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Thank You From The CPJ

The CPJ would like to thank all of our contributors from this year!

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We would like to also thank Aevee Bee and Bob Herdlein, our advisers, for helping us come together and make this year the best it could be.

Cheers,

Ray Still
Editor in Chief

Clarifications and Corrections: A Letter From the Business Manager

Clarifications and corrections from our last issue come from two of our most prominent stories: "Behind the Barbed Wire," a feature on Gateways for Incarcerated Youth, and "Burst and Bloom," a photo essay on local plants.

The author of "Behind the Barbed Wire," staff reporter James Gutsch, had the very crucial "s" in the middle of his name left out above the article's text. This was not his fault.

However, I, the business manager studying botany full-time, forgot to double check the common name I attached to the image of a salmonberry (*Rubus spectabilis*) branch. Instead, I called it a thimbleberry (*Rubus parviflorus*) and didn't think twice—being preoccupied with looking up species in the article I didn't know as well. The good news is that (1) I got the scientific name right in print and fixed the common name in our web version and (2) salmonberries are out now, meaning you can eat them raw, put them in pancakes, or add them in with other fruit to make jams and sauces.

Mistakes are all about learning lessons. Since this is the last issue I am on-staff for, I would like to share a couple of lessons impressed on me by trial-and-error this quarter:

-Carry extra-extra water and sunscreen with you on nature field trips

-Check the AM/PM setting on your alarm clock TWICE when you set it

-Make sure your leggings don't have a hole in the crotch before a busy day out and about

-Spell check text in Microsoft Word when transferring them from Google Docs to InDesign

- Cassandra Johnson-Villalobos

'Fruta Amarga' in the Skagit Valley

WORKERS STRIKE AT WASHINGTON BERRY FARM

BY EMILY McHUGH

"Keep your hands upon the dollar, boys, and your eyes upon the scale" - 1930s union folk song

The strawberry season in the Skagit Valley stretches for two weeks at the end of June. Workers on the West Coast circuit come in buses or cars, taking the highway along the Skagit River past the sloughs of the Puget Sound. The sky looks big in the valley over the muddy wetlands, and in June, the clouds break for the first time in months. The valley sits like a thick Montana at the edge of the western frontier, and in the summer, tulip and daffodil fields color the brawny hills.

It is almost too picturesque a place to be believed as the heart of any darkness. And yet, in the divide between legal and illegal, skilled and unskilled, bosses and trabajadores, a tricky breeze is moving now through the valley, moving across the muddy inlets and tulip sprouts, and becoming palpable in the voices of workers between the tight walls of the labor camps and murmurs in the blueberry bush.

Those voices begin at the Sakuma Brother's Berry Farm, nestled in the heart of the valley a half-mile outside of Burlington, where a nearly yearlong struggle between the company and its seasonal employees has peaked in a momentary standoff. Over 300 workers—most of them of Mexican heritage—have joined a union in its incipient stages of formation, taking their employer to court for unfair piece-wage rates (workers are paid by the pound) and wage theft. By doing so, many of the workers are risking a job they have depended on for decades.

The Olmeca family lives in a peeling orange duplex off Old Highway 99, south of Burlington. Five family members sit in the living room with the door open, a pack of kids play out in the front

yard, the TV is on but silent.

We, two friends and I, sit with them stumbling through formalities in a mix of Spanish, English, and the Mayan language Mixteco until Marie Elena Olmeca, beautiful at 16 years old with her hair down, comes and sits with us. She has a thoughtful ease and tells us she comes from a village in Mex-

"The supervisors blocked them at the door and took their identification numbers and told them they'd get fired."

- Marie Elena Olmeca

ico called Yicuacca, but that we wouldn't have heard of it because it's hidden by forests on all sides.

She said that during strawberry season, she and the other workers start at about 5:00 a.m. each morning and finish between 4:30 or 5 in the evening without a lunch break.

"If you want to know, there was one day it got really hot in the strawberry fields, so hot that everything slowed down," she said. "And so people started picking slower, and slower, and slower, and they couldn't work anymore.

They wanted to go home."

"So some of them asked the supervisors to let them leave because the sun was making them sick, they told them they wanted a lunch break. But the supervisors said 'no.' And the supervisors told them if they left, they'd lose their job," she continued. "But some of them did leave, anyways, because they couldn't stand to stay, and the supervisors blocked them at the door and took their identification numbers and told them they'd get fired."

"It was like that when we started the boycott. The next day, there were two sheriff cars parked outside the field gate, all day and all night, we watched them but they never left," she said. "People were scared to drive their cars and get pulled over without their documentation. Three or four days they stayed like that, only leaving for an hour now and then."

The Sakuma workers' boycott and strike were, by many accounts, sparked by the firing of Federico Lopez, who approached supervisors with a group complaining about low piece-wage rates and lost his job in July of last year. Increasingly, dire evidence plagued and invigorated the workers in the following weeks and months, according to union leader Ramon Torres, exposing the further culpability of the company, especially instances of



TOP: Sakuma Farms in Burlington, Wash. BELOW: Older housing for migrant workers at the farm's labor camp. EMILY McHUGH

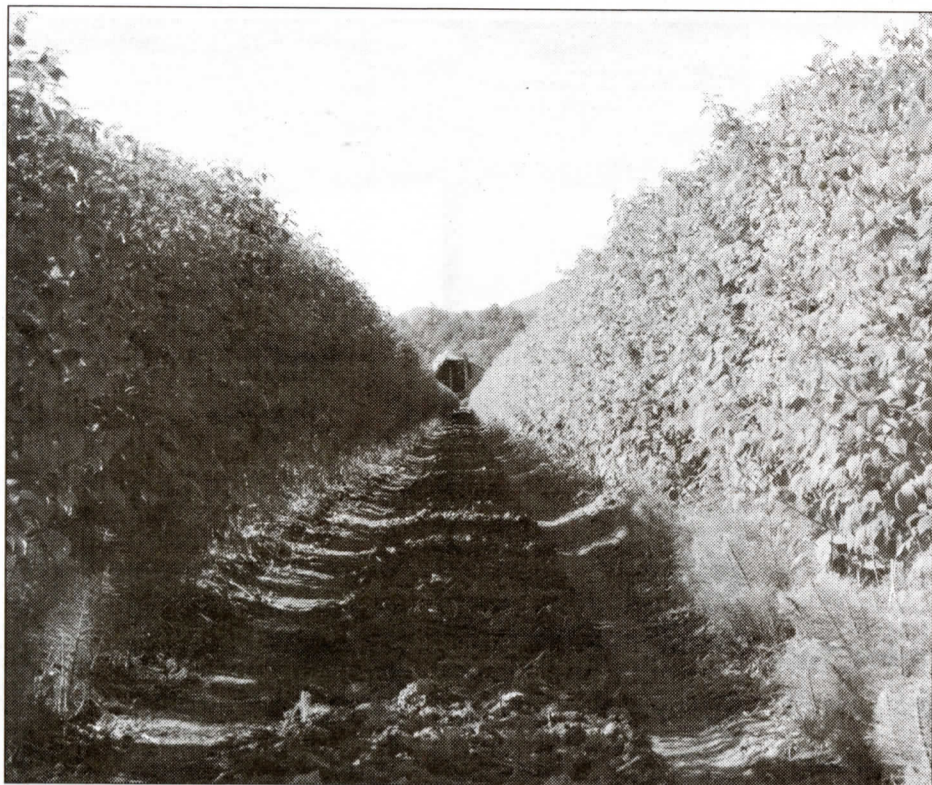
wage theft or inconsistency in pay.

On April 11, Sakuma Farms applied for 438 guest worker visas from the federal Department of Labor, employing the H-2A policy, which enables large-scale agricultural operations to source labor outside U.S. borders for a seasonal working period, provided there is a labor shortage. If carried through, Sakuma would bring in 438 workers of the 500 generally hired for the season from Mexico between June and Oct. 15. Afterward, the guest workers would return to Mexico, after effectively displacing almost the entire immigrant workforce currently employed at Sakuma. According to Ramon Torres, the leader of the workers' association Familias Unidas por la Justi-

cia, threatening to bring in H-2A guest workers embodies the persistent disregard Sakuma authorities have shown immigrant laborers, many of whom have picked strawberries in the valley for more than 30 years.

But core to comprehending the difficulty of forming this union of seasonal workers is understanding migrant life. Circuited by the seasons, most of the berry pickers in Skagit come only for the duration of the harvest before moving on to California or Eastern Washington to work another crop. With so much movement and inconsistency, forming a strong union body is, according to Torres, a real challenge.

Continued on page 4



Raspberry field at Sakuma Farms in the Skagit Valley. EMILY McHUGH

Continued from page 4

"Right now, most people are at other jobs, but they'll be coming back," he said. "So that's part of why we are sort of on hiatus. But people are really interested in this, they care about it, and so they are supporting us in whatever ways they can."

Last month, the Sakuma workers wrote hundreds of letters to the company, stating their desire to work the coming season and signing with their identification numbers in an attempt to derail the repeated message of farm relations claiming the strikers did not want to work.

Ramon explains that a major issue of their struggle has been to secure a fair method of monitoring piece-wages. According to Torres, the scanner the farm uses to register the weight picked per person per day is faulty, and the supervisors often claim the system crashed, leaving them no other option but to estimate the wages owed to the workers.

"They say the system crashed or they say the rain was bad for the machine and so they have to guess, but it's just a way of stealing from us."

Last month, union members wrote a mandate of 14 conditions for returning to work, the top requirements calling for medical coverage and improved living conditions at the farm's worker housing.

"In the labor camp, the walls didn't have any insulation and rain dripped through," he said. "There were rats around the children and if you told them, they wouldn't do anything about it."

According to Torres, after the union

filed its suit against the farm, putting Sakuma under legal inspection and the eye of the press, the oldest and most unlivable cabins were demolished and new ones were built, furnished with amenities like sinks and new bed mats never seen in the older shacks. Marie Elena Olmeca's father said families of eight or nine were put in single cabins at the camp, not more than 12 by 12 feet in size, but since the suit, Sakuma has been diligent in regulating four people to a cabin.

"We're striking because the people aren't afraid anymore," he put it. "There's nothing more to be afraid of."

Behind the white picket fence at the Sakuma office, the Sakuma brothers (Steve, Bryan, Richard, and Glenn) work to maintain a customer base in Mexico, Japan, Canada, and Europe, an average annual sales revenue of \$6.1 million, and sister berry farms in Redding and Shasta, California. The first immigrants of the Sakuma family came to America from Japan around the turn of the 20th century and started a little farm on rocky Bainbridge Island, delivering berries to the markets at Pike Street via ferry. They uprooted and moved their farm to Burlington before the start of World War II, when the entire family was forced into internment camps, only able to return to their farm when the war ended.

