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

admissions.evergreen.edu

The Evergreen State College • Undergraduate Catalog 2013–2014

2013–2014 CATALOG

the evergreen state college
olympia, washington

A distinctive liberal arts and sciences college in the Pacific Northwest

Photo by Riley Shiery.

Our Mission Statement

Adopted by the Evergreen faculty 4/28/11

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

Expectations of an Evergreen Graduate

THE CURRICULUM IS DESIGNED TO SUPPORT STUDENTS' CONTINUING GROWTH IN THE FOLLOWING AREAS:

- **Articulate and assume responsibility for your own work.** Examples: Know how to work well with others, be an active participant, assume responsibility for your actions as an individual, and exercise power responsibly and effectively.
- **Participate collaboratively and responsibly in our diverse society.** Examples: Give of yourself to make the success of others possible, know that a thriving community is crucial to your own well-being, study diverse worldviews and experiences to help you develop the skills to act effectively as a local citizen within a complex global framework.
- **Communicate creatively and effectively.** Examples: Listen objectively to others in order to understand a wide variety of viewpoints, learn to ask thoughtful questions to better understand others' experiences, communicate persuasively, and express yourself creatively.
- **Demonstrate integrative, independent, critical thinking.** Example: Study across a broad range of academic disciplines and critically evaluate a range of topics to enhance your skills as an independent, critical thinker.
- **Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.** Examples: Understand the importance of the relationship between analysis and synthesis, become exposed to the arts, sciences, and humanities to understand their interconnectedness, and learn to apply creative ways of thinking to the major questions that confront you in your life.
- **As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.** Examples: Apply your Evergreen education in order to better make sense of the world, and act in ways that are both easily understood by and compassionate toward other individuals across personal differences.

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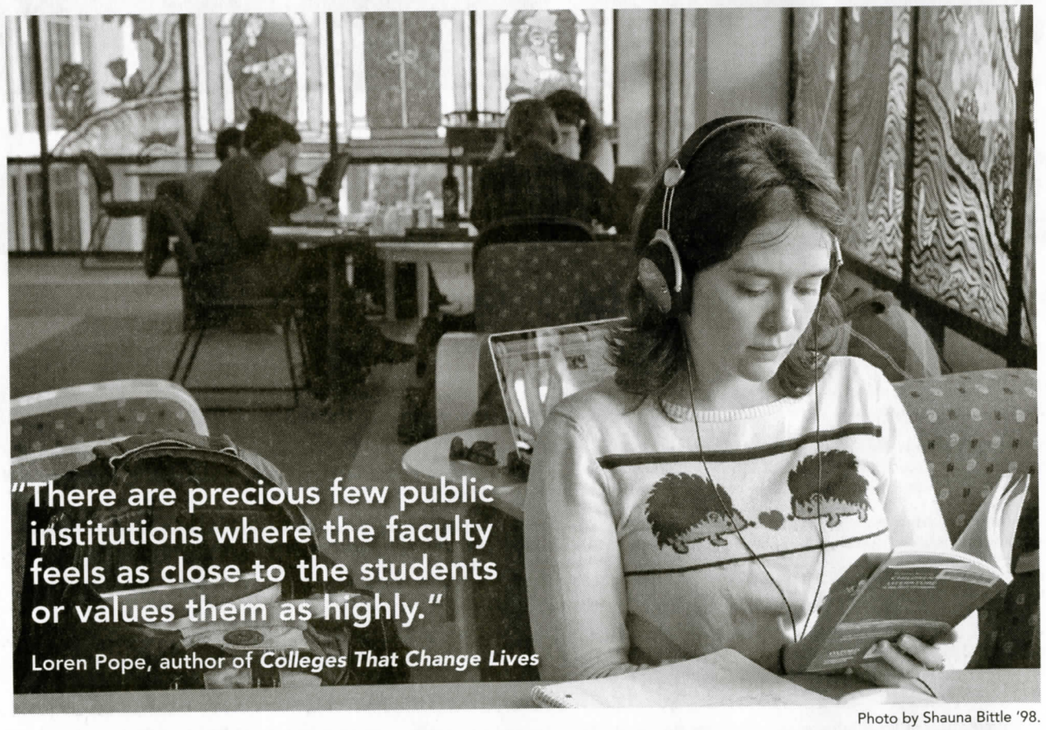


Photo by Shauna Bittle '98.

Academic Calendar 2013-2014

	Fall 2013	Winter 2014	Spring 2014	Summer 2014	
				First Session	Second Session
Orientation	September 21 – 29*				
Tuition Deadline	October 4	January 10	April 4	June 27	June 27
Quarter Begins	September 30	January 6	March 31	June 23	July 28
Evaluations	December 16 – 21	March 17 – 22	June 9–14	July 28 – Aug. 2	September 2 – 6
Quarter Ends	December 21	March 22	June 14	August 2	September 6
Vacations	**Thanksgiving Break** Nov. 25 – Dec. 1	**Winter Break** Dec. 23 – Jan.5	**Spring Break** March 24 – 30	**No classes** Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day, Labor Day and Veterans Day holidays.	

* Subject to change

Commencement: June 13, 2014

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

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

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

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

REASONABLE ACCOMMODATION
The Evergreen State College is committed to providing reasonable accommodations, including core services, to qualified students with disabilities. The purpose of this policy is to identify the rights and responsibilities of students under Section 504 of the Rehabilitation Act of 1973, the 1990 Americans with Disabilities Act, and chapter 28B.10 RCW, and to establish clear guidelines for seeking and receiving reasonable accommodations.

To qualify for and receive reasonable accommodations in an appropriate and timely manner, students are responsible for requesting accommodation and documenting the nature and extent of their disability in a timely manner. The policy establishing the scope of and the procedures for requesting those accommodations in available at **www.evergreen.edu/policies/policy/studentswithdisabilities**.

RELIGIOUS OBSERVANCE
The college values religious diversity and, consistent with our Non-Discrimination policy, makes good faith efforts to reasonably accommodate the religious beliefs of students, faculty and staff.

To request a reasonable accommodation for a religious belief or practice, **it is a student's responsibility to inform his or her faculty in advance of any conflict** so that the faculty may explore options for accommodation.

This Catalog is published by
The Evergreen State College
Office of Enrollment Management.

Printed on recycled paper.

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

This catalog is updated regularly; for the most current information please visit our Web site:
www.evergreen.edu/catalog/2013-14.

Planning and Curricular Options

I ONLY CHOOSE ONE?

Many students ask, "Do I really only take one class at Evergreen?"

The answer is "yes." We call them programs. Instead of taking several classes at once, at Evergreen you select an academic program where you will learn how to explore a central idea or theme that's interesting to you.

Faculty members from different subject areas teach in teams, each drawing on several disciplines to help you develop critical tools to navigate the real-world issues that we face today—issues like health care in the United States, the search for oil worldwide, or artistic expression across cultures. Programs include lectures, labs, readings, seminars, field study, or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

WHAT IS A PROGRAM?

A program presents a unique opportunity to work with a team of faculty and to study a range of topics organized around a central theme or question. In this way, students can delve unto the relationships between subjects over the course of one, two or three quarters. While immersed in a program, students will study areas of particular interest to them, while also exploring new and challenging subjects and ideas.

Most full-time students take one 16 credit program per quarter, while part-time students often take one 8-12 credit program or one or more courses. Most programs are offered in our daytime curriculum, with some also offered in the evenings and on weekends. Our curriculum is supplemented with discrete courses, usually 4-6 credits, focused on a single topic.

HOW TO SELECT A PROGRAM

- Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2013-14 academic year.
- Consult Web listings at **www.evergreen.edu/catalog/2013-14**. The Web catalogs contain the most current updates to curriculum offerings.
- Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen. You can schedule an appointment to talk to faculty throughout the academic year, or you may consult with them at the quarterly academic fairs, during your program and at your evaluation conference.
- See an advisor! Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to **www.evergreen.edu/advising** for more information. Academic advisors know the curricular ins and outs at Evergreen and are trained to help students find the best program to meet their academic goals.
- Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen are required to attend an Academic Planning Workshop in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

REMEMBER...

- → Read the "Preparatory for" section of a program description to find out the subjects covered in a program and what future studies or careers a program may lead to. Since Evergreen students do not have majors, this section will be especially helpful in your decisions about which programs to take.
- → Many programs are offered over two or three quarters. To maximize your learning experience, you should plan to stay with a program for its entire duration.
- → Plan for an entire academic year. If your fall program doesn't last all year, you should plan ahead of time for a follow-on program.
- → Have a back-up plan, just in case a program doesn't work well for you, or if it is already full when you try to register.
- → Some programs require a faculty signature for entry, have prerequisites or extra expenses involved. See "How to Read a Program Description" on page 32.

WHY NO MAJORS?

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

SPECIAL FEATURES OF THE CURRICULUM

Prior Learning from Experience Evergreen recognizes that adult students returning to college have acquired knowledge from their life and work experiences. If students want to document this knowledge and receive academic credit for it, Prior Learning from Experience (PLE) provides an appropriate pathway. For more information, call (360) 867-6164, or visit **www.evergreen.edu/priorlearning.**

Study Abroad International studies may include study abroad in a full-time academic program, a consortium program, or an individual contract or internship. Academic programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more in countries around the globe. These programs typically include preparation time on the Evergreen campus, with several weeks or a quarter abroad as a culmination to program studies.

PROGRAMS WITH A STRONG TRAVEL COMPONENT

	pg	quarter
Andean Roots: Language & Cultural Landscape	37	F W S
Animal Behavior and Zoology	38	W S
The Business of Art: Earning a Living as an Artist	40	F W
Dark Romantics	46	F W S
Ireland in History and Memory	58	F W S

Advanced-level students who choose to study abroad through individual contracts or internships should prepare well in advance. Contact the International Programs and Services coordinator in Academic Advising or visit **www.evergreen.edu/studyabroad.**

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

Additional undergraduate research opportunities also exist for students. Individual faculty members have research interests and projects that students can help with, thus gaining valuable research experience. Contact members of the faculty, especially in Environmental Studies and Scientific Inquiry. Visit **www.evergreen.edu/catalog/2013-14/research** for more information.

Graduate Programs Evergreen offers Master's degrees in Environmental Studies, Teaching, and Public Administration. For contact and general information, please turn to page 88.

Condensed Curriculum

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

These pages feature the programs planned for the 2013–14 academic year. Core programs are entry-level studies designed for freshmen. Lower-Division programs include freshmen and sophomores. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Intermediate programs are geared for sophomores and above. Advanced programs are geared toward juniors and seniors. Programs designated as "no restriction" are similar to All-level but have no reserved seats.

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

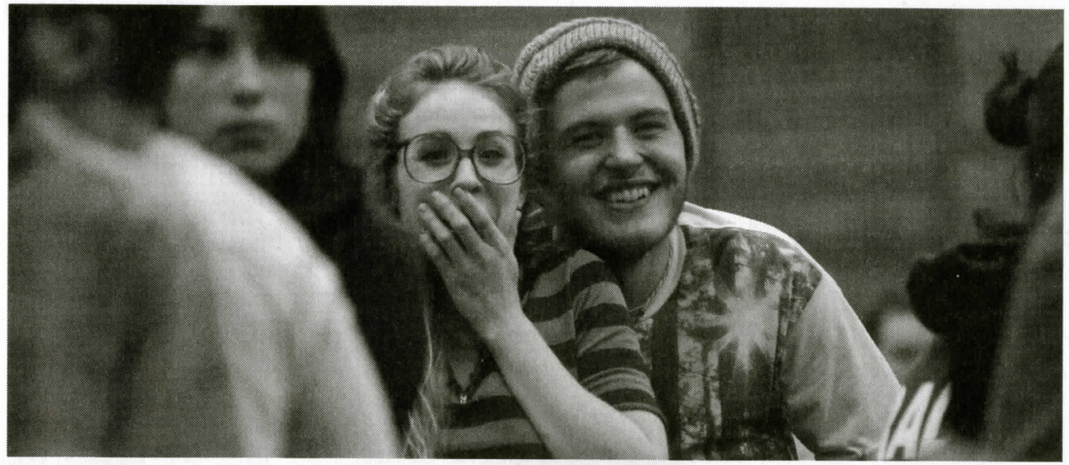
Key: F–fall quarter W–winter quarter S–spring quarter

Photo by Riley Shiery, (opposite) by Hannah Pietrick '10.

Programs for Freshmen

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

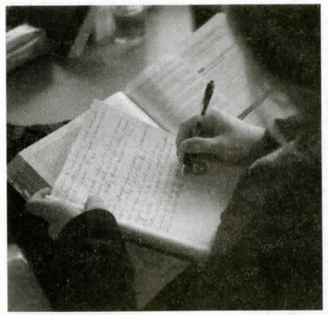
- **Core programs** introduce you to Evergreen's interdisciplinary studies. Faculty members from different disciplines teach together to help you to explore a central theme, topic or issue as a whole rather than as a collection of unrelated fragments (courses). You will learn how to write more effectively, read critically, analyze arguments, reason quantitatively, work cooperatively in small groups and use campus resources such as the library. These programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. The small student-faculty ratio in Core programs (23:1) ensures close interaction between you, your faculty and other students.
- **Lower-division programs** are entry-level offerings that include a mix of freshmen and sophomores. Sophomores in these programs often act as informal peer advisors to freshmen, which helps freshmen orient to the place, the system and the world outside the classroom. These programs offer more choices (and reserved seats) for sophomores who have the last registration opportunity.
- **All-level programs** enroll freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent freshmen seats reserved. Most students in these interdisciplinary programs will have had some years of college experience, so students should expect less emphasis on basic skills development. Faculty expectations will be higher than those in Lower-division programs, and students in these programs are quite diverse in terms of age, experience and stages of learning. Talk with Academic Advising regarding the necessary background for particular programs.
- **Sophomore and above programs** occasionally admit a particularly well-qualified freshman. Review these programs in the Planning Unit listing in this catalog and consult the faculty and Academic Advising if one of these programs interests you.



PROGRAMS FOR FRESHMEN

Core: *Designed for freshmen*	pg	quarter
Consuming Cultures	45	F W S
Latin American Women Writers	60	S
Madness & Creativity: The Psychological Link	60	F W
Narrative Objects	67	F W
The Nature and Evolution of Human Psychology	67	F W
The Science Behind the Headlines: What's the Truth?	75	F W
Self-Determination in Latin America	76	F W
Skin	76	S
Who's Got What? Political Economy Through Food, Culture and Social Movements	87	F W S
Lower-division: *(50% freshmen/50% sophomore)*		
The Business of Art: Earning a Living as an Artist	40	F W
Cataclysms in the Pacific Northwest	42	F W S
China: A Success Story?	43	F
Creating Dangerously: Experiments in Feminist and Diaspora Art	46	F W S
Exploring Learning and Development	50	F W S
Fiction Laboratory	50	S
From the Fire: The Art and Science of Ceramics	53	S
Green Materials: Science/Craft/Construction	54	F
Introduction to Environmental Studies	57	F W
Moving Towards Health	65	F W
Music Intensive	66	F W S
Northwest Developments: Land Use, Economics and the Politics of Growth	69	F W
Olympia to the Olympics: The Place and Its People	69	F W S
Passages: American Comings-of-Age	70	F W
Reading Landscapes: Earth Science & Literature	73	S
That's Classic(s)! Explorations in the Ancient and Modern World	83	F W S

All-level: *(freshmen - seniors)*	pg	quarter
The Adaptive Meaning of the Musical Mind	33	S
Algebra to Algorithms	35	S
American Families: Historical and Sociological Perspectives on Close Relationships	36	S
American Frontiers, Homelands and Empire	36	F W S
Andean Roots: Language & Cultural Landscape	37	F W S
Anthrozoology	38	W S
Botany: Plants and People	40	F W
Can Science Help Me?...To Be Better?	41	F
The Challenges of Aging	42	S
China: Business, Economy, Society, Sustainability	43	W S
Community-Based Research: Social and Environmental Justice	44	W S
Computer Science Foundations	45	W S
Education for Life	48	W
The Empty Space: Movement, Dance and Theatre	49	S
Field Plant Taxonomy	51	S
Individual Study: Humanities & Social Sciences	55	S
Inside Language	57	W S
Introduction to Natural Science	58	W S
Japan Today: Studies of Japanese History, Literature, Cinema, Culture, Society & Language	59	F W
Language Counts	59	F
The Mathematical Order of Nature	62	F
Models of Motion, Matter and Interactions	64	W S
Orissi Dance and Music of India	70	S
Our Environment, Our Future	70	F W
The Physical World of Animals and Plants	71	F
Power/Play: Balancing Control and Autonomy in the Social World	72	F W S
So You Want to be a Psychologist	77	S
Stalin and Stalinism	78	F
Taking Things Apart: A Scientific and Artistic Exploration	82	W S
Theatre of Fantasy: Performing Chinese Drama on the Western Stage	84	W S



Consciousness Studies

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

—Charles McCann, Evergreen's First President, 1968-1977

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

And, what else?

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

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

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

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

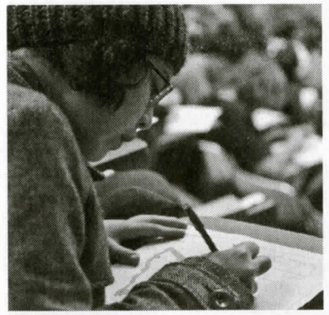
Photos by Shauna Bittle '98, (inset) by Hannah Pietrick '10.

CONSCIOUSNESS STUDIES

	pg	quarter
Core: *Designed for freshmen*		
The Nature and Evolution of Human Psychology	67	F W
All-level: *(freshmen - seniors)*		
American Families: Historical and Sociological Perspectives on Close Relationships	36	S
Anthrozoology	38	W S
Can Science Help Me?...To Be Better?	41	F
The Challenges of Aging	42	S
Education for Life	48	W
The Empty Space: Movement, Dance and Theatre	49	S
Sophomores or above: *(intermediate level)*		
Student-Originated Studies: CCBLA	79	F W S
Student-Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes	80	F W S
Turning Eastward: Explorations in East-West Psychology	84	F W
Lower-division: *(50% freshmen/50% sophomore)*		
The Business of Art: Earning a Living as an Artist	40	F W
Exploring Learning and Development	50	F W S
Moving Towards Health	65	F W
Junior or senior: *(advanced level)*		
Music and Consciousness	66	F W

AFFILIATED FACULTY

William Ray Arney
Eddy Brown *Writing and Humanities*
William Bruner *Economics, Management*
Stephanie Coontz *European and American History, Family Studies*
Rob Esposito *Modern Dance*
Lara Evans *Art History*
Ariel Goldberger *Scenic Design*
Sara Huntington *Writing, Research and Information Systems*
Ryo Imamura *East/West Psychology*
Heesoon Jun *Psychology*
Cynthia Kennedy *Leadership*
Stephanie Kozick *Human Development*
Donald V. Middendorf *Physics*
Sarah Pederson *Literature, Maritime Studies*
Terry Setter *Music*
Jules Unsel *United States History*
Bret Weinstein *Evolution, Biology*
Sarah Williams *Feminist Theory, Somatic Studies*



Culture, Text and Language

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

Culture, Text, and Language invites students to engage in rigorous critical inquiry about the human experience. Our curriculum covers many disciplinary perspectives and geographical areas, with a strong focus on reflective inquiry and integrative understanding. Through the study of cultures, students explore the webs of meaning that individuals and groups use to make sense of the world. Through the study of texts, they learn to interpret the products of culture in forms ranging from enduring works to popular media and the artful practices of everyday life. Through the study of languages, they learn the means of communication used by different societies and nation states.

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

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

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

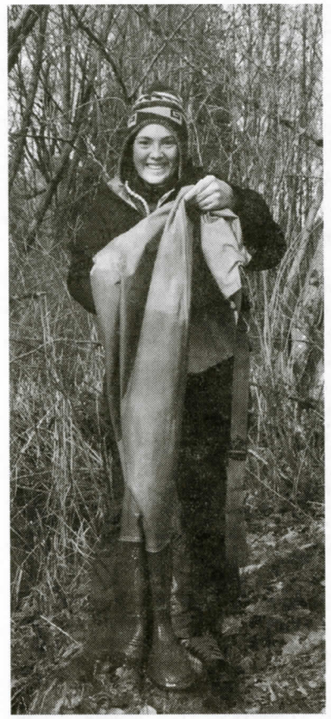
The faculty of Culture, Text and Language invite students to work with them to create living links between their past and present in order to become, in the words of Evergreen's first president Charles McCann, "undogmatic citizens and uncomplacently confident individuals in a changing world."

Photos: (inset) by Paul Reynolds '09, (above) by Shauna Bittle '98.

CULTURE, TEXT, AND LANGUAGE

AFFILIATED FACULTY

Kristina Ackley *Native American Studies*
Marianne Bailey *French Literature*
Frederica Bowcutt *Botany, Environmental History*
Stacey Davis *European History*
Diego de Acosta *Spanish Literature and Language*
Kathleen Eamon *Philosophy*
Susan Fiksdal *Linguistics and French*
Steven Hendricks *Creative Writing and Book Arts*
Chauncey Herbison *African American Studies*
Grace Huerta *Teacher Education, Language Acquisition Theory, Cultural Studies*
Nancy Koppelman *American Studies*
Patricia Krafcik *Russian Language, Literature and Culture*
Ulrike Krotscheck *Classical Studies, Archeology*
Julie Levin Russo *Communications, Journalism*
David Marr *American Studies*
Miranda Mellis *Creative Writing*
Harumi Moruzzi *Cultural Studies, Literature, Film Studies*
Greg Mullins *Literature and Queer Studies*
Alice A. Nelson *Latin American Literature, Spanish*
Steven Niva *International Politics, Political Philosophy*
Toska Olson *Sociology*
Rita Pougiales *Anthropology*
Bill Ransom *Writing*
Andrew Reece *Classical Studies*
Samuel A. Schrager *Ethnography, American Studies*
Leonard Schwartz *Poetics*
Matthew E. Smith *Political Science, Community Studies*
Robert W. Smurr *Russian History*
Trevor Speller *British Literature*
Eric Stein *Cultural Anthropology*
Joseph Tougas *Philosophy*
Elizabeth Williamson *English Literature*
Tom Womeldorff *Economics*



Environmental Studies

The **Environmental Studies** (ES) planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas, Human Communities and the Environment, Natural History and Environmental Sciences. Programs emphasize interdisciplinary, experiential study and research primarily in the Pacific Northwest with additional work in other areas of the North and South America. Unit faculty members support sustainability and justice studies across the entire campus curriculum. Research methods and analysis emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems. In any year, each thematic area explores a set of topics listed here:

- **Human Communities and the Environment**—Addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. It includes community studies, ecological agriculture, environmental communication, environmental economics, environmental health, environmental history, environmental law and policy, geography, land-use planning and policy, and political economy.
- **Natural History**—Focuses on observation, identification and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. It includes botany, ecology, entomology, herpetology, invertebrate zoology, mammalogy, mycology, ornithology, and exploration of issues in biodiversity and global climate change.
- **Environmental Sciences**—Investigates primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and field work. They include biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology, oceanography, and issues of global climate change.

Environmental studies students will find the frequency of topics offered, prerequisites for study, breadth of liberal arts education, and graduate school admissions requirements described in individual programs. Most freshmen should consider core programs that include topics in environmental studies. Further study may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared for the program.

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

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

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

The Evergreen State College offers a Master of Environmental Studies (MES) degree that integrates the study of the biological, physical, and social sciences. Faculty who teach MES electives, which are taught in the evenings, may allow advanced undergraduates to enroll with permission. For information on admissions requirements and procedures, please visit **www.evergreen.edu/mes**.

Photos: (inset) by Katherine B. Turner '09, (opposite) by Hannah Pietrick '10.

ENVIRONMENTAL STUDIES

AFFILIATED FACULTY

Jeff Antonelis-Lapp *Environmental Education*
Gerardo Chin-Leo *Marine Science, Plankton Ecology*
Amy Cook *Ecology, Vertebrate Biology*
Dylan Fischer *Forest and Plant Ecology*
Martha Henderson *Geography, Environmental History*
Heather Heying *Zoology, Behavioral Ecology, Evolution*
Lee Lyttle *Environmental Policy, Research Methods*
Ralph Murphy *Environmental Economics, Environmental Policy*
Paul Przybylowicz *Ecology, Biology, Agriculture*
Linda Moon Stumpff *Natural Resource Policy, Forestry*
Alison Styring *Ornithology, Tropical Ecology*
Ken Tabbutt *Geology, Hydrogeology, Geochemistry*
Erik V. Thuesen *Marine Science, Zoology, Ecophysiology*

Expressive Arts

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

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

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

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

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

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

Faculty in the **Visual Arts** emphasize the linkages between art making and cultural contexts and have an integrated presence in the liberal arts curriculum. Students studying visual art are provided with the tools and instruction necessary to produce artwork in a variety of media, and the critical language and writing ability to critique and discuss it. 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.

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

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

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

EXPRESSIVE ARTS

	pg	quarter
Core: *Designed for freshmen*		
Madness and Creativity: The Psychological Link	60	F W
Narrative Objects	67	F W
All-level: *(freshmen - seniors)*		
The Adaptive Meaning of the Musical Mind	33	S
The Empty Space: Movement, Dance and Theatre	49	S
Orissi Dance and Music of India	70	S
Taking Things Apart: A Scientific and Artistic Exploration	82	W S
Theatre of Fantasy: Performing Chinese Drama on the Western Stage	84	W S
Lower-division: *(50% freshmen/50% sophomore)*		
The Business of Art: Earning a Living as an Artist	40	F W
China: A Success Story?	43	F
Creating Dangerously: Experiments in Feminist and Diaspora Art	46	F W S
From the Fire: The Art and Science of Ceramics	53	S
Green Materials: Science/Craft/Construction	54	F
Music Intensive	66	F W S
Sophomores or above: *(intermediate level)*		
Dark Romantics	46	F W S
Individual Study: Fiber Arts, Non-Western Art History, Native American Art, Creative Writing	55	F W S
Nonfiction Media: Animation, Documentary and Experimental Approaches to the Moving Image	68	F W S
Junior or senior: *(advanced level)*		
Ireland in History and Memory	58	F W S
Music and Consciousness	66	F W
Ready Camera One: We're Live	74	S

AFFILIATED FACULTY

Evan Blackwell *Ceramics, Sculpture*

Andrew Buchman *Music*

Arun Chandra *Music Performance, Composition, Computer Music*

Sally Cloninger *Film, Video*

Amjad Faur *Photography*

Walter Eugene Grodzik *Theater*

Bob Haft *Photography, Art History*

Lucia Harrison *Visual Art*

Ruth Hayes *Animation, Media Studies*

Rose Jang *Theater*

Robert Leverich *Visual Art, Architecture*

Naima Lowe *Experimental Media*

Jean Mandeberg *Visual Art*

Kabby Mitchell III *Dance, African American Studies, Theater*

Ratna Roy *Dance, African American Studies, South Asian Studies*

Lisa Sweet *Visual Art*

Gail Tremblay *Visual Art, Creative Writing*

Sean Williams *Ethnomusicology*

Julia Zay *Video/Media Studies*

Native American and World Indigenous People Studies

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

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

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

For information on the MPA track in Tribal Governance, visit **www.evergreen.edu/mpa/tribal** or the Graduate Studies page 88.

NATIVE AMERICAN & WORLD INDIGENOUS PEOPLE STUDIES

All-level: *(freshmen - seniors)*	pg	quarter
American Frontiers, Homelands and Empire	36	F W S
Junior or senior: *(advanced level)*		
Animal Behavior and Zoology	38	W S
RBCD: Contemporary Indian Communities in a Global Society	74	F W S

Sophomores or above: *(intermediate level)*	pg	quarter
Individual Study: Public Administration, Native American Studies	56	W

Photos: (above) by Riley Shiery, (insets) by Carlos Javier Sánchez '97.

Reservation-Based Community-Determined Program

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

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

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

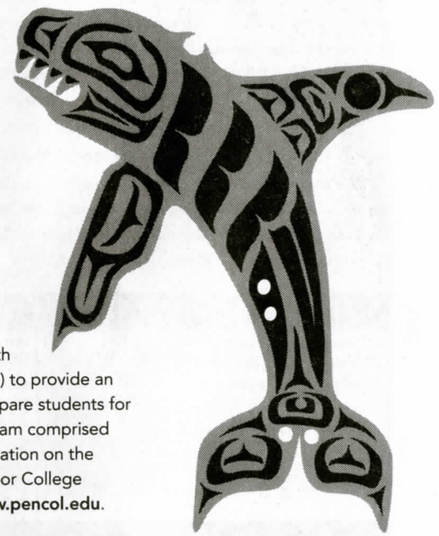
Our interdisciplinary curriculum is developed in collaboration with Native leaders to include the areas of community and economic development, leadership, tribal administration, sustainable environments, intergovernmental relations, indigenous knowledge, and tribal law. Students who want to develop a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

Who Should Apply

This upper-division program serves students with 90 or more college credits with strong connections to their tribal communities. In addition to Evergreen's application, an intake packet must be completed by all prospective RBCD students. To obtain the packet, contact **rbcdprog@evergreen.edu**.

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

For students with fewer than 90 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 **www.evergreen.edu/tribal**, the Grays Harbor College website: **www.ghc.edu/distance/reservation**, or the Peninsula College website: **www.pencol.edu**.



RBCD PROGRAM

Junior or senior: *(advanced level)*	pg	quarter
RBCD: Contemporary Indian Communities in a Global Society	74	F W S

AFFILIATED FACULTY

TBA

Scientific Inquiry

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

Because science, math, and technology are essential in our world, citizens must be scientifically and quantitatively literate in order to participate effectively in a democratic society. At the same time, scientists should understand the social implications and consequences of their work. Thus, our study of science itself integrates with the study of the history and philosophy of science, ethics, and public policy.

