science, University of California Los Angeles, 1997.

**Cheryl Simrell King**, *Public Administration*, 2000. Director of Masters of Public Administration 2006-10, 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.**, *Emeritus, Physics*, 1972. Academic Dean, 1996-99; 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., Liberal Arts, The Evergreen State College, 1988; M.A., History, University of Washington, 1992; Ph.D., American Studies, Emory University, 1999.

**Stephanie Kozyck**, *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; Ph.D., Classics and Archaeology, Stanford University, 2008.

**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.

**Michael Lane**, *Public Administration/Tribal Governance*, 2014. B.A., The Evergreen State College, 1988; J.D., Arizona State University, 1994.

**Barbara Laners**, *Political Science*, 2000. A.A., Olympic College, 1961; B.A., Political Science, University of Washington, 1963; J.D., University of Washington School of Law, 1973.

**Carrie LeRoy**, *Freshwater Ecology*, 2014. B.A., International Studies, Oregon State University, 1998; B.S. Environmental Science, Oregon State University, 1998; MLS, Environmental Education, Northern Arizona University, 2001; Ph.D., Biology, Northern Arizona University, 2005.

**Robert T. Leverich**, *3-D Art*, 1999. B.A., University of Minnesota, Minneapolis, 1978; Master of Architecture, University of Minnesota, Minneapolis, 1979; MFA, 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.

**Naima Lowe**, *Experimental Media*, 2010. B.A. Africana Studies, Brown University, 2002; MFA, Film and Media, Temple University, 2008.

**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. Director of Graduate Program in Public Administration, 2010-present; Dean of Library Services, 2001-2008; Academic Dean, 1998-2001; BFA, Architecture, University of New Mexico, 1974; M., Urban Planning, University of Washington, 1985; M., Library Sciences, University of Hawaii, 1991.



Students in the program *Operating Manual for Spaceship Earth* with faculty Evan Blackwell, Karen Gaul, and Anthony Tindill make a plan for saving the world. (Photo by Shauna Bittle '98)

**Jean Mandeborg**, *Emerita, Fine Arts*, 1978. B.A., Art History, University of Michigan, 1972; MFA, Metalsmithing-Jewelry Making, Idaho State University, 1977.

**Cynthia Marchand-Cecil**, *Native American Studies*, 2013. A.A., General Studies, South Puget Sound Community College, 2001; B.A., Psychology and Community Studies, The Evergreen State College, 2002; MSW, University of Washington Tacoma, 2005.

**Carrie Margolin**, *Psychology*, 1988. B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981.

**Erin Martin**, *Chemical Oceanography*, 2015. B.A., Biology, Carleton College, 2002; M.S. Oceanography, University of Washington, 2007; Ph.D. Oceanography, University of Washington, 2012.

**David McAvery**, *Mathematics*, 2000. Academic Dean 2012-present; B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Tripos, Cambridge University, 1989; Ph.D., Mathematics, Cambridge University, 1993.

**Paul McCreary**, *Mathematics*, 2006. B.S., Political Science, Massachusetts Institute of Technology, 1970; MAT, 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; MLIS, Library and Information Science, University of Texas, 2001.

**Laurie Meeker**, *Film and Video*, 1989. B.A., Film Production/Still Photography, Southern Illinois University, 1980; MFA, Film Production, University of British Columbia, 1985.

**Miranda Mellis**, *Creative Writing*, 2012. B.A., Writing and Literature, Naropa University, 2001; M.F.A., Literary Arts Program, Fiction, Brown University, 2004.

**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; MFA, 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.

**Lawrence J. Mosqueda**, *Emeritus, 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.

**David Muehleisen**, *Sustainable Agriculture*, 2010. B.S., Zoology, Clemson University, 1975; M.S., Botany, Clemson University, 1977; Ph.D., Entomology, Texas A & M University, 1987.

**Greg A. Mullins**, *American Studies*, 1998. A.B., Academic Dean 2015-present, 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 2008-16, B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.

**J. Patrick Naughton**, *Curriculum and Instruction*, 2014. B.A., Political Science, Gonzaga University, 1969; MBA, Southern Illinois University, 1978; Ed.D., Curriculum and Instruction, Seattle Pacific University, 2006.

**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**, *Emerita, 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., Government and International Affairs, University of Virginia, 1988; Ph.D., Political Science (International Relations and Middle East Studies), Columbia University, 2003.

**Catalina Ocampo**, *Spanish Language and Latin American Literature*, 2013. B.A., Comparative Literature, University of Virginia, 2001; M.A., Comparative Literature, Brown University, 2004; Ph.D., Comparative Literature, Brown University, 2013.

**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.

**Shaw Osha**, *Fine Art*, 2013. B.S., Nursing, Columbia University, 1985; MFA, Visual Art, Vermont College of Fine Art, 2009.

**Charles N. Pailthorp**, *Emeritus, Philosophy*, 1971. Academic Dean, 1988-92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

**Nancy Parkes**, *Literature and Writing*, 1998. B.A., Liberal Arts, The Evergreen State College, 1978; MFA, 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**, *Emerita, English Literature and Library Science*. Interim Academic Dean, 2010-2011; Interim Dean of Library, 2011-2013; B.A., English Literature, Fairhaven College, 1973; MSLS, College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1980.