Their family history can be read on the Sakuma Farm's "About Us" webpage, where it says the first generation came to "pursue the American Dream." It imparts of honest immigrant sweat and suffering,

of an American Dream that exists in dusty black and white photographs of hard-worked men and women with bent shoulders and skinny-legged children, of small beginnings and, somewhere, of the distinctly American notion of pulling yourself up by the bootstraps. But, though it doesn't say it with much detail, it is also a history of American racism and the lot of the laboring minority.

But settled now in a nice house in the valley, the Sakuma brothers have rolled down their sleeves. It is not hard to imagine that those cardinally rough American beginnings are not much more than a charming but rather distant folktale, an identity deeply rooted in struggle that can be difficult to locate in the dense atmosphere of commercial enterprise.

While the Sakumas could not be reached for comment, they published another article on their webpage titled "Facts about the Current Labor Issue," in which they say this:

"With the 2013 berry season winding down, the organizers of a local labor committee have begun to get desperate and resort to telling outrageous lies and conducting publicity stunts with the hopes of generating negative attention on Sakuma Brothers Farms. Unfortunately, the efforts to generate publicity are being directed at an 85-year old family-owned business with a long history of providing its employees with the best wages and work environment possible."

Back in the Olmeca household, Marie Elena said that Sakuma has always allowed children ages 12 and up to work picking berries, but since the strike began and the farm was subjected to increased inspections, they've changed their policy to 18 and over.

"But, it isn't fair," she said. "12-year-olds have always been able to work, at least 40 do every season. People depend on that."

"I know it looks bad," she said. "But they started it."

The sun is going down and again the valley looks dreamlike, coming in rays through the Olmeca doorway.

"The way they decide the wages," Elena said. "They have a race between one of the fastest pickers, a medium picker, a slow picker, and a supervisor, and then they average the amount everyone could pick. But there are only a few fast pickers, and it throws the whole thing off. They make it seem like a game, and then everybody gets paid less."

There are other things. There is the \$50 dock from a weekly salary for social services undocumented immigrants cannot benefit from, and the incoherence of \$4 in the pocket from a box of blueberries sold for \$12. There are strained hands and thrown out backs on the job that don't get covered, wage changes from field-to-field that don't make sense.

"Mr. Sakuma feels that we don't want to work for him," Marie Elena said. "But we do want to work for him. He doesn't know, but without us, there would be no berries. He doesn't know how to grow them anymore."

As we began to say our goodbyes and shake hands across the little kitchen table, Marie Elena's father laughed from the couch and pointed to the TV. There, in black and white, the news network was playing a clip of the Latin labor hero Cesar Chavez giving a speech. Her father shouted something in Mixteco and Marie Elena laughed and translated.

"He says we're going to beat them. We're going to beat them like Cesar Chavez did."

"We're striking because the people aren't afraid anymore. There's nothing more to be afraid of."

- Ramon Torres

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Cindy Corrie, Rachel's mother, spoke at the dedication of the memorial to her daughter in the CAB last November. Photo courtesy of Dani Winder.

Israeli Supreme Court Hears Rachel Corrie Appeal

FAMILY APPEALS DECISION EXONERATING ISRAELI MILITARY IN STUDENT ACTIVIST'S DEATH

BY ISSAC SCOTT

Eleven years after Rachel Corrie's death, the Israeli Supreme Court heard arguments appealing the decision that found the Israeli military was not responsible for the death of the Evergreen student in 2003.

On May 21, the Corrie family went before the Supreme Court, continuing their effort to win a symbolic \$1 settlement for the death of their daughter.

"Its an uphill battle, but the ongoing lawsuit can be a tool to show Americans what is happening in the occupation," said Kristina Eriksson, a member of Students for Justice in Palestine, a student group at Evergreen. "It is clear, I think, that the subject of Palestine is deliberately removed from the mainstream media."

Corrie was crushed to death by an Israeli military bulldozer in the West Bank in Palestine in 2003. She was part of a team of human rights activists stationed in the

occupied territories attempting to nonviolently prevent the demolition of Palestinian homes.

In 2012, a lower court in Haifa, Israel ruled that the Israeli military was not negligently responsible for Corrie's death.

Judge Oden Gershon rejected the civil lawsuit filed against the state of Israel by Rachel's parents, Cindy and Craig Corrie. The Corries accused the Israeli military of either intentionally killing Rachel or gross negligence in her death.

In the 2012 ruling, Judge Gershon found that the military was not responsible, and argued that Corrie could reasonably have saved herself by moving out of the path of

the bulldozer.

The ruling upheld the state's case that by entering into the conflict area, Corrie was responsible for her own death. It also upheld the military's argument that everyone in Gaza is a military target, including peace activists.

The original civil suit stemmed from the Israeli military's internal investigation into the incident, which exonerated the military of any wrongdoing. Following Corrie's death, then-president of Israeli Ariel Sharon promised the United States government a thorough and transparent investigation of the tragedy.

Critics, including the U.S. ambassador to Israel Dan Shapiro, have raised concern about the validity of the investigation.

The 2012 verdict was condemned by human rights groups around the world, including by former President of the United States Jimmy Carter. "The court's decision confirms a climate of impunity, which facilitates Israeli human rights violations against Palestinian civilians in the Occupied Territory," Carter said in a statement in 2012.

"It is a tragedy when the law is broken, but far, far worse when it is abandoned altogether," Craig Corrie said in a statement released by the Rachel Corrie Foundation. "The Supreme Court now has a choice, to either show the world that the Israeli legal system honors the most basic principles of human rights and can hold its military accountable, or to add to mounting evidence

Reproductive Health Vending Machines on Student Ballot

BY AMANDA FRANK & SERENA IMANI KORN

Geoduck Student Union ballots are open and available through MyEvergreen student accounts. Students have through week 10 to vote for their representatives and weigh in on different initiatives.

One of those initiatives concerns access to emergency contraception and other sexual and reproductive health care products.

Backed primarily through the group Students United for Reproductive Justice (SURJ) the measure calls for implementing a vending machine that would provide Plan B emergency contraception. The machine would provide other products that promote safe sex, such as condoms, and pregnancy tests.

The health center currently provides Plan B, but students must make an appointment and hours are limited, according to Khadija Hassan, coordinator of SURJ.

"Because it's so time sensitive we wanted it to be accessible in a discreet location and available at all times of the day so that people have access to that," Hassan said. "We're hoping to do it in a way so students don't have to pay and the school doesn't have to pay. So reaching to outside organizations and asking them to come in like Naral Pro-choice Washington and Planned Parenthood of the Great Northwest and asking them if they have any sup-

port or any other people that we can go to."

Students can voice their detailed opinions about this issue beyond the ballot through an online survey. The link is available on the Greener Commons, in a thread on Plan B in the Campus Life section <https://commons.evergreen.edu/t/plan-b-vending-machines-on-campus/495/9>. Students are also welcome to attend SURJ meetings to discuss this and other issues around reproductive health. The group meets every Thursday from 4 p.m. to 6 p.m. in Seminar 2 C 1107.

"I just encourage anyone of any gender spectrum or non-gender spectrum to become a part of the dialogue and a part of the conversation, because it's important to get those perspectives too and what kind of resources they would like to see in the vending machines," Hassan said.

Addressing possible opposition, Hassan also spoke to the importance of preventative education.

"Personally I think the best way to approach reproductive health is through preventative care and I would love it if like there were better sex education classes and if there were more resources for students but that's not the reality of where we are in reproductive justice and we have to meet the needs of where people are right now."

Officers Question Legality of Dorm Walkthroughs

ADMINISTRATION PROMPTED TO CHANGE POLICY

BY RAY STILL

The threshold between public and private at Evergreen is only as thick as a doorway—college administration has said that students should not expect any privacy out in the hallways of their dorm.

Resident advisors, resident directors, and campus police patrol the hallways of the A, B, C, and D dorms during the nights and weekends. Their patrols do not include the suites, or the groups of single rooms, in the dorms, nor do officers search individual rooms without consent or a warrant. On-campus officers are invited into the dorms to perform walkthroughs by Residence and Dining Services Director Sharon Goodman, and not by individual RA or RD staff.

Evergreen police officers have discussed the legality of these walkthroughs for several years. Earlier this year, Officers Tammi Stretch and Dwight Monohon officially questioned the walkthrough policy, and said it is not only illegal, but in violation of student privacy rights laid out by the Fourth Amendment. The CPJ was informed anonymously of these events and the disciplinary actions that followed. The anonymous information was proved accurate through several public information requests.

Stretch and Monohon emailed Ed Sorger, police chief at Evergreen, about the legality of walkthroughs. The officers suggested that Police Services be on standby outside the dorms or in a common room while RAs conducted walkthroughs. Sorger allowed Stretch, Monohon, and any other officers who felt uncomfortable with walkthroughs to be on standby during the rounds until college administration received legal advice.

While the college was talking to their Attorney General representative, Stretch distributed sticky-notes to RAs and RDs. The notes referenced *State v. Houvener*, a Washington court case that ruled on the privacy expectations of dorm hallways. Sorger asked for a written explanation from Stretch because he felt she “overstepped [her] position” in attempting to explain to RAs and RDs why she was not performing walkthroughs.

In her explanation, Stretch said she wrote that she believed she was operating within the standard operating procedure of staying up on case law, that she wanted to inform housing staff about the case law, and she wanted to

“We are going to make sure it’s really clear in the contact that they should expect no privacy in the hallways, in A through D.”

**- Sharon Goodman,
RAD Director**

protect her fellow officers from potential civil rights cases.

Stretch was given a letter of reprimand in December for addressing the policies and procedures of Police Services without permission from the director.

Both Monohon and Stretch declined to comment on any further proceedings, in order to avoid

any additional repercussions from public testimony.

In winter quarter, the Office of Student Affairs determined that the current first-year dorm walkthrough policies are legal and constitutional. However, some changes have been made to the current policies, and the housing policies will be updated and made more clear to students coming into housing next year.

State v. Houvener and Hallway Privacy

The 2008 *State v. Houvener* ruling determined that “students at public institutions have an expectation of privacy in the hallways of their residence halls and police may not patrol the hallways without a search warrant unless one of the warrant exceptions exist,” according to *The Law of Higher Education, Fifth Edition: Student Version*. Warrant exceptions include emergencies and cases of probable cause.