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

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

Scientific Inquiry students have an excellent record of success in graduate and professional schools, as well as working in a variety of scientific and technical fields. The possibilities are limited only by your energy and ambition.

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

Geology	Chemistry	Computer Science
Environmental Analysis[2] Olympia to the Olympics Reading Landscapes	Introduction to Natural Science[0] Molecule to Organism[0] Atoms, Molecules, and Reactions[1] Environmental Analysis[2] Applied Biology and Chemistry Cataclysms in the Pacific Northwest From the Fire Our Environment, Our Future The Science Behind the Headlines	Algebra to Algorithms[0] Computer Science Foundations[0] Models of Motion, Matter, & Interactions[0] Student Originated Software[1] Computability and Language Theory[2] Language Counts The Mathematical Order of Nature
Biology	**Mathematics**	**Physics**
Introduction to Natural Science[0] Molecule to Organism[0] Environmental Analysis[2] Food, Health, and Sustainability[2] Anthrozoology Applied Biology and Chemistry Can Science Help Me?...To Be Better? Fire and Water Genes and Evolution Taking Things Apart The Physical World of Animals and Plants The Science Behind the Headlines	Algebra to Algorithms[0] Computer Science Foundations[0] Models of Motion, Matter, & Interactions[0] Mathematical Systems[1] Student Originated Software[1] Computability and Language Theory[2] Methods of Mathematical Physics[2] Language Counts The Mathematical Order of Nature The Physical World of Animals and Plants	Models of Motion, Matter, & Interactions[0] Energy Systems[1] Science Seminar[1] Astronomy and Cosmologies[2] Methods of Mathematical Physics[2] Atoms, Molecules, and Reactions[1] Fire and Water The Mathematical Order of Nature The Physical World of Animals and Plants

0 A version of this program is usually offered every year
1 A version of this program is usually offered every other year, and is planned for 2013-2014
2 A version of this program is usually offered every other year, and will likely be offered in 2014-2015

SCIENTIFIC INQUIRY

AFFILIATED FACULTY

Clyde Barlow *Chemistry*
Abir Biswas *Geology*
Dharshi Bopegedera *Chemistry*
Andrew Brabban *Biology*
Krishna Chowdary *Physics*
Judy Bayard Cushing *Computer Science*
Clarissa Dirks *Molecular and Cellular Biology*
Kevin Francis *History of Science and Technology*
Rachel Hastings *Mathematics and Linguistics*
David McAvity *Mathematics and 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*
Benjamin Simon *Microbiology*
Rebecca Sunderman *Chemistry*
Brian Walter *Mathematics*
E. J. Zita *Physics*

Photos by Hannah Pietrick '10.

Society, Politics, Behavior and Change

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

- **Society**—Many of our programs examine how individuals of diverse races, genders, religions and classes, interact to construct a complex society. We also study how that society and other social forces affect the experiences and opportunities of the individuals and groups within.
- **Politics**—Some of our programs consider how societies and governments are organized. Our study of politics includes attention to its implications for race, gender, and class.
- **Behavior**—Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty has particular strengths in the areas of cognitive, clinical and social psychology.
- **Change**—Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

Business management programs study the role of organizations in society, and the ways in which various types of organizations including for-profit, nonprofit, public and entrepreneurial venture, may be structured and financed in the Pacific Northwest and at the national and international level. Our business programs often emphasize economics and the role of private sector economic development in job creation.

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

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

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

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

Photos: by Shauna Bittle '98, (inset) by Riley Shiery.

SOCIETY, POLITICS, BEHAVIOR, & CHANGE

AFFILIATED FACULTY

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

Sustainability and Justice

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

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

Students can expect to gain skills in the areas of critical thinking, reading, listening and writing; research and quantitative reasoning; economic and media literacy; complexity and systems thinking. They learn hands-on skills in sustainable design, food production, creative and performative expression, and other forms of communication. And they develop their abilities to cultivate a compassionate curiosity about situations very different from their own, deepening their understanding of different life experiences and world views. We encourage you to have conversations with faculty offering these programs to find the learning style that best meets your interests and needs.

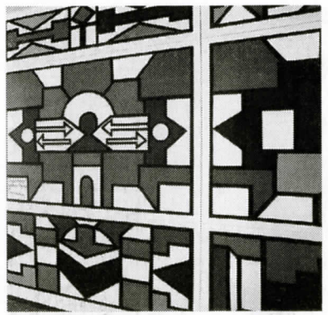
Photos: by Shauna Bittle '98, (inset) by Carlos Javier Sánchez '97.

SUSTAINABILITY AND JUSTICE

	pg	quarter
Core: *Designed for freshmen*		
Consuming Cultures	45	F W S
Who's Got What? Political Economy Through Food, Culture and Social Movements	87	F W S
All-level: *(freshmen - seniors)*		
Andean Roots: Language and Cultural Landscape	37	F W S
China: Business, Economy, Society, Sustainability	43	W S
Community-Based Research: Social and Environmental Justice	44	W S
Lower-division: *(50% freshmen/50% sophomore)*		
Creating Dangerously: Experiments in Feminist and Diaspora Art	46	F W S
Green Materials: Science/Craft/Construction	54	F
Northwest Developments: Land Use, Economics and the Politics of Growth	69	F W
Sophomores or above: *(intermediate level)*		
Alternatives to Capitalist Globalization	35	F W
Ecological Agriculture: Meeting the Expectations of the Land	47	F W S
Energy Systems and Climate Change	49	W S
Individual Study: Political Economy, Political Science, Social Sciences, Social Justice	56	F
Nonfiction Media: Animation, Documentary and Experimental Approaches to the Moving Image	68	F W S
Political Economy of Media	71	W S
Political Economy of Public Education: Contemporary Historical Realities	72	F
Practice of Sustainable Agriculture	73	S
Science Seminar in Energy Systems and Climate Change	49	W S
Student-Originated Studies: CCBLA	79	F W S
Junior or senior: *(advanced level)*		
Animal Behavior and Zoology	38	W S
The Formation of the North American State	52	F
Media Artists Studio	63	F W S
Small World: Poverty and Development on a Shrinking Planet	76	F W S

AFFILIATED FACULTY

Peter G. Bohmer *Political Economy*
Savvina Chowdhury *Feminist Economics*
Peter Dorman *Economics, Political Economy*
Anne Fischel *Film/Video*
Karen Gaul *Anthropology*
Jennifer Gerend *Land Use Planning, Geographic Information Systems*
Jeanne E. Hahn *Political Economy, Contemporary India*
Cheri Lucas-Jennings *Environmental Health, Law and Policy*
Robert H. Knapp, Jr. *Physics*
Paul McMillin *Information Studies, Historical Sociology*
Laurie Meeker *Film/Video*
Lawrence J. Mosqueda *Political Economy*
Dave Muehleisen *Sustainable Agriculture*
Lin Nelson *Environmental Health and Policy*
Frances Rains *Multicultural Education*
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*
Anthony Tindill *Sustainable Design*
Michael Vavrus *Social Foundations of Education, Political Economy*
Ted Whitesell *Geography, Political Ecology, Conservation*
Tony Zaragoza *American Studies, Political Economy*



Tacoma Program

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

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

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

Features and Benefits

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

Who Should Apply

Working adult learners who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Everyone interested in building and sustaining a healthy community—whether in social services, educational outreach, shaping public policy or opinion, pre-law or environmental studies—is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma program and to apply, call (253) 680-3000.

TACOMA PROGRAM

Junior or senior: *(advanced level)*	**pg**	**quarter**
Activism, Advocacy and Citizenship	33	F W S

AFFILIATED FACULTY

Mingxia Li (Zhang Er) *Biology, Poetry, Chinese Studies*

Paul McCreary *Mathematics*

Gilda Sheppard *Sociology, Media*

Tyrus Smith *Environmental Studies, Education*

Artee Young *Law*

Executive Director:

Tyrus Smith, Interim

Matching Evergreen's Programs to Your Field of Interest

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Another option for matching your interests to Evergreen's programs is to use the search feature in the online version of the catalog at **www.evergreen.edu/catalog/2013-14**.

AESTHETICS	**pg**	**quarter**
Dark Romantics	46	F W S
The Empty Space: Movement, Dance and Theatre	49	S
Modernity and its Discontents	64	F W
Music Intensive	66	F W S
Narrative Objects	67	F W
Reading Landscapes: Earth Science & Literature	73	S

AFRICAN AMERICAN STUDIES		
Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research	48	F W S

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

AMERICAN STUDIES		
American Families: Historical and Sociological Perspectives on Close Relationships	36	S
American Frontiers, Homelands and Empire	36	F W S
Consuming Cultures	45	F W S
Individual Study: Public Administration, Native American Studies	56	W
Passages: American Comings-of-Age	70	F W
Who's Got What? Political Economy through Food, Culture and Social Movements	87	F W S

ANTHROPOLOGY		
Animal Behavior and Zoology	38	W S
Anthrozoology	38	W S
Consuming Cultures	45	F W S
Power/Play: Balancing Control and Autonomy in the Social World	72	F W S
Small World: Poverty and Development on a Shrinking Planet	76	F W S
That's Classic(s)! Explorations in the Ancient and Modern World	83	F W S

ARCHITECTURE	**pg**	**quarter**
Green Materials: Science/Craft/Construction	54	F
Northwest Developments: Land Use, Economics and the Politics of Growth	69	F W
That's Classic(s)! Explorations in the Ancient and Modern World	83	F W S

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

ASTRONOMY		
Fire and Water: The Sun, Oceans and Atmosphere in Climate Change	52	F

BIOCHEMISTRY		
Molecule to Organism	65	F W S
The Science Behind the Headlines: What's the Truth?	75	F W
Undergraduate Research in Scientific Inquiry	85	F W S

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

Photo by Shauna Bittle '98.

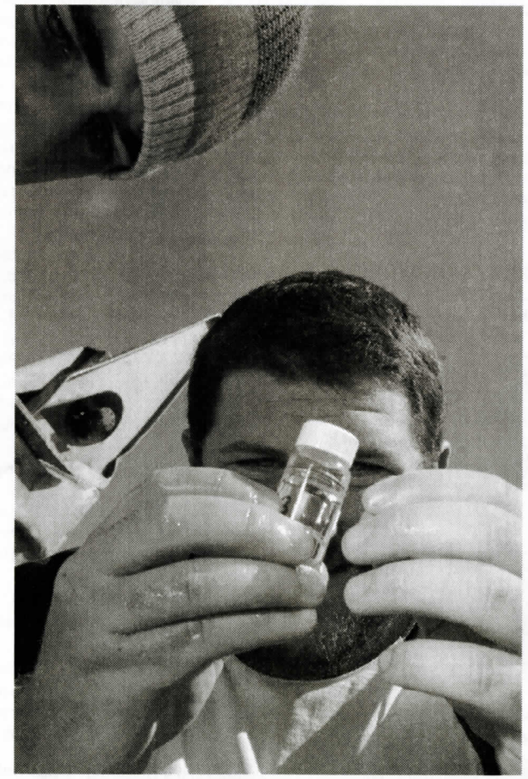


Photo by Hannah Pietrick '10.

How to Read a Program Description

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

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

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

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

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

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

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

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

American Frontiers, Homelands and Empire

Fall, Winter and Spring quarters

Fields of Study: American studies, Native American studies, community studies, cultural studies, education, geography, history and international studies
Class Standing: Freshmen - Senior
Prerequisites: none
Preparatory for studies and careers in: Native American studies, American studies, immigration studies, geography, elementary and secondary education, law and humanities.
Faculty: Zoltan Grossman and Kristina Ackley

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

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

Accepts winter and spring enrollment with faculty signature. Interested students should contact both faculty by email or at the Academic Fair. Students should expect to complete catch-up readings and work, and prepare for a major research project.
Credits: 16
Enrollment: 48
Required Fees: $100 in fall for a trip to Quileute Nation.
Internship Possibilities...
A similar program is expected to be offered in...
Thematic Planning Groups: Culture, Text and Language, Native American and World Indigenous Peoples, and Society, Politics, Behavior and Change

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

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

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

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

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

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

INTERNSHIP POSSIBILITIES
States whether an internship is optional or required.

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

Program Descriptions

Activism, Advocacy and Citizenship

Fall, Winter and Spring quarters

Fields of Study: community studies, cultural studies, education, environmental studies, law and public policy, leadership studies and media studies
Class Standing: Junior - Senior
Prerequisites: Formal admission to the Tacoma Program. Prospective students must attend an intake interview. For information about admission and the application process, call (253) 680-3000.
Preparatory for studies and careers in: community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies and public health.
Faculty: Artee Young, Gilda Sheppard, Tyrus Smith, Paul McCreary

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

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

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

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

Accepts enrollment for all quarters with formal admission to the Tacoma Program.
Credits: 16
Enrollment: 200
Internship Possibilities: In spring quarter, with program coordinator and faculty advisor approval.
A similar program is expected to be offered in 2016-17
Thematic Planning Groups: Tacoma Program

The Adaptive Meaning of the Musical Mind

Spring quarter

Fields of Study: biology and music
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: biology, music, science and arts-related fields.
Faculty: Andrea Gullickson and Bret Weinstein

Humans are unique products of adaptive evolution. Our most remarkable evolutionary features are associated with our overwhelmingly cultural brains, far more flexible and dynamic than the brains of any other creature on earth. But this level of uniqueness creates a problem in the quest to understand ourselves. How are we to comprehend human characteristics that have no parallel, and little precedent, elsewhere in the biota?

Of all the unique cultural attributes of humans, music is uniquely perplexing. It exists in every culture, is a significant feature of nearly every human life. Music is produced by both males and females. It can be made with tools as elaborate as a piano, or as sparingly as with a single human voice. It is both collaborative and solitary. It can be enjoyed as a participant or spectator. And music is powerful—reaching into our deepest emotional core where it has the capacity to trigger profound responses, often with zero associated narrative content.

This program will confront this deepest evolutionary mystery full force, and on its own terms. We will cultivate an appreciation and comprehension of the structure, meaning and effect of music as we address the evolutionary mechanisms that must have produced it. We will strive as a learning community to experience music's full glory and mystery, while we grapple rigorously with it as an evolutionary phenomenon. Weekly program activities will include reading, focused listening, workshops, lectures and seminars. Together we will approach program content in a manner that is accessible to students with little background in these areas, while still challenging those with prior experience.

Credits: 16
Enrollment: 48
Thematic Planning Groups: Expressive Arts, and Scientific Inquiry

Photo by Riley Shiery.

Advanced Research in Environmental Studies

Fall, Winter and Spring quarters

Fields of Study: agriculture, botany, community studies, ecology, environmental studies, geography, geology, health, hydrology, law and government policy, marine science and zoology
Class Standing: Junior - Senior
Preparatory for studies and careers in: botany, ecology, education, entomology, environmental studies, environmental health, geology, land use planning, marine science, urban agriculture, taxonomy and zoology.
Faculty: Dylan Fischer, Abir Biswas, Lin Nelson, Erik Thuesen, Alison Styring, Gerardo Chin-Leo

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 in nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and mercury cycling in ecosystems. Students could pursue these interests at the laboratory-scale or 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 ecology and physiology in the Intermountain West and southwest Washington. This work includes image analysis of tree roots, genes to ecosystems approaches, plant physiology, carbon balance, species interactions, community analysis and restoration ecology. He also manages the EEON project (academic.evergreen.edu/projects/EEON). See more about his lab's work at: academic.evergreen.edu/f/fischerd/E3.htm.

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

Alison Styring studies birds. Current activity in her lab includes avian bioacoustics, natural history collections and bird research in the EEON. Bioacoustic research includes editing and identifying avian songs and calls from an extensive collection of sounds from Bornean rainforests. Work with the natural history collections includes bird specimen preparation and specimen-based research, including specimens from Evergreen's Natural History Collections and other collections in the region. Work with EEON includes observational and acoustic surveys of permanent ecological monitoring plots in The Evergreen State College campus forest.

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.

This program accepts winter and spring enrollment. Contact faculty in area of interest for specific information.
Thematic Planning Groups: Environmental Studies

Advancing Your Senior Thesis: Humanities/Cultural Studies

Spring quarter

Fields of Study: cultural studies
Prerequisites: At a minimum, 32 quarter credits of sophomore level or above college study of humanities or related social science or arts disciplines that include substantial academic writing. In other words, you should be well on your way toward creating the equivalent of a "major" in an area of text-based studies.
Preparatory for studies and careers in: specific areas of the humanities and cultural studies depending on student projects.
Faculty: Greg Mullins

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

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

Credits: 16
Enrollment: 25
Thematic Planning Groups: Culture, Text and Language

Algebra to Algorithms

Spring quarter

Fields of Study: computer science, mathematics and philosophy of science
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: college algebra, introductory computer science, programming, and problem solving.
Faculty: Sheryl Shulman, Judith Cushing, Richard Weiss

Computers are a driving force of our modern world and increasingly influence our lives. Mathematics and mathematical models lay at the foundation of modern computers; furthermore, we increasingly rely on mathematics as a language for understanding the natural world, such as complex climate models that predict major changes in weather patterns world wide over the next 50 years. Mathematics and computational thinking enable people as citizens to make good decisions on a wide range of issues from interpreting the evidence for climate change to understanding the potential impacts of technology; as such, they are an integral part of a liberal arts education. In this program, we will explore connections between mathematics, computer science, the natural sciences and graphic arts.

We will develop mathematical abstractions and the skills to express, analyze and solve simple problems in the sciences and the arts and explore how to program interesting visual shapes using simple geometry. Class sessions include seminars, lectures, problem-solving workshops, programming labs, problem sets and seminars with writing assignments. The emphasis will be on fluency in mathematical and statistical thinking and expression along with reflections on mathematics and society. Topics will include concepts of algebra, algorithms, programming and problem solving, with seminar readings about the role of mathematics in education, the sciences and society.

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

Credits: 16
Enrollment: 23
Thematic Planning Groups: Scientific Inquiry

Alternatives to Capitalist Globalization

Fall and Winter quarters

Fields of Study: international studies, political economy and political science
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: education, labor, community and global justice, social services, history, law, nonprofit work, political economy and informed civic participation.
Faculty: Steven Niva and Peter Bohmer

It is easier to criticize contemporary capitalism for its failures than to develop feasible alternatives and a strategy to get there. We will explore and critically analyze diverse social movements and visions that seek to create more just global and national societies. International institutions such as the WTO, IMF and World Bank promote "free market" and "free trade" capitalist globalization which open up countries to multinational corporations and impose Western development models. In the past few decades, many alternative visions have developed within the global justice movement and have been renewed through more recent "occupy" and anti-austerity movements in Europe (Greece and Spain), the United States and the Global South. They draw upon historical precedents and alternatives to capitalism, from anti-colonial and socialist movements to the new left, situationist and anarchist movements after 1968.

We will analyze existing capitalist globalization and current U.S. capitalism and then look at how diverse social movements and thinkers have formulated alternative visions for creating just, liberatory, democratic and sustainable societies. We will explore different and sometimes clashing alternatives to national and global capitalism that have developed around the world. These will include those influenced by socialist, Marxist, anarchist, anti-authoritarian, ecological, feminist and perspectives emanating from the Global South. We will research and evaluate case studies of existing and possible alternatives from Cuba, Venezuela, Argentina, Bolivia, and those derived from cooperatives, intentional communities, participatory socialism and eco-feminist alternatives in the U.S. and elsewhere. We will analyze alternatives to NAFTA and other "free trade" agreements such as ALBA, and global visions of equity and justice, including climate justice. We will also look at strategies, ideologies and visions of alternative societies in the "occupy" and other current movements.

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

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

Credits: 16
Enrollment: 50
Thematic Planning Groups: Culture, Text and Language, Sustainability and Justice, and Society, Politics, Behavior and Change

American Families: Historical and Sociological Perspectives on Close Relationships

Spring quarter

Fields of Study: American studies, cultural studies, gender and women's studies, history and sociology
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: sociology, history, family studies, research, social work, teaching, family law and counseling.
Faculty: Stephanie Coontz

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

In the second half of the program we discuss the origins of 20th-century marriage and parenting norms and explore the dramatic shifts that have occurred in family formation and relationship norms over the past 50 years. Students will also do individual projects that will culminate in presentations at the end of the quarter. These will cover topics such as the causes and consequences of divorce, the changing dynamics of cohabitation, singlehood and marriage, the emergence of new sexual norms, legal issues connected with changing family structures and practices, the rise of biracial and multiracial families and debates over same-sex marriage and parenting.

Many of our topics will be controversial. We seek not simple answers but intelligent questions to inform our study. Students are expected to consider several different points of view, to fairly evaluate arguments with which they disagree and to explore the possible contradictions or exceptions to their own positions. You should expect to back up your position with concrete examples and logical argumentation and be prepared to be challenged to defend your positions. We are not simply sharing feelings or exchanging points of view but rigorously testing different interpretations and theories against each other.

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

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

American Frontiers, Homelands and Empire

Fall, Winter and Spring quarters

Fields of Study: American studies, Native American studies, community studies, cultural studies, education, geography, history and international studies
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: Native American studies, American studies, immigration studies, geography, elementary and secondary education, law and humanities.
Faculty: Zoltan Grossman and Kristina Ackley

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

We will study how place and connection is nurtured, re-imagined and interpreted, particularly in Indigenous and recent immigrant communities. We will connect between the ongoing process of "Manifest Destiny" in North America and overseas imperial expansion into Latin America, the Pacific and beyond. The colonial control of domestic homelands and imperial control of foreign homelands are both highlighted in recent patterns of immigration, which involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. The American Empire, it seems, began at home and its effects are coming back home and will be contested again.

In fall, we will track the historical progression of the frontier across North America and overseas and the territorial and cultural clashes of immigrant and colonized peoples. We will hear firsthand the life stories of local individuals and communities to understand their narratives of conflict, assimilation, resistance and survival. In winter, we will look at contemporary case studies that show the imprint of the past in the present and how 21st-century North American communities are wrestling with the legacies of colonization, imperialism and migration. We will examine the overlapping experiences of Native Americans and recent immigrants, and Indigenous territories and migrations that transgress or straddle the international border as defined by "Homeland Security."

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

Accepts winter and spring enrollment with faculty signature.
Interested students should contact both faculty by email or at the Academic Fair. Students should expect to complete catch-up readings and work, and prepare for a major research project.
Credits: 16
Enrollment: 48
Required Fees: $100 in fall for a trip to Quileute Nation.
Thematic Planning Groups: Culture, Text and Language, Native American and World Indigenous Peoples, and Society, Politics, Behavior and Change

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

Andean Roots: Language and Cultural Landscape

Fall, Winter and Spring quarters

Fields of Study: agriculture, cultural studies, environmental studies, geography, international studies, language studies, linguistics, study abroad and sustainability studies
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: cultural studies, Spanish, sustainable development, linguistics, agriculture, food systems and education.
Faculty: Rachel Hastings and Steven Scheuerell

This is a yearlong interdisciplinary program that incorporates sociolinguistics, geography, history, cultural ecology, global change, biocultural diversity conservation, food systems and sustainable development studies to explore how societies evolve and survive in relation to their environment and a globalizing world. Our studies are based on the belief that many cultures have developed rich linguistic and ecological traditions that have provided the means for communication, food, clothing and shelter based on a sustainable relationship with the land. More recently, cultural and economic globalization are increasingly impacting local knowledge systems worldwide, in particular when measured by changes to language, land-use and food systems. These changes, together with such factors as increasing human population, environmental degradation, loss of biodiversity and climate change, compel us to explore the ways in which knowledge systems are preserved or lost. In particular, we recognize the urgent need to preserve cultural knowledge that allows a society to be rooted in place, recognize ecological limits and provide for its needs. The Andean region of South America is an ideal region to study these issues.

Photo by Shauna Bittle '98.

The academic program consists of two phases. The first phase over fall quarter will focus on program themes using texts, lectures, workshops, film, writing and local field trips. Fall quarter the program will be offered for 12 credits to provide students with the option to separately register for an appropriate Spanish language course. Selection for the second phase over winter and spring quarters will be based upon criteria including successful completion of fall quarter work, demonstrated readiness for study abroad and Spanish language ability. In winter and spring, students will be full time in the program, which will be offered for 16 credits per quarter. Winter quarter will begin with 5 weeks of travel preparations and intensive study on Peru, followed by a 15-week study abroad experience in the Cusco region of the Peruvian Andes that incorporates intensive Spanish or Quechua language study, regional travel, seminars, urban and rural home stays and independent research or service learning with local organizations. At the end of the independent project period, we will reconvene for final student presentations and evaluation conferences in the Sacred Valley near Cusco.

As the former Incan capital, and home to vibrant cultures and immense biodiversity, the Cusco region of Peru offers immersion in the study of biocultural diversity and how the preservation of linguistic diversity is related to the preservation of traditional ecological knowledge, biodiversity and local food systems. While in Peru, we will continue language and cultural studies while experiencing regional initiatives to preserve cultural landscapes and indigenous knowledge systems in the midst of development pressure. Given the region's rich history, knowledge systems, architecture, agriculture, weaving, ceramics and music, we will ask how is knowledge transferred across generations and between communities, and how can traditional knowledge be maximized in sustainable development projects? As we address these academic questions, our own experiences will also lead us on to consider on a more individual level how learning another language and traveling abroad can increase our understanding of culture and what it means to fit into place.

This program does not accept new enrollment in winter or spring.
Credits: 12, 16
Enrollment: 64
The study abroad component is 15 weeks long, from Week 6 of Winter quarter to Week 10 of Spring quarter, travelling to the region of Cusco, Peru, spending significant time in the Urubamba Valley, the city of Cusco, and surrounding rural areas while students participate in language school, home stays, and project work. We will work during Spring Break and end the program one week early. Eval conferences will be held in Peru during Week 10.
Estimated costs: Room & board $2700, Transportation incl. airfare $1900, Other $1300; Total estimated cost: $5900.
$200 deposit due by Thursday of Week 10, fall quarter.
Thematic Planning Groups: Culture, Text and Language, Environmental Studies, Scientific Inquiry, and Sustainability and Justice

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

Animal Behavior and Zoology

Winter and Spring quarters

Fields of Study: anthropology, biology, natural history, philosophy of science, study abroad and zoology
Class Standing: Junior - Senior
Prerequisites: successful completion of Genes and Evolution (p54) in Fall 2013; strong academic background (including evolutionary theory, statistics, and writing), field biology skills, and readiness for international travel.
Preparatory for studies and careers in: field biology, evolution, ecology and other life sciences.
Faculty: Heather Heying

What do animals do, how do they do it and why? In this two-quarter-long investigation of animal behavior, a continuation of Genes and Evolution from fall, students will answer these questions through extensive use of the scientific literature, in-depth discussions of the evolutionary and ecological theories fundamental to the study of behavior, independent research projects and several weeks in the field, including a multi-week trip to tropical ecosystems in Ecuador.

Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young and so much more. They do so with the tools of their physiology, anatomy, and, in some cases, culture, for reasons having to do with their particular ecology and evolutionary history. We will begin with a review of animal diversity, and continue our studies of behavior from both a theoretical and an empirical perspective. Students will be expected to engage some of the complex and often contradictory scientific predictions and results that have been generated in this field through lectures, workshops and take-home exams, as well as undertake their own, intensive field research.

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

Continuing the focus on theory and statistics begun in Genes and Evolution, we will travel to Ecuador to study the differences and similarities between the neotropics and the Pacific Northwest, focusing on the animals and their behavior. Particular attention will be paid to the herpetofauna (amphibians and reptiles) that live in lowland rainforests. In spring quarter, having studied the methods, statistics and literature frequently used in behavioral research, students will generate their own hypotheses and go into the field to test them through extensive, independent field research. This work might be in Ecuador or the Pacific Northwest. Students will return to campus for the last two weeks of spring quarter to complete their data analysis and present their research.

Faculty signature: Successful completion of Genes and Evolution (Fall 2013) required for consideration. Required application available on program website. Decisions will be based on merit (prerequisites) and will be made before winter registration begins.
This program does not accept new enrollment in spring.
Credits: 16
Enrollment: 18
Required Fees: $150 in spring for an overnight field trip. Students will also need approximately $2,000 for all-program 4 week study abroad in Ecuador in winter and spring. Students may choose to remain in Ecuador for 6 additional weeks to conduct research; additional costs will apply.
A similar program is expected to be offered in 2015-2016
Thematic Planning Groups: Culture, Text and Language, Environmental Studies, Native American and World Indigenous Peoples, Scientific Inquiry, Sustainability and Justice, and Society, Politics, Behavior and Change

Anthrozoology

Winter and Spring quarters

Fields of Study: anthropology, biology, philosophy of science, physiology, psychology and zoology
Class Standing: Freshmen - Senior
Preparatory for studies and careers in:biology, neuroscience, anthropology, animal welfare and veterinary medicine.
Faculty: Michael Paros

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

Winter quarter will focus on the process of animal domestication in different cultures from an evolutionary and historical perspective. Through the formal study of animal ethics, students will also become familiar with different philosophical positions on the use of animals. Physiology and neuroscience will be used to investigate the physical and mental lives of animals while simultaneously exploring domestic animal behavior. In spring, we will continue to explore the biological basis and psychological aspects of the human-animal bond. Students will then study the science of animal welfare and complete a final project in which they will apply their scientific and ethical knowledge to a controversial and contemporary animal welfare question.

