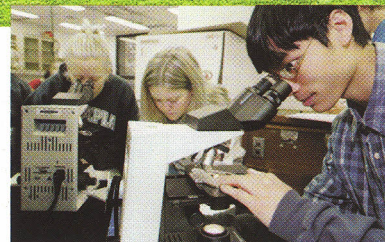
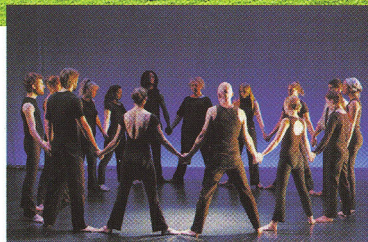
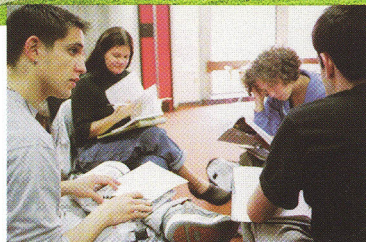
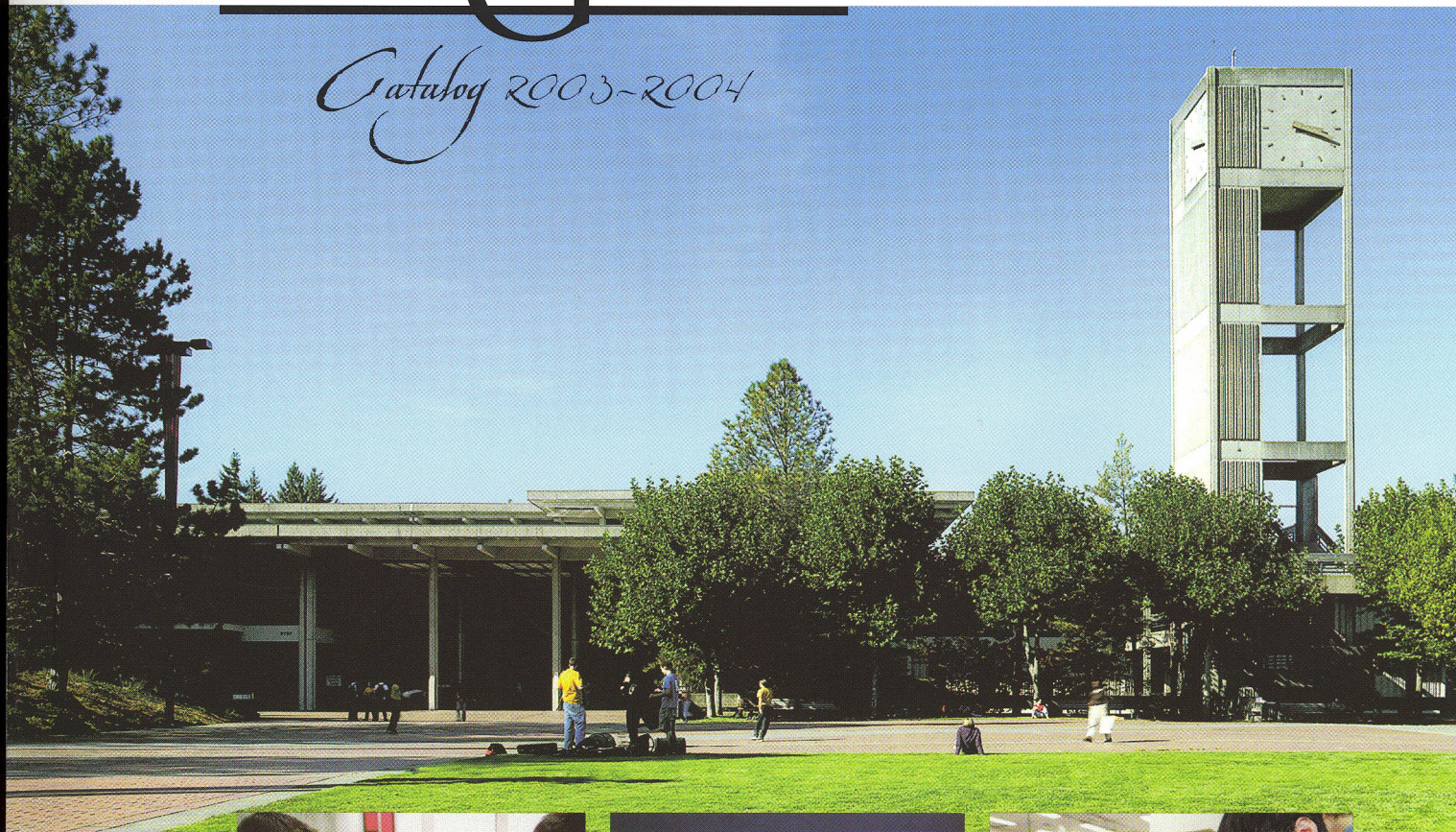