The *State v. Houvener* case was brought to court after a Washington State University (WSU) officer performed a search for stolen items through a WSU residence hall—the officer had neither a warrant nor permission from students to search the hall. The court ruled that Jacob Houvener, one of the students who stole the items, had a reasonable expectation of privacy on his dorm floor, and the officer had no legal authority to search Houvener’s floor or order Houvener to open his door.



Illustration by RUBY THOMPSON

One of the reasons the court determined that students could expect privacy in the WSU dorms was because the hall the officer was searching had shared bathrooms that were located across the hall from the bedrooms. According to *The Law of Higher Education*, sharing a bathroom that was not connected to the bedroom can be considered intimate activity, like students “walking through the hallways clad in a towel on the way from the shower.”

State v. Houvener is a primary argument of the officers questioning Evergreen walkthrough policy. Because the case ruled that hallways can be considered private, the Evergreen officers argue that patrolling the hallways of the first-year dorms could be considered a violation of the Fourth Amendment because there is no probable cause or warrant to patrol through the dorms.

At Evergreen, hallways could be considered private because the hallway doors are locked to the public, the elevators require a student I.D. to operate, and student groups aren’t allowed to solicit in the dorms. If you’re not a resident of a first-year dorm or visiting a friend in the dorm, chances are, you’re not supposed to be there.

Changes in Evergreen’s Policy

Even though the college’s legal council advised that Evergreen’s current walkthrough policy is legal, the Office of Student Affairs and RAD Services have made some changes to walkthrough policy—police walkthroughs will be phased out during spring quarter every school year.

Goodman explained that for fall quarter, RAs, RDs, and campus police do their walkthroughs together through the first-year dorms to show that the separate offices work together. “People are trying to learn community standards, people don’t know who lives in the community, so for safety and security, we always have everybody walk around,” Goodman said.

Goodman said that RDs are phased out from the walkthroughs in winter quarter, and then campus police in spring. She explained the reason for phasing police walkthroughs out in the spring is because there are less people living in the first-year dorms, and the “RAs and the RDs feel more skilled and comfortable” at their duties.

“We are not going to change our practice, but we are going to make it clear to students what we are doing,” Goodman said. “We are going to make sure it’s really clear in the contact that they should expect no privacy in the hallways, in A through D.”

The Legalities Behind Walkthroughs

Goodman contacted several of her peers in other colleges to get information about how other schools handle walkthroughs. According to Goodman's data, Washington State University, Eastern Washington University, and Western Washington University do not have on-campus officers patrol the residence halls.

The University of Washington's housing policy allows campus police to perform walkthroughs, but Goodman said that they have not done police walkthroughs recently.

Central Washington University reported that they occasionally performed walkthroughs with on-campus police, and the University of Washington's Bothell campus reported on-campus police perform walk-

throughs. However, UW's Bothell campus is comprised of apartment-style housing, as opposed to dorm style housing, so their walkthroughs are performed differently, according to Goodman.

A difference between the dorm set-ups at WSU and Evergreen is how the bathrooms are situated. The officer involved in the Houvener case searched a dorm hall with bathrooms separate from the bedrooms, which means a student would have to leave their room to use the facilities. At Evergreen, rooms that are separated from the bathrooms are clustered together in suites. These suites are often separated from the hallways by a door, which students who live in the suites can lock. When Police Services perform walkthroughs, they do not search the suites unless they have a specific reason to enter them.

Any room that lines the hallways in Evergreen dorms have the bathrooms attached to the rooms, so residents do not need to leave their room to use the facilities.

Dorms at Evergreen also do not have a front desk that checks students in. At other schools, "you have to go through a front office person. It's not just key access. People are checking you in," said Goodman. "Someone is the gatekeeper, and we don't have that kind of system." Goodman said that it's a common occurrence for Evergreen residents to invite non-students into the halls or leave the locked hallway doors open for non-resident access.

Another reason administration decided the current walkthrough policy is legal is because Goodman, the director of RAD services, invites on-campus officers into the dorms, not RAs or RDs. Goodman said

that this has been a practice for as long as she has been the RAD director, and probably even before. Currently, the housing contract at Evergreen does not specify that the police perform walkthroughs through the dorms.

Officer Seth Moore wrote a rebuttal to this argument after examining an email sent to all Evergreen officers about the changes in walkthrough policy.

Moore wrote that if it is necessary for RAD to invite officers into the dorms, then that concedes the point that hallways have an expectation of privacy, and officers should not be there.

Moore also argued that RAD may not have the authority to invite police on walkthroughs, anyway.

"RAD inviting the police into these private areas for no legal or criminal reason is like the pool boy inviting the cops into your master bedroom. Neither the pool boy nor RAD live in the lo-

cation."

Moore clarified that he was only writing about walkthrough policy, and that on-campus police should be involved and present during criminal activity in the dorms.

Moore declined to comment on his arguments, and Goodman said walkthrough policy will be made more clear in a housing contract update later this year, specifying that police services will perform walkthroughs with RAD services. Individual RAs and RDs will still have no say in inviting campus police into the building.

Student Safety

Ed Sorger, the police chief at Evergreen, said that the walkthroughs are about partnership and teamwork with housing. "It's a community policing effort—not a fishing expedition," he said. "We decided that we would make sure students at the beginning of the school year would know that officers are going to be there as a part of the community and a part of the safety issue, and that officers are a resource to students."

Wendy Endress, the vice president of student affairs, echoed Sorger's sentiment, and said the walkthroughs are "oriented to a community policing model, where the police aren't only present when bad things happen. The police are a consistent presence when good things are happening, also."

To show that students living on campus feel secure in their dorms, Goodman cited a recent survey put out by RAD Services earlier this year. The survey was taken by 287 residential students, and 45 percent of those students were first-years.

One of the questions on the survey asked students about how they felt about the security of their possessions in their rooms. On a scale from one to seven, one being dissatisfied with the security and seven being very satisfied with the security, 77.5 percent of students answered with a six or seven.

When students were asked about how safe they felt in their rooms, 85 percent of students answered with a six or seven.

82 percent of students answered with a six or seven when asked with how safe they felt in their building or apartment.

67 percent of students answered a six or seven when asked with how safe they felt walking around campus at night.

"Our safety numbers are really high. People feel safe," said Goodman. "That's sort of why we've been doing walkthroughs. It hasn't been because of policy; we've been doing it for safety."

Caitlin Jennings, a senior Evergreen student in the Clinical Psychology: the Scientist/Practitioner Model program, said that the walkthroughs are a way Police Services markets its services and resources to students.

Jennings and Eli Sobylak, another student, conducted a mixed-methodology study about Police Services' relationship with the rest of the Evergreen community for their program. They got 95 student responses, 19 staff and faculty responses, and one police officer response.

Jennings said that while she sees the walkthroughs as an effective marketing technique, she also said that it's only effective when students feel safe and react positively. While their anonymous survey collected many positive statements towards police presence, other students revealed their discomfort.

One of the questions on the survey was, "Describe some specific steps you believe the Police could take to better the relationship between themselves and the community." One of the students who responded

to the survey wrote, "It's fucking illegal to go into the dorms without proper consent. Western Washington already had a case and won against warrantless police searches."

"If walkthroughs are not making students comfortable, the question is, why? What is disconcerting?" Jennings asked rhetorically. "Are students scared of the power that police have, that this person has the ability to harm them? An act of arrest is physical harm. You are subtracting this person from the well-being of a normal environment, removing them and putting them in an institution. That is a high threat to some individuals."

Nathan Lafkoff, an Evergreen sophomore and RAD Services staff, said that the walkthroughs didn't make him feel safer. "Police are there for people's safety and security, but when they are doing walkthroughs, it doesn't look like that," Lafkoff said. "It looks like they actively trying to get people in trouble instead of actively trying to keep people safe. That is what RAs and RDs are good for, because they are students at Evergreen, or people who are invested in the well-being of students."

Lafkoff said that the walkthroughs and patrols on campus were one of the main reasons he and his friends moved off campus, and that the college may be able to get more students to live on campus if Police Services did not perform walkthroughs.

For Lafkoff, the issue of student privacy is not about the legalities—he said it's more like a "business model."

"What do you want housing to feel like?" Lafkoff said. "Do you want it to feel like it's a public space, like a street? Or do you want to feel like you're living in the building with a community?"

"Don't you freeze up when a cop drives by you on the road?" he asked. "It's that same sort of thing, but it is in your hallway, knocking on your door. You get up to use the bathroom at night and there is a cop in your hallway. That feels scary."

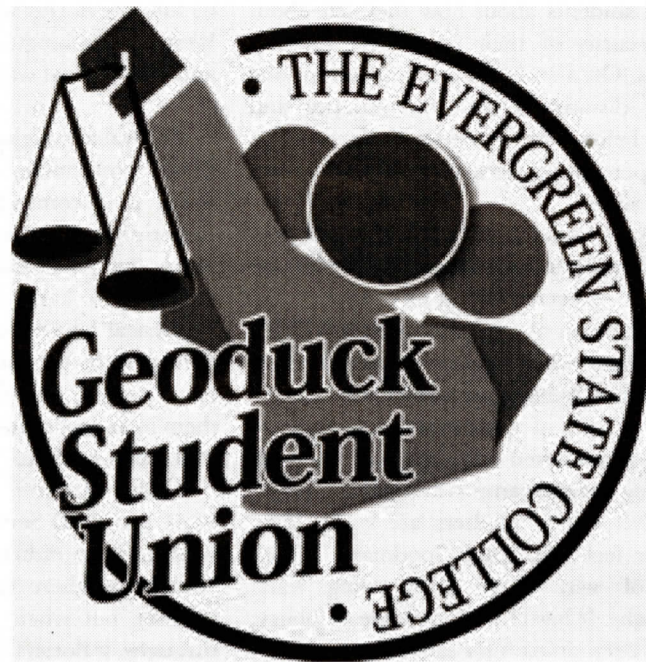
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Geoduck Student Union at Standstill

DISCUSSION OVER CONSTITUTION CONTINUES

BY NICHOLAS BENSE

Recently, there has been much discussion concerning the current structure and effectiveness of the Geoduck Student Union as a representative student body of power. Examining one of the GSU's many websites, an observer would find outdated meeting locations and membership information, with a seemingly barren amount of recent activity and updates.

This reporter was only able to discern the actual site of the weekly convene by contacting a member of the Union directly. Although far from a secret society with complicated handshakes and bizarre rituals, members of the GSU do admit their position can act as an "isolated bubble" within the campus community. They also speak of frustrating attendance, participation, and administrative obstacles to achieving their goals. Elaborating on the difficulties the GSU faces, Rep. Andrew Pawlicki-Sinclair said, "we are only as strong as those who participate want us to be. We need more people with passion."