Students will be expected to read primary literature in such diverse fields as animal science, ethology, neurobiology, sociobiology, anthropology and philosophy. Student success in this program will depend on commitment to in-depth understanding of complex topics and an ability to combine empirical knowledge and philosophical reflection.

Credits: 16
Enrollment: 24
Thematic Planning Groups: Consciousness Studies, Environmental Studies, and Scientific Inquiry

Applied Biology and Chemistry

Spring quarter

Fields of Study: biology and chemistry
Class Standing: Sophomore - Senior
Prerequisites: One year each of college-level general biology with lab (molecular/cell biology focus) and general chemistry with lab. High school, AP, or IB are not sufficient unless you were awarded college credit in these.
Preparatory for studies and careers in: biotechnology, biology, chemistry, polymer and material science, health science, education and medicine.
Faculty: Paula Schofield and Andrew Brabban

The aim of this program is to apply fundamental knowledge and theories of biology and chemistry to practical, real world situations. The application of biology and chemistry has huge impacts on our society, particularly influencing our economy and quality of life. Cutting edge techniques and processes are continually being developed by biologists and chemists to produce the medicines, chemicals and materials we use daily. Products include pharmaceuticals—from synthetic drugs to gene therapies—used to prevent disease and cure illness; biocompatible materials for use in the medical field; fossil-fuel derived synthetic polymers (plastics, fibers, rubbers, etc.); and modern "green" or "sustainable" materials that include biodegradable polymers. These products are widely used by the general public, as well as in a wide array of industries and professions: agriculture, sports, health-care, law enforcement, the military, automotive, food, etc.

We will focus on the practical applications of modern biology and chemistry, studying both small and large molecules, natural and synthetic. Based significantly in the laboratory, students will learn the theoretical principles and relevant lab and instrumentation techniques needed to synthesize, isolate and analyze small molecules and macromolecules. We will examine small biological molecules as well as organic molecules, moving to important biological macromolecules (DNA, RNA, proteins) and synthetic polymers (plastics, fibers, biodegradable polymers, green materials). Theory and techniques of molecular cloning, protein biochemistry, biocatalysis and transgenics will be emphasized, as well as synthesis and characterization of relevant organic molecules, polymers and green materials. Seminars on technical literature and student presentations will be significant components of the program. We will also discuss the professional biologist's and chemist's relationship with industry, government and universities, and examine employment opportunities for biologists and chemists. Students will be evaluated based on their laboratory techniques, laboratory reports, class presentations and homework assignments.

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

Atoms, Molecules and Reactions

Fall, Winter and Spring quarters

Fields of Study: chemistry
Class Standing: Sophomore - Senior
Prerequisites: One year of college level chemistry, at least one quarter of college level physics, ability to do integral and differential calculus.
Preparatory for studies and careers in: chemistry, chemical engineering, chemical physics, medicine, biochemistry, teaching.
Faculty: Rebecca Sunderman

In previous chemistry work, you learned what the atomic orbital shapes were. In this program, you will explore how we know their shape. In previous chemistry work, you learned what a conductor was. In this program, you will examine the solid-state structural characteristics that indicate a material is a potential conductor. You will explore the "But why?" of chemistry by examining topics in thermodynamics, quantum mechanics, kinetics and materials chemistry. Many of the topics require a strong mathematical foundation and comfort with calculus applications.

In the lecture component, faculty will present the laws of thermodynamics, enthalpy, entropy, chemical potential, phase diagrams, Gibbs free energy, reaction spontaneity, solid-state structure, solid-state bonding theories, point group symmetry, applications of symmetry, transition metal complexes, materials synthesis, Maxwell relations, the Schrodinger equation, atomic and molecular energy levels, electronic structure of atoms and molecules, unimolecular kinetics, biomolecular kinetics and current kinetic theories.

During fall quarter, students will participate in physical chemistry and materials chemistry laboratory experiments. The laboratory component in the winter will train students to use and to explain the theory of several instruments for chemical analysis. In the spring, students will focus on enhancing skills in experimental design and research methods with the incorporation of team research projects surrounding a historical experiment in chemistry. In addition, emphasis will be placed on the development of technical writing skills and on interpretation and integration of issues pertaining to chemistry and society.

Accepts winter and spring enrollment with faculty signature. Interested students should email the faculty to set up a time to demonstrate how they meet the prerequisites: one year of college-level chemistry, at least one quarter of college-level physics, ability to do integral and differential calculus, and fall or winter quarter topic content for program portions continuing in winter or spring quarters.
Credits: 16
Enrollment: 25
Required Fees: $62 in fall; $30 in winter; and $40 in spring for conference registration, entrance fees and supplies.
A similar program is expected to be offered in 2015-2016
Thematic Planning Groups: Scientific Inquiry

Botany: Plants and People

Fall and Winter quarters

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

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

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

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

Credits: 16
Enrollment: 24
A similar program is expected to be offered in 2014-15
Thematic Planning Groups: Environmental Studies

The Business of Art: Earning a Living as an Artist

Fall and Winter quarters

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

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

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

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

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

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

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

Photo by Shauna Bittle '98.

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

Fall quarter

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

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

Let's start with the premise that most of our reliable, useful knowledge comes from science. Scientists work according to philosophically sound methodologies, which include commitments to impersonal inquiry and trying, always, to find the data most likely to defeat their favorite hypotheses; they work in open communities of other scientists, all of whom are obligated to be vigilantly critical of their colleagues' work; they generally qualify their claims to knowledge based on the limitations of their methodologies and their understandings of the probabilities of their claims being incorrect. But can science help us to be *better*, to live a good life? Some think that science can help us recognize, even define, our values, and we will explore this possibility from the perspectives of neuroscience, brain evolution, psychology, social science and philosophy. Some say that science can never answer questions of morality or what it means to live a good life, or even a better life; something more is necessary, they say.

Reading and written assignments, faculty presentations and deliberate discussions with vigilantly critical colleagues will assist students in an independent inquiry about how science can help a person live better with regard to some question of critical concern to the investigator(s). This program explores the power and limitations of scientific inquiry. Students should be able to imagine themselves discussing neurotransmitters and the moral life in the same sentence, but they should know that any education aims, finally, to help them know themselves.

Credits: 16
Enrollment: 48
Thematic Planning Groups: Consciousness Studies, Culture, Text and Language, and Scientific Inquiry

Cataclysms in the Pacific Northwest

Fall, Winter and Spring quarters

Fields of Study: chemistry, environmental studies, field studies, geology, mathematics and writing
Class Standing: Freshmen - Sophomore
Prerequisites: Adequate math background (algebra, trigonometry, precalculus) to begin studying calculus.
Preparatory for studies and careers in: science, environmental science, geology, health, teaching, ecology, marine science and writing.
Faculty: Clyde Barlow

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

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

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

Accepts winter and spring enrollment with faculty signature.
Students interested in joining the program should document their backgrounds in chemistry and geology. Provide information about your special background in areas such as website development or ecology (winter) or GIS programming (spring) that may enhance the program for other students. This documentation should be received by the faculty before the Academic Fair. Documentation may be mailed or sent electronically. Based upon the material and the manner in which it is presented, the faculty may request additional information and/or an interview.
Credits: 16
Enrollment: 12
Required Fees: $340 per quarter for overnight field trips.
Thematic Planning Groups: Scientific Inquiry

The Challenges of Aging

Spring quarter

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

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

A central focus of our study will be on the social and economic impacts of an aging population. In spite of their relative health and affluence, the senior population will put stress on a number of institutions and government programs. We will try to sort out the effects on Social Security, Medicare and other programs, and consider alternative public policy responses to these impacts. We will also study the economic impacts on individuals and families. What economic and financial decisions do we face as we grow older? How can we make choices that will secure a reasonable quality of life in our senior years?

We will also focus on the psychological, sociological and spiritual changes of aging and their profound impacts on individuals, families, and society in general. We will consider the many losses associated with aging but pay equal attention to the possible areas of growth and happiness such as increased wisdom, life satisfaction, inner peace and cooperative living. We will also look at the rapidly growing field of geriatric social services and meet with several Evergreen graduates who are actively involved in providing essential services to local senior citizens.

Credits: 16
Enrollment: 48
Thematic Planning Groups: Consciousness Studies, and Society, Politics, Behavior and Change

China: A Success Story?

Fall quarter

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

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

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

This introductory China studies program will focus on China's present situation as a modern state and global power evolved from a lengthy and complicated cultural development over centuries. Within the time constraint of a quarter, we will examine China from selective angles and subject matters suggesting recurrent cultural patterns and distinct national characteristics. In the social sciences, we will touch on China's geography, political structure and economic and business systems, including sustainability and environmental issues. From the humanities perspective, we will look at prominent examples of China's religion, philosophy, arts and literature. All these issues are potentially interrelated, leading to a more coherent set of inquiries into the myth or reality of China's current image of success.

Students will be exposed to multiple topics and issues through weekly readings, lectures, discussions and workshops. They will also conduct a research project on a China-related topic of their own choice. This research project will provide them with opportunities to develop skills in research methods and academic writing. The program will introduce the fundamentals of Chinese language and linguistics through program studies but does not contain an independent Chinese language study component.

Credits: 16
Enrollment: 46
Thematic Planning Groups: Culture, Text and Language, Expressive Arts, and Society, Politics, Behavior and Change

China: Business, Economy, Society, Sustainability

Winter and Spring quarters

Fields of Study: business and management, economics, international studies, leadership studies, political economy, sociology and sustainability studies
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: business, economics, social studies, sustainability and China/East Asian studies.
Faculty: David Shaw

Take an in-depth look at modern China through the perspective of the social sciences, building on readings and issues discussed in the fall program China: A Success Story? However, any student with an interest in China or East Asian studies should be able to join the program in winter or spring quarter and succeed in their studies.

Our overriding goals are to understand today's China as a vital global power, while critically exploring the lingering influence of its rich yet strife-torn cultural past on behavior and decisions made at the national, institutional and individual levels. Building on our shared texts and themes, students will do independent research individually or in small groups, becoming experts in a particular facet of Chinese business, economy, society and/or sustainability. Our work will also extend beyond uniquely Chinese experiences into topics on which the future of Asia, the global economy and our small planet depend, including the natural environment, paths to ecological, social and economic sustainability and strategies to redress economic inequalities and social dislocations. China's environmental history, its rural-urban dynamic and its economic development will also serve as core threads through both quarters of study.

Winter quarter, we will study ancient Chinese texts, as well as popular and academic articles, books, films and documentaries on China, particularly those exploring and reinterpreting ancient themes. Chinese philosophy, comprised of the "Three Teachings" of Confucianism, Daoism and Buddhism, will inform our study. Sun Tzu's *The Art of War* will introduce us to one of the world's oldest sources of strategic thought, and Chinese concepts of leadership. Other topics may include China's trade and travel with the outside world, the Chinese diaspora, China's contact and interactions with foreign powers and its industrialization and political transformations from an imperial dynasty to a republic to a Communist state.

Spring quarter we will focus on present-day China. We will examine China's current image as a dynamic economic powerhouse and "global factory" and as an enigmatic political player internationally. We will also look at its internal, problematic quests for domestic harmony, a well-functioning legal system and a truly civil society.

We will meet in seminar, workshop and lecture settings. Weekly readings from books, popular media (newspapers, magazines) and academic journal articles should be expected. A Writing and Research Workshop will complement individual or small-group efforts on their research projects with a peer-review approach. Regular tai chi is also likely, alternating with film and documentary viewings to build a closer familiarity with Chinese culture and society. Finally, in spring, students will make a presentation on a book they have critically reviewed. Another student completing the same reading will provide feedback on the presentation, to expand the range of perspectives covered beyond the readings assigned to the entire class.

Separate enrollment in Chinese language courses is strongly encouraged. This program would also serve as good preparation for students who plan to travel to China via independent learning contracts or subsequent study abroad programs.

Credits: 16
Enrollment: 24
A similar program is expected to be offered in 2016-2017
Thematic Planning Groups: Culture, Text and Language, Environmental Studies, Sustainability and Justice, and Society, Politics, Behavior and Change

Clinical Psychology: The Scientist-Practitioner Model

Fall, Winter and Spring quarters

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

In 1949, clinical psychologists defined a model of graduate training called The Boulder Model, also known as the scientist-practitioner model. The model asks that students' training include research and clinical skills to make more informed and evidence-based decisions regarding treatment. Using this model of the scientist-practitioner, students will co-design a course of study in clinical psychology. The intention of this program is to prepare students at the levels of theory and practice for further study and work in the field of human services. Each quarter will examine multicultural themes regarding race, gender, sexual orientation, class, religious identity and ability/disability. Students will be required to begin a two-quarter long, 15 hour/week internship winter quarter in the field of social services. Constructing a research project may be an option if students prefer research to the internship.

Fall quarter, students will engage in a study of the history and systems of psychology, quantitative and qualitative research methods, and investigate regionally-based internships in preparation for winter and spring quarter placements. We will use the first three weeks to co-design as a community meaningful and thoughtful assignments geared to support the group as well as individual goals. Mid-quarter is comprised of independent and small group work mostly outside the classroom setting. We return for the last two weeks to review, revise and present the culmination of the quarter's work.

Winter quarter's focus on personality theory and psychopathology establishes the two foundational areas of study particular to clinical and counseling psychology. We will examine the Three Forces of psychology: psychodynamic theory, behaviorism and humanistic psychology, as well as the field of transpersonal psychology. Students will also begin their self-identified internships for winter and spring quarters in an area of the social services. These theories will serve to inform the experience of the internships and anchor students' practical learning in the latest findings and theories.

Our final quarter will be dedicated to an exploration of couples therapy, family and group therapy and graduate and employment opportunities. Students will continue their internships started winter quarter through spring quarter.

Variable credit options are available to students participating in internships.

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

Community-Based Research: Social and Environmental Justice

Winter and Spring quarters

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

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

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

Some important skills that will be developed include project design and development, interviewing and questionnaire design, researching public/government documents, participant-observation and creative approaches to documentation and presentation. We'll be working to link our projects with compelling social, political and ecological issues and to place our work in regional to international contexts. There will be a strong focus on "give back" to the community and working with and contributing to the resource base of the CCBLA. Students will come away from the program with ideas, experiences and skills that should be helpful to them if they're interested in future work in social justice, community organizing, environmental protection and environmental justice, public health, fieldwork, social analysis and documentation.

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

Computer Science Foundations

Winter and Spring quarters

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

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

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

Accepts spring enrollment with faculty signature. Students must have completed coursework equivalent to the previous quarter of the program, including discrete mathematics, computer programming and digital logic or computer organization. Contact the faculty at the Academic Fair or email faculty member Sherri Shulman (sherri@evergreen.edu).
Credits: 16
Enrollment: 36
Thematic Planning Groups: Scientific Inquiry

Photo by Shauna Bittle '98.

Consuming Cultures

Fall, Winter and Spring quarters

Fields of Study: American studies, anthropology, community studies, cultural studies, history and sustainability studies
Class Standing: Freshmen
Preparatory for studies and careers in: history, anthropology, sustainability and cultural studies.
Faculty: Karen Gaul and Nancy Koppelman

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

Students in this program will study the history and logic of U.S. consumer culture. We will consider the forces that have shaped each of us into consumers in a society that encourages massive consumption. Sustainability will be a critical lens for our inquiry, as we consider the raw materials, labor and waste streams inherent in objects and in cultural experiences. Life cycle analysis of objects—from their origins in nature to their presence on retail shelves, personal spaces, garbage bins and landfills—will help us build a broader context for understanding the materiality with which we all engage every day.

Our historical arc will be sweeping: from hunter-gatherers nearly two million years ago, to the origins of animal and plant domestication, to the formation of settlements which created unprecedented challenges and opportunities, to the modern era. We will examine patterns of resource use, social inequality and relative sustainability. We will examine how habits of conservation, thrift and re-use that were endemic to pre-modern societies transformed in tandem with the unprecedented energies of industrialization. We will also examine how curiosity about foreign and mysterious cultures paved the way for tourism in which cultural authenticity is a central attraction. We will study the relationship between consumption and sustainability, pursuit of the good life through self-help and imported cultural practices such as yoga and meditation, advertising and buying habits, spending money and self-worth. These contexts will enable us to destabilize notions of what feels "normal" in the ways we engage as consumers today.

Students will have the opportunity to examine ingrained routines of daily life, become conscious of the origins and meanings of their own habits and desires and thereby become critical thinkers and actors in consumer cultures. Our activities will include reading, writing papers and participating in seminar discussions on program topics, learning ethnographic research methods, viewing relevant films and participating in field trips. In fall quarter, we will build foundational skills and introduce key concepts and themes; winter quarter students will begin to develop their own research agenda; and in spring quarter, they can apply theory to practice in research and/or community-based work.

Credits: 16
Enrollment: 46
Required Fees: $150 in fall for field trips and entrance fees; $50 in winter for entrance fees.
Thematic Planning Groups: Culture, Text and Language, and Sustainability and Justice

Creating Dangerously: Experiments in Feminist and Diaspora Art

Fall, Winter and Spring quarters

Fields of Study: cultural studies, gender and women's studies, international studies, literature, media arts and moving image
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: visual studies, film studies, cultural studies, literary studies, African-American studies, Arab/Middle East studies, gender studies, community organizing and advocacy, and education.
Faculty: Therese Saliba and Naima Lowe

"Dangerous creations" emerge out of adverse political conditions and embody new creative strategies and possibilities. This program will explore how writers, media makers, artists and community activists use experimental modes of address to challenge dominant narratives and formal structures, and to confound notions of "the real." With an emphasis on multiculturalism, identity and especially African and Arab Diasporas, this program will examine the histories of slavery, colonialism and Empire and how art, media and literature have been used as tools of both conquest and resistance. We will draw on theoretical tools to analyze the "politics of representation" in popular media, including critiques of Orientalism, the Africanist presence and the gaze. And we will explore how diasporic communities, particularly feminists of color, "talk back" to these representations—by creating dangerously. That is, how do these artists use experimental forms to challenge fixed notions of individual and communal identity, as well as the consumerist system of media and literary production?

Through the study of diasporic cultural production, African and Arab American literature and film, Third World Cinema and queer and feminist film theory, we intend to foster critical thinking about race, class and gender identities, and how they are negotiated. We will also explore how certain models of cultural-mixing, hybridity, and border-crossing have created a dispersal of identities and strategic possibilities for solidarities and connections across community struggles.

In fall and winter quarters, students will learn to read cultural texts, including film, visual art and literature, to understand the relationships of people and communities, their sense of identity and possibilities for solidarity across differences. Students will develop skills in visual and media literacy, creative and expository writing, analytical reading and viewing, literary analysis, and the terminologies and methodologies of cultural and gender studies, film history and theory. Through workshops, students will also learn a range of community documentation skills, including photography, video, interviewing and oral history. In spring, students will have the opportunity to work on in-depth independent projects in autobiographical representations either through moving image or narrative writing. With faculty guidance and small group workshops, students will write proposals, conduct research and engage in critique groups to produce a major individual or colloborative creation.

Credits: 16
Enrollment: 46
Required Fees: $150 per quarter for museum entrance fees, overnight field trips and photography/video supplies.
Thematic Planning Groups: Culture, Text and Language, Expressive Arts, and Sustainability and Justice

Dark Romantics

Fall, Winter and Spring quarters

Fields of Study: aesthetics, art history, cultural studies, history, international studies, language studies, literature, philosophy, study abroad, visual arts and writing
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: graduate study in literature, philosophy, history and visual arts; international government, NGO organizations/businesses; publishing; arts organizations, museums.
Faculty: Marianne Bailey, Judith Gabriele, Stacey Davis

"...and for what purpose are there poets in a lean time..."
—Hölderlin, *Bread and Wine*

We will study art history, literature, philosophy and music in their social and historical contexts in order to understand the Romantic avant-garde thinkers and artists, outsiders in 19th- and early 20th-century Europe, and their tenuous but fruitful dialogue with mainstream culture and the emerging popular culture of the laboring class. We will emphasize French Romanticism, but will also consider the pan-European nature of the phenomenon. This era offers a figurative battlefield where concepts of art, nature and self, order and chaos, locked swords, testing the limits of rational thought. As an important component of our weekly work, students will study French language at one of four levels, from beginning to advanced.

The 19th century was an era of immense political change spanning revolutions, empires and finally the establishment of democracy at home, just as European imperialism spread across Africa and Asia. We will study ways in which average women and men crafted their own identities and responded to the larger social forces of industrialization, the creation of a new working class, the solidification of gender and class roles, the rise of modern cities and the redefinition of the criminal, the socially-acceptable and the outsider.

In fall, our work will begin with the paintings, poems and ideas of the early Romantics. The Romantics privileged feeling, intuition and empathy. Like adepts in an ancient mystery cult, they sought to commune with Nature. Romantic philosophers, from Schopenhauer to Nietzsche, spoke of Becoming rather than Being. Rejecting Classical order, clarity and restraint, they envisioned a pure art, beyond language and depiction, which speaks musically through color, passion, suggestion, enigmatically, as do dreams.

In winter, focus will turn to the late Romantics. Decadents pushed the Romantic temperament and aesthetic to extremes through self parody and the aesthetic of fragmentation. Symbolists attempted to express the inexpressible through their art. Yet Mallarmé, Wilde and Yeats, Moreau and Gauguin, among others, helped prepare the "rites of spring" of the dawning 20th century, the arising vanguard of modernist and postmodern movements.

Students will gain a significant grasp of key ideas in art, history and thought within their context, and will have the opportunity to specialize, creating advanced work in their choice of history, art history or writing and literature. We expect strong interest and background in humanities, and considerable self-discipline and motivation. The workload, including French language study, will be substantial and rigorous. Students will work in interdisciplinary all-program sessions and assignments, as well as choose one of three seminar groups. These emphasize: 1) literature and philosophy, 2) history, and 3) visual arts, practice and theory.

In spring quarter, students will have the option to travel to France for 10 weeks. There they will study in a Rennes, Brittany, language school, do cultural and historical study in Paris and Lyon, as well as make side trips for research of their own.

This program does not accept new enrollment in spring.
Credits: 16
Enrollment: 50
Required Fees: Approximately $6,500 (optional) in spring quarter for students who choose to do a 10-week study abroad in France.
Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

Ecological Agriculture: Meeting the Expectations of the Land

Fall, Winter and Spring quarters

Fields of Study: agriculture, botany, ecology, environmental studies, geography, history, international studies and sustainability studies
Class Standing: Sophomore - Senior
Prerequisites: High school general biology and chemistry course.
Preparatory for studies and careers in: farm, nursery and garden management; agriculture, food system and environmental consulting firms; state and county agricultural and natural resource agencies; farming interships abroad, Peace Corps service, agricultural and food justice non-profits. This can help prepare students for Practice of Sustainable Agriculture beginning in spring.
Faculty: Martha Rosemeyer

Currently, more than three-quarters of the arable land mass of the planet is influenced by human needs and desires for food and fiber. There are competing visions for the future of our agriculture and food systems. A global, fossil fuel-based system provides large quantities of inexpensive food along with significant environmental and social impacts. Another vision is a local, community-based system that produces higher quality, but more expensive food while seeking to minimize environmental and social impacts. Critical questions that will inform our inquiry include: Can we grow high-quality food that is available to everyone? What kinds of agriculture, as Wendell Berry and Wes Jackson ask, will "meet the expectations of the land"? Are local, sustainable, alternative food systems best? What is the future of the small farm? And how did we get into the current agricultural predicament anyway?

This program will provide a broad, interdisciplinary study of agriculture in the context of food systems. We will explore competing ideas from a critical perspective of social and ecological sustainability. We will emphasize the development of ecological and holistic thinking, which will be applied in hands-on laboratory and field exercises, expository and scientific report writing, quantitative reasoning, as well as community work. Lectures will focus on ecological principles applied to agroecosystems, soil science and fertility management, crop and livestock management and permaculture, as well as agricultural history, policy, socioeconomic aspects of agriculture and regional to global food systems. Tastings of local and ethically-foraged foods will instruct our palates about what our agroecosystem and natural environment might provide.

Fall emphasis: The agroecology portion of fall quarter will emphasize energy flow and biodiversity as applied to agricultural systems. Lectures and labs will focus on ecological principles applied to agriculture. Seminar readings and discussions will focus on the history of U.S. agriculture. Field trips to farms and ranches will familiarize us with the reality of farming.

Winter emphasis: The agroecology portion will focus on soil science, particularly soil ecology and nutrient cycling in lecture and lab. The impact of farm and food policy on agriculture will be critical to contextualize our understanding. Seminar will critically examine potential futures for agriculture. There will be an emphasis on soil science, library research and expository writing. Farm visits and a field trip to the Eco-Farm conference in California are planned.

Spring emphasis: We will study agroecology and permaculture in a tropical context. Seminar will focus on international "sustainable development" and its contradictions, successes and challenges. As a final project, students will apply their knowledge of tropical crops and soils to create a farm plan in a geographic area of their choice. Farm visits and a field trip to attend a workshop/conference for small farm skill-building are planned.

Accepts enrollment in winter and spring with faculty signature. Previous experience with agriculture or ecology and high school chemistry and biology. Students will also need to review various chapters in *Agroecology: the Ecology of Sustainable Food Systems*. Contact Martha Rosemeyer (rosemeym@evergreen.edu).
Credits: 16
Enrollment: 25
Required Fees: $200 in fall for overnight field trips, conference registration and produce tastings; $690 in winter for overnight field trips and conference registration; $350 in spring for overnight field trip to conference, farm visits and for tropical product tastings.
A similar program is expected to be offered in 2015-16
Thematic Planning Groups: Environmental Studies, and Sustainability and Justice

Photo by Shauna Bittle '98.

Education for Life

Winter quarter

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

Where is the Life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information? The cycles of Heaven in twenty centuries Bring us farther from God and nearer to the Dust. —T. S. Eliot, "Two Choruses from the 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, all of them our contemporaries, who seem to have wisdom enough to offer an answer.

The magician and ecologist David Abrams thinks it is possible "to return to our senses…to renew our bond with this wider life, to feel the soil beneath the pavement, to sense—even when indoors—the moon's gaze upon the roof." We'll see. Alain de Botton says it is possible to build new institutions to "generate feelings of community," "promote kindness," to help us "surrender some of our counterproductive optimism," to "achieve perspective through the sublime and the transcendent," and to do it without ethical codes, religions, morality and all the other trump cards that, while they might help us live, distract us from life. We'll see. Wendell Berry believes that we can disentangle ourselves from a science that tells us everything worth knowing about a world that is one grand mechanism or, more recently, a total system, and from an economy where value means only price. He thinks we can recover the old virtues of living together not on the Earth but on the land and must do so "motivated by affection, by such love for a place and *its* life that [we] want to preserve it and remain in it." 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 all of life.

There are other sages 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
Thematic Planning Groups: Consciousness Studies, Culture, Text and Language, and Society, Politics, Behavior and Change

Education, Theory & Empowerment—Understanding Critical Race Theories & Qualitative Research

Fall, Winter and Spring quarters

Fields of Study: African American studies, community studies, cultural studies, education, field studies, gender and women's studies, language studies, law and public policy and queer studies
Class Standing: Junior - Senior
Preparatory for studies and careers in: social sciences (i.e., history, gender studies); cultural studies; educational research; educational policy; teacher education; education, culture and society; multicultural education; critical literacy; language and discourse; qualitative research and methods.
Faculty: Grace Huerta

Does schooling fail certain populations? Why are educators challenged to meet the needs of diverse learners in the both the public schools and colleges? While progressive scholars continue to generate research and theories to illuminate the lived experiences of marginalized students, why are these perspectives missing or eliminated from the curriculum?

In order to interrogate how theory and knowledge are often legitimized without regard for language, culture, gender and power, this program will consider whose knowledge has been invisible in public and higher education classrooms. In preparation for graduate qualitative research in the social sciences, we will explore how critical race theory (CRT) provides a space to explore multiple perspectives of diverse learners and the communities they represent. Critical race theory provides a framework to construct knowledge for the empowerment of diverse learning communities.

In the fall and winter, we will study the historical development of CRT from its origins in legal studies and how it has now inspired analytical frameworks such as: African American Critical Theory, Asian Critical Theory (i.e., "model" minorities), Latina/o Critical Theory and Queer Theory. Questions and intersections we will consider include: how does CRT help us reinterpret knowledge construction, history, culture, diaspora, schooling, language and gender? What are the strengths and limitations of these theories when addressing educational policy and inequalities?

In the spring quarter, we will practice qualitative methods to describe and analyze diverse communities through action research. Students will conduct their own action research project and learn how to: 1) identify a research problem and question; 2) select qualitative research methods to answer their question and prepare a human subjects application; 3) develop action research strategies; 4) collect, codify and analyze data; and 5) write up and present their research findings. Over the course of this program, students will develop skills to identify how CRT frameworks inform institutional policy, knowledge construction and educational practices. Students will engage in local community services and meet with guest speakers in order to analyze the frameworks at play. Students will complete an action research project and presentation where the merger of praxis and academic writing will demonstrate their understanding of CRTs and qualitative research methods for submission as a graduate school writing sample of their research skills.

Accepts winter and spring enrollment with faculty signature. Students should email the faculty (huertag@evergreen.edu) to establish students' background in critical pedagogy and qualitative research methods.
Credits: 16
Enrollment: 25
Required Fees: $400 in fall for supplies and entrance fees; $300 per quarter in winter and spring for entrance fees.
Thematic Planning Groups: Culture, Text and Language, and Society, Politics, Behavior and Change

The Empty Space: Movement, Dance and Theatre

Spring quarter

Fields of Study: aesthetics, consciousness studies, cultural studies, dance, education, media arts, queer studies, somatic studies and theater
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: teaching, theatre, expressive arts, dance and movement theory.
Faculty: Walter Grodzik and Cynthia Kennedy

This program will explore the interior spaces where performances begin and the exterior spaces where performances are realized. Students will begin with movement and theatre exercises that center and focus the mind and body in order to open oneself to creative possibilities and performance. Students will also study movement/dance and theatre as a means of physical and psychological focus and flexibility that enable them to more fully utilize their bodies and emotional selves in creating theatrical performance.