EVERGREEN

Catalog 2003-2004



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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.

WE BELIEVE...

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

Interdisciplinary Study

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

Collaborative Learning

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

Learning Across Significant Differences

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

Personal Engagement

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

Linking Theory with Practical Applications

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

EXPECTATIONS

of an Evergreen Graduate

■ **Articulate and assume responsibility for your own work.**

A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.

■ **Participate collaboratively and responsibly in our diverse society.**

A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.

■ **Communicate creatively and effectively.**

A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively and express yourself creatively.

■ **Demonstrate integrative, independent, critical thinking.**

A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.

■ **Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.**

A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and 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.**

A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences.

EVERGREEN'S

Mission Statement

The Evergreen State College is a public, liberal arts college serving Washington state. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, humanities, social sciences and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles that underlies the development of all college programs and services.

Principles That Guide Evergreen's Educational Programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen's community-based programs at Tacoma and Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

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.



Academic Advising
Kitty Parker, Director

LIB 1401, (360) 867-6312

www.evergreen.edu/advising

Academic Advising provides academic advising and information. Check out our bulletin boards and Web page for schedules and new programs, our workshop schedule for help with internships, self-evaluations and study abroad. See a counselor on a drop-in basis or by appointment—whichever best suits your schedule. We have evening appointments for students who work days. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.



Access Services for Students with Disabilities
Linda Pickering, Director

LIB 1407D, (360) 867-6348, TTY: 867-6834

www.evergreen.edu/access

Welcome to Evergreen! Access Services for Students with Disabilities provides students, staff and faculty with assistance and information regarding the rights and responsibilities of all concerned when working with students who have disabilities. pickeril@evergreen.edu.



Career Development Center
Wendy Freeman, Director

LIB 1407, (360) 867-6193

www.evergreen.edu/career

We provide career and life/work planning, direct services, resources, referrals and support to students and alumni; 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 over 57,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni through a database and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

Center for Mediation Services

(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.



Counseling and Health Centers
Elizabeth McHugh, Director

Counseling: SEM 4126, (360) 867-6800

Health: SEM 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.

Equal Opportunity and Non-Discrimination

Special Assistant to the President for Equal Opportunity (360) 867-6368

www.evergreen.edu/equalop

Responsibility for protecting our commitment to equal opportunity and nondiscrimination 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 each and every member of the college community to ensure that this policy is a functional part of the daily activities of the college.

The Evergreen social contract is available online at www.evergreen.edu/social.htm. The college Affirmative Action and Equal Opportunity policy is available at www.evergreen.edu/policies/g-aaeeo.htm. Persons who believe they have been discriminated against at Evergreen are urged to contact the special assistant to the president for civil rights and legal affairs, (360) 867-6100 or TTY: (360) 867-6834.

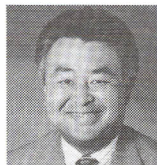


First Peoples' Advising Services
Holly Colbert, Director

LIB 1407, (360) 867-6467

www.evergreen.edu/multicultural

The staff of First Peoples' Advising Services welcomes you. As a student of color you may be faced with new and unique challenges and opportunities. FPAS offers comprehensive social, personal and academic advising, referral services to campus and community resources and ongoing advocacy within the institution. Situated in the Student Advising Center, we also encourage students interested in leadership development programs to stop by our office to find out how they can participate.