So what solutions have been proposed for these various prob-

lems? This school year saw the emergence of what was termed the "Evergreen Revival," which consisted of two General Assemblies with the purpose of forming small committees to tackle the individual issues that the students at the assembly cared about. The movement lacked momentum, however, and these smaller committees did not establish regular meetings or enact any tangible changes on campus.

Rep. Dante Garcia reflected this sentiment. "There are some really good intentions, and people will pick up the ball and carry it forward," he said, "but when it comes to the long run, it's consistency that we really lack, and some of the fundamentals, such

as transparency with our meetings times and agendas."

Some believe the problems are fundamentally structural, which can only be rectified through amendment or even complete reformation. Forest Hunt, an incumbent GSU representative, argues that the current system by nature can often be an "anti-action body"—serving to prevent reform and change as opposed to facilitating it—and would require serious change to grant itself true governmental legitimacy. He and a group of other student organizers have recently been trying to bring those changes about with a movement based on the New Union constitution. This constitution hinges upon the idea

of direct democracy assemblies and several popularly elected bodies tasked with executive and communicative responsibilities. One of the features of this New Union is that it would provide certain members opportunities to earn credits for participation within the Union.

Tyler Bieber, the President of the Greener Organization who is now running for GSU office, brought up some arguments against the New Union in the May 8 edition of the CPJ. He contended that the New Union has no proposed interim government for the transitional period to the new system and no method of accountability for the various committee members.

His article, "GSU: the Cut and Paste Constitution," explained some changes he would make to the GSU. Some of those changes were to appoint of a Speaker of the Board and an accountability system to remove members of the GSU that is "sensible and straightforward."

Hunt retorted that the participatory and inclusive nature of the entire student body within the New Union ensures maximal levels of accountability. He argued this is actually the strength as opposed to a weakness of the proposed reform, which is being touted as a large-scale movement rather than a mere amendment.

The New Union constitution did not manage to find its way on to this year's ballot, but its respective proponents have affirmed that they will be pushing to make effective changes to the current document throughout the next school year.

GSU Reformation in the Past

This is not the first time students have called for radical reformation of our student government. The Original GSU was first formed in 2006; in the same year, eyebrows were raised from the student populace as

the GSU wasted no time in requesting a stipend—at the time intended only for those who expressed financial need—for its members.

In 2008 there were growing concerns that the student government was ineffective at following through on its original promises of ousting Aramark from campus and reforming the Board of Trustees—an 8 member board of governor appointed alumni, community members, and a single student that holds very large sway over the direction Evergreen State College travels in. This led to an effort to instate the Free Student Union, a separate entity from the GSU that could have acted as a replacement student government had it ever gathered enough support.

This organization focused on a decentralization of power and dismantling of the hierarchy within the GSU to facilitate rapid and large scale mobilizations of the student body minus the bureaucratic red tape.

The New Union itself a movement that originated in 2009, which Hunt and his fellow organizers revived this year to try and put on the ballot.

This next school year may be one that will most likely see a great deal of debate concerning the future of the GSU and its constitution. To ensure that the outcome of these formative times is one that reflects the student body's interests and beliefs, those interested are encouraged to speak up at the current GSU meetings, which are held every Wednesday from 1:15 p.m. to 3 p.m. in the Student Activities Conference Room. There are also several remaining vacant positions on the GSU for the next school year, and students who wish to play a part in school politics are encouraged to apply.

"We are only as strong as those who participate want us to be. We need more people with passion."

- Rep. Andrew Pawlicki-Sinclair



Evergreen engages Central Oregon Community College in the dreaded 'scrum.' Photo courtesy of the Evergreen Rugby Football Club



The Geoducks recover a loose ball during a line-out against the University of Puget Sound. Photo courtesy of the Evergreen Rugby Football Club

Evergreen Has a Rugby Team?

BY JAMES GUTSCH

That was the running joke whenever we tried to advertise for the Evergreen Rugby Football Club. Despite having flyers across campus, bake sales on a regular basis as well as practices that left the Evergreen fields looking like Sasquatch had lost a contact—rugby could never quite get the attention we were looking for at Evergreen.

The cub started in 2010, as essentially a couple of guys kicking around a rugby ball on Saturday afternoons. The club quickly transformed into one of the biggest athletic groups on campus. Masters in Teaching Faculty member Andrew Gilbert was serendipitously recruited to coach us, and about a year later, we had jerseys, pads, balls and even a spot reserved in the Thunderdome. The one thing that 30 scrawny Greeners couldn't quite deliver was a 'W'(win).

But winning wasn't what we were about. Above anything, playing rugby was about camaraderie, it was about taking the field with 14 friends and knowing that if you missed a tackle, or fumbled the ball away, one of them was going to have your back. As someone who came to Evergreen

hoping to play Ultimate Frisbee, I found that rugby involved substantially more contact, dirt, blood and alcohol, all of which I came to accept as just part of the game. Sometimes I felt like I was in the middle of a drinking team that played a bit of rugby when it needed to burn a couple calories.

Evergreen Rugby actually has a trophy in the CRC lobby from 1996. The team, known and feared as "Gangrene" was actually decent, winning the 1996 Pacific Northwest Rugby Football Club Division Two Championship. It got to the point where most of the key players had graduated and continued to organize the team as alumni. In 1998, Gangrene became the gang-gone and it disbanded to form the Budd Bay Rugby Football Club, which consists of adult and youth

teams for both men and women and has emerged as one of the better rugby clubs in the area and is very much active today.

Just to give an idea on how close rugby brings people together, one of the positions that I played was the lock. The lock supports the two props and the hooker during a scrum, which is a way to resume play after a foul. In a nutshell, a lock's head (there were two of us) is jammed between the thighs of one of the locks and the hooker, who are given explicit instructions to crush our skulls. If we tried to support ourselves by putting our hands on the ground more likely than not we were going to get our fingers stepped on, so the spot we were supposed to grab was right above the crotch of the prop. If you've ever walked into a sauna and thought to yourself "there are

just way too many dudes in here," but you decided to stay anyway, then you have an idea about what it's like to be inside of a late-game scrum. It's hot, it's dirty, the stench is overwhelming, and your hand could end up someplace you really don't want it to be. Now tell me you would rather be playing

be downright ruthless on the field, mainly during a 70-5 blowout victory over Reed College (Yes it was Reed College, and yes we had the help of a former member of the French National Team who played with us as an exchange student).

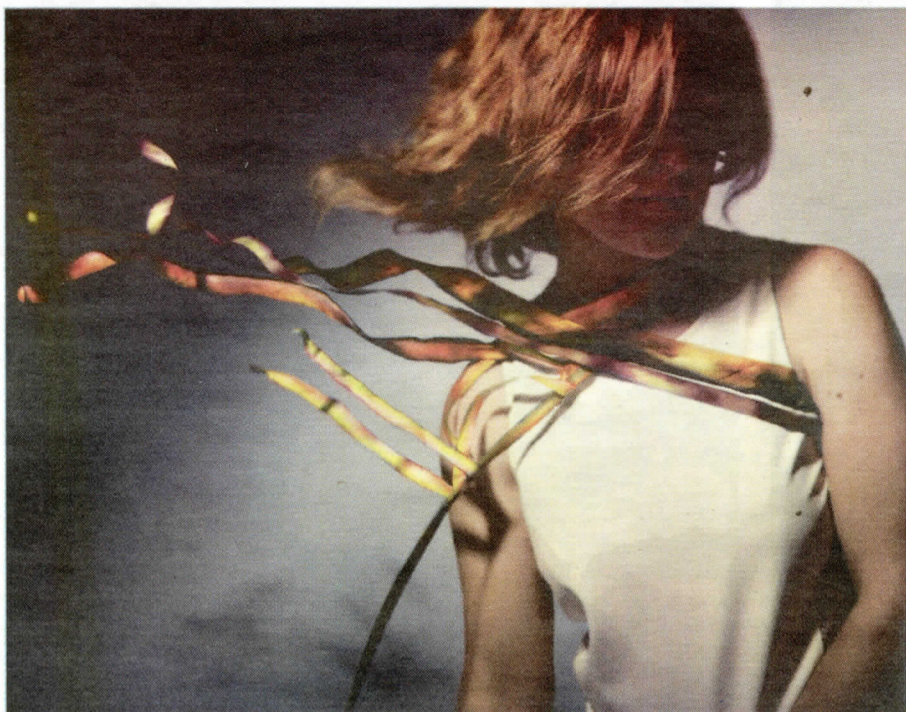
Unfortunately, that was the last meaningful game the Evergreen Rugby team would play. Attrition—as Evergreen as recreational cannabis—was inevitable. As numbers started to decline, practices were cut back from three days a week to two. Several invites from teams had to be declined simply because we couldn't fill the jerseys we had gotten less than a year before. It seemed like just as we were cementing ourselves into what could turn into a permanent club, we were back to a couple guys kicking around a rugby ball. Now all we have are jerseys, pads, balls, a spot reserved in the Thunderdome, and some of the best memories I have from my time at Evergreen. After four years, the reigns of the team are passed on to the next generation of Greeners, hopefully they can sustain what we couldn't.

So if you're on campus next year around fall and you see a few people tossing around a ball and drinking out of cans covered in socks (not Mountain Dew), I encourage you to take a small detour and check it out. You won't regret it.

As someone who came to Evergreen hoping to play Ultimate Frisbee, I found that rugby involved substantially more contact, dirt, blood and alcohol, all of which I came to accept as just part of the game.

Ultimate instead?

Although the losses were sometimes difficult to bear, we did finally break into the "win" column in spring of 2012, with a victory over an undisciplined high school team from Portland - to be fair, they were still bigger than we were. At times, we could



Mirah Changing Light



ALBUM REVIEW: **Mirah: 'Changing Light'**

EVERGREEN ALUM'S NEW, FIFTH SOLO ALBUM
ADDS TO ROBUST BODY OF WORK

BY BLAINE EWIG

Before I began listening to the album, I knew that I would inevitably be comparing "Changing Light" to Mirah's masterpiece of a debut, "You Think It's Like This, But It's Really Like This" (2000)—the light, carefree, airy soundtrack to many a summer evening sipping lemonade on front porches and watching the sun go down. It's an ideal summer album about waiting and reflection.

But this review isn't for "You Think It's Like This," and if you haven't already gotten yourself familiarized with Mirah's robust body of work, I would suggest doing so immediately. The Evergreen alumnae released her first solo album on K Records and has since gone on to produce four subsequent solo records, along with several side projects and collaborations, most notably "Thao and Mirah," on which Mirah collaborated with Thao Nguyen of Thao and The Get

Down Stay Down.