**Gary W. Peterson**, *Northwest Native American Studies*, 1999. B.A., Human Services, Western Washington University, 1992; MSW, 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.

**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.

**Carolyn Prouty**, *Public Health*, 2014. B.A., Biological Sciences, Cornell University, 1983; DVM, Veterinary Medicine, Cornell University, 1987.

**Frances V. Rains**, *Native American Studies*, 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.

**Andrew Reece**, *Classical Studies*, 2003. Academic Dean 2012-15 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**, *Emerita, Dance and English*, 1989. B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.

**Julie Levin Russo**, *Communications/Journalism*, 2013. B.A., English Literature, Swarthmore College, 2001; M.A. Modern Culture and Media, Brown University, 2006; Ph.D., Modern Culture and Media, Brown University, 2010.

**Sarah F. Ryan**, *Labor Studies*, 1999. Academic Dean 2013-present. 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; MFA, Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.

**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**, *Emeritus, Folklore*, 1991. B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.

**Douglas Schuler**, *Computer Science*, 1998. B.A., Liberal Arts, 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.

**Gilda Sheppard**, *Cultural Studies/Media Literacy*, 1998. B.A., Sociology, Mercy College of Detroit, 1972; MSW, 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.

**Matthew E. Smith**, *Emeritus, Political Science*, 1973. Academic Dean, 1987-90; B.A., Political Science, Reed College, 1966; MAT, Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.

**Tyrus L. Smith**, *Urban Environmental Science*, 2002. Interim Director, Tacoma Program 2012-13; 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.

**Trevor Speller**, *British Literature*, 2010. B.A., Psychology, University of Calgary, 1996; B.A., English Literature, University of Calgary, 1999; M.A., English Literature, York University, 2001; Ph.D., English Literature, State University of New York – Buffalo, 2009.

**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**, *Emerita, Natural Resource Policy*, 1997. Director of MPA, 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. BFA, Ceramics and Drawing, Grand Valley State University, 1989; MFA, Printmaking, University of Wisconsin, Madison, 1997.

**Doreen Swetkis**, *Public Administration*, 2010. B.L.S., Business and Law, Bowling Green State University, 1991; M.Ed., Adult Learning and Development, Cleveland State University, 1998; Ph.D., Urban Studies and Public Affairs, Cleveland State University, 2009.

**Neil Switz**, *Physics*, 2013. B.S., Physics, Stanford University, 1992; M.S., Applied and Engineering Physics, Cornell University, 1996; Ph.D., Biophysics, University of California, Berkeley, 2012.

**Kenneth D. Tabbutt**, *Environmental Geology*, 1997. Interim Provost, 2010-2011; Academic Dean 2005-2012; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

**Stokley Towles**, *Performance Arts and Library Science*, 2010. B.A., Semiotics, Brown University, 1986; MFA, Art and Photography, California Institute of the Arts, 1990; MLIS, Library and Information Science, University of Washington, 2008.

**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., Liberal Arts, The Evergreen State College, 1984; M.A., Philosophy, University of California, Irvine, 1994; Ph.D., Philosophy, University of California, Irvine, 1998.

**Gail Tremblay**, *Emerita, Creative Writing*, 1980. B.A., Drama, University of New Hampshire, 1967; MFA, English (Poetry), University of Oregon, 1969.

**Tomoko Ulmer**, *Japanese Language and Culture*. B.A., ESL/English Literature, Doshisha Women's College, Kyoto, Japan, 1977; M.A., Cultural Anthropology, Indiana University, 1981.

**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; BGS, Social Administration and Research, University of Massachusetts, Amherst, 1981; MBA Finance and Accounting, Northeastern University, 1983; CFA 1989.

**Michael Vavrus**, *Education, History, and Political Economy*, 1995. B.A., Political Science, Drake University, 1970; M.A., Education and History, Michigan State University, 1975; Ph.D., Education and Economics, 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.

**Richard Weiss**, *Computer Science*, 2015. A.B., Mathematics, Brandeis University, 1969; M.A., Mathematics, Harvard University, 1972; Ph.D., Mathematics, Harvard University, 1976.

**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.

**David Wolach**, *Creative Writing*, 2007. B.A., Cognitive Science, Sarah Lawrence College, 1999; M.A. Philosophy, Columbia University, 2003.

**Thomas Womeldorff**, *Economics*, 1989. Academic Dean, 2002-2007; B.A., Liberal Arts, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

**Shangrila Wynn**, *Climate Justice*, 2016. B.Sc., Environmental Science, Kathmandu University, 2001; M.A., International Affairs, Ohio University, 2004; Ph.D., Environmental Science, Studies and Policy, University of Oregon, 2011.

**Sandra L. Yannone**, *English*, 2001. Director, Writing Center 2001-present; B.A., Writing and Literature, Wheaton College, Massachusetts, 1986; MFA, Creative Writing, Emerson College, 1991; Ph.D., English, University of Nebraska-Lincoln, 1998.

**Artee F. Young**, *Law and Literature*, 1996. Director, Tacoma Program 2007-12; 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.

**Pauline Yu**, *Marine Science*, 2014. B.S., Bioresources Sciences, University of California-Berkeley, 1996; Ph.D., Biological Sciences, University of Southern California, 2009.