**Housing****Mike Segawa, Director****Building A, Room 301, (360) 867-6132****www.evergreen.edu/housing**

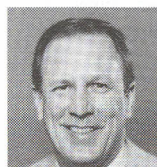
Campus Housing offers a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. We also offer recreational activities and educational workshops throughout the year. Staff members are available 24 hours a day to serve housing residents.

**KEY Student Support Services****Niki Amarantides, Director****LIB 1407, (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.

Learning Resource Centers**Sandra Yannone, Writing Center Director****LIB 3407, (360) 867-6420****www.evergreen.edu/writingcenter****Louis Nadelson, Quantitative Reasoning Director****LIB 3405, (360) 867-6557****www.evergreen.edu/qrc**

The Learning Resource Centers include the Quantitative Reasoning Center and the Writing Center. Both centers provide peer tutoring and support for undergraduate and graduate students in all areas of writing, math and science in a comfortable environment with friendly people and, occasionally, snacks. Tutors also are available to conduct specially designed program workshops upon request by faculty. The centers sponsor additional activities such as the Writers' Guild and the Problem Solving Society. Please check our Web sites for more detailed information. We hope to see you soon.

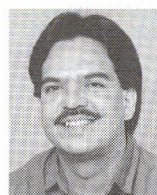
**Police Services****Steve Huntsberry, Director****SEM 2150, (360) 867-6140****www.evergreen.edu/policeservices**

Evergreen's officers, who are state-commissioned and hold the same authority as county and municipal officers, see themselves as part of the college educational process and are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers also assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts.

Information on campus safety and security, including statistics on campus crime for the past three years, is available from the Vice President for Student Affairs or www.evergreen.edu/studentaffairs/safety.htm.

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

Evergreen offers a covered outdoor sports pavilion; four tennis courts; five playing fields; movement rooms, weight rooms and aerobic workout rooms; an 11-lane pool with separate diving well; indoor and outdoor rock-climbing practice walls; a three-court gymnasium; a wide array of leisure and fitness education courses; a challenge course; mountaineering, skiing, rafting, kayaking and mountain biking; clubs such as running, rugby, rowing and ultimate Frisbee; the opportunity to participate in varsity soccer, basketball, cross country and women's volleyball.

**Student Activities****Tom Mercado, Director****CAB 320, (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 and Academic Support Services****Phyllis Lane, Dean****LIB 1414, (360) 867-6034****www.evergreen.edu/student-services**

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound. This office coordinates new-student programs, such as fall, winter and spring orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students' needs, satisfaction and educational outcomes.

**Student Affairs****Art Costantino, Vice President****LIB 3236, (360) 867-6296****www.evergreen.edu/student-affairs**

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.

FACILITIES

and Campus Regulations

Because Evergreen is a state institution, we must meet state and county responsibilities.

Alcoholic Beverages

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Nevertheless, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.

Use of College Premises

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

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, (360) 867-6192.

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

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors pay a fee of \$5 for used goods only. All other student vendors, alumni and nonprofits pay \$30. Corporations pay \$50. Non-student vendors are limited to one table per day and three days per quarter.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Similar fees apply.

Firearms

The college discourages anyone from bringing any firearm or weapon onto campus. Weapons and firearms as defined by state law are prohibited on campus except where authorized by state law. Campus residents with housing contracts are required to check their firearms with Police Services for secure storage. Violations of the Campus Housing Contract relating to firearm possession are grounds for immediate expulsion from Evergreen or criminal charges or both.

Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

Bicycles

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

Smoking

No smoking is allowed inside main campus buildings or near building entrances.

In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates' permission.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

EVERGREEN'S

Social Contract

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

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

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

The Social Contract—A Guide for Civility and Individual Freedom

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

PURPOSE:

Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals; specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

Student Conduct Code/Grievance and Appeals

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

The Student Conduct Code is available at www.evergreen.edu/policies/governance.htm. More information is available from the campus grievance office at x5052.

The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at www.evergreen.edu/policies/g-sexhar.htm.

EVERGREEN'S

Social Contract (cont.)

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.

*The college's anti-discrimination policy is now approved only by the Governor's Affirmative Action Policy Committee (GAAPCOM).

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.

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 develop innovative curricula in environmental education and the arts.