"Changing Light" was released on May 13 on Absolute Magnitude Recordings, with support from K Records. The album doesn't necessarily offer the same lo-fi stylings or lighthearted attitude of "You Think It's Like This." The production is more polished and the emotion more heavy. As a whole, the album is more mature and nuanced. Listening to the lyrics, it's clear that "Changing Light" is about love, relationships, breaking

up, and renewal. Mirah's lyrics are always deeply personal, resulting in music wrought with beautiful catharsis that is specific but still vague enough to relate to.

"Goat Shepherd" starts the album out on a threatening note. "Said the goat to the shepherd," Mirah sings, "I will cut your throat, I will eat you whole, I will let you know who's really in control of the mountain." There's a real eeriness—both lyrically and musically. Violins in "Gold Rush"

crescendo and decrescendo, creating waves and layers that Mirah's voice floats atop.

"No Direction Home" features horns that repeat monotonously like boat signals underneath Mirah's vocals, sounding as though they are about to interrupt her—they never do, but they compete for attention in a way that pulls the listener in two separate directions.

The second half of the album is less cynical in tone. This seems intentional, as if Mirah is painting a picture of the resentment of love gone sour and the subsequent forgiveness that comes with time. "LC" presents consistent and simplistic organ sounds that cause listeners to focus on the artfully composed lyrics.

The last track, "Radio-mind" hints at Mirah's earlier

work, and leaves the solemn album on a brighter and more nostalgic note. The acoustic guitar and relaxed, melodic vocals are stripped down compared to the rest of "Changing Light." There are ambient noises that sounds like birds chirping. "I always had the radio on my mind," Mirah sings. The song feels like letting go. The album didn't win me over until this last track, which I listened to approximately six times in a row.

"Changing Light" is not your new carefree summer jam. In fact, its lyrical content is rather serious and emotionally charged. However, it stands on its own, existing as a testament to the renewal of morale after a long, harsh winter/relationship/breakup, or whatever you decide.

ARTIST STATEMENT:

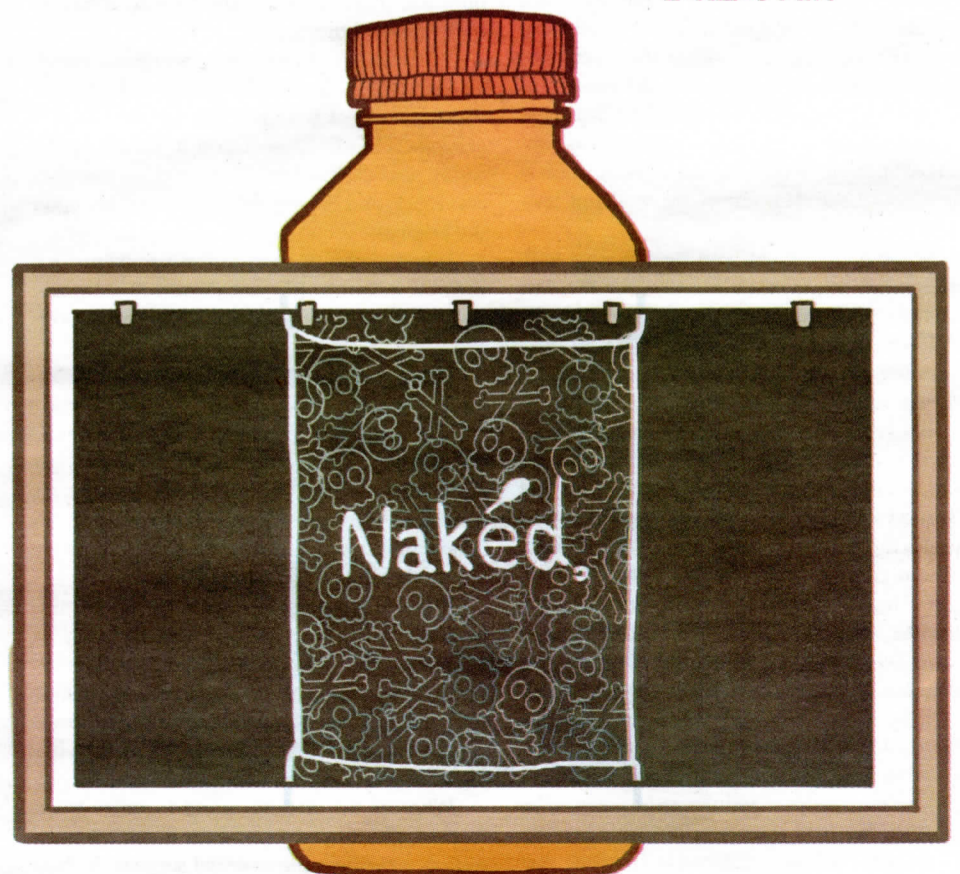
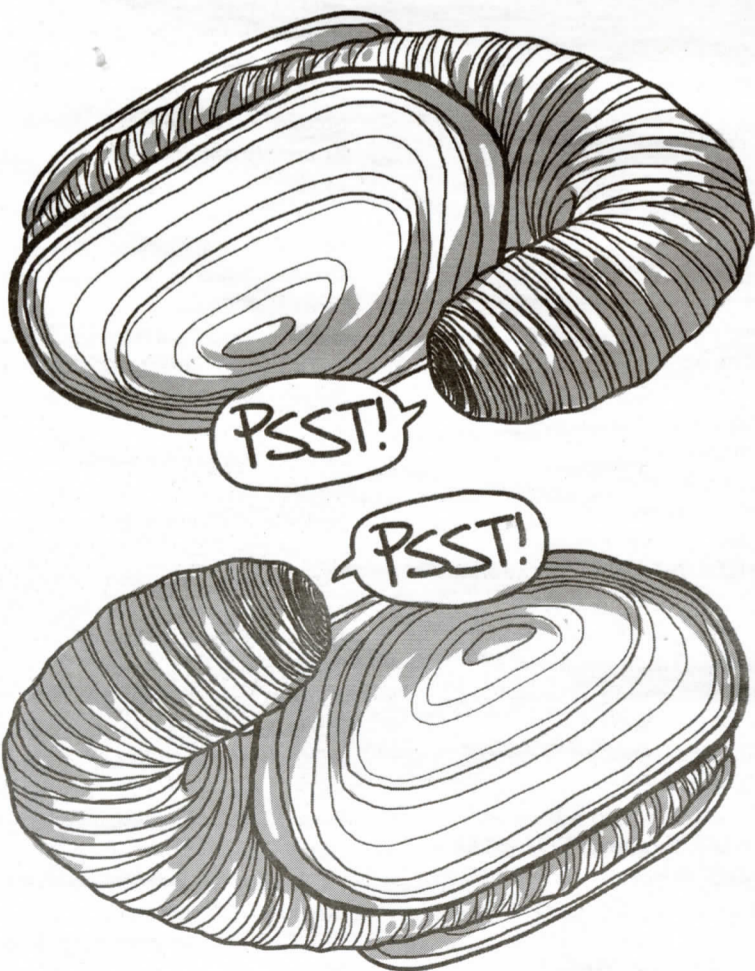
Ruby Thompson



For the past two years, I have been illustrating articles for the Cooper Point Journal. I love the challenge of creating art based off someone else's vision. About half of the artwork I create is illustration. In the past I have worked for two other student publications, and have done some freelance work. Newspaper illustration gives me the freedom to apply my own style and ideas, while still working within a set of guidelines.

Besides working for the CPJ, I create my own art. When I took a botany class last year I became interested in scientific illustration, and started integrating that into my work. This quarter I have been spending time at Evergreen's Natural History Museum, and drawing their bird specimens. I am also fascinated by subcultures, cabinets of curiosity, atlases, and folk tales. These are all subjects that I implement into my art regularly outside of my work as an illustrator.

These two parts of me—the illustrator and the artist—coexist, but they do not usually meet. When I create an illustration my first priority is to find the best way to portray the ideas given in the story in an eye-catching way. My art outside of the newspaper serves as a way for me to explore ideas on my own, and try new techniques. In the future I would like to begin to blur the lines between my commercial work and other art. I look forward to continuing to learn about both areas of my art.



Letters & Opinion

Academic Freedom Threatened at Evergreen

AN OPEN LETTER AND EXPRESSION OF CONCERN
FACULTY SUBMISSION

EDITORS' NOTE: This is an abridged version of the letter. To read the full letter, go to www.cooperpointjournal.com.

Facts and context:

During spring quarter 2014 eight students have been writing and rehearsing, and are prepared to perform, an original work of musical theater entitled "The Quisney Project presents: O.U.T.: Once Upon a Time". The project is registered for credit as eight ILCs, with sponsorship from multiple faculty and coordinated by Walter Grodzik, faculty of performing arts. Additional students are volunteering time and effort. This is a work of queer musical theater, the dominant mode of which is parody. As a work of critical inquiry and political commentary, the production situates itself within a long history of queer cultural, intellectual, and political work. Parody is central to this history. From Oscar Wilde to Margaret Cho, comedic forms of queer theater have ripped the mask from the pretensions of binary gender and heterosexuality by staging the duplicity and fakery of socially (and sometimes violently) imposed "norms" that wreck the lives and loves of queer people.

The script itself offers a critical exposé of harassment and discrimination based on gender expression, sexual orientation, and HIV status in an educational institution, the so-called St. Liberty High School.

Research for this project included legal research, as the students wished to explore parodic uses of lyrics and melodies that are generally known to audiences of American popular culture as Disney songs. The effacement of queer people from forms of popular culture marketed to children is understood by many scholars to be part of the structural violence that authorizes discrimination and harassment, the classic example of which is bullying in schools. For these reasons, Disney corporation is one of the objects of critique in this original work of musical theater, and parody is one of the modes of issuing that critique.

Students proceeded with their project with advice from Washington Lawyers for the Arts that their project is not unusual and is highly defensible under case law regarding fair use. They consulted with Academic Dean Andrew Reece, and the academic deans approved the ILCs.

The administration began to change its tune in week six. The student leader of the project, Fian Grunwald, sat down with Dean Reece and Assistant Attorney General Colleen Warren to discuss the matter. On Monday of week eight, without consulting the faculty sponsors, Dean Reece issued a written request to fundamentally alter the script, with indication that the college would prevent the students from using campus facilities to perform the script as written.