**Tony Zaragoza**, *Political Economy of Racism*, 2004. B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Ph.D., 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; MFA, Video, The School of the Art Institute of Chicago, 2000.

**Michael Zimmerman**, *Ecology*, 2011. Provost and Academic Vice President, 2011-present; A.B., Geography, University of Chicago, 1974; Ph.D., Ecology, Washington University, 1979.

**E. J. Zita**, *Physics*, 1995. B.A., *cum laude*, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.

## 2016 ADMINISTRATION

**George Bridges**, *President*, Ph.D., University of Pennsylvania.

**Michael Zimmerman**, *Vice President for Academic Affairs Provost*, Ph.D., Washington University.

**Wendy Endress**, *Vice President for Student Affairs*, Ph.D., University of Maryland.

**Amanda Walker**, *Vice President for Advancement Executive Director*, *The Evergreen State College Foundation*, M.A., University of York.

**John A. Hurley, Jr.**, *Vice President for Finance and Administration*, Ed.D., Seattle University.

## BOARD OF TRUSTEES SEPTEMBER 2015

**Keith Kessler**, *Chair*, Hoquiam

**Anne Proffitt '76**, *Secretary*, Freeland

**Irene Gonzales**, *Vice Chair*, Spokane

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# Applying for Admission

Complete and updated information regarding admission criteria and standards for all applicants is available at [evergreen.edu/admissions](http://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.

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 [evergreen.edu/admissions/apply](http://evergreen.edu/admissions/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 August 1 to February 1**

**Winter Quarter accepting applications from April 1 to October 1**

**Spring Quarter accepting applications from June 1 to December 1**

Your application file should have all of the required documents by the 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 paper application from a PDF file found at [evergreen.edu/admissions/apply](http://evergreen.edu/admissions/apply).**

**Summer Quarter** Summer quarter enrollment is handled through Registration and Records and does not require formal admission. Students who wish to continue their studies into fall quarter may do so by registering as a special student or by being formally admitted.

**Special Students** Students wishing to enroll on a part-time basis prior to seeking admission may register as “special students” for a maximum of eight credits per quarter. Admissions counselors are available to assist special students with academic advising and registration information. For an overview, refer to [evergreen.edu/admissions/adultstudent](http://evergreen.edu/admissions/adultstudent).

## GENERAL TRANSCRIPT INFORMATION

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

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

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

**Notification and Deposit** Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to ensure your place at the college for the quarter of admission. The deposit will be credited toward your first quarter’s tuition. Admission and deposit do not guarantee your enrollment in a particular program, contract or course.

## FRESHMAN APPLICANTS

### Acceptable College Preparatory Course Work

**English:** Four years are required, at least three of which must be in composition and literature. One year may be satisfied by courses in public speaking, drama as literature, debate, journalistic writing, business English or ESL. Not generally acceptable: remedial or applied (e.g., developmental reading, remedial English, basic English, yearbook/newspaper staff, acting, library).

**Mathematics:** Three years, at the level of algebra, geometry and advanced algebra, required. Advanced courses, such as trigonometry, mathematical analysis, elementary functions and calculus are recommended. Arithmetic, pre-algebra and business mathematics courses will not meet the requirement.

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

**Foreign Language:** Two years of study in a single language, including Native American or ASL, are required. A course in foreign language, Native American or ASL taken in eighth grade may satisfy one year if the second year of study is completed in high school. The 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 required. One credit (one full year) of algebra-based chemistry or physics should be included. The second year may be in any lab science that satisfies the high school's graduation requirement in science. Students

planning to major in science or science-related fields should complete three+ years, including two years of algebra-based laboratory science.

**Fine, visual and performing arts or 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.

**Electives that offer preparation for college.** Honors and AP are encouraged, and a more rigorous curriculum will be taken into account during the admissions process. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen.

Admission can be granted on the basis of at least six semesters of high school work. Applicants may be admitted if they submit an official transcript showing the date of graduation and successful completion of all subject area requirements prior to attending. Failure to show satisfactory completion of 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.

Students who have earned college credit or participated in Running Start 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 transfer students.

## 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. 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 transfer degrees, as well as several vocational/technical associate degrees that also receive admission preference can be found at [evergreen.edu/transfer](http://evergreen.edu/transfer).

**Students who have already earned a BA or BS** only need to submit the final official transcript from the institution, 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 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. In

general, courses are acceptable if a 2.0 or grade of C was received (C-minus work does not transfer). Physical education, remedial work, military science, and religion courses are not transferable. Some vocational and personal development courses are transferable. Evergreen abides by Washington's Policy on Intercollegiate Transfer and Articulation. See [evergreen.edu/transfer](http://evergreen.edu/transfer) for details.

Evaluation of your transcripts is conducted after you have been admitted and paid the \$50 tuition deposit. This evaluation is based upon the transcripts submitted for your admission application.

### Other Transfer Credit: Prior Learning Assessment

The knowledge and skills gained through work and life experiences can be assessed for credit—such as:

- Credit by Examination: AP (min. score of 3); CLEP (general & subject examination may generate credit); and International Baccalaureate.
- Certificated Learning
- Experiential Learning
- Military Training

[evergreen.edu/admissions/priorlearningassessment](http://evergreen.edu/admissions/priorlearningassessment)

## VETERAN STUDENTS

Evergreen's programs are approved by the Washington Student Achievement Council (WSAC) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC. Contact the Veterans Resource Center for more information at (360) 867-6254 or see [evergreen.edu/veterans](http://evergreen.edu/veterans).