Through the understanding and embodiment of somatic concepts such as awareness, intention, centering, authenticity and the interplay of mind and body, students will have the opportunity to explore the creative imagination as it expresses itself from their own life processes, rather than from externally imposed images, standards and expectations. How does imagination respond to the emotional self, the physiology of the body and the psychology of the mind? How can we become more expressive and responsive to our inner selves? Students will be invited to explore and enjoy the dance already going on inside their bodies to learn to perceive, interpret and trust the natural intelligence of intrinsic bodily sensations. The class will use experiential techniques derived from several traditions of somatic philosophy. In seminar, students will read a broad variety of texts about creativity, dance, theatre and dramatic literature.

The program will include weekly seminars, workshops in movement/dance and theatre and film screenings of various dance and theatre productions. This is an all-level program that welcomes students of all abilities who bring their excitement, commitment and creativity to the performing arts. Regular on-time attendance and discipline are fundamental to students' development and continuance in the program.

Credits: 16
Enrollment: 48
Required Fees: $25 for tickets to performances.
Thematic Planning Groups: Consciousness Studies, Culture, Text and Language, and Expressive Arts

Photo by Hannah Pietrick '10.

Energy Systems and Climate Change

Winter and Spring quarters

Fields of Study: agriculture, environmental studies, physics and sustainability studies
Class Standing: Sophomore - Senior
Prerequisites: Good reading skills and decent writing skills. Willingness to work in teams and to use computers for online assignments and information. Mastery of algebra is essential for success in this program—we will not teach algebra, but will build on it. Students should have some college-level science (there is no physics prerequisite).
Preparatory for studies and careers in: energy, physics, climate, environment, sustainability, teaching, farming, engineering and natural science.
Faculty: EJ Zita

How is energy harvested and transformed, used or abused? This two-quarter study of energy in natural and human systems is a good fit for students interested in environmental science, physics and sustainability—both mathematical and applied. We start with skill building and background study and finish with major research projects related to energy, climate and sustainability.

We will study issues of energy generation and use in society and in the natural world. One goal is for students to gain a deeper understanding of issues involved in achieving a sustainable energy society. A primary goal is to illustrate the power and beauty of physics and mathematics. We will explore topics such as climate change and global warming; energy science, technology and policy; farming and land use, environmental studies and sustainability.

We will study alternative energy sources such as solar, wind, geothermal and biofuels, as well as conventional sources of energy such as hydro, nuclear, gas and coal. Fundamentals of energy generation will focus on the underlying physics. In seminar, we further explore social, political and/or economic aspects of energy production and use, such as environmental and food production concerns and policies, effects of the Sun on the Earth, energy needs of developing countries, etc. We will have a strong emphasis on sustainability studies.

While calculus is *not* a prerequisite, students who already know calculus may deepen their math skills by applying them to program material or research projects, in teamwork.

Student research projects are a major part of this program. Students develop a research question that interests them, then design and carry out their research investigations in small teams. Research projects involve quantitative analysis as well as hands-on investigations. For example, research might include fieldwork, energy analysis of an existing system (natural or constructed) and/or design of a new small-scale energy system, possibly with community applications. Past projects have included solar systems, energy generation from waste products, water purification for boats or farm composters, efficiency improvements of campus buildings, analysis of wind and water systems and more. Student researchers from this program have often won grants from the college to work on practical campus projects.

Accepts spring enrollment with faculty signature. New students must pass the final exam of Energy Systems and Climate Change by week 11 of winter quarter. Email E.J. Zita (zita@evergreen.edu) by week 10 for the exam.
Credits: 16
Enrollment: 25
Required Fees: $90 in winter and $100 in spring for registration fees and overnight field trips.
A similar program is expected to be offered in 2015-2016
Thematic Planning Groups: Environmental Studies, Scientific Inquiry, and Sustainability and Justice

Exploring Learning and Development

Fall, Winter and Spring quarters

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

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

This program will provide many engaging and interconnected opportunities for developing and refining academic skills in writing, oral communications, critical reading, research and statistics, and is designed to foster a strong foundation in psychology, including learning theory, developmental psychology and psychological research. Because the program will progressively build on the theme of development and learning from quarter to quarter, while creating an increasingly interpersonally effective learning community, students are encouraged to stay in the program all three quarters.

Some of the specific questions we will consider in this program include: In what ways do people differ in their learning styles and developmental pathways? How does the experience of learning change over the lifespan? How have recent findings in neuroscience changed our understanding of learning and development? In which ways do 21st-century schools base their practices on effective developmental principles?

During the fall quarter, we will begin with the topic of "learning about yourself as a learner," engaging with such topics and activities as learning theory, personality theory, writing skills, critical reading, statistics, educational autobiography and group work. In the winter quarter, we will emphasize "learning about teaching," with a focus on developmental theory, instructional strategies, group dynamics, history of education, research in psychology and education. Spring quarter we will build on our work from the first two quarters as we analyze current educational practices from a developmental perspective with an intensive study of a school of your choice, including conducting preliminary background research, completing a three-week ethnographic study at a school site and preparing and presenting a formal research report.

The selection of readings and specific topics will be responsive to student interests and background—authors whose work we are likely to read include: Dan Siegel, Ken Wilber, John Bowlby, Carl Jung, John Dewey and Jean Piaget.

Accepts winter enrollment. Students seeking to enroll this quarter (who are not continuing from fall quarter) should meet with the faculty during the academic fair to discuss requirements.
Does not accept new enrollment in spring.
Credits: 16
Enrollment: 23
Thematic Planning Groups: Consciousness Studies, and Society, Politics, Behavior and Change

Fiction Laboratory

Spring quarter

Fields of Study: literature and writing
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: writing, literature and aesthetics.
Faculty: Steven Hendricks

In this introductory literary arts program, we'll investigate the tradition of experimental literature by treating literary experiments—our own included—as creative research into the possibilities of language and narrative. The alphabet, the language, the myriad tropes and formulae for literary expression and the archetypal patterns that haunt our stories: we will view these as a vast table of elements that can be combined and synthesized into new substances: new genres, prose forms, syntax, strategies for reading and making meaning...new reasons to write.

Our own creative work will provide a rigorous testing ground for literary ideas. Student writing will be examined by faculty and peers on a regular basis with half a mind toward developing one's craft, and the other half toward investigating, for its own sake, the complex relationship between reader, text and writer. Program seminars will emphasize a lineage of exceptional exceptions: novels and short fiction of the last half century by writers who have taken careful stock of shifts in literary and cultural theory. Lectures will introduce students to analytic reading practices, literary criticism and theory. Throughout the program, we'll practice rich and extended reading of just six book-length works (along with short ancillary texts). Thus, just three pairs of authors will shape our studies: (Pair 1) Virginia Woolf and Samuel Becket;(2) Italo Calvino and Harry Mathews; and (3) Thalia Field and Ben Marcus. Each pair will comprise the focal point for a three week unit; each unit will include an in-class exam.

Students enrolled in the program should be prepared to read the range of challenging texts, practice the art of writing in the spirit of experimentation and play, conduct independent research into complex questions relevant to program texts and themes, and participate actively in program seminars, workshops and critiques. Interested students should study the program schedule carefully, as there will be extensive in-class work, as with a studio-based program; in our case, studio practice means writing, reading and critique.

Credits: 16
Enrollment: 23
Thematic Planning Groups: Culture, Text and Language

Field Ecology

Spring quarter

Fields of Study: biology, ecology, environmental studies, field studies, natural history and zoology
Class Standing: Junior - Senior
Prerequisites: One year (12+ credits) of college-level biology, one year (9+ credits) college-level chemistry, and one year (9+ cummulative credits) of college-level algebra, precalculus, and caculus or statistics. Students should also have introductory botany and zoology classes.
Preparatory for studies and careers in: plant and wildlife ecology, environmental studies, habitat management, ecological restoration and conservation biology.
Faculty: Dylan Fischer and Alison Styring

Designed to provide a premier hands-on experience on learning how to conduct field science in ecology at the advanced undergraduate level. We will focus on group and individual field research to address patterns in ecological composition, structure and function in natural environments. Students will participate in field trips to local and remote field sites and be expected to develop multiple independent and group research projects. A small group of 16 students will participate in a 16-day boat trip through the Grand Canyon of the Colorado River where they will conduct individual and group research. Students will be selected for the Grand Canyon experience based on an application available in winter quarter.

We will work as a community to develop and implement field projects based on: 1) workshops that will train students in rapid observation and field data collection; 2) participation in large multi-year studies based in Washington and more distant field sites; and 3) student originated short- and long-term studies. Students will focus on field sampling, natural history and library research to develop workable field data collection protocols. Students will implement observation- and hypothesis-driven field projects. We will then learn to analyze ecological data using laboratory and statistical analytical approaches. Students will demonstrate their research and analytical skills via writing and presentation of group and individual research projects. Student manuscripts will be "crystallized" through a series of intensive, multi-day paper-writing workshops. Students will also give public presentations of their research work.

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

Credits: 16
Enrollment: 50
Required Fees: $250 for a week-long field trip; $1600 (optional) for the Grand Canyon field trip.
Thematic Planning Groups: Environmental Studies

Field Plant Taxonomy

Spring quarter

Fields of Study: botany, ecology, field studies and natural history
Class Standing: Freshmen - Senior
Prerequisites: Students must have taken Botany: Plants and People or equivalent coursework in introductory plant science which covered a survey of the phyla of Kingdom Plantae.
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

This program fosters the skills needed for field work in the fields of floristics and plant ecology particularly 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. Seminar readings will be focused on floristics, biogeography and vegetation ecology. Students will learn how to collect and prepare herbarium specimens and apply this knowledge to a collaborative research project. Students will also learn about herbarium curation.

A multi-day field trip to the Columbia River Gorge will give students an opportunity to learn about Pacific Northwest plant communities in the field, including 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. Through the field trip, students will learn qualitative vegetation sampling methods and how to analyze their observations. The field trip is required.

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

Credits: 16
Enrollment: 24
Required Fees: $500 for transportation, meals and lodging for a field trip to the Columbia Gorge.
A similar program is expected to be offered in 2015-16
Thematic Planning Groups: Environmental Studies

Photo by Shauna Bittle '98.

Fire and Water: The Sun, Oceans and Atmosphere in Climate Change

Fall quarter

Fields of Study: astronomy, biology, ecology, environmental studies, marine science and physics
Class Standing: Sophomore - Senior
Prerequisites: A college-level science class, mastery of algebra, ability to learn pre-calculus, willingness to work in teams, and readiness to use computers and the Internet for class information and assignments.
Preparatory for studies and careers in: environmental studies, marine science, ecology, physics, biology and astronomy.
Faculty: Gerardo Chin-Leo and EJ Zita

The Earth's atmosphere and oceans are affected by human activities, by the Sun and by geologic activity. Over many millions of years, the Earth has experienced wide fluctuations in climate, from ice ages to very warm periods. Earth is currently experiencing an unusually rapid warming trend, due to anthropogenic (human-caused) changes in atmospheric composition. Historically, a major factor determining global climate has been the intensity of the Sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. This program will examine some of the major interactions between the Earth and Sun, atmosphere and oceans.

Interactions between oceans and atmosphere affect the composition of both, and oceans impact global climate by redistributing the Sun's energy. Changes in ocean circulation help explain climatic changes over geologic time, and marine microorganisms play a major role in the cycling of gases that affect climate (e.g., CO2 and dimethylsulfide). What is the evidence for causes of contemporary global warming? What are expected consequences? What can be done? What about proposed schemes to engineer solutions to global warming, such as the sequestration of anthropogenic carbon into the deep sea? We will study diverse and interconnected physical, chemical, geological and biological processes. This requires a basic understanding of biology and chemistry as well as facility with algebra and ability to learn precalculus.

Students will learn through lectures, workshops, laboratories and seminars, often using primary scientific literature. Students will do significant teamwork and may research questions that they are particularly interested in. We will have weekly online assignments, so students should be comfortable using computers and the Internet.

Credits: 16
Enrollment: 50
Thematic Planning Groups: Environmental Studies and Scientific Inquiry

The Formation of the North American State

Fall quarter

Fields of Study: history, international studies, political economy and political science
Class Standing: Junior - Senior
Prerequisites: Previous college-level work beyond the introductory level in history and/or the social sciences.
Preparatory for studies and careers in: history, political economy, political science, secondary education, graduate school and informed citizenship.
Faculty: Jeanne Hahn

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

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

From the Fire: The Art and Science of Ceramics

Spring quarter

Fields of Study: art history, chemistry and visual arts
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: arts and sciences.
Faculty: Dharshi Bopegedera and Susan Aurand

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

Credits: 16
Enrollment: 46
Required Fees: $50 for studio supplies.
Thematic Planning Groups: Expressive Arts and Scientific Inquiry

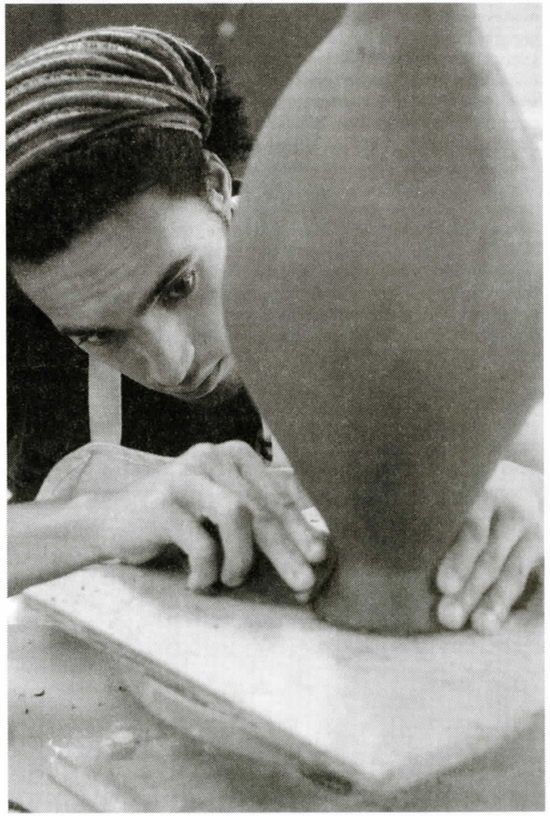


Photo by Shauna Bittle '98.

Gateways: Popular Education

Fall, Winter and Spring quarters

Fields of Study: education
Class Standing: Sophomore - Senior
Prerequisites: Participating students are required by the prison to pass a background check in order to work on site.
Preparatory for studies and careers in: juvenile justice, education, community work and social work.
Faculty: Elizabeth Williamson

This program offers Evergreen students the opportunity to co-learn with individuals incarcerated in a maximum-security institution for juvenile males. It is high stakes work that demands consistent engagement—approximately 10-12 hours a week in class and 4-6 hours a week at the institution (including travel time). The learning of students enrolled in this program fuels and is fueled by the learning of the incarcerated students.

A fundamental principle of the Gateways program is that every person has talents given to them at birth and valuable experiences that can contribute to our shared learning. It is our job as human creatures to encourage each other to search out and develop our passions and gifts. These values are manifested in the practices of popular education, which will serve as both the process and the content of our work. Our goal is to create an environment in which each person becomes empowered to share their knowledge, creativity, values and goals by connecting respectfully with people from other cultural and class backgrounds. All students will wrestle with topics in diversity and social justice alongside other subjects chosen by the incarcerated students—the main feature of popular education is that it empowers those seeking education to be the local experts in shaping their own course of study.

Popular education works through conscientization, the ongoing process of joining with others to give a name to socioeconomic conditions, to reflect critically on those conditions, and thereby to imagine new possibilities for living. In order to do this work successfully, students will practice learning how to meet other learners "where they are at" (literally, in order to better understand the conditions that put some of us in prisons and others in colleges). Students will also develop or hone their skills in contextualizing and analyzing socioeconomic phenomena. Most importantly, students will learn that solidarity does not mean "saving" other people or solving their problems—it means creating conditions that allow them to articulate those problems through genuine dialogue and supporting them as they work toward their own solutions.

Program participants will have the opportunity to reflect on how different individuals access and manifest their learning as they gain experience in facilitating discussions and workshops. In the process of collectively shaping the Gateways seminar, they will also learn how to organize productive meetings and work through conflict. Each quarter, students will take increasing responsibility for designing, implementing and assessing the program workshops and seminars. Throughout the year we will seek to expand our collective knowledge about various kinds of relative advantage or privilege while continually working to create a space that is welcoming and generative for all learners.

High stakes community-based work requires trust, and trust requires sustained commitment. This program requires that all participants be ready to commit themselves to the program for the entire academic year.

Accepts winter and spring enrollment with faculty signature. Interested students should contact williame@evergreen.edu to receive an application. Priority will be given to students who submit applications by week 7 of fall quarter.
Credits: 16
Enrollment: 20
Thematic Planning Groups: Society, Politics, Behavior and Change

Genes and Evolution

Fall quarter

Fields of Study: biology, field studies and zoology
Class Standing: Junior - Senior
Prerequisites: One year of college-level biology. Familiarity with probability is recommended.
Preparatory for studies and careers in: biology, health-related fields. Successful completion of this program is necessary but not sufficient for consideration for the study abroad program Animal Behavior and Zoology (p38).
Faculty: Donald Morisato and Heather Heying

The theory of evolution is the cornerstone of modern biology, unifying disciplines as diverse as molecular genetics and behavioral ecology. Evolution provides an explanation for the extraordinary biological diversity on this planet. What is the best way to study this process—by focusing on the mechanisms producing genetic variation, by looking at modern organisms for evidence of past evolutionary forces or by generating theory that fits with what we already know? At what level does natural selection act—on genes, on organisms, or on groups of organisms? This program will present and discuss some of the big ideas in evolution and at the same time, examine how we, as scientists, with distinct processes and cultures, approach these questions.

We will study several aspects of microevolution—the change that occurs within populations, over time spans that are directly observable by humans—and spend time in the field early in the quarter as a class. Our microevolutionary focus will be animal behavior and students will work in pairs on field-based projects throughout the quarter, while regular workshops in statistics will allow students to conduct their own analyses on their data. On a parallel track, we will consider some of the genetic processes underlying this evolutionary change. We will begin with classical Mendelian genetics and move on to a formal treatment of population genetics and analysis of complex traits. We will be undertaking a laboratory project using *Drosophila*.

This upper-division science program will have an intensive workload, including reading the primary literature and carrying out experimental work in the laboratory and in the field. Student learning will be assessed by problems sets, writing assignments, statistics workshops and exams.

Credits: 16
Enrollment: 50
Required Fees: $150 for a five-day field trip.
Thematic Planning Groups: Environmental Studies, and Scientific Inquiry

Green Materials: Science/Craft/Construction

Fall quarter

Fields of Study: architecture, environmental studies, sustainability studies and visual arts
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: visual arts, environmental design, architecture, art education and sustainability studies. This program is preparatory for Green Materials: Craft and Construction that follows in winter and spring quarters. Please see online catalog for details.
Faculty: Robert Leverich, Robert Knapp, Anthony Tindill

This program is a serious introduction to studio-centered design, focused on responsive and responsible use of materials—wood, glass, stone, steel and many others. We will study materials from three related perspectives: Science—the concepts, techniques and evidence that currently allow informed judgment on choice of materials and design; Craft—the technical and conceptual challenges of shaping and joining materials to make functional and expressive objects; and Construction—the design and joining of materials into the complex systems that are our landscapes and buildings.

The program community will be organized as three design studio groups. Studio projects will address "upstream" (extraction and processing) and "downstream" (disposal or reuse) effects of choosing and working with materials, drawing and design basics, basic shaping and joining tools and skills for working with materials, an introduction to conventional and green building concepts and systems, and an overview of how energy use plays into what we make and build. Shared activities between studios will include general background lectures on craft, construction and materials science; seminars on beauty, politics and culture as they relate to sustainable material use, craft and construction; and at least one studio assignment for cross-studio teams. Possible texts for this program include: Michael Ashby, *Materials and the Environment: Eco-Informed Materials Choice*; Bjorn Berge, *The Ecology of Building Materials*; Richard Sennett, *The Craftsman*; Stuart Walker, *The Spirit of Design: Objects, Environments and Meaning*; Nigel Coates, *Narrative Architecture: Architectural Design Primers Series*; Peter Cook, *Drawing: The Motive Force of Architecture*; and Francis D.K. Ching, *Building Construction Illustrated*.

Engaged students will leave this program with a fuller understanding of materials and sustainability, new technical awareness and a fuller understanding of design as a powerful set of tools and techniques that can shape a more ethical, beautiful and sustainable world.

Credits: 16
Enrollment: 63
Required Fees: $50 lab fee, up to $100 or more (optional) for tools and materials, depending on individual projects.
Thematic Planning Groups: Expressive Arts, Environmental Studies, and Sustainability and Justice

Human Rights and Wrongs: Literature, Film, Theory

Fall and Winter quarters

Fields of Study: literature and media studies
Class Standing: Junior - Senior
Preparatory for studies and careers in: human rights, politics, philosophy, literature, film and media studies.
Faculty: Greg Mullins

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

The program is designed for students who wish to advance their skills in literary criticism and visual analysis; both literature and film are at the center of the work. The first five weeks of fall quarter will be devoted to legal and philosophical definitions of human rights. We will study critiques of rights from the major ideological camps and students will establish their own assessment of the viability of rights approaches to atrocity and injustice. The second five weeks of fall quarter and six weeks of winter quarter will be devoted to studying works of fiction, films (both feature and documentary), photographs and public memorials that all, in their own ways, attempt to tell human rights stories or open fresh critiques of human rights work. The balance of the winter quarter work will be research projects that result in either a traditional research essay or a more practical implementation of the theory students have learned.

Field study will take us, in one day, to memorial parks in Tacoma and Bainbridge Island. A typical week's work will include a film screening, a short lecture followed by discussion and seminars. Students will write weekly one-page papers, two six-page essays in each quarter, an academic statement, a research prospectus fall quarter and a 15- to 20-page research paper (or its equivalent) winter quarter. Students joining fall quarter need not have prior knowledge of human rights, but substantive prior work in literary criticism and/or film criticism and theory will be helpful. Students who wish to join in winter quarter, please note the signature requirement.

Accepts winter enrollment with faculty signature. If you wish to join this program in winter quarter, contact the instructor (Greg Mullins, mullinsg@evergreen.edu) in advance of registration and provide evidence that you have successfully completed a foundational course in human rights or in political science or political theory with an emphasis on rights.
Credits: 16
Enrollment: 28
Thematic Planning Groups: Culture, Text and Language

Individual Study: Fiber Arts, Non-Western Art History, Native American Art, Creative Writing

Fall, Winter and Spring quarters

Fields of Study: Native American studies, art history, cultural studies, visual arts and writing
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: the arts, art history, literature and creative writing, especially poetry and the humanities.
Faculty: Gail Tremblay

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

Accepts winter or spring enrollment with faculty signature: Students must develop an Individual Learning or Internship Contract and submit their proposals to Gail Tremblay prior to the beginning of the quarter. For more information, email Gail Tremblay at tremblay@evergreen.edu. Qualified students will be accepted until the program fills.
Credits: 16
Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Expressive Arts

Individual Study: Humanities and Social Sciences

Spring quarter

Class Standing: Freshmen - Senior
Faculty: Bill Arney

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

Credits: 16
Enrollment: 25

Individual Study: Japanese Culture, Literature, Film, Society and Study Abroad

Spring quarter

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

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

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

Individual Study: Political Economy, Political Science, Social Sciences, Social Justice

Fall quarter

Fields of Study: international studies, law and public policy and political economy
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: political economy and political science.
Faculty: Lawrence Mosqueda

This Individual Learning Contract can be a specific in-depth topic or an internship that the student has already researched and begun to get approval from an outside agency. A group of students can also work together and develop a reading list and timetable for completion of a group project. Students can also contact Evergreen's Center for Community-Based Learning and Action for projects that may fit into the parameters of this description. Students should contact the faculty before the fall of 2013. The best time to contact the faculty is at the Academic Fair in spring 2013. Students interested in a self-directed project, research or internship in political economy or political science should contact the faculty by email at mosqueda@evergreen.edu.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Sustainability and Justice

Individual Study: Psychology and Integrative Health

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

This opportunity allows students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students pursuing individual studies or internships in psychology, integrative health, mind-body medicine, service learning, expressive arts therapy and cultural studies are invited to submit contracts through the online learning contract system to khannam@evergreen.edu. While this opportunity is oriented towards sophomores-seniors, freshman contracts will be considered if they are part of a group project or applying for an internship.

Credits: 16
Enrollment: 25
Internship Possibilities: With faculty approval.
Thematic Planning Groups: Society, Politics, Behavior and Change

Individual Study: Public Administration, Native American Studies

Winter quarter

Fields of Study: American studies, Native American studies, community studies, cultural studies, government, leadership studies, literature, political science, queer studies and visual arts
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: public administration, art, education, politics, law and social services.
Faculty: Michelle Aguilar-Wells

Individual study offers the highly disciplined and organized student the opportunity to pursue a self-directed and self-constructed syllabus. The work may be combined with a student-arranged internship opportunity. Students interested in pursuing work in the areas listed or related areas are invited to contact the faculty member for an initial discussion. Projects must be completed in a one-quarter time period.

Michelle Aguilar-Wells has a background in public administration/management, Native American studies, human services, child welfare, public service and training and some expertise in art (glass, Native, fabric). She is particularly interested in literature and film as social/political commentary throughout history.

Students who are passionate enough about a subject to pursue it through research and other avenues and students who are intellectually curious and focused are welcome to contact the faculty (aguilarm@evergreen.edu) to explore independent work.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Native American and World Indigenous Peoples, and Society, Politics, Behavior and Change

Inside Language

Winter and Spring quarters

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

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

We will consider these questions and others through the lens of linguistics. Topics to be examined for fall include: phonetics, phonology, morphology, language change, the history of English and English dialects, key issues facing multilingual communities and language planning. In winter, topics will include: syntax, semantics, pragmatics, first language acquisition, language and gender and linguistic politeness. We will look at well-known languages and lesser-known languages and discover why they matter in our lives today. Through the course of the program students will learn a variety of conceptual and empirical techniques, from analyzing speech sounds to interpreting the rationale behind current language policy.

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

This program does not accept new enrollment in spring.
Credits: 16
Enrollment: 24
Thematic Planning Groups: Culture, Text and Language, and Scientific Inquiry

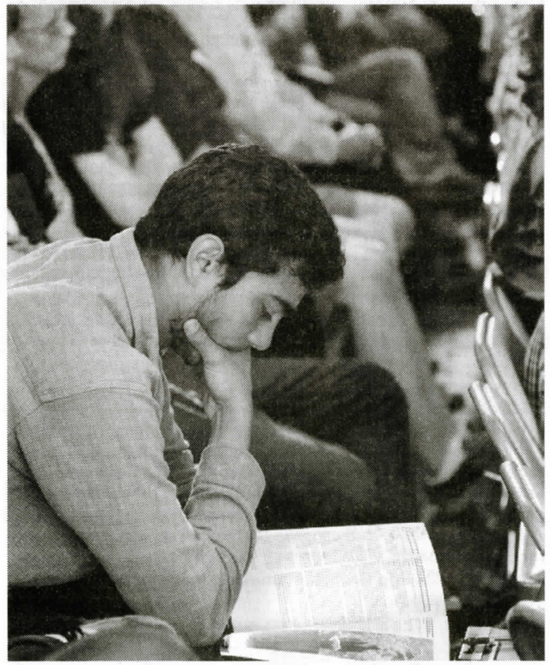


Photo by Shauna Bittle '98.

Introduction to Environmental Studies

Fall and Winter quarters

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

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

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

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

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

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

Introduction to Natural Science

Winter and Spring quarters

Fields of Study: biology and chemistry
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: biology, chemistry, environmental studies and health-related fields. This program will prepare students for more advanced work in biology and chemistry, such as in the programs Molecule to Organism and Environmental Analysis.
Faculty: James Neitzel

This introductory-level program is designed for students who are prepared to take their first year of college-level science. It will also be a logical continuation for students leaving The Physical World of Animals and Plants who wish to continue their work in biology and chemistry. This program offers an integrated study of biology and chemistry that serves as an introduction to the concepts, theories and structures which underlie all the natural sciences. Our goal is to equip students with the conceptual, methodological and quantitative tools that they will need to ask and answer questions that arise in a variety of disciplines using the models and tools of chemistry and biology.

Program activities will include lectures and small-group problem-solving workshops, where conceptual and technical skills will be developed. Laboratory work that closely parallels and amplifies the core material will be an integral part of the program. We will also make use of mathematical modeling.

Seminar will enable us to apply our growing understanding of scientific principles and methodology to societal issues such as genetic testing and engineering or the effects of climate change. In addition to studying current scientific theories, we will consider the historical, societal and personal factors that influence our thinking about the natural world. Students will be exposed to the primary literature of these sciences and develop skill in writing for diverse audiences. During spring quarter, students will have the opportunity to design and carry out their own laboratory investigations, the results of which they will present in talks and papers at the end of the quarter.