In an email communication sent Thursday May 22 Dean Reece demanded a written confirmation from the students that they would not perform their script as written, to be received by his office "by 5:00 tomorrow (Friday, May 23). If I do not, I will be compelled to conclude that you intend to carry on with the performance in its present form, in which case the college ad-

ministration will proceed as I indicated in our conversations and in previous messages. The staff will be directed to withdraw support and to prevent the use of college facilities, and the students and faculty will be asked to cancel the performances."

The same email communication paradoxically affirms that faculty, and not administration, write evaluations of student accomplishments and preemptively declares that the transcript will not include any mention of the incorporation of Disney materials in the performance.

Performances are scheduled for June 5 - 8, 7pm Thursday - Saturday & 1pm Sunday. Contact for location at TheQuisneyProject@gmail.com.

Resolution:

[Abridged; Complete text available online]

Whereas Evergreen's Social Contract ensures freedom of academic inquiry for both students and faculty;

Whereas Evergreen's nondiscrimination policy forbids discrimination based on grounds including "sex, sexual orientation, gender identity, gender expression";

Whereas the students of The Quisney Project in their production of "O.U.T.: Once Upon a Time" are currently under threat of curtailment of academic freedom; the sponsoring faculty under threat of sabotage of their professional judgment and their academic freedom; and both are under threat of discrimination for pursuing projects within the long tradition of queer musical theater; ...

Whereas the students who wrote the script, as well as the faculty who reviewed it, concur that in its use of parody "The Quisney Project presents: O.U.T.: Once Upon a Time" significantly alters the meaning of original melodies and lyrics, and offers critical commentary upon the original;

Whereas the administration has offered no indication that it has been contacted by any copyright holder in relation to this student project;

Whereas no copyright holders have contacted the students;

Whereas the actions of the administration create a dangerous chilling effect on First Amendment rights, by attempting to suppress ideas and the expression of those ideas in an educational setting, and to do so preemptively and in the absence of a complaint; ...

Whereas overzealous efforts by the administration to interpret Fair Use so narrowly as to exclude any usage of any element of copyrighted material in a parodic transformation of that material pose far reaching and dangerous consequences for the intellectual life of The Evergreen State College; ...

Whereas the students stand to suffer harm to their educational aspirations if the administration withdraws the material support of their learning it promised in its contract with them;

Whereas the college stands to suffer sym-

bolic and material harm if these threats to academic freedom and nondiscrimination escalate and become even more widely known than they already are.

Declaration:

We the undersigned faculty of The Evergreen State College do demand that the administration:

1) Provide the facilities and staff support it

has promised to this theatrical production;

2) Desist from any effort to harass or retaliate against the students or their faculty sponsors or the undersigned;

3) Vigorously defend the First Amendment rights and the academic freedoms of all members of the campus community;

4) Comply with the college non-discrimination policy.

Faculty Signatures as of May 28:

- Walter Eugene Grodzik, Performance and Queer Studies
- Greg Mullins, Literature and Queer Studies
- Laurie Meeker, Film/Video and Media Studies
- Brian Walter, Mathematics and Computer Science
- Jon Davies, Teacher Education and Sport Sociology
- Julie Levin Russo, Media Studies
- Ruth Hayes, Animation, Visual and Media Arts and Studies
- John Baldrige, Member of the Faculty
- Anthony Zaragoza, Political Economy and American Studies
- d. wolach, Poetry and Poetics
- Elizabeth Williamson, Literature
- Kabby Mitchell III, Dance, Performing Arts and African American Studies
- Grace Huerta, Educational Leadership & Policy Studies, ESL Teacher Education, Literature
- Liza Rognas, U.S. Legal & Public History
- Karen Hogan
- Martha Rosemeyer, Sustainability and Justice
- Savvina Chowdhury, Feminist Economics
- Dr. Joye Hardiman, Faculty Emerita, Arts & Humanities
- Miranda Mellis, Writing & Literature
- Anne Fischel, Media Arts and Community Studies
- Lin Nelson, Sustainability and Justice
- Naima Lowe, Experimental Media
- José Gómez, Law and Politics/Constitutional Law
- Karen Gaul, Anthropology and Sustainability Studies
- Peter Bohmer, Political Economy
- Jeanne Hahn, Political Economy and History
- Arun Chandra, Composer
- Kevin Francis, History of Science
- Marilyn Frasca, Faculty Emerita Visual Arts
- Larry Mosqueda, Political Economy and Social Change
- Maria Trevizo, Wellness Education Specialist and Evergreen Alumna '98
- Therese Saliba, International Feminism
- Sally Cloninger, Faculty Emerita Media Arts
- Julia Zay, Media and Visual Arts
- Kathleen Eamon, Philosophy and Critical Theory
- Shaw Osha, Visual Art
- Tom Womeldorff, Economics
- LLyn De Danaan, Faculty Emerita Cultural Anthropology
- Chuck Pailthorp, Faculty Emeritus-Philosophy
- Carolyn Prouty, Health Sciences and Public Health
- Sarah Williams, Feminist Theory
- Michael Vavrus, Education and Political Economy
- Candace Vogler, Social Work, Mental Health
- Rob Esposito, Expressive Arts
- Laura Citrin, Social Psychology, Gender and Women's Studies
- Ryo Imamura, EastWest Psychology
- Lisa Sweet, Visual Arts
- Vauhn FosterGrahler, Mathematics
- Frederica Bowcutt, Botany
- Cynthia Kennedy, Leadership and Consciousness Studies
- Steven Hendricks, Writing and Literature
- Stacey Davis, History
- Paul McMillin, Historical Sociology and Information Studies
- James J Neitzel, Biochemistry
- William Bruner, Faculty Emeritus, Economics
- Alice Nelson, Latin American Cultural Studies
- Zoltan Grossman, Geography / Native Studies
- Peter Dorman, Political Economy, Environmental Studies, Statistics
- Douglas Schuler, Social Innovation and Civic Intelligence
- Bob Woods, Visual Arts Sculpture
- Dr. E.J. Zita, Physics & Philosophy
- Steven G. Herman, Environmental Studies
- Ted Whitesell, Geography, Environmental Studies, and Sustainability and Justice
- Joe Tougas, Philosophy and Visual Arts
- Sara Huntington, 18th Century Satire
- Susan Preciso, American and British Literature; American Studies
- Trevor Speller, Literature
- Stephen Beck, Philosophy
- Michelle PenOziequah Aguilar-Wells, Public Administration, and American Indian Studies
- Steve Niva, International and Middle East Politics
- Joli Sandoz, Humanities and Social Sciences
- Eric Stein, Cultural Anthropology and History
- Evan Blackwell, Visual Arts

Budget Crisis Advice for Evergreen from the CPJ Business Dept.

BY CASSANDRA JOHNSON-VILLALOBOS

National college enrollment is down. At Evergreen, we lost 100 students between winter and spring. Student groups and student-run businesses, such as the Cooper Point Journal, are already feeling the lack of student activities funding. You see, the little bit of "tax" students pay with tuition allows organizations like us to ask for some extra dollars when, say, advertising revenue from local businesses is low in a given year.

This spring quarter, the CPJ found itself caught between a low ad revenue trend and Evergreen's own enrollment crisis—faced with the inability to seek assistance from the school coincidentally during a year when many local businesses had to slash their own marketing budgets.

Legally and morally, the paper had to keep a few expensive promises before the end of the year: to maintain our printing schedule, and to keep our stipended staff somewhat paid. For me, the business manager and co-coordinator, the experience of seeking ad revenue was equally educational and maddening.

But I learned one important, central lesson: when the proverbial "pie" shrinks, you just need to get a larger piece of that pie.

Market local.

As the CPJ has reported in the past, our school spends much more time and effort marketing to out-of-state students than to potential in-state attendees. The reason is clear: each person paying three times as much as a state resident for tuition is contributing more money to the school than an in-state student. Poor first-year student retention (70 percent retained) has been a huge concern for the school throughout my time at Evergreen.

My intuition and experience both tell me these problems are linked. Adjusting to life on your own directly out of high school in a very unfamiliar, very rainy part of the country proves overwhelm-

ing for a lot of people. The majority of Washington's residents live on the rainy side of the state, have probably made their peace with seasonal affective disorder, and have at least visited Olympia on a school field trip to the capitol.

National Center for Education Statistics projected in 2009 that over 75 percent of Washington's college-bound high school graduates would remain in-state to pursue a higher education degree. Overall, advertising and catering to high schoolers and transfer students in Evergreen's own backyard promises a steady, high-volume stream of attendees who are more likely to stay in the area.

Use (don't lose) Evergreen's reputation as an alternative school.

Advertising and catering to high schoolers and transfer students in Evergreen's own backyard promises a steady, high-volume stream of attendees who are more likely to stay in the area.

The recent decision to limit Independent Learning Contract credits seemed like an obviously self-conscious move to many current students. The prospect of contracts, whether or not students actually pursue them, attracts the independent thinkers and self-directed learners that have always kept Evergreen in business. As students become busier in response to the changing economy, the

variable credit options that contracts offer stand to go up in value. Other things that make Evergreen stand out, like our community radio station, our student-run café and paper, and the quality of on-campus events, are the things that make students stand out when they leave campus life and go out into the world.

Provide campus support for low-income students.

Little things like offering more used books in the bookstore lets us know you're thinking of us. Some of us can't call home for an extra \$50 if finances run out before the end of the quarter. Also, making the financial aid process more expedient for poor, busy, disorga-

nized students would probably benefit everybody. I know a low-income student who transferred to Evergreen with a history of independent financial aid status from two in-state schools. During her first quarter, she was required to submit a detailed record of her mother's finances. The process delayed her financial aid through week 7 of that quarter.

Update the institution's definition of a standard college student.

In my current program, students who work one or more jobs outside of school are more common than those for whom school is their sole vocation. Limiting the hours faculty expect students to put into a program based on the declared credit hours of the program would help out so many people who are essentially in college to make it out of the two-job game into a promising career. More 12-credit full-time and 4-credit part-time programs, please!

Emphasize post-college jobs.

If less people are attending college across the U.S, they are obviously choosing to go straight into the job market. And let's keep in mind that there's no better way to motivate poor college students than telling them the work they're doing now will result in job security and a salary.

Increase interdepartmental information transparency.