Seeking Diversity, Sustaining Community

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

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

We put our ideas about diversity into practice in many ways—there is a wide variety of student organizations working on issues of justice and cultural expression and a diverse faculty and staff. Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities are employed, and field trips and community projects are designed to engage students and faculty in dialogue with diverse segments of our communities. Internships with social change organizations, support services for students of color and study abroad opportunities that include immersion in local culture and reciprocity of learning and service, further our commitment.

TUITION

and Fees

Residency Status for Tuition and Fees

To be considered a resident for tuition and fee purposes, a nonresident must first establish a domicile in the state of Washington in compliance with state laws. You must also establish your intention to remain in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter you plan to enroll as a resident student.

If you are a dependent student (claimed by a parent for tax purposes), you are eligible for residency only if one or both of your parents or your legal guardian has had a domicile in this state for at least one year prior to the first day of the quarter.

General residency information is available on the college's Web page under Registration, or by calling Registration and Records to receive information by mail. Specific questions regarding residency should be directed to Registration and Records staff.

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, and no later than the 30th calendar day of the quarter in which you may become eligible. Applications are available at the Office of Registration and Records.

Billing and Payment Procedures

The Student Accounts Office assembles most student financial information, both charges and credits, and prepares a periodic statement. This allows registered students to submit a single check for tuition, fees, housing and other charges by mail or night depository.

Tuition and fees are billed quarterly by mail if you are preregistered. Payments in full must be in the Cashier's Office by 3:45 p.m. on the deadline for each quarter. Cash, check, money order, Visa and MasterCard are all acceptable forms of payment. Credit card payments can be made by calling (360) 867-6445.

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 or mailed to the student. If the student is dependent on someone else for financial support while attending Evergreen, it is his or her responsibility to make sure that the other party is aware of what payments are due and that the payments are made on time. You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information.

Failure to pay tuition and fees in full by the deadline will result in cancellation of registration. Payments must be *received* by the deadline, i.e., **postmarks are not considered**. Currently, the tuition payment deadline is the Wednesday before the first day of each quarter.

Students registering for the first time after a quarter begins must pay a \$50 late-registration fee.

Estimated Expenses

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2003-04 nine-month academic year.

	Resident	Non-resident
Tuition and Fees	\$3,441	\$12,264
Books and supplies	780	780
Housing and meals	5,610	5,610
Personal needs	2,000	2,000
Transportation	1,188	1,617
Total	\$13,019	\$22,271

Note: Full-time undergraduate tuition figures do not include the quarterly health or transit fees, which are mandatory for students attending the Olympia campus.

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 quarter
- 50 percent to 30th calendar day
- no refund after the 30th calendar day

If your tuition is paid by financial aid, any refund will be made to the financial aid program, not to you. Appeals of tuition and fees must be made to the Office of Registration and Records. Appeals of other charges must be made to the unit assessing the charge.

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 2002–03 academic year. Visit www.evergreen.edu/tuition or call Student Accounts to verify tuition rates at (360) 867-6447.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10–18	\$1,147 per quarter	\$4,088 per quarter
	19	\$1,245	\$4,468
	20	\$1,343	\$4,848
Part-time undergraduate	9 or fewer	\$114.70 per credit; 2 credits minimum	\$408.80 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10–12 MPA and MES	\$1,840 per quarter	\$5,609 per quarter
Part-time graduate	9 or fewer	\$184 per credit; 2 credits minimum	\$560.90 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

Miscellaneous Fees

Mandatory health fee (quarterly)	\$38
Mandatory bus pass (quarterly)	\$1 per credit up to \$12
WashPIRG (quarterly, waivable)	\$6
Housing/administrative fee	
Rental contract	\$45
Unit lease	\$75
Transcript, per copy	\$10
ID card replacement	\$5
With meal plan	\$25
Returned check	\$15
Application fee (nonrefundable)	\$36
Undergraduate admission deposit (nonrefundable)	\$50
Graduate admission deposit (nonrefundable)	\$100
Reinstatement/late-registration fee	\$50
Graduation fee	\$25
Specialized facility use fee (varies)	\$5–\$150

Parking	Automobiles	Motorcycles
Daily	\$1.25	\$1.25
Quarterly	\$32	\$16
Academic year	\$90	\$45
Full year	\$96	\$48

These fees are current at time of publication. Please check to verify amounts or additional fees.