## 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 with an established domicile in Washington state for at least one year, (2) a financially dependent student with a parent residing in Washington state or (3) meet certain conditions as a non-citizen. Detailed information about residency status can be found at [evergreen.edu/registration/residency](http://evergreen.edu/registration/residency).

You can apply to change your residency status 30 days before the quarter when you may be eligible for residency. Information and forms are available at [evergreen.edu/registration/residency](http://evergreen.edu/registration/residency) and at the Registration and Records office. If you have specific residency questions, contact [residency@evergreen.edu](mailto:residency@evergreen.edu).

## BILLING AND PAYMENT PROCEDURES

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

Tuition and fees are billed quarterly. Bills are generated two to four weeks before the start of each quarter. If you register after bills are generated, you will not receive a bill before tuition is due.

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a \$50 late payment fee will be charged. A second late fee in the amount of \$75 is also charged if tuition and fees remain unpaid as of the 30th calendar day of the quarter. Web payment is available for students wishing to pay by Visa, MasterCard, Discover or American Express (2.75% convenience fee will be charged), or E-Check (at no cost). 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 online, for more information visit [evergreen.edu/ferpa](http://evergreen.edu/ferpa).

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** Tuition and fees are refunded on the following schedule:

**100 percent to Friday of the first week of the quarter**

**50 percent to the 30th calendar 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.



Incoming students hang out together outside their dorms at the end of move in day. 74% of new freshmen live on campus. Check out all of Evergreen's housing options at [evergreen.edu/housing](http://evergreen.edu/housing). (Photo by Shauna Bittle '98)

# Costs

The cost of attendance is more than just tuition. Your annual budget includes tuition, books and supplies, room and board (regardless of where you live), transportation and personal expenses. This table shows the tuition for a typical full time student, taking 10 to 18 credits each quarter. The costs cover the nine-month 2015–16 academic year (three quarters) beginning in September and ending in June.

**Tuition** Tuition rates are set by the Washington State Legislature and the Evergreen Board of Trustees in September. They are subject to change without notice. Visit [evergreen.edu/costs](http://evergreen.edu/costs) or call Student Financial Services to verify tuition rates at (360) 867-6447.

**Fees** Student fees are not included in tuition. The fee rate is sometimes based on the number of credits you take each quarter. A typical student registers for 16 credit each quarter. The 2015–16 estimated fees are \$284 per quarter in addition to tuition. Student Financial Services maintains a comprehensive list of student fees, visit [evergreen.edu/costs](http://evergreen.edu/costs) for more information.

**Room and Board** Check out housing and dining options, and be sure to complete the online housing application in February. [evergreen.edu/housing](http://evergreen.edu/housing)

COST OF ATTENDANCE	RESIDENT	NON-RESIDENT
<b>Tuition</b>	\$7,512	\$21,927
<b>Books and supplies</b>	1,050	1,050
<b>Room and board</b>	9,492	9,492
<b>Transportation</b>	1,350	1,350
<b>Miscellaneous</b>	1,860	1,860
<b>Total</b>	\$21,264	\$35,679

Estimate your cost of attendance with the Net Price Calculator available at [evergreen.edu/costs](http://evergreen.edu/costs)

# Financial Aid

During the 2013–14 academic year, 68% of Evergreen students received some form of financial aid. The average award was \$10,111. All students are encouraged to apply for scholarships, tuition awards and financial aid annually, which will help to reduce costs.

## Applying for Financial Aid — FAFSA

The Free Application for Federal Student Aid (or FAFSA) is the critical piece in the financial aid equation. The FAFSA is an application that you need to complete annually. Only admitted students are processed for financial aid, so apply for admission early.

FAFSA applications will become available to Evergreen around mid-February. New students who filed their FAFSA on-time, are admitted, and have no outstanding eligibility issues should receive an award offer mid to late March. Award offers are made on a rolling basis according to when students filed their FAFSA and are admitted to the College.

Once you are admitted to Evergreen, activate your Evergreen email address and monitor [my.evergreen.edu](http://my.evergreen.edu) for messages and requirements from financial aid.

### State and federal financial aid awards include:

- ➔ Grants
- ➔ Loans
- ➔ Scholarships
- ➔ Tuition Waivers
- ➔ Work Study

[evergreen.edu/financialaid/offers](http://evergreen.edu/financialaid/offers)

Complete your FAFSA at [fafsa.ed.gov](http://fafsa.ed.gov) as soon after January 1 as possible.

Evergreen's school code is 008155.

Evergreen's deadline to receive FAFSA results from the federal processor is March 1. Only students meeting this deadline will be considered for priority financial aid packaging.

Visit [evergreen.edu/financialaid](http://evergreen.edu/financialaid) for more information.

Please read all correspondence from the College carefully and respond in a timely manner. A delay in providing us necessary documentation in order to determine eligibility could delay your financial aid offer and/or possibly move the student out of the eligible queue for priority or on-time packaging.