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

Ireland in History and Memory

Fall, Winter and Spring quarters

Fields of Study: cultural studies, history and study abroad
Class Standing: Junior - Senior
Preparatory for studies and careers in: Irish studies, ethnomusicology, cultural studies and history.
Faculty: Sean Williams

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

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

Every student is expected to work intensively with the Irish-Gaelic language all year; no exceptions. Our work will include frequent lessons and short exams in grammar and pronunciation, as well as the application of those lessons to Gaelic-language songs and poetry. If you cannot handle Gaelic study or do not take it seriously, do not sign up for this program. Similarly, you will be expected to learn to sing and play Irish music on a musical instrument if you cannot already play one. We will practice this music each week, and we will be bringing musical instruments to Ireland.

Early spring quarter, we will travel to the small village of 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 like standing stones and dolmens. Students will also have the opportunity to spend two weeks doing individual learning in Ireland; that project will become part of their final work. Upon their return at the end of May 2014, students will write a significant integrative essay, combining the theory of Irish Studies with what they have learned in the practice of living and studying in Ireland.

This program does not accept new enrollment in winter or spring.
Credits: 16
Enrollment: 30
Required Fees: All students are expected to bring a musical instrument to class in fall and winter quarters; penny whistles cost approximately $15. Students will also be asked to participate in the Sean-nós Northwest Festival weekend on campus in winter quarter; registration is approximately $75 per person. In spring, students traveling to Ireland will be responsible for approximately $3,000 for 6-week study abroad (airfare, local instructional fees, room and board).
Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

Japan Today: Studies of Japanese History, Literature, Cinema, Culture, Society and Language

Fall and Winter quarters

Fields of Study: cultural studies, history, international studies, language studies, literature and moving image
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: Japanese literature and culture, film studies, cultural studies and international relations.
Faculty: Harumi Moruzzi and Tomoko Hirai Ulmer

Japan is a vital, energetic and dynamic country which has been constantly reinventing and revitalizing itself even in the midst of gargantuan natural disasters, while struggling to maintain a sense of cultural and social continuity from the long lost past. Meanwhile, the conception and image of Japan, both in Japan and throughout the West, has varied widely over time, mostly due to Japan's changing political and economic situation in the world. In the late 19th century, when Japan re-emerged into Western consciousness, Lafcadio Hearn, the Greek-Irish-American writer who later became Japanese, thought of Japanese society and its people as quaintly charming and adorable. In contrast, Americans in the 1940s viewed Japan as frighteningly militaristic and irrational. The French philosopher/semiotician Roland Barthes was bewitched and liberated by Japan's charmingly mystifying otherness during his visit in 1966, when Japan began to show its first sign of recovery from the devastation of the WWII. The Dutch journalist Karel Van Wolferen was disturbed by the intractable and irresponsible system of Japanese power in 1989, when the Japanese economy was viewed as threatening to existing international power relations. These examples show how Japan has been viewed by Westerners in the past. The idea and image of Japan is highly dependent on the point of view that an observer assumes and that history makes possible.

This full-time interdisciplinary program is devoted to understanding contemporary Japan, its culture and its people, from a historical point of view. We will study Japanese history, literature, cinema, culture and society through lectures, books, films, seminars and workshops, including study of Japanese language embedded in the program. Three levels of language study (1st-, 2nd- and 3rd-year Japanese) will be offered for 4 credits each during the fall and winter quarters.

In the fall quarter, we will explore the cultural roots of Japan in its history. In the winter quarter, we will examine Japan after 1952, when the Allied occupation ended. Special emphasis will be placed on the examination of contemporary Japanese popular culture and its position in economic and cultural globalization.

Students who are interested in experiencing Japan in person can take Japanese language classes in Tokyo through Harumi Moruzzi's Individual Study: Japanese Culture, Literature, Film, Society, and Study Abroad (pg 56) in spring quarter.

Accepts winter enrollment with faculty signature. Students who want to enroll are required to get a signature from Harumi Moruzzi (moruzzih@evergreen.edu).
Credits: 16
Enrollment: 27
Required Fees: $30 per quarter for entrance fees.
Thematic Planning Groups: Culture, Text and Language

Language Counts

Fall quarter

Fields of Study: computer science, linguistics and mathematics
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: linguistics, computer science, mathematics, and communications. This program serves as a feeder into Computer Science Foundations or Inside Language.
Faculty: Richard Weiss and Diego de Acosta

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

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

Major topics of the program:

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

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

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

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

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

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

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

Credits: 16
Enrollment: 42
Thematic Planning Groups: Culture, Text and Language, and Scientific Inquiry

Latin American Women Writers

Spring quarter

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

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

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

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

Madness and Creativity: The Psychological Link

Fall and Winter quarters

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

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

Our interdisciplinary program is not intended to serve as therapy, but rather is a serious study of psychology, literature, the arts, imagination and the creative impulse. We will approach our questions through various modes of inquiry. Through an in-depth study of abnormal psychology, we will learn to identify and understand a number of conditions. Our readings combine psychological case studies by writers such as Sacks and Ramachandran with imaginative literature by Gogol, Dostoevsky, Poe, Kafka, Plath, Gilman and many others that all describe abnormal psychological conditions. We will respond to our readings by channeling the imagination with a variety of creative projects. Finally, we will also study the normal mind and how it functions in both mundane and creative ways.

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

Credits: 16
Enrollment: 46
Required Fees: $103 in fall for entrance fees and workshop supplies; $85 in winter for workshop supplies.
Thematic Planning Groups: Culture, Text and Language, Expressive Arts, and Society, Politics, Behavior and Change

Marine Life: Marine Organisms and Their Environments

Winter and Spring quarters

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

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

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

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

Photo by Hannah Pietrick '10.

The Mathematical Order of Nature

Fall quarter

Fields of Study: computer science, history, mathematics and physics
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: logic, critical reasoning, mathematics, physics, computing, computer science, education and the history of science. Students taking this program will be well prepared to enter either the Computer Science Foundations program or the Models of Motion, Matter and Interaction program in the winter and spring quarters.
Faculty: Neal Nelson

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

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

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

Class activities will include hands-on laboratory work along with lectures, workshops, weekly readings, seminar discussions, written essays and weekly homework problems.

Credits: 12
Enrollment: 24
Thematic Planning Groups: Scientific Inquiry

Mathematical Systems

Fall, Winter and Spring quarters

Fields of Study: literature, mathematics, philosophy and philosophy of science
Class Standing: Sophomore - Senior
Prerequisites: One year of calculus. In some cases, two quarters of calculus may be sufficient; students with only two quarters of calculus experience should contact the faculty at bwalter@evergreen.edu to discuss their level of readiness for this program.
Preparatory for studies and careers in: mathematics, physics, mathematics education, philosophy of mathematics, and history of science.
Faculty: Brian Walter

This program is built around intensive study of several fundamental areas of pure mathematics. Covered topics are likely to include abstract algebra, real analysis, set theory, combinatorics and probability.

The work in this advanced-level mathematics program is quite likely to differ from students' previous work in mathematics, including calculus, in a number of ways. We will emphasize the careful understanding of the definitions of mathematical terms and the statements and proofs of the theorems that capture the main conceptual landmarks in the areas we study. Hence, the largest portion of our work will involve the reading and writing of rigorous proofs in axiomatic systems. These skills are valuable not only for continued study of mathematics but also in many areas of thought in which arguments are set forth according to strict criteria for logical deduction. Students will gain experience in articulating their evidence for claims and in expressing their ideas with precise and transparent reasoning.

In addition to work in core areas of advanced mathematics, we will devote seminar time to looking at our studies in a broader historical, philosophical, and cultural context, working toward answers to critical questions such as: Are mathematical systems discovered or created? Do mathematical objects actually exist? How did the current mode of mathematical thinking come to be developed? What is current mathematical practice? What are the connections between mathematics and culture? What are the connections between mathematics and art?

This program is designed for students who intend to pursue graduate studies or teach in mathematics and the sciences, as well as for those who want to know more about mathematical thinking.

Accepts winter and spring enrollment with faculty signature.
Admission will be based upon evaluation of student's previous experience with upper-division mathematics. Interested students should contact the faculty via email before the first day of class or at the Academic Fair.
Credits: 16
Enrollment: 25
Required Fees: $75 per quarter in fall and spring for an overnight field trip.
A similar program is expected to be offered in 2015-16
Thematic Planning Groups: Scientific Inquiry

Media Artists Studio

Fall, Winter and Spring quarters

Fields of Study: media arts, media studies and moving image
Class Standing: Junior - Senior
Prerequisites: To be considered for this advanced program, students should have successfully completed Nonfiction Media (pg 68) (Evergreen's entry-level program in media studies) or its equivalent (i.e., a year of media skill training, media history and media theory), or another interdisciplinary media program at Evergreen.
Preparatory for studies and careers in: media arts and digital communications.
Faculty: Laurie Meeker

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

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

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

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

Accepts winter and spring enrollment with faculty signature.
For winter, portfolios and applications received by the Academic Fair in Dec. 2013 will be given priority, for spring, those received by the Academic Fair in March 2014 will be given priority. After the Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by email of their acceptance into this program.
Credits: 16
Enrollment: 18
Required Fees: $550 in fall for an overnight field trip and film supplies. Additional production costs beyond the 16mm-workshop fees are the responsibility of the student.
A similar program is expected to be offered in 2014-15
Thematic Planning Groups: Sustainability and Justice

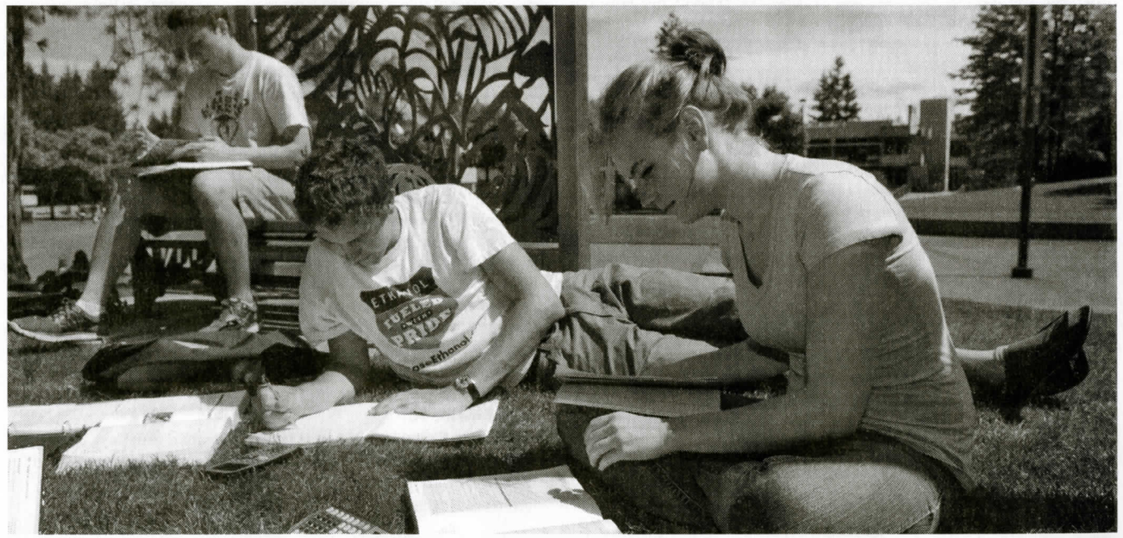


Photo by Shauna Bittle '98.

Models of Motion, Matter and Interactions

Winter and Spring quarters

Fields of Study: computer science, mathematics, philosophy of science and physics
Class Standing: Freshmen - Senior
Prerequisites: Pre-calculus (or intermediate algebra and functions); the fall quarter program The Physical World of Animals and Plants (pg 71) meets this prerequisite.
Preparatory for studies and careers in: computer science, engineering, mathematics, physics and science education.
Faculty: Krishna Chowdary and Neal Nelson

Scientists gather data, make observations, look for patterns, build models and use those models to predict behavior. Powerful models in physics help us explain interactions involving matter and energy. New models need new mathematical methods—for example, calculus was developed partly to understand models of motion. Even with powerful mathematics, a model may yield answers only in simplified circumstances. We can analyze more complicated physical systems by simulating them on a computer. Learning how to create and apply mathematical and computational methods effectively to models in physics will be one of the major goals of this program.

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

Our physics work covers modern mechanics and electric and magnetic interactions, developing macroscopic and microscopic models of matter and interactions using ideas such as conservation laws, Newton's laws of motion, statistical and thermal physics and Maxwell's equations for electricity and magnetism. We will study the programming language Python and develop numerical techniques that can be used to calculate and display our physics models. We will study calculus to apply it to physics and other science and social science fields as well as seeing how mathematics exists on its own as a sense-making endeavor.

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

Accepts spring enrollment with faculty signature. Students will need to have completed one quarter each of differential calculus and introductory physics (mechanics). Contact Krishna Chowdary (chowdark@evergreen.edu) or Neal Nelson (nealn@evergreen.edu or 360-867-6151) or meet with them at the Academic Fair.
Credits: 16
Enrollment: 42
Required Fees: $75 per quarter for entrance fees and physics kits.
Thematic Planning Groups: Scientific Inquiry

Modernity and its Discontents

Fall and Winter quarters

Fields of Study: aesthetics, literature, philosophy, political economy and political science
Class Standing: Junior - Senior
Preparatory for studies and careers in: philosophy, literature, sociology, political science, political economy and the humanities.
Faculty: Kathleen Eamon and Trevor Speller

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

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

Along the way, we will try on a number of definitions of and arguments about what constitutes modernity, both in the sense of its causes and effects as well as its historical extension. Here are some of the questions we might ask:

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

Does modernity just replace old forms of authority with new forms of economic control, or desires for collective, universal and encyclopedic power, evident in the political philosophies of Machiavelli, Hobbes, Marx, Benjamin and Adorno?

Is modernity a historical period, perhaps that encompasses the break from medieval feudalism to the break with the capitalist nation-state? Is it an economic condition that comes as a result of expanded European and Western trade, colonization and slavery, and a period of intense global warfare? How might we view these developments through the economic philosophies of Adam Smith or Max Weber or the literary imaginings of Shakespeare or Defoe?

How is modernity marked by rapid developments in technology? Is modernity born of the printing press, as Bacon suggested? Is it dying at the hands of the Internet?

How is modernity expressed in the arts? What is "modern art," what is "modernist art," and what might be seen more generally as "anti-modern" tendencies? What is the modern aesthetic, as considered by thinkers such as Kant and Nietzsche?

Are we still in a period of modernity? What might constitute a post-modern condition?

This program is designed for upper-division students interested in developing and refining their ability to work with complex historical texts and important ideas. An important part of our work will be to help one another develop the skills needed through seminar conversations, close reading sessions, writing workshops and individual and group projects and presentations. All students will study foreign language; within the program, support will be offered for German and French language study. A 12-credit option will be offered for serious students of foreign languages other than German or French. The program will offer 4 credits of French and German.

Credits: 16
Enrollment: 50
Required Fees: $80 per quarter for entrance fees.
Thematic Planning Groups: Culture, Text and Language, and Society, Politics, Behavior and Change

Molecule to Organism

Fall, Winter and Spring quarters

Fields of Study: biochemistry, biology and chemistry
Class Standing: Sophomore - Senior
Prerequisites: One year of college-level general biology with laboratory and one year of college-level general chemistry with laboratory.
Preparatory for studies and careers in: laboratory and field biology, chemistry, education, medicine and health science.
Faculty: Lydia McKinstry, Benjamin Simon, Clarissa Dirks

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

The program examines the subject matter through the central idea that structure defines function, integrating a scaled theme from the "cell" to the "molecule" and "ecosystem" levels. We will start with the cell and proceed to the whole organism and ecosystem with the examination of structure-function relationships at all levels. We will examine organic chemistry, the nature of organic compounds and reactions and carry this work into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the scaled theme will continue through studies of cellular and molecular processes in biological systems.

Each aspect of the program will contain a significant laboratory component, some of which may be based on field experiments, involving extensive hands-on learning. On a weekly basis, students will be writing papers and maintaining laboratory notebooks. All laboratory work, and approximately one half of the non-lecture time will be spent working in collaborative problem solving groups. Group work will also include reading and discussion of topics of current or historical significance in science. This is an intensive program; the subjects are complex, and the sophisticated understanding we expect to develop will require students to work for many hours each week, both in and out of class.

Accepts winter and spring enrollment with faculty signature. Students entering in winter must have completed one quarter each of the disciplines covered in fall quarter or the equivalent. Students entering in spring must have completed two quarters each of the disciplines covered in the fall and winter quarters or the equivalent. Interested students should contact the program coordinator by email or in person at the Academic Fair.
Credits: 16
Enrollment: 75
Required Fees: $100 per quarter in fall and winter and $300 in spring for overnight field trips.
Internship Possibilities: Spring, with faculty approval.
A similar program is expected to be offered in 2014-2015
Thematic Planning Groups: Scientific Inquiry

Moving Towards Health

Fall and Winter quarters

Fields of Study: consciousness studies, dance, health, leadership studies, psychology and somatic studies
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: health-related fields, psychology, leadership positions and human services.
Faculty: Mukti Khanna and Cynthia Kennedy

This two-quarter program explores the creation of health through mind-body perspectives. How can we engage in transformational conversations about the connections between personal, community and planetary health? Knowing that in every moment choices we make can move us toward health, or away from it, this program will explore the myriad ways we can embody choices that keep us and our communities vital and alive. Throughout the program, we will recognize that our individual choices can help us create both personal health and a sustainable environment, a conscious life and a positive presence in society.

Fall quarter we will explore systems of health and healing from multicultural, neurobiological and ecopsychological lenses. There is a synergistic relationship between planetary and personal well-being; the health of one is related to the health of the other. We will explore the relationship between the body and the natural world. We'll also explore somatic (body-based) literacy as it relates to leadership, communication and engagement with social issues. Somatic literacy includes listening and acting on information from the body. Winter quarter will allow students to design their own health-based project studies while continuing to explore self-leadership, creativity, emotional intelligence, health and self-image.

Students will have an opportunity to learn in many ways using diverse modalities and multiple intelligences. We will integrate somatic learning into our studies, including movement workshops (no prior experience necessary). Our inquiry will ask us to attune ourselves to the wisdom that is available and present in our mind-body awareness. We will participate in community readings, community service, rigorous writing assignments and critical study of important texts. Learning through multiple intelligences can be enjoyable.

Come join us!

Credits: 16
Enrollment: 46
Required Fees: $90 in fall quarter for art supplies and the Lunar New Year workshop (in winter).
Thematic Planning Groups: Consciousness Studies, and Society, Politics, Behavior and Change

Music and Consciousness

Fall and Winter quarters

Fields of Study: consciousness studies and music
Class Standing: Junior - Senior
Prerequisites: One full year of previous college-level music study.
Preparatory for studies and careers in: music and consciousness studies.
Faculty: Terry Setter

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

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

This program accepts winter enrollment. Students joining the program will need to have taken one full year of college-level music study to be successful in the program.
Credits: 12
Enrollment: 25
Thematic Planning Groups: Consciousness Studies, and Expressive Arts

Music Intensive

Fall, Winter and Spring quarters

Fields of Study: aesthetics, cultural studies and music
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: performance, music, arts administration, theater and education.
Faculty: Arun Chandra

How shall we study music? We can watch others doing it on YouTube, we can hear others doing it on YouPod or we can read about others doing it on YouKindle.

Let's DO it! (Sadly, there's no "YouDo".)

Let's study music by creating and performing it. After all, music's a thing made by the brain, the heart and the fingers.

You'll be asked to sing, study an instrument and perform for others in the class, write vocal and instrumental arrangements and sing and perform them. The class environment will not be a competitive one: the goal is to stretch out and learn and challenge oneself and not compare one someone with another one someone. The study of music requires a commitment to practice, to listen, to remember and to learn. This program aims to offer you time in which to do just that.

You'll learn about writing harmonies, singing them, and about how difficult it is to write vocal parts that are interesting both melodically and harmonically. There will be a strong emphasis on ear training, sight singing and aural dictation, along with studies in tonal harmony. You'll be asked to write and perform musical canons. We'll study the history of Western classical music, jazz music from the early 20th century, popular music of the past 50 years and experiments in music composition as well. There will be regular listening sessions, along with readings from the arts.

In class, students will be assigned performance groups, and each group will be asked to prepare a vocal or instrumental work. This will happen twice each quarter. Rehearsal time will be set aside for such practice, and the faculty will act as a coach for the rehearsals. Each quarter, students will be asked to write one substantial research paper exploring an aspect of music they are unfamiliar with. There will be class trips to concerts in Seattle and Portland, along with visiting guest artists throughout the year. During spring quarter, students will be working on independent projects under faculty supervision. These projects will be developed and submitted by the end of winter quarter. They should combine research and study with creativity and performance, culminating in an end-of-spring-quarter mini-conference, with students delivering both research presentations and musical performances.

In addition to classroom activities, each student will be expected to take instruction in a musical instrument outside of class and bear the cost of that instruction (faculty can help you find a teacher). Practicing an instrument is a way to bring together the seemingly separate activities of the brain, the heart and the fingers: it concretizes music theory, gives a goal to the wobbling fingers and releases the heart from its regularity of "thump thump thump".

This program accepts winter enrollment. Students should be able to pass an ear training and music theory exam. Contact the faculty for more information. **This program does not accept new enrollment in spring.**
Credits: 16
Enrollment: 23
Required Fees: $75 per quarter for concert and performance tickets.
Thematic Planning Groups: Expressive Arts

Narrative Objects

Fall and Winter quarters

Fields of Study: aesthetics, art history, literature, visual arts, writing
Class Standing: Freshmen
Preparatory for studies and careers in: visual arts, fine crafts, writing, literature and aesthetics.
Faculty: Steven Hendricks and Jean Mandeberg

What makes a work of art capable of narrative expressiveness? What constitutes a narrative? How do artists invest tangible records, stories, artifacts and objects with meaning, and how do readers work to recuperate or transform those meanings for themselves?

Many artists and writers have used objects, visual forms, books and text in combination to create a hybrid language that can carry narrative possibilities. How do such works exploit the possibilities of conventional and nonconventional narrative to stimulate the intellect and the imagination? Does imposing a narrative on a work of visual or sculptural art limit it, reduce it to a single interpretation? How can we navigate the space between object and idea as artists, as readers, as makers of things and makers of meaning?

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

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

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

This program does not accept new enrollment in winter.
Credits: 16
Enrollment: 40
Required Fees: $100 per quarter for studio tools and materials.
Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

The Nature and Evolution of Human Psychology

Fall and Winter quarters

Fields of Study: biology, communications, consciousness studies, cultural studies and psychology
Class Standing: Freshmen
Preparatory for studies and careers in: biology, psychology, health related studies, human and social services.
Faculty: Heesoon Jun and Bret Weinstein

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

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

Accepts winter enrollment. Interested students should review the program book list, available at the college's website, for a sense of the materials being covered. Contact Heesoon Jun (junh@evergreen.edu) for more information.
Credits: 16
Enrollment: 46
Required Fees: $200 per quarter for overnight field trips.
Thematic Planning Groups: Consciousness Studies

Photo by Shauna Bittle '98.


Photo by Shauna Bittle '98.

Nonfiction Media: Animation, Documentary and Experimental Approaches to the Moving Image

Fall, Winter and Spring quarters

Fields of Study: communications, cultural studies, media arts, media studies and moving image
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: media, journalism, the arts and education.
Faculty: Anne Fischel and Ruth Hayes

What does it mean to make moving images in an age of media proliferation and saturation? How do we critically engage traditions of media practice and push beyond established forms? Images pervade commodity culture; how can we repurpose them to communicate our own meanings and values? How can we make media that responds to the world and supports struggles for change?

What responsibilities do we as media artists and producers have to our audiences and the subjects of our work? In this program, students will engage with these and other questions while gaining knowledge of media history, theory and production.

This is an intensive full-time, year-long program linking media theory with practice. Starting with media's capacity to observe and record the world and its potential to create meaning, we will investigate media modes and communication strategies including animation, documentary and experimental film/video. Our emphasis will be on the materiality and artistic properties of sound and moving image media, as well as the strategies artists and media producers have employed to challenge commercial forms. We will experiment with alternative approaches to production, including autobiography and audiovisual essays. Students will have the opportunity to build conceptual and technical skills, as well as develop fluency in media analysis and criticism through readings, critical writing, seminars and research. In critique sessions, another form of collaboration, students will help each other evaluate and improve their work.

In fall, students will build essential skills in field observation and research, exploring ways of seeing, listening and observing in a variety of formats, including 16mm film, video, animation, audio, drawing and writing. We will critically analyze how media images shape our understanding of reality. In hands-on workshops and assignments we will analyze images as commodities and investigate how images create and contest meaning in art, politics and consumer culture. Our exploration of the social implications of the image will include representations of the body, self and other, identity and community, as well as ways to intervene in social, political and environmental crises.

In winter, we will expand our study and practice of media to include community collaboration. Student groups will collaborate to produce multimedia works that extend and support the work of community groups, using animation and digital video produced in the CCAM, Evergreen's high-definition studio. We will learn about traditional and experimental approaches to community involvement, further explore forms of live-action and animated nonfiction media, and investigate strategies for critiquing the mass media, including video activism and new genre public art.

In spring, as a culmination of the conceptual, collaboration and production skills developed in fall and winter, each student will propose and produce a nonfiction independent project. The forms of projects possible include video or film, animation, installation, web-based projects and internships. Technical workshops, screenings, research presentations, community service projects and critique discussions will support each student's emerging work.

Credits: 16
Enrollment: 44
Required Fees: $200 per quarter in fall and winter and $300 in spring for film and materials.
Thematic Planning Groups: Expressive Arts, and Sustainability and Justice

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

Fall and Winter quarters

Fields of Study: architecture, business and management, community studies, economics, government, law and public policy and sustainability studies
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: government, public policy, economics, business, land use planning, community development and design.
Faculty: Jennifer Gerend and Glenn Landram

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

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

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

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

Credits: 16
Enrollment: 46
Thematic Planning Groups: Sustainability and Justice, and Society, Politics, Behavior and Change

Olympia to the Olympics: The Place and Its People

Fall, Winter and Spring quarters

Fields of Study: Native American studies, environmental studies, field studies, geography, geology, natural history and outdoor leadership and education
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: earth sciences, geology, environmental education, natural history, Native American studies.
Faculty: Abir Biswas, Michelle Aguilar-Wells, Jeff Antonelis-Lapp

Through studies of Olympic National Park and the Salish Sea (formerly known as the Puget Sound) lowlands, this program will consider connections among natural places, their respective natural histories and their people. What forces have shaped the geology, natural history and culture of the Olympics and Salish Sea areas? What are the connections between a place and the species that follow?

This program will investigate the role that geology plays in influencing biota and cultures that take up residence in these geographically close but ecologically and culturally distinct locations. This approach will allow us to consider questions including: What do we know about the natural and human history in these regions and how might this predict the future? What are the interrelationships of people, place, flora and fauna in these regions?

In fall quarter, we will focus on place, studying parts of the region that are geographically close but ecologically distinct as we consider the long-term geologic processes that have shaped and continue to influence the area, as well as the region's flora and fauna, with an emphasis on bird life. Students will keep detailed natural history journals and engage in a quarter-long writing project on geologic processes and/or a species of interest.

During winter quarter, we will narrow our focus to recent millennia (centuries) to consider the people of the region and shorter-term geologic processes important on human time scales including soil formation, nutrient cycling, climate change and human impacts. Students will continue to develop skills as natural historians, learning to effectively communicate with and teach others as we examine environmental education as a way to build an understanding of the connections between a place, its natural history and its people.

Spring quarter will be dedicated primarily to student-driven individual or small group 12-credit projects that build on program themes from previous quarters. For the remaining 4 credits of this full-time 16-credit program, class will meet one full day a week for seminar and workshops, engaging students in Coastal Salish art, the canoe culture and other features of western Washington indigenous cultures. Field trips during each quarter to Olympic National Park and locally around Salish Sea will provide multiple opportunities to consider differences in the geology and natural history of these areas.

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

This program does not accept new enrollment in spring.
Credits: 16
Enrollment: 46
Required Fees: $300 per quarter in fall and winter for overnight field trips and supplies.
Thematic Planning Groups: Environmental Studies, Native American and World Indigenous Peoples, and Scientific Inquiry

Orissi Dance and Music of India

Spring quarter

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

We will focus on the dance and music culture of central eastern India, specifically the art-rich state of Orissa. While some music or dance background would be useful, it is not necessary. This is a culture and history offering, along with some practical hands-on experience in dance and music. We will immerse ourselves in both the history and sources of this ancient culture of dance and music, and its active contemporary scene. Our readings will include cutting-edge articles and book chapters exploring themes such as gender, colonial history and post-colonial theory and the economic ferment that is transforming many aspects of Indian society today. In seminars, we'll compare and contrast ancient and modern, Indian and American aesthetics, world views, values and attitudes. In workshops, we will explore the rich vocabularies of sound and movement that make Orissa's traditional performing arts so rewarding to study.

The first evidence of Orissa's dance and music culture is preserved in sculptures and images that are about 2,000 years old. The culture thrived for centuries until colonial rule in the 1800s, and began to revive in the 1950s after India became independent. This revival still continues, and we will be a part of that effort. Dancers, musicians and scholars will work together and re-create the tradition for our own times, culminating in a performance incorporating music and dance from Orissa at various levels of skill so that most students can participate.

Some previous training in dance or music would be useful, but is not expected.

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

Our Environment, Our Future

Fall and Winter quarters

Fields of Study: chemistry
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: chemistry, environmental studies, natural sciences and science teaching.
Faculty: Dharshi Bopegedera

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

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

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

We will learn library research skills during both quarters. A few field trips to local and regional environmental remediation sites will enhance what we learn in the classroom.