REGISTRATION

and Academic Regulations

New and Continuing Student Enrollment Process

Each quarter, you will be notified in advance, by mail, when registration information is available on the Web using the Evergreen Gateway. You are responsible for looking up your time ticket to register, researching the curriculum information and registering. New students may 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 fees begin the first week of the quarter.

Some programs require a faculty interview or audition for entry. For those programs, you will need to obtain faculty approval in the form of an override in order to register using the Evergreen Gateway. You may be required to specify the number of credit hours you are registering for in a term.

Individual Learning Contracts, internships and credit exceptions are processed in the Office of Registration and Records.

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 or auditors. These special registration periods, which usually follow the registration period for continuing students, are announced in publications distributed on and off campus.

Address Changes

It is important to maintain a current address—even one of short duration—on file with the Office of Registration and Records. (See also Billing and Payment Procedures, page 11.) You can update your address on the Evergreen Gateway.

To Drop or Change a Program

If you want to change your program or courses, you should complete your change of registration by the 10th day of the quarter. During or after the second week of the quarter, you must petition to change a program or course (as opposed to changing your credits or dropping).

Changes in your registration, including reducing credits or dropping a program, must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 11.)

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 the tuition and fee refund schedule, page 11.)

Leave of Absence

If you have been regularly admitted and completed at least one quarter, you are eligible for a leave of absence of no more than one year. If you are not enrolled in a program or contract by the enrollment 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 faculty's requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not accept credit twice for the same coursework.

Credit Limit

Students may register for a maximum of 20 credits during any given quarter, and a minimum of two. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for up to 20 credits. Registering for more than 16 credits must be completed 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 and, when required, your self-evaluations.

If you decide to write a summative self-evaluation at graduation time, this will also be included. (See Expectations of an Evergreen Graduate, page 3.)

Credit and evaluations are reported only at the end of a program or contract, unless you go on a leave of absence, withdraw or change programs. When you receive a copy of an evaluation from the Office of Registration and Records, and if you need your faculty to further revise your evaluation, you have 30 calendar days or until you request your transcript to be sent out, whichever comes first.

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 in writing, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between the time you make your written request and pay the required fee, and the time your transcript is mailed. The transcript request form and current fees are available on our Web site under Registration and Records.

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution.

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 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 so dismissed may only be re-admitted to the college by successfully petitioning the academic deans. The petition must convince the deans that there are compelling reasons to believe that the conditions that previously prevented the student from making satisfactory academic progress at Evergreen have changed.

Graduation Requirements

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

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

If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits as an enrolled 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 in advanced subjects.

Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and application at least one year in advance.

To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate catalog.

For more information about academic regulations, call (360) 867-6180.

ENROLLMENT STATUS	Full time	Part time
Undergraduate students	12–20 credits	11 credits or fewer
Graduate students	10–12 credits	9 credits or fewer

PLANNING

and Curricular Options

Selecting Your Program of Study

At Evergreen, you have the privilege and responsibility of planning your education. This can be challenging, but there are many services available to help you, whether you are creating a four-year academic plan or selecting a program for a single quarter. Evergreen supports you in the following ways:

Faculty Support

You will discuss your academic plans in an annual reflection with your faculty, usually at your evaluation conference at the end of the program. At the quarterly Academic Fair, you can talk to the faculty directly about the content, style and requirements of the program you are considering. Ask them anything. If one program is not right for you, they may suggest an alternative. Fair dates are included in the Registration calendar on the Gateway page of the Web.

The Advising Offices

Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to the Web for a full explanation of what these offices offer under "Student Support Services."

Publications

This catalog contains the full-time curriculum for 2003-04, planned during the spring of 2002. Updates and changes are published on the Web Gateway page under "Academic Advising." Our part-time offerings are published in the *Evening and Weekend Studies Class Listing* and the *Summer Times*. These publications are all accessible through links on the Gateway page.