## Scholarships and Tuition Awards

Scholarships and tuition awards are another way for you to afford your education. Evergreen offers a variety of scholarships every year to new and continuing students. The value of some awards are equal to resident tuition. Some awards are based upon academic fields of study: the arts, computer studies, environmental studies, laboratory sciences and writing, for example. Separate applications are required for scholarships. Most applications are due on February 1 for the following year. Look for a scholarship at [evergreen.edu/scholarships](http://evergreen.edu/scholarships).

**68%** of students received some form of financial aid during the 2013–14 academic year



Financial Aid  
(360) 867-6205  
[finaid@evergreen.edu](mailto:finaid@evergreen.edu)  
[evergreen.edu/financialaid](http://evergreen.edu/financialaid)

# Registration and Academic Information

## COLLEGE COMMUNICATIONS

You will receive a [my.evergreen.edu](mailto:my.evergreen.edu) email account when you are admitted. This account is the primary method for official communications from the college. Registration, financial aid, and student account information will be sent to this email address. You are expected to read your college email on a regular basis.

## CHANGES IN PERSONAL INFORMATION

Your student records need to have your current legal name and current mailing address. Name changes require documentation. Address changes may be made at [my.evergreen.edu](http://my.evergreen.edu).

## RECORD KEEPING

**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 disclosures without consent permitted by FERPA
- ➔ File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA

If you want your directory information kept confidential, you must contact Registration and Records in person or by telephone. Directory information includes your name, address, telephone number and student status.

Questions concerning your rights under FERPA should be directed to [registration@evergreen.edu](mailto:registration@evergreen.edu) or (360) 867-6180.

**Transcripts** Transcripts are the records of your academic achievement at Evergreen, and are maintained by Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations, your Academic Statement and, when submitted, your self-evaluations. Official transcripts always include these elements.

For additional information on ordering your transcript, see [evergreen.edu/transcripts](http://evergreen.edu/transcripts).

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 and the Office of Registration and Records.

Your Academic Statement and self-evaluations cannot be removed or revised once they have been submitted to your transcript.

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.

## STUDENT REGISTRATION PROCESS

Registration at Evergreen happens by time ticket. Your ticket will be determined by your class standing. Seniors register first, followed by juniors, then sophomores and finally freshmen.

### Class Standing:

Freshmen	0–44 credits	Juniors	90–134 credits
Sophomores	45–89 credits	Seniors	135+ credits

You can check your time ticket at [my.evergreen.edu](http://my.evergreen.edu). Time tickets will be available by the day of the Academic Fair.

Increase the chances of getting into the program of your choice by registering early. Some programs require a faculty interview, portfolio or audition for entry. You will need to get an override from the faculty in order to register for these programs.

If you register after the quarter starts, you will need a faculty signature. You will be charged late fees starting the second week of the quarter.

Changes in enrollment or credits after the first week must be done through the Registration and Records office. Changes made after the quarter begins may result in a reassessment of tuition, fees and eligibility for financial aid.

## ACADEMIC CREDIT

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

**Credit Limit** Students may register for a minimum of 2 and maximum of 20 credits during any given quarter. Twelve to sixteen credits is considered full-time. Well-prepared students may register for an overload up to 20 credits. Registration for more than 16 credits must be done by the first Friday of the quarter. Additional tuition charges may apply. Academic programs, individual 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.

## TO ADD, CHANGE, OR DROP A PROGRAM

Complete changes in registration by the 10th day of the quarter (end of second week). After that, you must petition to change a program, course or contract. The petition form is available at [evergreen.edu/registration](http://evergreen.edu/registration).

You may drop classes through the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 98.)

**Withdrawal** You may withdraw any time up to the 30th calendar day of the quarter, but you must inform Registration and Records. (See Refunds/Appeals, page 98.)

**Leave of Absence** If you are regularly admitted and have completed at least one quarter, you are eligible for a leave of absence of no more than one year. If you are a continuing student and are not registered for a quarter, you are considered to be on leave (for up to one year).

(Photo by Evergreen Photo Services)



## GRADUATION REQUIREMENTS

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

- ▶ Students must submit an **Academic Statement** of up to 750 words, summarizing and reflecting on their liberal arts education. See [evergreen.edu/academicstatement](http://evergreen.edu/academicstatement) for more information.
- ▶ To graduate, you must submit a graduation application to Registration and Records at least one quarter in advance of your anticipated graduation date.

If you transfer credits from another college, at least 45 of your last 90 credits must be earned from Evergreen to earn an Evergreen degree.

Students pursuing a Bachelor of Science degree must submit a Declaration of Intent to Pursue a BS or BA/BS form to Registration and Records. Please meet with an academic advisor to make sure you are choosing programs that will fulfill the degree requirements or see if the combined BA/BS is the best choice for you. If you want to see how the credits you've already completed count toward the BS requirement, submit the BS Credit Review Request Form to Registration and Records.

### Bachelor of Arts

**180 quarter credits + Academic Statement.**

### Bachelor of Science

**180 quarter credits + Academic Statement.**  
At least 72 credits must be in math, science, or computer science, 48 of which must be upper division math, science, or computer science.

### Bachelor of Arts & Science degree

**225 quarter credits + Academic Statement.**  
At least 72 credits must be in math, science, or computer science, 48 of which must be upper division math, science, or computer science.

## ACADEMIC STANDING POLICY

The academic standing of each 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 Academic Deans. 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.