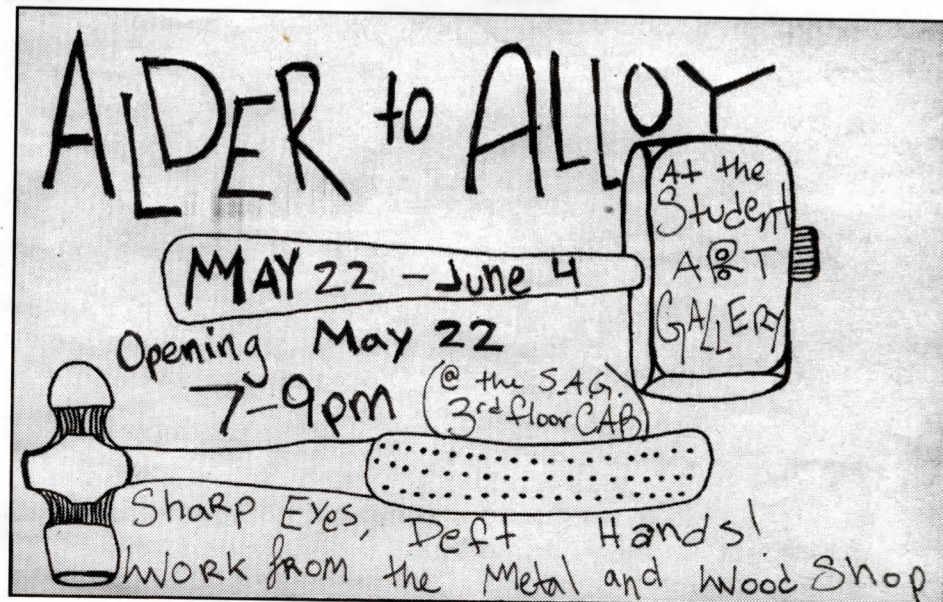
Any student who has had to visit the first floor of the library building to sort out an issue (for instance, with financial aid and their student account) will likely agree with the following statement: jogg-

ging between offices is good exercise, but not so nice in terms of stress levels. All sarcasm aside, hustling between different on-campus locations is even harder on students with physical disabilities.

Reward on-campus entities that increase student retention.

A prime example of a space/organization on campus that targets demographic-based student retention and success issues is First Peoples Advising. Before I came to Evergreen, I worked at a similar place called the Diversity and Equity Center (DEC) at South Puget Sound Community College (SPSCC). The main difference between the two offices is the amount of space and resources allotted to them: First Peoples offers a few computers, potluck space, and advising resources with limited space and accessibility, whereas the DEC is located across from SPSCC's student registration offices, houses a huge media library, and could probably seat 50 people without much seating rearrangement.

First Peoples deserves the funding and space equal to its mission: to make college an environment for groups who face institutional barriers to success. Other parts of the community college model that Evergreen could adapt to better serve students in low-income and racial or cultural minority groups are: the expansion of night and weekends studies and the introduction of a diversity/sociology requirement for all graduates.



Letters & Opinion

Bridging East and West Through Experimental Theater

BY NICK McCORD

STUDENT SUBMISSION

Collaboration is an odd bird. Managing creative attitudes and predilections is tricky business, and here at Evergreen, it's something we do often. One can easily find a handful of students to jump in with both feet on theater, music, and art projects. Yet, in all of the programs I've ever taken here at Evergreen, I've never collaborated directly with a faculty member. Students work with students, and the faculty generally observes the process. It's an almost clinical arrangement that, in some programs, works quite well.

(Pardon me for gushing, but) leave it to Professor Rose Jang to break the mould.

Almost one year ago, after staging my first play, "Good Night, Good Doctor" with the gracious help of Elizabeth Lord of The Midnight Sun performance space, I walked into Professor Jang's office. Word on the Evergreen campus was she wished to produce an original musical for the 2014 season, and high off of a moderately successful show, I was filled to the brim with hubris. Rose had a germ of an idea about a show presenting strong Chinese women who chose to express themselves beyond the restrictive social barriers their age presented. Along with poet and professor

Zhang Er, and PLU professor and composer Greg Youtz, she intended on mounting a full production in the newly renovated Experimental Theater.

"Rose, I want to write this for you," I said—or something like that (in my hyperbolic memory I kind of swaggered into her office like John Wayne and took a single drag on a hand-rolled cigarette). I had taken a program with Jang a year prior, and found in Chinese theater a series of remarkable aesthetics at once poignant and unique to the stage. I'm a drama geek, but Chinese theater shook me to the core. It's primal and articulate; moving and stark.

To my surprise, she agreed to let me write the play.

When I was allowed as a writer to engage with these brilliant and lyrical minds a beautiful piece of art emerged—one that surpasses anything I've ever written.

I've often thought about this decision Rose made—allowing a student to work alongside, and in some ways appropriate and modify, her creative dream. It's not a decision I think I could have made in her place last year. With so many projects and ideas I considered "mine," the idea of making something "ours" defied the selfish brat within me.

Art changes people though—most often the artists themselves.

And so began a four part collaboration between Jang, Zhang Er, Greg Youtz, and, late-to-the-game, me.

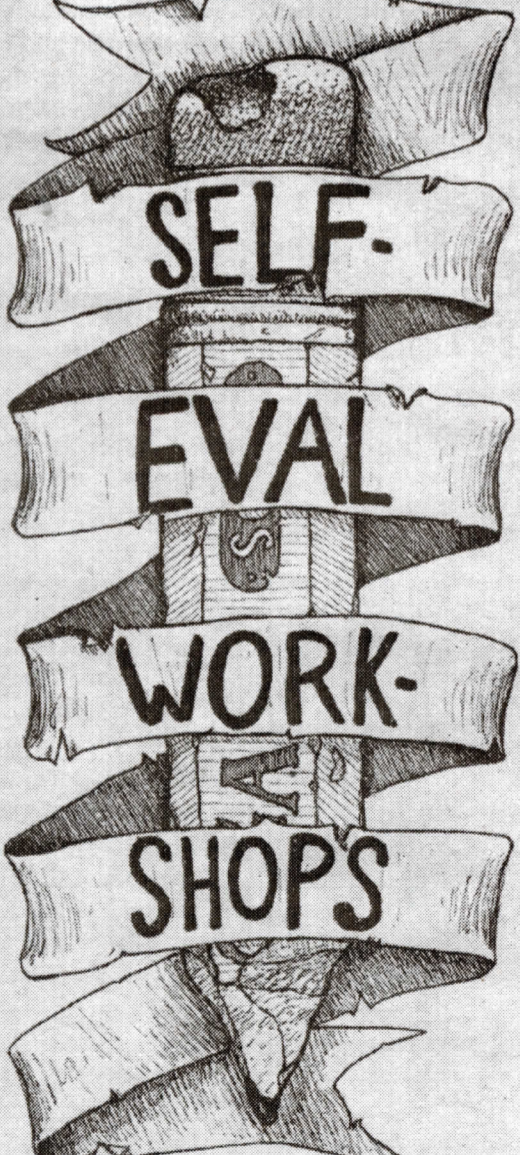
Our goal was to paint the meaningful bridge between Eastern and Western theater by combining the Western writing I was so used to skewering on paper, the stage techniques Rose had been teaching for decades, and Zhang Er's poetic sensibility. "The Blooming Season" was born out of fevered conversations and late night email exchanges. Once a skeleton emerged, Greg slapped on thick, chunky music with the artistry of a renaissance sculptor. Adding to that, the students of Theatre of Fan-

tasy: Performing Chinese Drama On The Western Stage composed motifs and song riffs for Greg to utilize in his composition. "The Blooming Season" became an exercise in mutual influence and in that, it was truly ours.


Friends, I've seldom written anything I'm truly proud of. Perhaps that's the insufferable artistic perfectionist in me. However, collaboration, the kind we do at this college, always surpasses personal performance. When I was allowed as a writer to engage with these brilliant and lyrical minds, faculty and students alike, a beautiful piece of art emerged—one that surpasses anything I've ever written.

Allow me to encourage you to embrace these forms of collaboration. In our Evergreen community, the best we can give each other are our own talents. Open yourselves, embrace the possibilities, and collaboration becomes less an individual idea, and more a multifaceted work of art.

"The Blooming Season" premieres May 30 and 31 at 7:30 p.m. in the Evergreen Communication Building's Experimental Theater



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RIGHT: Mimi Moore censors herself for the camera, referencing Evergreen's own censorship of its students. LEFT: Reinventing the "Disney kiss": Cast members Mimi and Hayley show off their Queer Pride while referencing one of the themes addressed in the play: that of mutual consent. PHOTOS BY: JAYE HASHIMOTO These photos are provided independently on behalf of The Quisney Project.

When The Power Was Yours, What Did You Do?

QUISNEY PROJECT ENCOUNTERS ACADEMIC CENSORSHIP

BY MATT EBARB
STUDENT SUBMISSION

What is Evergreen? I'm sure the admissions department has a brochure with the answer to that, but I researched that question before I transferred in. The most attractive thing about Evergreen for me was getting an education somewhere that wasn't afraid to be bold and push boundaries. I understood Evergreen to be a place that encouraged you to make statements and make differences... and now our administration seems bent on stopping one.

People on campus and in the local community have been talking about The Quisney Project since fall quarter. What they'll soon be talking about

is how the arguably most liberal college in the country was too scared to let students perform it. Members of Evergreen's administration (whom

I'll refrain from naming) are threatening to deny the production of "Out: Once Upon A Time." necessary college resources unless elements are removed that would compromise the integrity of the show.

To said administration, I'll say this: We are, always were, and always will be "that bunch of hippies in the middle of the woods" to the entire rest of the country. The image and culture of the queer community are permanently tattooed on this campus. The foundation of what makes this institution successful is a community of students willing to take risks and faculty and administration willing to back them up. There is nothing anyone or anything can ever do to change that. Understanding that is the first step toward solving many of the problems this campus has.

When I got here, I met a recent graduate and asked him what the best

thing Evergreen did for him in his college career was. He said, "Evergreen

had my back, but Evergreen also knew when to get out of my way." I think Evergreen is forgetting how to have our backs and when to get out of the way. I bring this up because we've had town halls and investigative projects about why we are now at a record low enrollment. I'm being asked to go out and tell people what a great place

this is to go to school. I've already mentioned every reason why I would say such a thing, and now those reasons are slowly being taken away.

I want to ask anyone reading this to think about something. We all here at some point while growing up that "life is not fair." No matter who you are, at some point you will be in a position of power or influence over something. Life can be unfair, but when the power was yours, what did you do about it?

The Quisney Project since fall quarter. What they'll soon be talking about is how the arguably most liberal college in the country was too scared to let students perform it.

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'I Learned Writing is Not Something I Have to do Alone'

UNDERGRADUATE EXPERIENCES WITH WRITING AT EVERGREEN

BY ISOBEL BANG
STUDENT SUBMISSION

As a senior in college, and person passionate about writing, I decided I would do something different with my studies this year: an undergraduate research project. I worked with faculty member Emily Lardner to come up with a project that would be interesting and relevant to the campus community. Given that Evergreen does not have mandatory writing requirements, or any course requirements for that matter, along with Lardner's prior interest in the topic, we decided to try to figure out how students at Evergreen are developing as writers. We interviewed a total of 27 students and received three responses to the survey posted on the Evergreen Commons.