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

Passages: American Comings-of-Age

Fall and Winter quarters

Fields of Study: American studies, cultural studies, literature and writing
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: American literature, writing, teaching and multicultural fields.
Faculty: Chico Herbison and Bill Ransom

Nothing stimulates the memory or the imagination more than coming-of-age stories.—Mary Frosch

This two-quarter program will explore the complex ways in which American individuals, groups and the United States itself come of age. We will immerse ourselves in rites (and rights) of passage as captured in art—primarily through literature and writing, but also as revealed in film, music and other forms. Individuals and groups, on lifelong journeys, navigate relationships, encounter crises, grow and change and move from childhood to adulthood. Like Joseph Campbell's archetypal hero, people leave home (literally and/or figuratively), encounter and slay demons (recognize and solve problems) and return home forever transformed: they come of age (live happily ever after). Stories of passage from "the Old World" (both voluntary and coerced) set beside stories from the people who already were here chronicle the further realignment and redefinition of this nation, often in destructive ways. American literature explores racial, gender and other forms of "passing." All of the Americas experienced critical convergences of social, cultural, political and other forces that moved them from infancy through childhood to adolescence to…what?

Military involvement abroad, continuing domestic turmoil and various cultural divides mark an uneasy passage into our 21st century. We will focus on "minority" voices who will help us to define the "American" story. In fall quarter, we will read a wide range of ethnic "minority" fiction and nonfiction and will write our personal accounts of passages in essay and creative nonfiction forms. In winter quarter, we will shift from ethnicity to other forms of "minority" status, including those associated with class, gender, sexual orientation, religion, position (as in family) and ability. Winter quarter's writing will be nonfiction and adaptations to fiction. Throughout the program, students will work individually and collaboratively to strengthen their critical and creative writing skills and, ultimately, to tell their own coming-of-age stories.

Credits: 16
Enrollment: 50% Freshmen
Thematic Planning Groups: Culture, Text and Language

The Physical World of Animals and Plants

Fall quarter

Fields of Study: biology, mathematics, philosophy of science, physics
Class Standing: Freshmen - Senior
Prerequisites: High school Algebra 2 or equivalent intermediate algebra.
Preparatory for studies and careers in: environmental sciences, mathematical, natural, and physical sciences, science education. This is also intended to prepare students for further introductory study of science in programs such as Introduction to Natural Science and Models of Motion, Matter and Interaction.
Faculty: Krishna Chowdary, Sheryl Shulman, James Neitzel

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

This program welcomes students new to studying science at the college level and those looking for science as part of their broad general liberal arts education. This program is also intended to prepare students for further introductory study of science in programs such as Introduction to Natural Science and Models of Motion, Matter and Interaction, with particular attention to developing foundational skills in quantitative and scientific reasoning and an emphasis on modeling physical and biological situations. This program also welcomes students with a background in biology or physics, allowing them to apply, extend and integrate these areas, and exposing them to material not typically covered in separate treatments of biology and physics.

We will work to create a supportive and collaborative learning environment through interactive lectures, seminars, hands-on workshops, labs and field trips. Students will have the opportunity to improve their capacities as quantitatively and scientifically literate citizens, including their ability to read scientific texts, solve theoretical and applied problems, work in lab, interpret and create graphs, work collaboratively and communicate creatively and effectively. Students will develop and demonstrate their learning through in-class and homework assignments, short papers, quizzes and presentations.

Credits: 16
Enrollment: 66
Required Fees: $100 for entrance fees and supplies.
Thematic Planning Groups: Scientific Inquiry

Political Economy of Media

Winter and Spring quarters

Fields of Study: communications, community studies, history, international studies, law and government policy, law and public policy, media studies, political economy and political science
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: U.S. history, U.S. foreign policy, political economy of media, propaganda analysis, research, communications.
Faculty: Lawrence Mosqueda and Michael Vavrus

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

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

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

Accepts spring quarter enrollment with faculty signature. New students accepted on a space-available basis. Those wishing to enroll in the spring must provide evidence of a knowledge base background comparable to the focus of winter quarter. Contact the faculty as soon as possible, in or at the end of the winter quarter.
Credits: 16
Enrollment: 50
Thematic Planning Groups: Sustainability and Justice

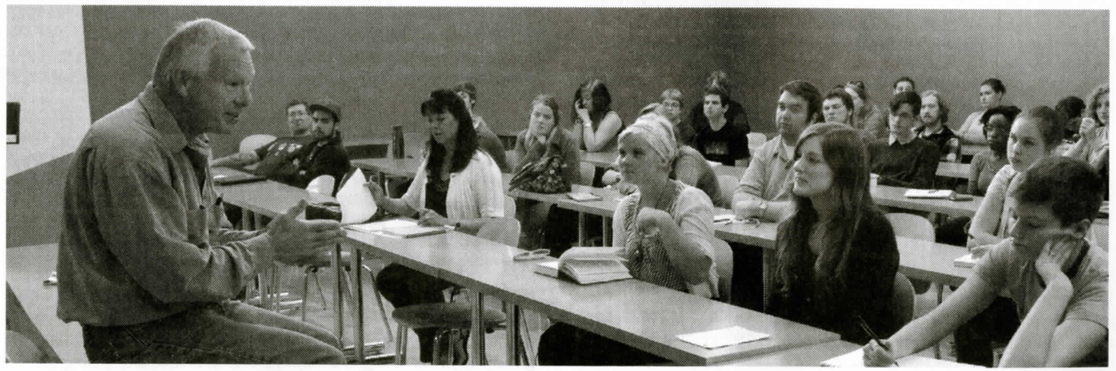


Photo by Riley Shiery.

Political Economy of Public Education: Contemporary Historical Realities

Fall quarter

Fields of Study: education, history, political economy and writing
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: history, political economy, sociology, education and teaching.
Faculty: Michael Vavrus and Jon Davies

Throughout U.S. history, people have politically contested the nature and purposes of elementary and secondary education for children and youth. This program will analyze these competing perspectives on public education and the political and economic contexts in which schools exist. Therefore, we will examine public education and schools both broadly, using a macro social, political and economic lens, and narrowly, using a micro, school-level 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 political and economic perspectives. This inquiry covers the locally controlled, Protestant Christian origins of public education and its effects on our contemporary, multicultural environment. We also investigate the political and economic debates surrounding the expectations for public education to measure accountability by means of high-stakes standardized tests.

At the micro level we will analyze the school as a formal institution that functions to socialize groups of children and youth into specific behaviors and roles. This school-level lens examines this 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.

In a collaborative learning community environment, students will gain experience in engaging in dialogue through a close reading of texts. Among the writing assignments students will have, they will have opportunities to engage in writing short but focused analytic essays. Students can expect to leave this program having developed the analytical reading and writing skills to participate in the current political and economic debates about the purposes of public education, informed by the historical patterns that have created the present climate.

Credits: 16
Enrollment: 50
Thematic Planning Groups: Sustainability and Justice, Society, Politics, Behavior and Change

Power/Play: Balancing Control and Autonomy in the Social World

Fall, Winter and Spring quarters

Fields of Study: anthropology, field studies, history and sociology
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: sociology, anthropology and education.
Faculty: Eric Stein and Toska Olson

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

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

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

Winter quarter will emphasize the strategic, symbolic forms of play that arise through adolescence and adulthood. We will consider how subcultures play with fashion, food, collections, fetishes and other social "tastes" to both mark and subvert hierarchies of class, gender and race. We will investigate the construction of "high" and "low" culture and the controlling notions of disgust, purity and danger through studies of tastings, sports tournaments, carnival and mass entertainment. We will also study humorous forms of verbal play and body play that have the capacity to construct or violate normalized social practices.

Spring quarter turns to explorations of utopia and transgression in play. We will consider how particular forms of pleasure and desire are normalized and resisted, and how leisure and fantasy can reverse or co-opt power. Our inquiry will encompass topics such as science fiction, sexuality, space and architecture. Library research and ethnographic fieldwork will form the basis of a creative culminating project.

Our studies will be grounded in sociology, anthropology and history, but will turn to other fields, including philosophy, education, literature and visual studies, to enrich our understandings of play. Readings may include works by Marx, Nietzsche, Freud, Foucault, Douglas, Barthes, Bourdieu, Stewart and Butler. 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.

Credits: 16
Enrollment: 48
Required Fees: $95 in fall for museum and theater tickets and an overnight field trip; $30 per quarter in winter and spring for museum, theater or sporting event tickets.
Thematic Planning Groups: Culture, Text and Language

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

Practice of Sustainable Agriculture

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

Fields of Study: agriculture, botany, business and management, ecology and environmental studies
Class Standing: Sophomore - Senior
Prerequisites: High school biology and chemistry.
Preparatory for studies and careers in: farm and garden management; working with nonprofit organizations focusing on food, land use and agriculture; state and county extension; and state and federal regulatory agencies.
Faculty: David Muehleisen and Paul Przybylowicz

What does it take to start up and run a small-scale agricultural business? What does "organic" mean when applied to food and land? How do we manage land that maximizes its productivity to meet human needs while also maintaining the environmental integrity of that land? What is going on at the Organic Farm? Join us for challenging, satisfying work and a wide-ranging examination of these and other questions at the Organic Farm.

In this three-quarter-long program, we will integrate the theoretical and practical aspects of organic small-scale direct market farming in the Pacific Northwest by working on the Evergreen Organic Farm through an entire growing season (spring, summer and fall quarters). Our exploration of critical agricultural topics will occur through a curriculum that is intricately tied to what happens in the fields as the growing season progresses. All students will work on the farm a minimum of 20 hours per week. The farm work will be supported with lectures, seminars, labs, field studies, workshops, and field trips to regional agricultural operations. The program is rigorous physically and academically, and will require a willingness to work outside in adverse weather on a schedule determined by the needs of the crops and animals.

Each quarter, we will cover seasonally appropriate topics needed to operate a sustainable farm business. In spring, we will focus on soil science and nutrient management, annual and perennial plant propagation, greenhouse management, crop botany, composting, permaculture, and market planning. In the summer our focus will be on entomology and pest management; plant pathology, weed biology and management, water management and irrigation system design, animal husbandry, maximizing market and value-added opportunities and regulatory issues. Fall quarter's focus will be on season extension techniques, production and business planning, the use and management of green and animal manures, cover crops, and crop storage techniques and physiology. We will also explore size appropriate use of farm equipment operation and maintenance, ranging from hand tools to tractors and appropriate implements.

Additional topics will include: record keeping for organic production systems, polyculture and alternative crop production systems, small-scale grain raising, apiculture, mushroom production and techniques for adding value to farm and garden products,

The diverse topics and activities covered by this program will be integrated through the development of a farm business plan as a framework to incorporate economic considerations and organize our thinking. We'll also pay close attention to the farm production plan, which defines the annual farm work cycle. Students who successfully complete all three quarters will have the knowledge and skills to develop and implement plans for organic food production systems at a variety of scales.

Credits: 16
Enrollment: 50
Required Fees: $225 per quarter for overnight field trips and supplies.
Thematic Planning Groups: Environmental Studies and Sustainability and Justice

Reading Landscapes: Earth, Science and Literature

Spring quarter

Fields of Study: aesthetics, cultural studies, environmental studies, geology, literature, natural history and writing
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: earth sciences, literature and cultural studies.
Faculty: Trevor Speller and Abir Biswas

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

In 1815, William Smith produced the first geological map of Great Britain. His investigations were a product of a new way of seeing his physical world. Rather than assuming the earth to be a stable object which remained unchanged since Noah's flood, Smith drew on his observations, and began to see the earth as a dynamic physical entity. His discoveries came in a time when Enlightenment thinkers were questioning the order of the world, the role of religion and the value of science and industry. The modern science of geology can thus be said to have arisen from a new way of seeing: William Smith was able to read and write about the Earth not only through observations, but because of the set of cultural changes that changed his frame of mind. Importantly, Smith's observations came at a time when poets, novelists and political philosophers were beginning to actively investigate the influence of the natural world on humans and human behavior.

We will consider the frames through which we read and write our physical world, through an introduction to foundational concepts in geology and literary study. We will consider how geologists investigate and describe the physical world, and examine concepts including geologic time, plate tectonics, earth materials and the evolution of life. We will consider how writers investigate and describe the natural world in the works of 18th- and 19th-century literature, as well as contemporary literature about the Pacific Northwest. We will read works of poetry, fiction, political philosophy and travel writing. Program texts may include works by John McPhee, Simon Winchester, William Wordsworth, Daniel Defoe and others.

Students should expect to participate in lecture, lab and seminar, write critical papers and take examinations. There will also be field trips to locations of geological interest as well as cultural venues.

Credits: 16
Enrollment: 46
Required Fees: $250 for entrance fees, overnight field trips and supplies.
Thematic Planning Groups: Culture, Text and Language, Environmental Studies, and Scientific Inquiry

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

Ready Camera One: We're Live

Spring quarter

Fields of Study: communications, gender and women's studies, media arts, media studies, moving image and theater
Class Standing: Junior - Senior
Preparatory for studies and careers in: media arts, performing arts, humanities, social sciences and mass communications.
Faculty: Sally Cloninger

This program is designed primarily for students interested in exploring visual literacy, television production, performance and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lectures/screenings, workshops and design problems that focus primarily on collaborative multi-camera studio production. No prior media production experience is required.

We will take a critical, performative and historical approach as we examine and even emulate the production style and lessons from the early history of 20th century live television. Students will be expected to perform in front of as well as behind the camera and will explore the logistics and aesthetics of multi-camera direction and design. We will investigate the aesthetics and implications of live performance and multi-camera production for new media as well.

This program will also examine the politics of representation; i.e., who gets the camera, who appears on the screen and who has the power. Therefore, students who choose to enroll should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the media. Activities will include training in the CCAM, a multi-camera TV studio facility, instruction in basic performance and writing for television and a survey of visual design principles. In addition to a series of studio exercises, students will complete a collaborative final project that combines media analysis, research, performance and production about broadcast content and ideology.

Credits: 16
Enrollment: 24
Required Fees: $50 for HD recording media, studio supplies and materials. Additional expenses for production materials (including costumes and props) may apply depending upon scope of individual and collaborative projects.
A similar program is expected to be offered in 2014-2015
Thematic Planning Groups: Expressive Arts

Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society

Fall, Winter and Spring quarters

Fields of Study: Native American studies, community studies, cultural studies, economics, government, history, law and government policy, law and public policy, leadership studies and political science
Class Standing: Junior - Senior
Preparatory for studies and careers in: public administration, political science, social sciences, human services, education, law and tribal administration and government.
Faculty: TBA

This program teaches from a Native-based perspective within the context of the larger global society. Students at all reservation sites follow the same curriculum with opportunities to focus on local tribal-specific issues. This program will prepare students to understand the structural inequalities of wealth and economic development. Students will also examine social problems in Native communities through multiple methods and perspectives. Students will understand the impacts of social and political movements, both past and present, by comparing Indigenous societies in the world.

The theme for fall quarter is "Indigenous Pathways to Rich and Thriving Communities." Students will examine the field of community and economic development and explore contemporary economic development issues in tribal communities. Students will study 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. The course will focus on the promotion of equity and address critical issues such as poverty, racism and disinvestment.

"Building Healthy Communities" is the theme for winter quarter. During this quarter, students will examine the field of social problems and social policies in a wide range of areas. Students will explore the underlying drive that guides efforts to identify and resolve social problems that challenge society at large and tribal communities in particular, and review the process of building healthy communities and how change strategies are implemented.

The theme for spring quarter is "Comparing Indigenous Societies through Social and Political Movements." Students will use a variety of methods, materials and approaches to interpret, analyze, evaluate and synthesize the impact of indigenous peoples' history and policies 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.

Over the program year, students from all sites meet thirteen Saturdays on campus at the Longhouse. Through case study and other methods, the curriculum is enhanced and supported. Students participate in workshop-type strands and an integrated seminar that increases writing skills and broadens their exposure to the arts, social sciences, political science and natural science, and other more narrowly defined fields of study.

Credits: 12
Enrollment: 80
Internship Possibilities: internships are encouraged
A similar program is expected to be offered in 2016-17
Thematic Planning Groups: Native American and World Indigenous Peoples

The Science Behind the Headlines: What's the Truth?

Fall and Winter quarters

Fields of Study: biochemistry, biology, chemistry, environmental studies and field studies
Class Standing: Freshmen
Prerequisites: This program begins a week early. After registering, you will receive an email from the faculty requesting some additional information needed for field trip clearances at Hanford and Grand Coulee Dams. You must email this information to Lab I program secretaries (lab1support@evergreen.edu) as soon as possible, but definitely by August 31.
Preparatory for studies and careers in: environmental and laboratory sciences, the liberal arts and education.
Faculty: Paula Schofield and Andrew Brabban

Are you curious about the world around you? Would you like to really understand "buzz terms" the media uses such as sustainability, green materials, climate change, the water crisis, the energy debate, genetic engineering, DNA fingerprinting and cloning? How can we believe what we are being told? What is the evidence? How is scientific data actually collected, and what analytical methods are being used? Are the correct conclusions being drawn? As responsible citizens we should know the answers to these questions.

In this two-quarter program we will demystify the hype surrounding popular myths, critically examine the data, and use scientific reasoning and experimental design to come to our own conclusions. In fall, we will study "water" and "energy" as themes to examine our environment, considering local and global water issues. We will also examine current energy use and demand, critically assessing various sources of energy: fossil fuels, nuclear, hydropower, etc.

We will begin the program on September 17, one week BEFORE the regularly scheduled fall quarter start (Orientation Week), so that we are prepared for our field trip by beginning our study of energy, and establishing our learning community. The Eastern Washington field trip will be a unique opportunity for personalized tours of Hanford Reactor B (the world's first full-scale nuclear reactor which produced the plutonium for the "Fat Man" bomb dropped over Nagasaki in 1945), Grand Coulee Dam (the largest hydropower producer in the U.S.), and the Wild Horse Wind and Solar Energy facility (150 turbines across 10,000 acres serving more than 80,000 homes). On this trip, we will also learn key field science techniques: how to take measurements in the field, collect samples for laboratory analysis and precisely determine concentrations of nutrients and pollutants.

In winter quarter, we will use "natural and synthetic materials" as a theme to study petrochemical plastics, biodegradable plastics and other sustainable materials, as well as key biological materials such as proteins and DNA. We will carefully examine the properties of these materials in the laboratory and study their role in the real world. "Forensics" will be our final theme, learning techniques such as DNA fingerprinting, blood spatter analysis, ballistics and other modern forensic procedures.

In this field- and lab-based program, scientific analysis—rather than conjecture or gut-feeling—will be the foundation of our work. Other class activities will include small group problem-solving workshops, seminars, student researched presentations and lectures.

Credits: 16
Enrollment: 46
Required Fees: $300 in fall for a multi-day field trip.
Thematic Planning Groups: Environmental Studies, and Scientific Inquiry

Science Seminar in Energy Systems and Climate Change

Winter and Spring quarters

Fields of Study: agriculture, environmental studies, physics and sustainability studies
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: environmental science, energy studies, sustainability, policy, teaching and physics.
Faculty: EJ Zita

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

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

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

Credits: 8
Enrollment: 12
Required Fees: (Optional) $90 in winter for a two-night field trip to Centralia (coal plant), Portland (solar energy facility), Bonneville (hydro dam) and Hanford (nuclear facility); $100 in spring for a two-night field trip to the Society for Physics Students (SPS) or American Physical Society (APS) meeting where students will present their research.
Thematic Planning Groups: Environmental Studies, Scientific Inquiry, and Sustainability and Justice

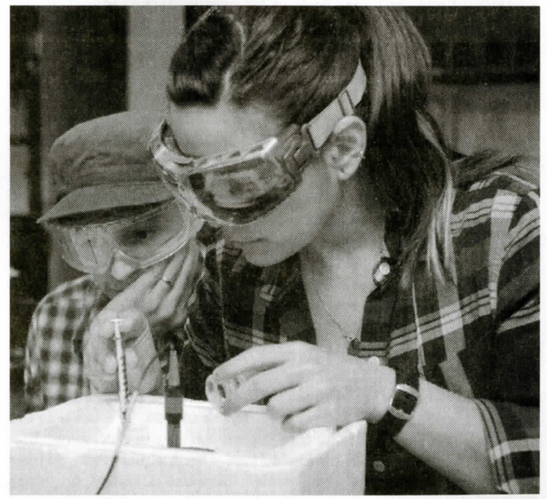


Photo by Shauna Bittle '98.

Self-Determination in Latin America

Fall and Winter quarters

Fields of Study: cultural studies, economics, gender and women's studies, history, literature and political economy
Class Standing: Freshmen
Preparatory for studies and careers in: literature, history, economics, political economy, sustainable development, Latin American studies.
Faculty: Tom Womeldorff and Alice Nelson

Recent Latin American history can be described as a struggle for self-determination, from its conquest and colonization to its present-day unequal footing in the world economic system. The distinct countries and sub-regions of Latin America have specific local experiences that in some cases differ dramatically. Our study of the Caribbean, Mexico and the Southern Cone, three geographic areas with varying historical, political and economic contexts, will illuminate Latin America's diversity, while also highlighting the connections between personal, national, and regional politics.

Using these sub-regions as our primary focus, we will explore how self-determination is manifested in relationships of class, gender and ethnicity at the individual, national and international levels. We will study the specific ways in which struggles for self-determination have emerged, such as slavery and resistance, as well as distinct ethnic and national movements, in the French, English and Spanish Caribbean; ongoing issues of violence and sovereignty in Mexico; and the roles of new social movements (especially those led by women) in resistance to authoritarianism and transitions to democracy in the Southern Cone, especially Chile. We will consider how cultural forms are shaped by, and in turn may shape, historical change, as well as the impact of economics on processes of social transformation.

We will engage the historical and contemporary realities of our countries of focus using multiple frameworks from the humanities and social sciences. In the process, we will introduce literary, cultural, and political economy-based theories of capitalist development. Students will gain an in-depth ability to interpret texts in their social contexts, and to use political economic models to understand specific aspects of Latin American societies. This will involve frequent writing assignments, as well as quantitative and qualitative modes of analysis. We will also develop some skills in visual analysis, critically viewing films each week.

Credits: 16
Enrollment: 46
Required Fees: $200 per quarter for overnight retreats.
Thematic Planning Groups: Culture, Text and Language, and Society, Politics, Behavior and Change

Skin

Spring quarter

Fields of Study: biology, cultural studies, literature, physiology, writing
Class Standing: Freshmen
Preparatory for studies and careers in: biology and the humanities.
Faculty: Amy Cook and Chico Herbison

Our relatively simple surface covers our complex interior. Our hides hide our complexity.—Alicia Imperiale, "Seminal Space: Getting Under the Digital Skin"

Organ, membrane, boundary and border. Canvas, map, metaphor and trope. Skin is the identity that all animals present to the world. It has multiple physiological functions and takes a wide variety of forms, from the simple epidermis of a sea anemone to the complex light show of a squid or the intricate system of spines that protects a porcupine. In human culture, skin functions as a marker of "race"/ethnicity, age and gender; provides a canvas on which to create very personal forms of art and cultural narratives; and, in the 21st century, has become a critical site of interface between the "real" and the virtual.

In this program we will look at skin through the lenses of biology, culture and art. The biology of skin includes its visual and olfactory role in communication, its structure and physiology and its role in defense of the body from both microbes and large predators. Our exploration of skin in/as culture and art will include encounters with the mythology of "race," body modification (piercing, tattooing and plastic surgery) and the posthuman meanings of skin (in cyberspace and in the world of cyborgs, androids and prosthetics).

Program activities will include lectures; labs in which we will examine the microscopic structure of skin and learn about the various structures that arise from it, including scales, feathers and hair; seminars on texts, books and films that look at skin from a variety of different perspectives; and workshops in which students will explore skin through their own creative writing. Students will have the opportunity to sharpen their critical thinking, reading, and college writing skills.

Credits: 16
Enrollment: 46
Thematic Planning Groups: Culture, Text and Language, and Environmental Studies

Small World: Poverty and Development on a Shrinking Planet

Fall, Winter and Spring quarters

Fields of Study: anthropology, economics, environmental studies, geography, health, history, international studies, mathematics, political economy, political science and sociology
Class Standing: Junior - Senior
Prerequisites: A year of economics, politics or modern world history, or prior personal experience in international development work.
Preparatory for studies and careers in: development, international relations, economics, political economy, postcolonial studies and public health.
Faculty: Peter Dorman

There are *billions* of poor people in the world today, and even more who have limited access to health care, education and political and cultural opportunities. The word commonly used to refer to the process of economic growth and the expansion of opportunity is development—but there is enormous disagreement over how this word should be understood or even whether it should be used at all. This program will examine development on multiple levels: historical, philosophical, political and economic. It will place the quest for development in the context of European colonial expansion, military conflict and the tension between competing cultural frameworks. In doing this, it will combine "outside" views of development, as seen by administrators and experts, with the "inside" views of people who are most directly affected by development and its absence. At the same time, there will be a strong push toward usable knowledge: learning the skills that are essential for people who work in the field of development and want to make a dent in this radically unequal world.

Economics will be an important contributor to our knowledge base; the program will offer introductory-level micro- and macroeconomics, with examples drawn from the development experience. Just as important is statistics, since quantitative methods have become indispensable in development work. We will learn about survey methodology and techniques used to analyze data.

Another basis for this program is the belief that economics, politics and lived experience are inseparable. Just as quantitative techniques are used to shed light on people's experiences, their own voices are essential for making sense of the numbers and can sometimes overrule them altogether. We will read literature that expresses the perspective of writers from non-Western countries, view films and consider other forms of testimony. The goal is to see the world, as much as possible, through their eyes as well as ours.

Spring will be devoted primarily to research, beginning with a short, intensive training in research methods, based on the strategy

of deeply analyzing papers to see how authors researched and wrote them. Depending on the skills and interests of students, an effort will be made to place them as assistants to professional researchers or they can pursue their own projects. We will meet as a group periodically to discuss emerging trends in development research and practice, as well as to help each other cope with the difficulties in our own work. By the end of three quarters, students should be prepared for internships or further professional studies in this field.

Accepts winter enrollment. In addition to the fall prerequisites, new admits must have skills in introductory statistics and international finance. Winter program work will assume that students know how to download and interpret statistical data from the Web and that they are familiar with the system of foreign exchange markets and international capital flows that frame the options available to governments in low-income countries. Prior work in statistics and international economics would be sufficient; otherwise, new admits may have to have completed 4-5 assignments in statistics and economics from fall quarter. **This program does not accept new enrollment in spring.**
Credits: 16
Enrollment: 25
Thematic Planning Groups: Sustainability and Justice, and Society, Politics, Behavior and Change


Photo by Shauna Bittle '98.

So You Want to be a Psychologist

Spring quarter

Fields of Study: psychology
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: psychology, education and social work.
Faculty: Carrie Margolin

Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services and the science of psychology. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, including both classic and contemporary journal articles and books by well-known psychologists. Students will 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, which is the western regional arm of the APA. This year's convention will be held in Portland, Oregon, on April 24-27, 2014.

Credits: 16
Enrollment: 24
Required Fees: $233-$400 (approximate), depending upon the type of accommodations students require; this includes WPA fees and four nights hotel at the convention site. Transportation and food are additional, and at student's own expense.
Thematic Planning Groups: Society, Politics, Behavior and Change

Sound and Fury Since Shakespeare

Fall quarter

Fields of Study: literature and philosophy
Class Standing: Sophomore - Senior
Prerequisites: Students need to have taken college-level literature, preferably literature prior to 1900; competency in expository writing, including grammar, punctuation and mechanics; and the ability to devote significant time in preparation for each scheduled hour of class.
Preparatory for studies and careers in: fields requiring competence in the use of language, textual evidence and interpretation, especially literature, philosophy, history, law, publishing, theatre arts, public service.
Faculty: David Marr

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

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

In this program, we will keep this disturbing question open, as we read Shakespeare's plays alongside masterpieces of prose fiction. Our method of inquiry will be close textual analysis of how the plays and novels are put together. To this end, the program will be a seminar on the patterns made of words, the aesthetic forms writers use when they breathe life into their tales of human existence.

We will read nine plays of Shakespeare and the following novels: Melville, *Moby-Dick*; Dostoevsky, *The Brothers Karamazov*; Mann, *The Magic Mountain*; Faulkner, *The Sound and the Fury*; and Camus, *The Plague*. The workload will be heavy.

This program is for the intellectually curious, diligent student eager to practice the craft of close reading. There will be weekly exams, seminar reports on the authors' lives and times, one essay on an assigned topic and a comprehensive final exam.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Culture, Text and Language

Photo by Karissa Carlson.

Stalin and Stalinism

Fall quarter

Fields of Study: cultural studies, history and political science
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: history, cultural studies and foreign affairs.
Faculty: Robert Smurr

What explains the rise of Joseph Stalin, one of the 20th century's most vicious and powerful dictators? How can we understand the survival and persistence of his legacy still today, six decades after his death? How did this longest ruling leader of the Soviet Union, responsible for the murder of at least 20 million of his fellow citizens, transform a relatively backward empire into an undisputed world power? Join us as we trace how this initially insignificant radical young Georgian revolutionary by the name of Ioseb Jughashvili managed to climb through the ranks to become Joseph, the "Man of Steel," leader of the Soviet Union and one of the most insidious butchers of the previous century.

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

At the same time, Stalin's USSR also did more than any other country to crush Nazi Germany. And under his rule, the USSR transformed a mostly illiterate culture to one which became nearly entirely literate. It also developed a nuclear arsenal, second only to the U.S., and kept an uneasy peace with its ideological enemies after the close of World War II.