In extenuating circumstances, a student may appeal required leave to the Academic Dean responsible for academic standing. Students 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** 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 that the conditions which previously prevented the student from making satisfactory academic progress at Evergreen have changed.

# 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

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 [evergreen.edu/studentaffairs/studentconduct](http://evergreen.edu/studentaffairs/studentconduct). 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 [evergreen.edu/policies/policy/sexualharassment](http://evergreen.edu/policies/policy/sexualharassment).

### 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.



*A unique, collaborative program between Evergreen and Daejeon University in Korea investigated what it means to understand and tell personal stories—across different cultural domains—through music, storytelling, and learning in community. (Photo by Shauna Bittle '98)*

### **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.

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.

# 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. 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, different ethnic or class backgrounds are the foundations of teaching and learning at Evergreen—and all promote what we call "teaching and learning across significant differences."

## We put our ideas about diversity into practice in many ways:

- ▶ Student organizations' work on justice and cultural expression;
- ▶ Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities;
- ▶ Field trips and community projects designed to engage students and faculty in dialogue with diverse communities;
- ▶ Internships with social change organizations;
- ▶ Support services for students of color, first-generation, low-income, physical or learning disabled, and demonstrated academic need; and
- ▶ Study-abroad opportunities that include immersion in cultures and reciprocity of learning and service.



*Student guides lead a group of interested students and their families on a campus tour. Tours and information sessions can be scheduled online, and overnight stay accommodations are available. (Photo by Shauna Bittle '98)*

# Public Service Centers 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.

## Center for Community-Based Learning and Action

Find a community-based internship that fits your area of interest and skills. Learn approaches to community work, such as grantwriting, ethnography, and community organizing. Learn how to earn tuition awards through AmeriCorps. CCBLA links you with community organizations working on a wide range of issues through internship listings, reference library, and community service activities. [evergreen.edu/communitybasedlearning](http://evergreen.edu/communitybasedlearning)

## "House of Welcome" Longhouse Education and Cultural Center

Enjoy gatherings for indigenous arts and cultures through education, cultural preservation, creative expression, and economic development. Participate in multicultural classes, presentations, performances, and more. Meet Native artists and visit exhibitions and art sales throughout the year, including the annual winter holiday arts and crafts fair. [evergreen.edu/longhouse](http://evergreen.edu/longhouse)



*The Longhouse is currently in the process of designing and developing a unique indigenous arts campus—there is already a new carving studio. The Longhouse plans to open a new fiber arts studio in 2016. (Photo by Evergreen Photo Services)*

## Center for Sustainable Infrastructure

Imagine a new sustainable infrastructure in the Pacific Northwest and beyond, and help Washington and Oregon become nationally recognized innovators. Learn how regional experts advocate sustainable best practices and help put principles to work developing innovative public-works infrastructure.

## Washington Center for Improving the Quality of Undergraduate Education

Consider how the strategic use of learning communities and other innovations in education are making a difference for students nationwide through this resource for two- and four-year colleges and universities, and other higher education institutions.

## Washington State Institute for Public Policy

Understand public policy issues affecting Washington state through this nonpartisan public research group of multidisciplinary researchers who conduct applied policy research for the state legislature in a creative and collaborative environment.

# Greener Culture

Make Evergreen your home away from home. The campus offers recreation and athletics, learning and study resources, groups and clubs, housing options, meal plans, and much more. Learn more at [evergreen.edu/campuslife](http://evergreen.edu/campuslife).

## STUDENT ACTIVITIES AND GROUPS



Meet new friends and follow your fancy by joining a student group that fits your interests. Evergreen has its own bike shop, newspaper, student government, and radio station. In addition, our many diverse student organizations represent interests in art, music, spirituality, culture, politics, environmental issues, gaming, and more.

## GALLERIES AND PERFORMANCES



Laugh, cry, "ooh, ah," wonder, and ponder at Evergreen's many performances and exhibitions at our state-of-the-art theater spaces and galleries. Works from visiting artists, faculty, and staff, as well as student-originated productions, are presented throughout the year.

## RECREATION CENTER



Swim, lift, climb, and more at Evergreen's extensive athletic complex. The Costantino Recreation Center (CRC) offers plenty of outlets for fitness, exercise, healthy activities, and general wellbeing. Check out our three-court gymnasium, five playing fields, weight rooms, aerobic workout rooms, 11-lane swimming

pool, diving well, tennis courts, rock climbing walls, movement rooms, and a covered outdoor sports pavilion.

## LIVING ON CAMPUS (HOUSING AND DINING)



Make the most of your time at Evergreen with intentional living and dining. Options range from same-gender living arrangements to vegan eating. Experience dorm life if you are a first-year student. After that, choose from on-campus apartments and modular housing, including studios, apartments, and duplexes.

Off-campus options are also available.

Enjoy a cafeteria-style sit-down meal, quick grab-and-go options, or eat at the student-run cooperative, the Flaming Eggplant. Campus dining offers opportunities to spend quality time with classmates.

## WOODS, BEACH, AND TRAILS



Hike the trails, comb the beach, or go kayaking in the Sound whenever you want. Evergreen's campus encompasses more than 1,000 acres of forest with 3,300 feet of unspoiled beach on the Puget Sound, not far from downtown Olympia.