During the interviews, students were asked generally about their experiences with writing at Evergreen, as well as some specific questions that were influenced by what I had read about on the topic and discussed with Lardner. I knew that there were five main topics I wanted to ask about, and we learned even more from the interviews. What follows is what I feel is most important from what was learned through the interview process with the students we spoke with.

Intentional Instruction

Providing instruction and organization to the writing process is something that professors can do to help their students succeed. One example is to segment large papers into smaller pieces throughout the quarter. One student claimed this process "allowed me to focus on each section instead of 'crap, I have 12 pages.' With sections, I'm interested in this part, to see where it's going." It is also helpful for students to see examples of what the professor wants from them: "[Professor] gave us a final paper model to refer to. Since qualitative research is new, that was extremely helpful." Structure and examples are strong ways for college professors to provide support during the writing process.

Peer Work

Most Evergreen students have opportunities to work with peers, whether in class or outside. I wanted to know whether or not students found this helpful, especially peer editing and revision. What I took away from this is that students find peer editing and revision to be helpful, and what makes it especially helpful is when the peer is taking the work just as seriously. Also, having structured peer work (for example, worksheets that require the students to be actively reading one another's papers) were "life-saving" for one student who experienced highly structured peer revision in his core program.

I have often found peer editing to be a waste of time without that kind of structure. Without it, students scribble down grammar corrections and one or two polite compliments of the work. Unless directly instructed how to do peer editing, I personally have never had a great experience with it.

Expectations

Another important aspect of writing development is that of expectations, both on the part of the professor and the student. It is important that writing assignments are clearly explained so that students know what they should be doing. One problem encountered at Evergreen: "The line between personal and academic or impersonal essays is vague. I am not sure if my personal experiences are relevant... open ended, undefined assignments have been a challenge." Too many assignments are up to interpretation, leaving students feeling uneasy. Taking away this ambiguity will help students feel more prepared to meet the preferences of their faculty.

Students interviewed also reported having expectations for themselves. Many referred to themselves as perfectionists; this produced different results in different students, some always writing excellent pieces because they worked tirelessly and another who sometimes would not turn in his work at all if it was not up to his standards. On the other hand, a couple of students reported writing papers that were just "good enough" to be accepted. This is often due to "some professors not holding the line on quality boundaries," as one student said. If professors maintain high expectations, Evergreen students will have to turn in high-quality work in order to earn credit, forcing them to actively try to develop their writing.

Feedback

"More critical feedback would be helpful. I turn something in I've worked hard on and I get a check. I want more feedback than a check." Anyone who has worked hard on a paper only to receive a few single words and check marks knows how much this can sting. This kind of response to student writing is not helpful. What is helpful? Professors asking deep questions, critically engaging with the work, and addressing what is positive about the writing. This kind of feedback is not only helpful for students to improve this draft and those that follow, but also validating for students. It is also helpful to receive consistent feedback throughout the quarter, versus on one long paper at the end, so that students can see what they need to improve on before it is too late.

These are the most important things I have learned from this project. While many students at Evergreen report having had great experiences with writing and the support they have received in their programs, there have also been times where they were not supported enough. In a small liberal arts college with no required writing coursework, it is important that faculty across the disciplines do what they can to support the development of student writing.

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A Call to Imagine

STUDENT SUBMISSION

BY ALI MEDIATE

I think imagination means staying curious about what's possible. It implies an ability to think critically and to think independently from what's considered "normal." Imagination is used to think conceptually, beyond one narrow route of perception, to think creatively and combine several lines of thought.

At Evergreen, we know the importance of imagination skills, when to use them, and when we need to participate in identifying common frameworks so that we can imagine better, together. I'd like to commemorate the Evergreen experience and its influence on our refined ability to use our imaginations, both individually and collectively, as vehicles for knowledge and tools for innovation.

We've used our imaginations to discover how different subjects relate to one another. We've

learned to empathize with others using our imaginations as we journey with them through their

What will history books tell of this generation?

stories. Our imaginations have facilitated our creative projects; from zines to student-led skill-

sharing events. Whether it's planning a garden plot, or taking a walk through the woods, we have learned to use our imaginations to envision a world moving toward greater equality of conditions for all.

Before Evergreen, I was not aware of the social injustice of our day, from food, energy, labor, privatized prisons, and systems of oppression still alive and well. I am now more aware of my own ethnocentrism. Now, my peers and I use our imaginations to see past what we already

know.

On our coming graduation day, amidst the colors, our diverse Evergreen community, our family, and our friends, we will celebrate our achievement. On that day, we will be graduates of The Evergreen State College, and among few who have the opportunity to receive a progressive liberal arts education. We will also be among a small percentage of young adults walking the Earth, today, with a college degree under their belts.

Right now, many of us soon-to-be graduates don't know what exactly comes next. How will we use our imaginations to create small changes? It's no secret to Greeners that change is hard. Let's always remember that our ability to think critically, engage in dialogue, and develop new frameworks will serve us more than the amount of facts we have memorized, or the data we have stored in our hard drives. Our imaginations will assist us as we look through various lenses to find solutions to both personal and social problems.


In knowing that our actions and non-actions hold meaning, let us participate in shaping the spaces we find ourselves in. We are only as strong as our ties and connections. If we choose to stay active, stay engaged, stay personal, listen, ask questions, and speak from heart to heart, we will build our communities while connecting people and resources.

Graduates, take a moment to consider the motto of our Tacoma campus: "Enter to Learn, Depart to Serve." How do we imagine we will serve our communities, while also remaining within the scope of our finite time and energy? Consider this—what will history books tell of this generation? And—even if there is no guarantee we will see the fruits of our labors in our own lifetimes, how will we choose to act? I hope you choose to remain conscious, stay uncomfortable, and keep imagining.

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What is an Evergreen Education Worth?

THE STUDENT AND ALUMNI PERSPECTIVE

BY AMANDA FRANK AND SERENA IMANI KORN

Dear Shirley Ashkenas,

We cannot thank you enough for your contribution.

This issue is indebted to your support of and dedication to student media.

Sincerely,

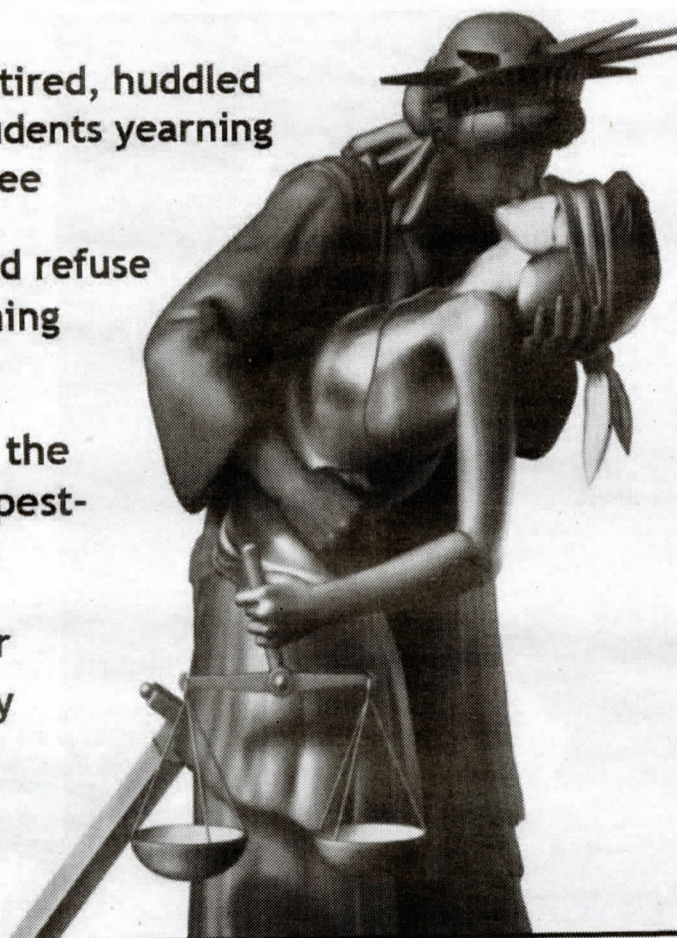
The 2013-2014 Cooper Point Journal Staff

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The value of an Evergreen education rates differently on different scales. Some rank it as being worth more than you can study, and others say it's a terrible return on investment. But Evergreen is such a unique educational institution that it can't really be compared to other institutions.

What most rating systems lack is the student perspective. Someone at Forbes might think it's not worth the same as a Harvard law degree, but do students think their education is worth something? Do students think their education is worth something outside the community? When students enter the "real world," will they feel confident in their education?

Over the last few weeks, we set out to find the voice of the people: **What do you think an Evergreen education means outside the community?**

Randy Engstrom is a 1999 Evergreen graduate who spoke on an alumni panel, also during the all-campus mentoring day. Engstrom currently works as the director of the arts and culture office for the mayor of Seattle:

"I think our dominate education model in this country was built during World War II to basically create factory workers. So, you take in information and then you regurgitate it and you learn how to exist in a command and control structure," he said. "What I think is interesting about Evergreen is that by being integrated, by being experiential, by having the opportunity to design your own curriculum, it gives you so much more capacity to think critically, and I think that is a much more valuable skill in a 21st Century economy."

Fian Grunwald is graduating in three weeks:

"I think that on a personal level, what makes Evergreen stronger is that you create a discovery of how to integrate the community that's developed here with outside communities," Grunwald said. "On an educational level, personally, I feel like a lot of my education I'm choosing to take with me. I see many ways in which if you were trying to go more traditionally forward—I'm not—that Evergreen would give you this very mixed response."

Mesky Johnson is also graduating:

"I think for me as a person of color, it's really important to have that in our community because it's not an institution that was created for us," she said. "So, to achieve that, and to rise above all those odds in education, is really powerful and I feel good that I made it."

Blaise Lamb is a junior:

"It's definitely opened me up in a lot of different ways, and, I guess, even if I never get a job outside of this because of this, I'd still say it's important."

As students graduate and move on to various endeavors, there are at least two things most Greeners are better at doing than others: thinking critically and learning how to learn. Greeners can always argue that, with their Evergreen degree, they are able to think critically and consider all perspectives. By learning how to learn, Greeners can easily take new information and learn quickly. Greeners are independent and collaborative. We know how to learn on our own and take charge of our work. We know how to work with others and how we can change to be better for society.

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