In lectures and seminar we will examine issues raised in a selection of readings from history, literature and culture geared to helping us answer questions raised by our exploration, and we will also view and analyze relevant films. Students will write a major research paper, producing drafts during the course of the quarter, and will also present the results of their research to their peers in poster projects at the end of the term.

Credits: 16
Enrollment: 24
Required Fees: $20 for poster development and printing.
Thematic Planning Groups: Culture, Text and Language

Student Orginated Software

Fall, Winter and Spring quarters

Fields of Study: computer science and mathematics
Class Standing: Sophomore - Senior
Prerequisites: Students are expected to have completed Computer Science Foundations or equivalent, including discrete mathematics, computer architecture and a year of computer programming.
Preparatory for studies and careers in: computer science, software engineering, technology use and development in an application area.
Faculty: Neal Nelson, Judith Cushing, Richard Weiss, Sheryl Shulman

The successful completion of large software systems requires strong technical skills, good design and competent management. Unfortunately, unlike hardware, software systems have proven to be notoriously difficult to build on-time, in-budget, and reliable, despite the best efforts of many very smart people over the last 50 years. This is an upper-division program intended to help students gain the technical knowledge required to understand, analyze, modify and build complex software systems.

We will concentrate on learning the organization and complexity of large software systems that we do understand, and gaining practical experience in order to achieve a deeper understanding of the art, science, collaboration and multi-disciplinary skills required to develop computing solutions in real-world application domains. The technical topics will be selected from data structures, algorithm analysis, operating systems, networks, information security, object oriented design and analysis, verification techniques, scientific visualization and modeling. The program seminar will focus on various technical topics in the software industry. Students will have an opportunity to engage in a substantial computing project through all the development phases of proposal, requirements, specification, design and implementation.

This program is for advanced computer science students who satisfy the prerequisites. We also expect students to have the discipline, intellectual maturity and self motivation to identify their project topics, organize project teams and resources and complete advanced work independently.

Accepts winter enrollment with faculty signature. Satisfactory completion of fall Student Originated Software or equivalent, including prior course work in intermediate level computer programming, computer architecture and discrete mathematics and upper division work in data structures, operating systems and computer networking. For more information, contact Sherri Shulman (sherri@evergreen.edu). Qualified students will be admitted on a space-available basis. **This program does not accept new enrollment in spring.**
Credits: 16
Enrollment: 18
Thematic Planning Groups: Scientific Inquiry

Student-Originated Studies: Advanced Natural History

Fall quarter

Fields of Study: biology, botany, ecology, natural history, zoology
Class Standing: Junior - Senior
Preparatory for studies and careers in: biology, ecology, evolutionary biology and conservation biology.
Faculty: Alison Styring

Students will work to become specialists on one or more taxonomic groups that occur in the Pacific Northwest. Through field study and literature research, students will develop identification guides and species accounts to post on the Evergreen Natural History websites. Students may conduct specimen-based research using The Evergreen State College Natural History Collections, and projects may also involve a field component. Skills will be developed in taxonomy and systematics, bioinformatics, museum practices, digital imagery for scientific illustration, field ecology and natural history writing.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Environmental Studies

Student-Originated Studies: CCBLA

Fall, Winter and Spring quarters

Fields of Study: community studies, cultural studies, education, environmental studies, government, law and public policy, leadership studies, outdoor leadership and education, political economy and sustainability studies
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: community studies, social work and education.
Faculty: Stephanie Kozick

This Student Originated Studies program is intended for upper-level students with a background in community-based learning, and who have made arrangements to carry out a yearlong focused project within an organized community center, workshop, agency, organization or school setting. Community projects are to be carried out through internships, mentoring situations or apprenticeships that support students' interest in community development. This program also includes a required weekly program meeting on campus that will facilitate a shared, supportive learning experience and weekly progress journal writing.

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 by the rich resource library, staff, internship suggestions and workshops offered through the Center.

Students in this program will further their understanding of the concept of "community" as they engage their internship, apprenticeship or mentoring situation. The program emphasizes an asset-based model of community understanding advanced by Kretzmann and McKnight (1993). A variety of short readings from that text will become part of the weekly campus meetings.

The range of academic/community work suited to this program includes: working in an official capacity as an intern with defined duties at a community agency, organization or school; working with one or more community members (elders, mentors, artists, teachers, skilled laborers, community organizers) to learn about a special line of work or skills that enriches the community as a whole; or designing a community action plan or case study aimed at problem solving a particular community challenge or need.

A combination of internship and academic credit will be awarded in this program. Students may arrange an internship up to 36 hours a week for a 12-credit internship per quarter. Four academic credits will be awarded each quarter for seminar attendance and weekly progress journal writing. Students may distribute their program credits to include less than 12 credits of internship when accompanying research, reading and writing credits associated with their community work are included.

During the academic year, students are required to meet as a whole group in a weekly seminar on Wednesday mornings to share successes and challenges, discuss the larger context of their projects in terms of community asset building and well-being, and discuss occasional assigned short readings that illuminate the essence of community. Students will also organize small interest/support groups to discuss issues related to their specific projects and to collaborate on a presentation at the end of each quarter. Students will submit weekly written progress/reflection reports via forums established on the program Moodle site. Contact faculty member Stephanie Kozick kozicks@evergreen.edu if further information is needed.

Accepts winter and spring enrollment with faculty signature.
Credits: 16
Enrollment: 25
Internship Possibilities: community organizations and agencies, with faculty approval.
Thematic Planning Groups: Consciousness Studies, Environmental Studies, Sustainability and Justice, and Society, Politics, Behavior and Change

Student-Originated Studies: Poetics

Spring quarter

Fields of Study: literature, philosophy and writing
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: writing, publishing and graduate studies in literature-related disciplines.
Faculty: Leonard Schwartz

Poetics involves language as creative functions (writing, poetry, fiction), 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 this 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 quarter; we will design small study groups, collaborative projects and critique groups that will allow students to support one another's work.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Culture, Text and Language

Student-Originated Studies: Seeds, Beads, Bees and other Biodynamical Processes

Fall, Winter and Spring quarters

Fields of Study: agriculture, consciousness studies, cultural studies, field studies, sustainability studies and writing
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: agriculture, art, ecology, education, applied philosophy, social services and health-related fields.
Faculty: Sarah Williams

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

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

This program is ideal for responsible, enthusiastic and self-motivated students with an interest in developing and reflecting on a substantial project over a substantial period of time. In addition to classroom work, each student will create an individual course of academic learning including an internship (e.g., at a local organic farm), creative practice (e.g., nature writing), or field research project (e.g., discovering the differences—and why they matter—between commercial and biodynamic beekeeping). Collaboration, including shared field-trip opportunities, with the Ecological Agriculture and Practice of Sustainable Agriculture programs will be available.

Academic work for each quarter will include weekly group meetings, an annotated bibliography and maintenance of a field journal to document independent project learning. In addition to this independent project component, students will engage in weekly readings and written responses, seminar discussions and a final presentation. Unless designed into students projects and agreed upon in advance, all students will be required to attend and actively participate in this one day of weekly class activities, as well as individual self-assessment meetings with the faculty at mid-quarter and the end of the quarter. Interested students should browse the following authors and texts to explore their ability to think and act biodynamically within an intentional learning community. *Goethe's Way of Science: A Phenomenology of Nature*, edited by David Seamon and Arthur Zajonc; *Culture and Agriculture* by Wolf Storl; *Stillness: Biodynamic Cranial Practice and The Evolution of Consciousness* by Charles Ridley; *Voodoo Vintners: Oregon's Astonishing Biodynamic Winegrowers* by Catherine Cole; *A Place in Space* by Gary Snyder; *Everywhere Being is Dancing: Twenty Pieces of Thinking* by Robert Bringhurst; *All Over Creation* by Ruth Ozeki; and *Bees: With an Afterward on the Art of Joseph Beuys* by Rudolf Steiner.

Credits: 16
Enrollment: 25
Required Fees: $225 per quarter for optional field trips.
Thematic Planning Groups: Consciousness Studies

Student-Originated Studies: Writing for Publication

Spring quarter

Fields of Study: literature and writing
Class Standing: Sophomore - Junior
Prerequisites: Students should have taken at least one creative writing course or program that required workshops and peer critique.
Preparatory for studies and careers in: writing, editing and publishing.
Faculty: Bill Ransom

This SOS is designed for students who have a body of writing in poetry, fiction or creative nonfiction that they would like to polish and submit for publication. Students will read and research a broad spectrum of contemporary publications that feature work in their genre of choice and will choose three to five publications to which they will send their work at the close of the quarter. Participants will receive instruction in effective workshop and critique methods, professional submission protocols and rewriting strategies. Groups of three will meet weekly for peer critique workshops, and an all-student meeting will be held weekly for a combined lecture/seminar session.

Credits: 16
Enrollment: 25
Thematic Planning Groups: Culture, Text and Language

Study Abroad Consortium Partnerships

Fall, Winter and Spring quarters

Fields of Study: study abroad
Class Standing: Sophomore - Senior
Faculty: Michael Clifthorne

Consortium is a formal relationship with other institutions to increase travel abroad opportunities for Evergreen students. More than 300 destination programs are offered through consortium, 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; students must register at Evergreen with a special Course Record Number created specifically for the designated consortium and retain their student status. See: www.evergreen.edu/studyabroad/consortium.htm for more information.

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 to 18 semester credits (22 to 27 quarter credits).

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

Center for Ecological Living and Learning (Trial Status) 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 can 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 (Trial Status) 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, 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.

The Jackson School of International Studies at the University of Washington, 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, with applications due each March for the following year.

Lexia International provides area studies programs in Berlin, Budapest, Buenos Aires, Istanbul, Paris and Rome. These programs combine language study, area studies seminars and independent project work at each location, with students earning 14-16 semester credits (21-24 quarter credits). Programs take place at host institutions and universities, and several have strong emphases on film (Paris), architecture and visual arts (Berlin) and classics (Rome).

Living Routes Ecovillages provides interdisciplinary instruction in the areas of sustainability, environmental issues, green design and technology, permaculture studies, organic agriculture, fair trade, women's empowerment, bioregional studies, and other issues. Semester programs are offered in Costa Rica, India, Israel, and Scotland with January and summer programs in India, Mexico, Australia, Brazil, and Peru. Living Routes US-based programs are not available for consortium credit. Students earn 15-18 semester credits (22-27 quarter credits) through the University of Massachusetts - Amherst.

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 (Trial Status) 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 are 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 St. Petersburg. Students receive 20-30 hours of instruction per week depending on their level placement. The 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 US 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. Student 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.

Accepts winter and spring enrollment with signature.

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

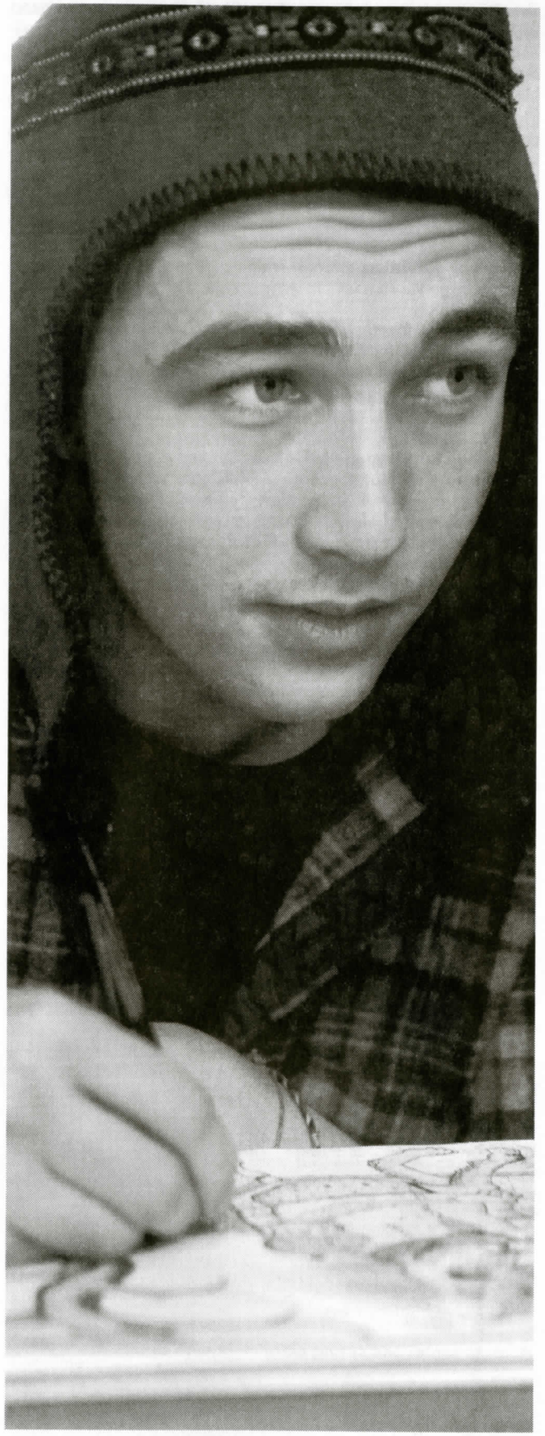


Photo by Shauna Bittle '98.

Taking Things Apart: A Scientific and Artistic Exploration

Winter and Spring quarters

Fields of Study: biology, literature, philosophy of science and visual arts
Class Standing: Freshmen - Senior
Prerequisites: One year of high school biology and chemistry.
Preparatory for studies and careers in: biology, visual arts and the humanities.
Faculty: Donald Morisato and Bob Haft

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

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

Another strand takes visual art as its point of departure. Here, we combine what we learn about the anatomy and physiology of the eye with a study of using sight to apprehend and appreciate the world around us. We will work with different tools—charcoal pencils and cameras—both to take apart and to construct new things. During winter quarter, we will learn the basics of drawing. In spring, we use black-and-white photography to study life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us.

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

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

This program accepts new enrollment in spring with faculty signature. Students entering this program in spring quarter should have completed at least one quarter of college biology and will need to complete a brief application available at the program website, which will be due by Academic Fair.
Credits: 16
Enrollment: 48
Required Fees: $50 in winter and $150 in spring for museum admission, and drawing and photography supplies.
Thematic Planning Groups: Expressive Arts and Scientific Inquiry

Temperate Rainforests: Ecology, Chemistry and Management

Fall and Winter quarters

Fields of Study: biology, chemistry, ecology, environmental studies
Class Standing: Junior - Senior
Prerequisites: Two quarters of general biology or ecology and two quarters of general chemistry. Interested students can take the self-corrected quiz available from the program website to see if their background in chemistry is sufficient.
Preparatory for studies and careers in: ecology, public policy, forestry and field research.
Faculty: Dylan Fischer and Paul Przybylowicz

The Pacific Northwest is home to temperate rainforests, among the most biologically complex ecosystems in the world. How did these forests develop? How do they function? How do human activities affect them? Is sustainable harvest a reality or an oxymoron? We will use a biogeochemical lens to examine these forests, their effects on us and our impacts on them. Topics covered will include forest ecology, ecosystem ecology, soils, mycology, biogeochemistry, sustainable forestry and forest conservation.

Fall quarter, we will explore how forests "work" through studying forest ecosystem science that includes both global and regional perspectives, with a focus on carbon and nutrient cycling. We will also examine the tremendous fungal biodiversity found within temperate rainforests, particularly the local forests of the Pacific Northwest. We'll cover methods in forest biogeochemical measurement, fungal biology, taxonomy and advanced forest ecology.

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

Our program time will consist of field work, laboratory work, lectures, workshops and weekly seminars. Expect to research topics in the primary scientific literature and to summarize and share your findings with the entire class. We'll cover various sampling techniques that are used to measure nitrogen, water and carbon in forested ecosystems. There will be ample opportunities for independent directed work, both individually and in small groups.

In addition to one-day trips regularly scheduled throughout both quarters, there will be a 4-day field trip each quarter. In the fall, we'll spend four days backpacking through temperate rainforests. In the winter, we'll tour through the Pacific Northwest and visit a variety of managed and unmanaged forests. Plan to spend a lot of time in the field (and remember that every field day generates 3-4 days of work once we return). Students who may need accommodations for field trips should contact the faculty as soon as possible.

Credits: 16
Enrollment: 50
Required Fees: $150 in fall for a four-day backpacking trip in Olympic National Park; $200 in winter for a week-long field trip to sustainable forestry sites throughout the Northwest.
Thematic Planning Groups: Environmental Studies

That's Classic(s)! Explorations in the Ancient and Modern World

Fall, Winter and Spring quarters

Fields of Study: anthropology, architecture, art history, classics, cultural studies, history, media studies, political science, sociology
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in: upper division humanities and social science, especially history, classics, art history, archaeology and historiography.
Faculty: Ulrike Krotscheck

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

Each quarter will focus on a slightly different variation on our theme, and students may either stay for the duration of the year, or join according to their interests in any quarter. Continuing students will help organize and deliver content for new students, cementing the learning that they have already accomplished by sharing their knowledge. New students in the winter and spring will actively participate in the formation of learning communities in which the faculty is not the sole provider of content. This program will support first year and sophomore students in their transition to college, while also providing a solid foundation in the origin of western civilization. It will be an intensive reading- and writing-based experience that will prepare students for upper-level work in the humanities and social sciences. Program activities will also include work on the Academic Statement Initiative.

The three quarters will be organized as follows:

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

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

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

Credits: 16
Enrollment: 23
Required Fees: $10 per quarter for entrance fees.
Thematic Planning Groups: Culture, Text and Language

Theatre of Fantasy: Performing Chinese Drama on the Western Stage

Winter and Spring quarters

Fields of Study: cultural studies, literature and theater
Class Standing: Freshmen - Senior
Preparatory for studies and careers in: Chinese studies, cultural studies, literature, poetry, drama and theatre.
Faculty: Rose Jang and Mingxia Li

Classical Chinese drama, as a literary genre, evolved from a long tradition of poetry writing and storytelling. In Chinese theatre, lyrics combine with dance, music, singing, acrobatics and martial arts. For centuries, the poetic and presentational style of Chinese drama and theatre has helped nurture and highlight the fantastic and imaginative side of Chinese culture: the magical beings—spirits, deities, ghosts—and their boundless power in folk tales; dreams, fantasies, mysticism and otherworldliness of the Daoist realm of existence. Monkey King, White Snake, Moon Lady, Butterfly Lovers, roaming spirits and ghosts of the underworld: these ever-popular Chinese archetypes have been repeatedly invoked and embodied in poetry and on stage. Many of these fantastic images and stories will form the core and focus of our program study.

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

Although there are no prerequisites in performance, poetry, Chinese language or aesthetics, interests or previous study in any of these fields will be useful. Expect plenty of reading and writing, creative workshops featuring small group work, independent research and creative projects. Students will have ample opportunities to develop their individual artistic and academic interests through program activities, as well as performance or technical theatre skills through actual production experience.

In winter quarter, we will study existing works of masters, from the ancient to the contemporary, which depict the supernatural and fantastic world in Chinese imagination. We will analyze them as both acknowledged literary masterpieces and tacit philosophical vehicles. Besides lectures and reading, workshops on poetry, theater performance, stylized movements and voice training will allow hands-on learning through practices. Chinese language workshop may be offered within the program to meet student need as a four- or two-credit option.

In spring, we will focus on rehearsals and technical theatre work in order to mount a full-fledged theatrical production of an original Chinese verse drama based on the mythical story of Moon Lady. This end-of-program public presentation will put to the test our collective understanding of Chinese mythology, poetry and drama, and help us convey this understanding in a complex form of the theatre of fantasy.

Credits: 16
Enrollment: 48
Required Fees: $40 in winter for theatre admission.
Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

Turning Eastward: Explorations in East-West Psychology

Fall and Winter quarters

Fields of Study: community studies, consciousness studies, cultural studies, health, philosophy, psychology and religious studies
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: psychology, counseling, social work, education, Asian-American studies, Asian studies and religious studies.
Faculty: Ryo Imamura

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

In contrast to Western psychology, Eastern psychology shuns any impersonal attempt to objectify human life from the viewpoint of an external observer and instead studies consciousness as a living reality which shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which one becomes an attentive participant-observer in the unfolding of moment-to-moment consciousness.

Learning mainly from lectures, readings, videos, workshops, seminar discussions, individual and group research projects and field trips, in fall quarter we will take a critical look at the basic assumptions and tenets of the major currents in traditional Western psychology, the concept of mental illness and the distinctions drawn between normal and abnormal thought and behavior. In winter quarter, we will then investigate the Eastern study of mind that has developed within spiritual traditions, particularly within the Buddhist tradition. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Eastern thought—the attempt to fit Eastern ideas and practices into unexamined Western assumptions and traditional intellectual categories. Lastly, we will address the encounter between Eastern and Western psychology as possibly having important ramifications for the human sciences in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

Accepts winter enrollment. Prospective students will have to show basic knowledge of Western psychotherapy via a written examination. Contact the faculty (imamurar@evergreen.edu) for more information.
Credits: 16
Enrollment: 25
Thematic Planning Groups: Consciousness Studies, and Society, Politics, Behavior and Change

Undergraduate Research in Scientific Inquiry

Fall, Winter and Spring quarters

Fields of Study: biochemistry, biology, chemistry, computer science, mathematics and physics
Class Standing: Sophomore - Senior
Preparatory for studies and careers in: biology, chemistry, physics, computer science, astronomy and applied mathematics.
Faculty: Paula Schofield, Brian Walter, Richard Weiss, Abir Biswas, Michael Paros, Clyde Barlow, Benjamin Simon, Judith Cushing, Dharshi Bopegedera, Rebecca Sunderman, EJ Zita, Donald Morisato, Clarissa Dirks, James Neitzel, Sheryl Shulman, Neal Nelson, Lydia McKinstry

Rigorous quantitative and qualitative research is an important component of academic learning in Scientific Inquiry. Research opportunities allow science 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.

Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

Clyde Barlow (chemistry) works with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

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 could gain skills in soil, vegetation and water collection and learn methods of sample preparation and analysis for major and trace elements.

Dharshi Bopegedera (chemistry) would like to engage students in two projects. (1) Quantitative determination of metals in the stalactites formed in aging concrete using ICP-MS. Students who are interested in learning about the ICP-MS technique and using it for quantitative analysis will find this project interesting. (2) Science and education. We will work with local teachers to develop lab activities that enhance the science curriculum in local schools. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

Judith Bayard Cushing (computer science, ecology informatics) studies how scientists might better use information technology and visualization in their research, particularly in ecology and environmental studies. She would like to work with students who have a background in computer science or one of the sciences (e.g., ecology, biology, chemistry or physics), and who are motivated to explore how new computing paradigms can be harnessed to improve the individual and collaborative work of scientists. Such technologies include visualizations, plugins, object-oriented systems, new database technologies and "newer" languages that scientists themselves use such as python or R.

Clarissa Dirks (biology) aims to better understand the evolutionary principles that underlie the emergence, spread and containment of infectious disease by studying the coevolution of retroviruses and their primate hosts. Studying how host characteristics and ecological changes influence virus transmission in lemurs will enable us to address the complex spatial and temporal factors that impact emerging diseases. Students with a background in biology and chemistry will gain experience in molecular biology techniques, including tissue culture and the use of viral vectors.

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, analytical or biochemistry could contribute to this work.

Neal Nelson (computer science) and **Sheryl Shulman** (computer science) are interested in working with advanced computer topics and current problems in the application of computing to the sciences. Their areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, programming languages for concurrent and parallel computing and hardware modeling languages.

Mike Paros (biology, veterinary medicine) is interested in animal health and diseases that affect the animal agriculture industry. Currently funded research includes the development of bacteriophage therapy for dairy cattle uterine infections, calf salmonellosis and mastitis. A number of hands-on laboratory projects are available to students interested in pursuing careers in science.

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 copolymerization 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 simulations of advanced architectures for distributed computing, advanced

programming languages and compilers, programming languages for concurrent and parallel computing, and hardware modeling languages.

Benjamin Simon (biology) is interested in immunology, bacterial and viral pathogenesis, vaccine development and gene therapy applications. Recent focus has been on developing novel methods for vaccine delivery and immune enhancement in finfish. Specific projects include using attenuated bacteria to deliver either protein-based or nucleic acid vaccines in vivo and investigating bacterial invasion mechanisms. In collaboration with **Betty Kutter** (faculty emerita) other projects include characterization of bacteriophage targeting the fish pathogen *Yersinia ruckeri* and elucidation of phage and host activities in stationary-phase *E. coli* infected with T4 bacteriophage. Students with a background in biology and chemistry will gain experience in laboratory research methods, including microbiological techniques, tissue culture and recombinant DNA technology, and may have opportunities to present data at regional and national conferences.

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.

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 who 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.

E. J. Zita (physics) studies the Sun and the Earth. What are the mechanisms of global warming? What can we expect in the future? What can we do about it right now? How do solar changes affect Earth over decades (e.g., Solar Max) to millennia? Why does the Sun shine a bit more brightly when it is more magnetically active, even though sunspots are dark? Why does the Sun's magnetic field flip every 11 years? Why is the temperature of the Sun's outer atmosphere millions of degrees higher than that of its surface? Students can do research related to global warming in Zita's academic programs and in contracts, and have investigated the Sun by analyzing data from solar observatories and using theory and computer modeling. Serious students are encouraged to form research contracts and may thereafter be invited to join our research team.

Accepts winter and spring enrollment with faculty signature.
A similar program is expected to be offered in 2014-15
Thematic Planning Groups: Scientific Inquiry

Undergraduate Research in the Humanities

Fall, Winter and Spring 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, 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 kinds of projects develop advanced research skills in the humanities, including the ability to read deeply and critically in a particular field, and to discover and engage with important theoretical writings in that field. Students will also gain valuable skills in reading, analyzing, synthesizing, writing and editing long pieces of complex prose. The best kinds of this work will be invaluable for graduate school applications, and will be an asset to those entering the job market directly following graduation.

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 and middle classes; industrialization and reform movements; pragmatic philosophy; the history of childhood; and the history of technology and consumer culture. Students are also welcome to participate in Nancy's 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 vs. transnational formations of literary studies, queer gender and sexuality, memory studies and post-structuralist theory. Most 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 the long eighteenth century (1650-1830), including the Restoration, the Enlightenment, and Romanticism. Students who wish to study the literature and political philosophy of these periods are welcome to propose research projects, including capstone projects and senior theses. Particular interests include the rise of the novel, the conception of reason and rationality and representations of space and place. Previous projects have included studies of Romantic women writers and travel writing. Students are also welcome to work with Trevor to develop his ongoing research projects on such authors as Daniel Defoe, John Locke, Thomas Hobbes, Bishop Berkeley, Jonathan Swift and John Milton.

Accepts winter and spring enrollment with faculty signature.
Thematic Planning Groups: Culture, Text and Language

Who's Got What? Political Economy Through Food, Culture and Social Movements

Fall, Winter and Spring quarters

Fields of Study: American studies, economics, gender and women's studies, history, international studies and political economy
Class Standing: Freshmen
Preparatory for studies and careers in: non-governmental organizations, advocacy, public policy, law and legal rights, education, public health, alternative justice systems, graduate school in social science, history, law, geography and political economy.
Faculty: Anthony Zaragoza and Savvina Chowdhury

Political economy asks basic but often overlooked questions: who has what, who does what work, why, how it got to be that way and how to change it. Given this starting point, what do some of the most basic and everyday things around us look like through the lens of political economy? How could we better understand our food system, popular culture and social movements using this interdisciplinary set of questions and perspectives? For example, we'll look at how apples are grown and harvested, *World War Z*, and what's grown out of the Occupy Movement, each as its own window into the way the economic system we were born into works, and how people just like us are responding to it and trying to remake the world. Through these explorations, we will get a better understanding of the ways in which society itself becomes hierarchical and divided by race, class, gender and sexuality.

In fall, we will explore how capitalism evolved and came to be the way it is. How did relationships based on food, popular culture and social movements influence and become influenced by the emergence, development and concrete workings of U.S. political economy in the 20th century? We will also examine competing historical visions of political economy put forth by indigenous, immigrant, and anti-slavery struggles, and both the feminist and the labor movements. We will emphasize the lives of exploited and marginalized people as they encountered capitalism. Through this work we will work to become better readers of our texts and of the world.

In winter, we will examine the interrelationship between the U.S. political economy and the changing global system, as well as U.S. foreign policy. We will study the causes and consequences of the globalization of capital and its effects on our daily lives, international migration, the role of multilateral institutions and the meaning of various trade agreements, regional organizations and alliances. We will look at the impact of the global order on our food system and explore the politics of culture, as people negotiate and contest new emerging regimes of labor, property and citizenship. Through protests, revolutions and riots, social movements continue to raise core questions regarding democracy, power, equality and the relationship between citizens, the state and the global economy, providing fruitful alternative analytical perspectives for the study of capitalist globalization and transnational networks. This work will allow us to deepen and strengthen our analytical skills.

In spring, we will learn from diverse, community-based institutions that offer alternative visions of organizing social and economic activity, in accordance with the basic principles of human rights, ethical labor practices and cooperative work and decision-making, through processes that respect the integrity of our environment and ecology. Working in conjunction with Evergreen's CCBLA, schools, advocacy groups, veteran's rights groups and other nonprofits, students are invited to examine strategies put forward by popular education models, immigrant rights advocates, gay/lesbian/transgender advocates and community-based economic models. We will work to further develop our communication skills, organization and accountability.