## OLYMPIA LIFE



See first-run indie films at the Olympia Film Society. Enjoy live local music and buy fresh, organic fruits and vegetables at the Farmers Market. Stock up on bulk foods and healthy fare at the Food Coop. Dress up as your favorite animal for the Procession of the Species parade. Take a bus to Seattle or Portland, walk barefoot on

a sandy beach, hike in an Olympic rainforest or on the glaciers of Mt. Rainier. Olympia has a rich, Greener-inspired local arts scene and is two hours' drive or less from major cities, the Pacific Ocean, and mountains.

## GEODUCK ATHLETICS



Get fit, build skills, have a good time with Geoduck athletics. Check out inter-collegiate teams in basketball, soccer, track, and volleyball. Non-competitive clubs include archery, badminton, ballet, Capoeira Angola, crew, fencing, and wrestling.

## STUDENT-PRODUCED MEDIA



Tune in to 89.3 KAOS FM or listen online via [kaosradio.org](http://kaosradio.org) to hear local, volunteer-DJed, noncommercial community radio. Join the student-run newspaper *The Cooper Point Journal*, which runs both in print and online.

# Learning and Study Resources

## LIBRARY

Experience the bounty of free books, music, movies, periodicals, and other research treasures. The Daniel J. Evans Library provides access to 16 million items both onsite and through interlibrary loan. With its media loan system, you can train to use and check out audio, video, and photographic equipment.

## WRITING CENTER

Create and strengthen your skills, whatever your level of experience or confidence with writing. Explore the process with tutors, who will support you in navigating different types of writing you encounter during your academic journey.

## QuaSR

Calculate, calibrate, quantify, and commit a whole lot of other mathematical functions at the Quantitative and Symbolic Reasoning Center (QuaSR). A supportive space for students working with math or science material. Get individual help from tutors, work in small groups, or just hang out and do your homework.

## COMPUTERS / TECHNOLOGY

Animate, compose, produce, program, or broadcast at Evergreen's general-purpose labs, with special resources for animation, multimedia, music production, language learning, and scientific computing.

## ORGANIC FARM

At this five-acre hub you can plant and harvest crops, and all steps in between. Facilities include the Farmhouse, a variety of gardens, a compost facility, workroom, tool shed, several greenhouses, and a 38,000-square-foot production area.

## Academic Support



### ACADEMIC ADVISING

Understand your educational options, plan your academic path, and succeed as a learner. Meet with an academic adviser, or explore possible internships and study-abroad opportunities.

(360) 867-6312  
[evergreen.edu/advising](http://evergreen.edu/advising)

### ACCESS SERVICES FOR STUDENTS WITH DISABILITIES

Discern which educational aids, services, and accommodations you may need. Services include accessible parking, alternate media and testing, assistive technology lab, books on tape, note takers, counseling referrals, sign language interpreters, and tutorial assistance. (360) 867-6348 / TTY: 867-6834  
[evergreen.edu/access](http://evergreen.edu/access)

### CARE NETWORK

Learn creative strategies to solve problems before they escalate. Problem-solve ways to resolve conflicts and recover from conflict. Develop clear, accurate, and consistent means for addressing conflicts. (360) 867-5291 / (360) 867-6656 [evergreen.edu/care](http://evergreen.edu/care)

### CAREER DEVELOPMENT CENTER

Explore career paths, investigate graduate study, plan your trajectory, and learn skills in resume writing and job interviewing. Services are available to students and alumni. (360) 867-6193  
[evergreen.edu/career](http://evergreen.edu/career)

### FIRST PEOPLE'S (MULTICULTURAL) ADVISING

Find allies, build community, explore challenging issues, celebrate your victories. This multicultural center assists you in achieving your goals through academic, social, and personal advising, referrals to community resources, and community-building events. (360) 867-6467 [evergreen.edu/multicultural](http://evergreen.edu/multicultural)

### HEALTH AND COUNSELING SERVICES

Receive services for basic health issues, acute care, chronic disease management, women's health services, birth control, and STD testing at the **Student Health Center (360) 867-6200**. Discuss mental health concerns, such as anxiety, depression, relationship issues, and stress management at the **Counseling Center (360) 867-6800**. Both centers emphasize education, and help coordinate care when community referrals are necessary.  
[evergreen.edu/health](http://evergreen.edu/health)

### POLICE SERVICES

Get a lift or a escort, get your vehicle jump-started, register your bicycle and other valuables, or get help with lockouts. Officers are available 24/7 to assist students with everyday security needs. (360) 867-6832

### STUDENT AFFAIRS

Collaborate with staff on solving problems that involve other persons or institutional issues. Learn the ins and outs of the Student Conduct Code. [evergreen.edu/studentaffairs](http://evergreen.edu/studentaffairs)

### STUDENT AND ACADEMIC SUPPORT SERVICES (SASS)

Participate in an orientation session. Receive referrals to campus and community resources. Respond to surveys that help the college assess students' needs, satisfaction, and educational outcomes. (360) 867-6034 [evergreen.edu/student-services](http://evergreen.edu/student-services)

### TRIO STUDENT SUCCESS

Academic support and individual assistance for first-generation students, low-income students, and students with disabilities. (360) 867-6464 [evergreen.edu/trio](http://evergreen.edu/trio)

### VETERANS SERVICES

Receive all the benefits you earned through service to your country, whether active duty, veteran, or dependent. Get respectful, confidential, compassionate support in navigating both the VA system and Evergreen. (360) 867-6254  
[evergreen.edu/veterans](http://evergreen.edu/veterans)

# Campus Regulations

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



## USE OF COLLEGE PREMISES

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements. Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 227, (360) 867-6192. Reservations for space and/or facilities are made through Space Scheduling, (360) 867-6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

Only student and campus organizations may schedule tables in the College Activities Building. Reservations are made through the Student Activities Office. There is no rental fee assessed for college organizations. Vendor space in other buildings or outdoors may be scheduled with Conference Services. Fees will apply.