Credits: 16
Enrollment: 46
Required Fees: $100 per quarter for overnight field trips.
Thematic Planning Groups: Sustainability and Justice

Writing is a Social Act

Fall and Winter quarters

Fields of Study: communications, literature and writing
Class Standing: Junior - Senior
Preparatory for studies and careers in: law, medicine, teaching, science, literary studies and writing.
Faculty: Sara Huntington

You write alone but you always write for others: readers matter. Here, you will keep company with great authors and your peers as you master the rhetorical tools needed to write persuasively, compellingly, and beautifully. We will proceed from Annie Dillard's advice that if you like sentences, then you can become a writer because you have a place to start—not to mention a passion for what makes writing lively and pleasurable. Storytelling will feature prominently in our common work, especially descriptive practices that move prose toward shape and meaning. In other words, we will learn how to show, rather than just tell, a story.

We will begin with a review of sentence structure focusing on subjects and verbs, clauses and phrases. With the aim of achieving clarity, students will study editing techniques, especially ways to rewrite overly abstract prose. Working with samples of professional writing, students will learn how to use agent-action analysis, how to start and end sentences and paragraphs, and how to coordinate and balance the parts of longer sentences. Rather than focusing on writing rules, we will approach style as the range of choices available in different rhetorical contexts. Students will also revise a piece of their own writing to identify patterns and problems in their craft. After these trial runs, they will begin original composition in a genre, mode, or vein of their choosing.

Readings include three types of texts: those about the practice and theory of rhetoric, from Plato and Aristotle to Stanley Fish and Barbara Tufte; those that exemplify beauty, eloquence and force, from Philip Roth and Cormac McCarthy to Darwin and Watson and Crick; and those that fail to persuade, from examples of academic discourse to the ghastly delights of purple prose. Students will search for an author who will teach them how the commitment of close reading fuses with the practice of good writing. Students must reach for the development of aesthetic standards that should inform any piece of writing that's worth reading and that merits any meaningful critical response.

Our work will be collaborative and social. The class blends lectures, student presentations, workshops, and seminar periods. Students will present their work regularly for critique (generally in small sections), and they will enjoy the difficult work of responding to their peers with concrete suggestions. Students from all disciplines are welcome, especially since effective writing and rhetoric is a fundamental part of a good liberal arts education.

Credits: 16
Enrollment: 12
Thematic Planning Groups: Culture, Text and Language

Graduate Studies

MASTER OF ENVIRONMENTAL STUDIES (MES)

Martha Henderson, Director
Gail Wootan, Assistant Director (360) 867-6225 or wootang@evergreen.edu

Master of Environmental Studies (MES) degree integrates the study of the biological, physical, and social sciences with public policy. Its core curriculum explores the interactions among environmental problems, policy responses, and environmental sciences. The program produces graduates who combine an interdisciplinary understanding of environmental sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional preparation for people employed in the public, private, and non-profit sectors or for continuing graduate study in related fields.

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

MASTER OF PUBLIC ADMINISTRATION (MPA)

Lee Lyttle, Director
Randee Gibbons, Assistant MPA Director - General Cohort (360) 867-6554 or gibbonsr@evergreen.edu or www.evergreen.edu/mpa
Erin Genia, Assistant MPA Director - Tribal Cohort (360) 867-6202 or geniae@evergreen.edu or www.evergreen.edu/mpa/tribal

Evergreen's dynamic Master of Public Administration (MPA) program has been noted by US News and World Report as one of the nation's top Public Affairs Graduate Schools, in the 2012 edition of "Best Graduate Schools". Designed for working adults, Evergreen's MPA program is offered entirely on evenings and weekends and can be completed in as little as 2 years. Hundreds of Evergreen MPA graduates are working in a wide variety of responsible 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. In the MPA program you'll explore and implement socially just, democratic public service in a dynamic learning community that you create with your faculty and fellow students. Coursework covers critical elements of administration such as budgeting, strategic planning, policy analysis, managing organizations, leadership and ethics, human resources, multicultural competencies and research methods. The MPA program offers concentrations in Public and Nonprofit Administration, Public Policy, or Tribal Governance.

MASTER IN TEACHING (MiT)

Sherry Walton, Director
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Evergreen's Master in Teaching (MiT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy and anti-bias work.

For complete information on endorsements, admissions requirements and procedures, please consult the current Master in Teaching catalog or visit **www.evergreen.edu/mit**.

Photo by Shauna Bittle '98.

Admissions

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

ELIGIBILITY FOR ADMISSION

Applicants are initially reviewed based upon academic factors such as grade point average, test scores and course work completed and/or attempted. Evergreen offers admission to all qualified applicants until the entering class has been filled.

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

Information you provide on your application for admission may support programs for all students. The data collected from responses to the questions in the Family Information and Ethnicity and Race Information sections of the application–such as education level of your parents and your ethnicity/race–may result in additional funding from Washington state and federal government programs to support the educational needs of all Evergreen students. Additionally, you may be eligible for financial assistance through "Passport to College," if you were in foster care in Washington. More information about Passport to College may be found at **admissions.evergreen.edu/special.**

If Evergreen determines that an applicant's enrollment could present a physical danger to the campus community, based on the application, the college reserves the right to deny admission.

TO APPLY FOR ADMISSION

A substantial amount of time is needed to process and evaluate each application. After you send your application and nonrefundable application fee, request all official transcripts and/or test scores. All of these items and documents should be sent to the Office of Admissions. The priority application dates are:

Fall Quarter accepting applications from September 1 to 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 **admissions.evergreen.edu/application**.

GENERAL TRANSCRIPT INFORMATION

Official college transcripts from each and every institution attended must be submitted. An official high school transcript for freshman applicants must be sent from the high school from which you graduated. Transcripts must reflect all course work completed at the time you submit your application. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

Evergreen can receive official transcripts delivered by 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.

ADDITIONAL INFORMATION FOR FRESHMAN APPLICANTS

ACCEPTABLE COLLEGE PREPARATORY COURSE WORK

English: Four years of English study are required, at least three of which must be in composition and literature. One of the four years may be satisfied by courses in public speaking, drama as literature, debate, journalistic writing, business English or English as a Second Language (ESL). Courses that are not generally acceptable include those identified as remedial or applied (e.g., developmental reading, remedial English, basic English skills, yearbook/annual/newspaper staff, acting, library).

Mathematics: Three years of mathematics, at the level of algebra, geometry and advanced (second year) algebra, are required. Advanced mathematics courses, such as trigonometry, mathematical analysis, elementary functions and calculus are recommended. Arithmetic, prealgebra and business mathematics courses will not meet the requirement. An algebra course taken in eighth grade may satisfy one year of the requirement if second year algebra is completed in high school.

Social Science: Three years of study are required in history or in any of the social sciences (e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology). Credit for student government, leadership, community service or other applied or activity courses will not satisfy this requirement.

Foreign Language: Two years of study in a single foreign language, including Native American language or American Sign Language, are required. A course in foreign language, Native American language or American Sign Language taken in the eighth grade may satisfy one year of the requirement if the second year of study is completed in high school. The foreign language requirement will be considered satisfied for students from non-English-speaking countries who entered the U.S. educational system at the eighth grade or later.

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

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

Students should choose electives that offer significant preparation for a challenging college curriculum. Honors and advanced placement courses are strongly encouraged and a more rigorous curriculum will be taken into account during the admissions selection process. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs.

Admission can be granted on the basis of at least six semesters of high school work. Applicants may be admitted on this basis provided that they submit an official transcript showing the date of graduation and successful completion of all subject area requirements prior to attending their first class at Evergreen. Failure to submit a final transcript that shows satisfactory completion of subject area requirements will result in disenrollment. High school seniors cannot complete their high school course work as matriculating students at Evergreen.

Nontraditional high schools must provide transcripts that indicate course content and level of achievement.

High school students who have earned college credit or participated in Washington's Running Start program are considered for admission under the freshman criteria, regardless of the number of credits earned. Running Start participants who have earned an Associate of Arts degree prior to the application priority date, as reflected on official transcripts, will be considered under transfer student criteria.

More information for freshman applicants can be found at admissions.evergreen.edu/freshman

ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

COMMUNITY COLLEGE DEGREES

Designated Transfer Degrees and Direct Transfer Degrees receive the highest transfer admission preference. Applicants who have earned or will earn (prior to enrolling at Evergreen) either of these degrees will be awarded 90 quarter hour credits, which is the equivalent of junior class standing. Each community college has a designated transfer degree and it is your responsibility to consult with the college you attend to ensure that you are registered in the correct course sequence. A complete list of designated degrees can be found at **admissions.evergreen.edu/transferdegrees.** Evergreen has also identified a variety of vocational or technical associate degrees that will also receive admission preference. A list of these vocational/technical associate degrees may also be found at the same Web address above.

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

TRANSFER OF CREDIT

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). A maximum of 90 quarter hours (60 semester hours) of lower division (100–200 level) course work will transfer.

Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable if a minimum 2.0 grade or grade of C was received (work completed with a C-minus does not transfer). Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable; others are not. Evergreen abides by the policies outlined in Washington's Policy on Intercollegiate Transfer and Articulation. See the Transfer Student section on the Admissions Web site at **admissions.evergreen.edu/transfer** for detailed information.

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

OTHER SOURCES OF TRANSFER CREDIT

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

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

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

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

SPECIAL STUDENTS

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

SUMMER QUARTER

Summer quarter enrollment is handled through the Office of Registration and Records and does not require formal admission.

Students who wish to continue their studies into fall quarter may do so by registering again as a special student or by being admitted to the college through the formal application process.

More information for transfer applicants can be found at admissions.evergreen.edu/transfer

Tuition and Fees

RESIDENCY STATUS FOR TUITION AND FEES

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

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

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

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

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

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

BILLING AND PAYMENT PROCEDURES

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

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

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a $50 late payment fee will be charged. Web payment is available for students wishing to pay by 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 in the Student Accounts Office to allow another person to request or review their billing information.

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

REFUNDS/APPEALS

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

100 percent to Friday of the first week of the quarter

50 percent to the 30th day

No refund after the 30th calendar day

If your tuition is paid by financial aid, any refund will be made to the financial aid program, not to you. Appeals of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the office assessing the charge.

ESTIMATED EXPENSES

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2012–13 nine-month academic year.

	RESIDENT	NON-RESIDENT
Tuition and Fees	$7,812	$18,978
Books and supplies	999	999
Housing and meals	9,240	9,240
Personal needs	1,749	1,749
Transportation	1,260	1,260
Total	$21,060	$32,226

Note: Full-time undergraduate tuition figures do not include the quarterly health, transit, CAB, and clean energy fees, which are mandatory for students attending the Olympia campus.

ESTIMATED TUITION AND FEES

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2012–13 academic year. Visit **www.evergreen.edu/tuition** or call Student Accounts to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	RESIDENT TUITION*	NONRESIDENT TUITION*
Full-time Undergraduate	10–18 19 20	$2,604 per quarter $2,837 $3,070	$6,326 per quarter $6,917 $7,508
Part-time Undergraduate	9 or fewer	$260.40 per credit; 2 credit minimum	$632.60 per credit; 2 credit minimum
Full-time Graduate	8 MPA 12 MES 16 MIT	$2114.40 per quarter $2,643 per quarter $2,643 per quarter	$5,348.80 per quarter $6,686.00 per quarter
Part-time Graduate**	7 or fewer MPA 9 or fewer MIT 11 or fewer MES	$264.30 per credit; 2 credit minimum	$668.60 per credit; 2 credit minimum

*Tuition and fees may vary in summer quarter, which is not part of the regular academic year.
** For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time.

MISCELLANEOUS FEES

Admissions Application Fee (nonrefundable)	$50		**Late Registration Fee**	2nd week of the quarter	$50
Mandatory Health Fee (quarterly)	$70			3rd week of the quarter	$100
Mandatory Bus Pass (quarterly)	$1.10 per credit up to $13.20		**ID Card Replacement**		$5
				with meal plan	$25
CAB Renovation Fee	$5.75 per credit		**Graduation Fee**		$25
Clean Energy Fee	$1.00 per credit		**Undergraduate Tuition Deposit** (nonrefundable)		$50
Late Night Transit Fee (quarterly)	$3		**Graduate Tuition Deposit** (nonrefundable)		$100
Returned Check	$30		**Housing / Administrative Fee: Rental Contract or Unit Lease**		$45 each
Late Payment Fee (per quarter)	$50				

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

PARKING FEES

	Automobiles / Motorcycles		Automobiles / Motorcycles
Daily	$2.00	**Academic year**	$115 / $60
Quarterly	$40 / $25	**Full year**	$120 / $65

Registration and Academic Regulations

NEW AND CONTINUING STUDENT REGISTRATION PROCESS

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

Changes in enrollment or credits must be done in the Office of Registration and Records and may result in a reassessment of tuition, fees and eligibility for financial aid. Special registration periods are held for those enrolling as non-degree-seeking special students. These special registration periods, which usually follow the registration period for continuing students, are announced in publications distributed on and off campus.

COLLEGE EMAIL POLICY

All students, including both admitted and "special" (non-admitted) students, will be given an Evergreen email account upon admission (or registration for "special" students.) This email account will be a primary mechanism for official college communications to students, including registration and student account information, announcements of official college policies and general announcements and information. As part of their responsibility to work with the college to manage their business and enrollment issues, students are expected to check their college email on a regular basis.

CHANGES IN PERSONAL INFORMATION

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

TO ADD, CHANGE, OR DROP A PROGRAM

If you want to add, change or drop your program or courses, you should complete your change of registration by the 10th day of the quarter (end of second week). After that, you must petition to change a program, course or individual/internship contract. The petition form is available at **www.evergreen.edu/registration**.

You may drop classes or change credit within a program through the 30th calendar day of the quarter (Tuesday of Week 5). It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 92.)

WITHDRAWAL

You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See Refunds/Appeals, page 92.)

LEAVE OF ABSENCE

If you have been regularly admitted and completed at least one quarter, you are eligible for a leave of absence of no more than one year. If you are a continuing student and are not registered in a program or contract by the deadline, you are considered to be on leave (for up to one year).

VETERAN STUDENTS

The Evergreen State College's programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

ACADEMIC CREDIT

General Policies

You receive academic credit for meeting your program requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not award credit for duplicate work.

Credit Limit

Students may register for a minimum of 2 and maximum of 20 credits during any given quarter. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for an overload up to 20 credits. Students registering for more than 16 credits must follow college policy and complete their registration by the Friday of the first week of the quarter. Additional tuition charges may apply.

Academic programs, independent study contracts and internships will be offered for a maximum of 16 credits each quarter.

Students concurrently pursuing coursework at another college may register for a combined maximum of 20 credits. Credits earned beyond this limit will not be accepted.

Registration is prioritized by the number of credits earned, giving seniors first choice, and is organized as follows:

Freshmen	**0–44 credits**
Sophomores	**45–89 credits**
Juniors	**90–134 credits**
Seniors	**135 or more credits**

RECORD KEEPING

Transcripts

Transcripts are the records of your academic achievement at Evergreen, and are maintained by the Office of Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations, your Academic Statement and, when submitted, your self-evaluations.

If you decide to write a summative self-evaluation—up to one quarter after graduation—the specific form must be turned in to Registration and Records to be included. (See Expectations of an Evergreen Graduate, page 1.)

Credit and evaluations are reported at the end of a program, course or contract. For multi-term programs, credit is reported once the program ends unless you withdraw or change programs. You have 30 calendar days from the time you receive an evaluation to seek an amendment. Aside from corrections, revisions are approved by your faculty.

Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records. Pay close attention to spelling, typographical errors, appearance and content before you turn it in.

When a transcript is requested on-line, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. For additional information on ordering your transcript, please see **www.evergreen.edu/transcripts**.

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have holds which prevent the release of a transcript.

Confidentiality of Records

The federal Family Educational Rights and Privacy Act (FERPA) gives students certain rights regarding their education records. You have the right to:

- **Inspect and review your educational records within a reasonable time period**
- **Request an amendment to education records you believe are inaccurate or misleading**
- **Consent to disclosures of personally identifiable information contained in your records, except to the extent that FERPA authorizes disclosure without consent**
- **File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA**

You must contact the Office of Registration and Records in person or by telephone if you want your records kept confidential. These records include your name, address, telephone number and student status.

Questions concerning your rights under FERPA should be directed to the Office of Registration and Records.

ACADEMIC STANDING POLICY

The academic standing of each Evergreen student is carefully monitored to ensure the full development of his or her academic potential. Any student not making satisfactory academic progress, as defined below, is informed of her or his standing and is advised accordingly.

Formal faculty evaluation of student achievement occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit at mid-quarter is so notified in writing by his or her faculty or sponsor. A student making unsatisfactory academic progress will receive an academic warning and may be required to take a leave of absence.

1. Academic warning.

A student who earns less than three-fourths of the number of registered credits in two successive quarters or cumulative credit for multiple term enrollment, will receive an academic warning issued from the Office of Enrollment Services. A student registered for six credits or more who receives no credit in any quarter will receive an academic warning. These warnings urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.

2. Required leave of absence.

A student who has received an academic warning, and while in warning status received either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year.

A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

Dismissal and Readmission

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

GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- Students must write an academic statement of up to 750 words. In the statement, students summarize and reflect carefully on their liberal arts education. Students begin work on the statement when they first enroll, then develop and revise it annually under the guidance of faculty. The final version becomes an important part of each student's transcript.
- If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.
- If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits once admitted as a registered Evergreen student.
- The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be noted as upper division by the faculty.
- Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and a signed Declaration of Intent to pursue Bachelor of Arts and Bachelor of Science at least one year in advance.
- To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MiT programs, please contact the appropriate program. Contact information is on page 88.

For more information about academic regulations, call (360) 867-6180.

Faculty

The following is a list of Evergreen's faculty as of summer 2012. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: **www.evergreen.edu/faculty**.

Kristina Ackley, ***Native American Studies,*** 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, 2001.

Michelle Aguilar-Wells, ***Public Administration,*** 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas, 1981.

Nancy Anderson, ***Public Health,*** 2008; B.A., Anthropology, Barnard College, 1977; M.D., Columbia University, 1980; M. Public Health, Health Services, University of Washington, 1988.

Jeff Antonelis-Lapp, ***Environmental Education,*** 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

Theresa A. Aragon, ***Management,*** 1999; Academic Dean 2006-2010, 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.

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 Baldridge, ***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, ***Chemistry,*** 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Marcella Benson-Quaziena, ***Psychology,*** 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington,1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

Abir Biswas, ***Geology,*** 2010; B.S. Geology/ Chemistry and Environmental Studies, Bowdoin College, 2001; Ph.D., Geology, University of Michigan, 2007.

Evan Blackwell, ***Visual Arts,*** 2012; B.A., Ceramics/Sculpture, Alfred University School of Art and Design, 1995; M.A., Interdisciplinary Visual Arts, University of Washington, 2008.

Peter G. Bohmer, ***Economics,*** 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Dharshi Bopegedera, ***Physical Chemistry,*** 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

Frederica Bowcutt, ***Ecology,*** 1996; B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

Andrew Brabban, ***Molecular Biology,*** 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

Eddy Brown, ***Writing,*** 2001; Academic Dean, 2004-2010; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

Bill Bruner, ***Emeritus, Economics,*** 1981; Dean of Library Services, 1992-2001; B.A., Economics and Mathematics, Western Washington University, 1967.

Andrew Buchman, ***Music,*** 1986; Certificate, School of Musical Education, 1972; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington,1982; D.M.A., Music Composition, University of Washington,1987.

Paul R. Butler, ***Emeritus, Geology and Hydrology,*** 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

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Jules Unsel, *Librarian,* 2006; B.A., U.S. History, University of Kentucky, 1991; M.A., U.S. History, University of Kentucky, 1993; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

Zoë L. Van Schyndel, *Finance,* 2008; A.S., Massasoit Community College, 1975; B.G.S., Social Administration and Research, University of Massachusetts, Amherst, 1981; M.B.A. Finance and Accounting, Northeastern University, 1983; C.F.A. 1989.

Michael Vavrus, *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.

Edward A. Whitesell, *Geography,* 1998; Director, Graduate Program in Environmental Studies 2005-2008, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D, Geography, University of California, Berkeley, 1993.

Sonja Wiedenhaupt, *Social Psychology,* 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D, Social/Personality Psychology, University of California, Berkeley, 2002.

Sarah Williams, *Feminist Theory,* 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghamton, 1985; Ph.D, History of Consciousness, University of California, Santa Cruz, 1991.

Sean Williams, *Ethnomusicology,* 1991; B.A., Music, University of California, Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D, Ethnomusicology, University of Washington, 1990.

Elizabeth Williamson, *Renaissance Literature,* 2005; B.A., English Literature, Princeton University, 1999; M.A., English Literature, University of Pennsylvania, 2001, Ph.D., English Literature, University of Pennsylvania, 2005.

Thomas Womeldorff, *Economics,* 1989; Academic Dean, 2002-2007; B.A., The Evergreen State College, 1981; Ph.D, Economics, American University, 1991.

Sandra L. Yannone, *English,* 2001; Director, Writing Center 2001-present; B.A., Writing and Literature, Wheaton College, Massachusetts, 1986; M.F.A., Creative Writing, Emerson College, 1991; Ph.D., English, University of Nebraska-Lincoln, 1998.

Artee F. Young, *Law and Literature,* 1996; Director, Tacoma Program 2007-2012, B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.

Tony Zaragoza, *Political Economy of Racism,* 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; 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; M.F.A., 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.

BOARD OF TRUSTEES SEPTEMBER 2012

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Public Service At Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

The Center for Community-Based Learning and Action, Evergreen's newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It serves as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center supports scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.

www.evergreen.edu/communitybasedlearning

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education.

www.evergreen.edu/ecei

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

www.evergreen.edu/longhouse

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 52 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning.

www.evergreen.edu/washcenter

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

www.wsipp.wa.gov

Diversity and Community

COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

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

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

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

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

Photo by Karissa Carlson.

SEEKING DIVERSITY, SUSTAINING COMMUNITY

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

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

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

Services and Resources

Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.

Student Affairs
Art Costantino, Vice President
LIB 3500, (360) 867-6296
www.evergreen.edu/studentaffairs

The Office of the Vice President for **Student Affairs** can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Housing, Recreation and Athletics, and Police Services.

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

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

Access Services for Students with Disabilities
LIB Second Floor, (360) 867-6348
TTY: 867-6834
www.evergreen.edu/access

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

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

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

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

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

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

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

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

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

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

Evergreen's innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. The Centers for Active Student Learning include the **Quantitative and Symbolic Reasoning (QuaSR) Center** and the **Writing Center**. The QuaSR Center assists students in all programs with math, science, music reading, and other topics related to quantitative and symbolic reasoning. The Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. Please check our websites for more detailed information.

Counseling and Health Centers
Counseling
SEM I, 4126, (360) 867-6800
Health
SEM I, 2110, (360) 867-6200
www.evergreen.edu/health

The **Counseling and Health** centers provide safe, confidential environments for enrolled students to discuss concerns. Counseling typically covers anxiety, depression, interpersonal relationship issues and stress management. The Health Center, a small general practice clinic, provides a range of medical services, including acute care, chronic disease management, women's health services, birth control and STD testing. Visits are covered by the quarterly Health and Counseling fee; there may be small charges for lab work or prescriptions. Both centers make referrals to community providers as needed.

Financial Aid
LIB First Floor, (360) 867-6205
Email: finaid@evergreen.edu
www.evergreen.edu/financialaid

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

First Peoples' Advising Services
LIB Second Floor, (360) 867-6467
www.evergreen.edu/multicultural

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

Residential and Dining Services
Housing Bldg. A,
Room 301, (360) 867-6132
www.evergreen.edu/rad

Residential & Dining (RAD) Services is focused on creating a purposeful, just and sustainable community with endless opportunities for getting involved. We offer a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. We also offer recreational activities and educational workshops throughout the year. Staff members are available 24 hours a day to serve residents. There are many dining options to choose from every day in the five dining venues on campus, including vegan, vegetarian, and gluten free options.

KEY Student Support Services
LIB Second Floor, (360) 867-6464
www.evergreen.edu/key

KEY (Keep Enhancing Yourself) Student Support Services is a federally funded TRIO program. You are eligible for KEY if: (1) neither parent has a four-year college degree; or (2) you meet federal guidelines for low-income status; or (3) you have a physical or documented learning disability. KEY will work with you to provide academic and personal advising, free tutoring, academic and study skills development, financial aid advising, career guidance, cultural enrichment, advocacy and referral.

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

Evergreen's state-certified officers are committed to positive interactions with students. **Police Services** offers community-based, service-oriented law enforcement. Officers assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime for the past three years, is available online.

Student Activities
(360) 867-6220
www.evergreen.edu/activities

At Evergreen, learning doesn't end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.

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

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, GEAR UP, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound. This office coordinates new-student programs, such as orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students' needs, satisfaction and educational outcomes.

Evergreen's Social Contract

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

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

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

THE SOCIAL CONTRACT— A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

PURPOSE

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals; specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

STUDENT CONDUCT CODE — GRIEVANCE AND APPEALS PROCESS

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

The Student Conduct Code is available at **www.evergreen.edu/studentaffairs/studentconduct.htm.** More information is available from the campus grievance office at ext. 5052. The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at **www.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.

PROHIBITION AGAINST DISCRIMINATION:

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

RIGHT TO PRIVACY:

All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

INTELLECTUAL FREEDOM AND HONESTY:

Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

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

OPEN FORUM AND ACCESS TO INFORMATION:

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

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

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

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

POLITICAL ACTIVITIES:

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

Photo by Carlos Javier Sánchez '97.

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.

ALCOHOLIC BEVERAGES

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Nevertheless, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.

BICYCLES

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

FIREARMS

The college discourages anyone from bringing any firearm or weapon onto campus. Weapons and firearms as defined by state law are prohibited on campus except where authorized by state law. Campus residents with housing contracts are required to check their firearms with Police Services for secure storage. Violations of the Campus Housing Contract relating to firearm possession are grounds for immediate expulsion from Evergreen or criminal charges or both.

PETS

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

SMOKING

No smoking is allowed inside main campus buildings or near building entrances.

Smoking is prohibited in Residential and Dining Services except in designated outdoor areas. Public smoking areas are designated by staff and will be shared with the community at the beginning of the academic year.

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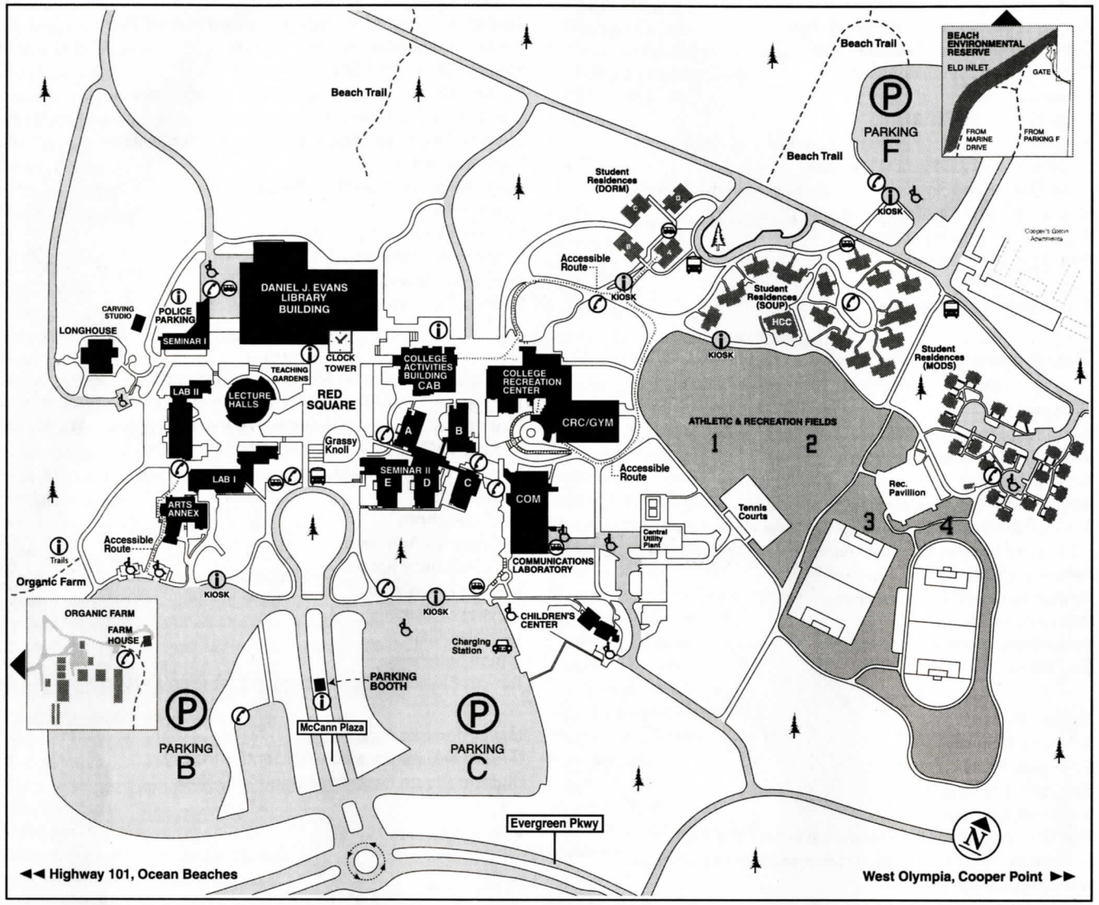

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This Catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus.

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2700 Evergreen Pkwy NW Olympia, WA 98505

admissions.evergreen.edu

The Evergreen State College • Undergraduate Catalog 2013–2014

2013–2014
CATALOG

the evergreen state college
olympia, washington

A distinctive liberal arts and sciences college in the Pacific Northwest