## 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.



## DRUGS AND 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. Marijuana is not permitted on campus. Although some uses are legal in Washington state, Evergreen receives federal funding, and federal law, which trumps state law, prohibits marijuana use.



## 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 Police Services for a small fee.



## SMOKING

No smoking is allowed inside the campus core. Smoking is prohibited in housing 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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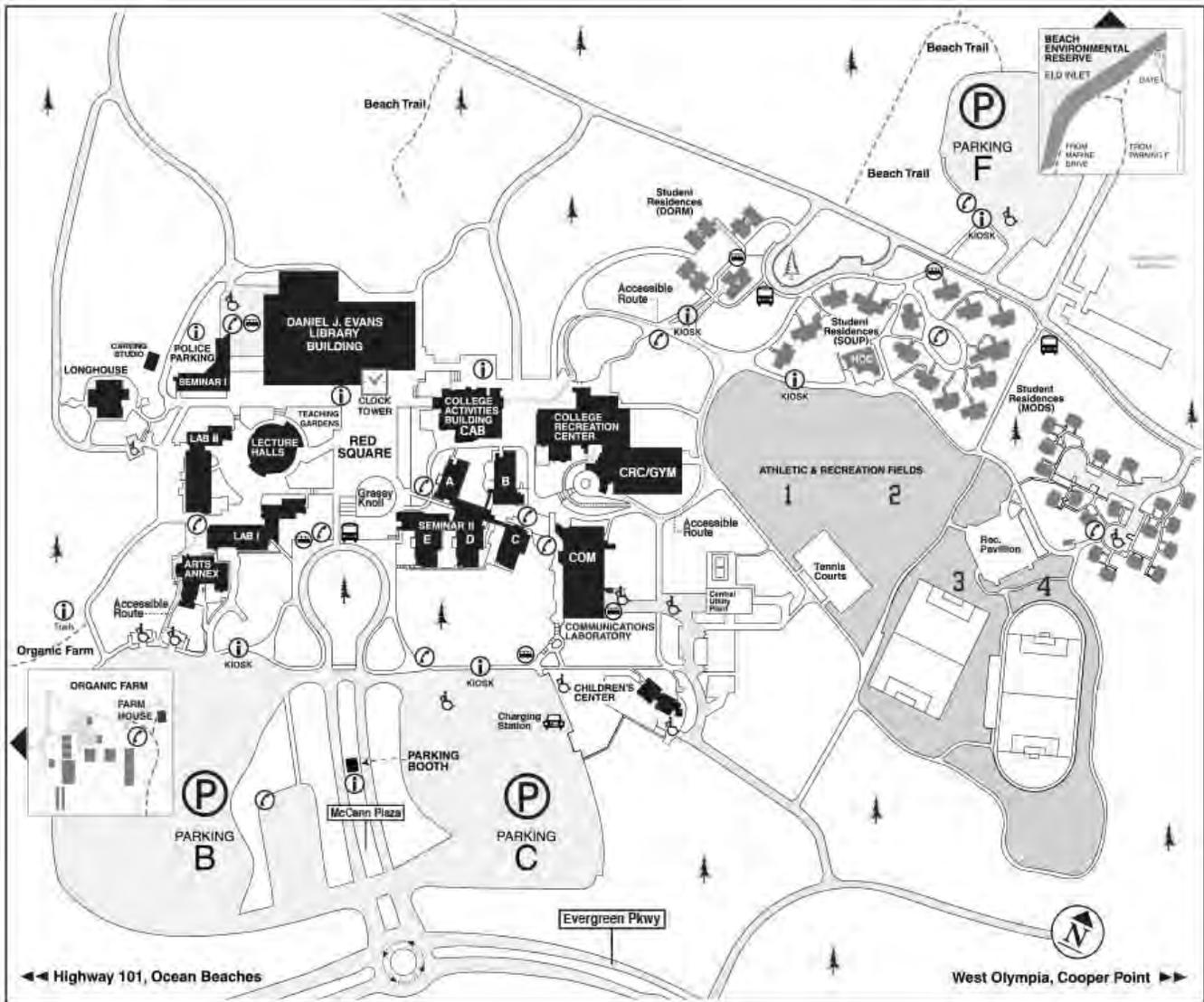
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Design: Alyssa Parker '06

Photography: Shauna Bittle '98 and Evergreen Photo Services

This catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus.

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### **ACCREDITATION**

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

This catalog is published by The Evergreen State College  
Office of Enrollment Management.

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the evergreen  
state college

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Students in the 2015 program Computer Applications for the Fiber Arts: Pathways to Innovative Design share their final projects. The program explored fiber arts, circuitry, and programming. (Photo by Shauna Bittle '98)