SPECIAL FEATURES OF THE CURRICULUM

Along with the full-time interdisciplinary programs listed here, Evergreen also offers other ways to earn your degree:

Evening and Weekend Studies

The Evening and Weekend Studies area offers a variety of two- to 12-credit courses and programs with a single or multi-disciplinary focus. Offerings are found in the quarterly class listings or at www.evergreen.edu/ews. Courses available during summer sessions are listed in the *Summer Times* or at www.evergreen.edu/summer. For more information about Evening and Weekend Studies, contact the outreach coordinator at (360) 867-6164 or ews@evergreen.edu.

Individual Learning Contracts and Internships

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 from Academic Advising, www.evergreen.edu/advising under "Individual Study."

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, Prior Learning from Experience (PLE) provides an appropriate pathway.

For more information, call (360) 867-6164, or visit www.evergreen.edu/priorlearning.

Study Abroad

At Evergreen, international studies may include study abroad in a full-time academic program, consortium program, individual contract or internship. Advanced-level students who choose to study abroad through individual contracts or internships should have previous experience in both the method of study and the subject matter to be studied. Students must negotiate agreements with an appropriate faculty or staff sponsor.

For more information, contact the International Programs and Services coordinator in the Academic Advising office or visit www.evergreen.edu/advising under "Study Abroad."

Programs in the 2003-04 curriculum with a strong international focus include:

Art in the Americas: Indigenous Identity, Mestizaje and Cultural Hybridity	page 38
Engaging Cuba: Uncommon Approaches to the Common Good	page 79
Ireland: Study Abroad	page 45
Islands	page 40
Individual and Society: Studies of American and Japanese Society and Literature	page 45
Paris, Dakar, Fort de France: Voices of Revolution and Tradition	page 41
(Re)Interpreting Liberation: Latin America and the Middle East	page 42
Rainforest Research	page 53
Study Abroad: Chile	page 36
Tropical Rainforests	page 52

Graduate Study at Evergreen

Currently, Evergreen offers the following graduate programs:

Master of Environmental Studies (MES)

John Perkins, Director

The Graduate Program in Environmental Studies (MES Program) prepares students for employment in the public and private sectors or continuing graduate study in related fields.

For complete information on admissions requirements and procedures, please consult the current Master of Environmental Studies catalog or visit www.evergreen.edu/mes.

Master of Public Administration (MPA)

Laurance Geri, Coordinator

The Graduate Program in Public Administration (MPA Program) prepares students intending to pursue a public sector career as well as those already working for government or organizations involved in public issues.

For complete information on admissions requirements and procedures, please consult the current Master of Public Administration catalog or visit www.evergreen.edu/mpa.

Master in Teaching (MIT)

Scott Coleman, Director

The Master in Teaching Program at Evergreen is a professional teacher preparation program leading to the MIT degree and Residency Teacher Certification in Washington state.

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

Catalogs are available from the Graduate Studies Office, Lab 13019, or the Admissions Office.

Public Service at Evergreen

Evergreen operates six public-service organizations funded by the Washington Legislature to carry out functions related to the educational and service missions of the college.

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 Evergreen State College Labor Education & Research Center, established in 1987, organizes workshops, programs and classes for workers, community members and Evergreen students and engages in research with and for unions. The center designs and implements union-initiated and center-sponsored programs throughout the year and maintains a resource library on labor topics. The center helps students find labor movement internships and sponsors labor studies classes in the Evening and Weekend Studies program.

www.evergreen.edu/laborcenter

The 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 Center is housed in the "House of Welcome" Longhouse, designed to incorporate the Northwest indigenous nations' philosophy of hospitality. It provides classroom space as well as a place for cultural ceremonies, conferences, performances, art exhibits and community events.

www.evergreen.edu/longhouse

The Northwest Indian Applied Research Institute was established in 1999 by The Evergreen State College following authorization from the state Legislature and in response to the interest of tribal communities. The Institute sponsors and undertakes applied research, (i.e., putting theory into practice) that focuses on natural resource management, governance, cultural revitalization and economic sustainability as these issues impact tribal communities in the Northwest. Evergreen students and faculty are encouraged to submit research proposals and to assist in research projects. The Institute's research programs are administered in collaboration with a network of Indian community leaders, educators, professionals assisting tribal governments, service providers and public agencies.

www.evergreen.edu/nwindian

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, conducts research on public policy topics at the request of the Washington State Legislature.

MATCHING

Evergreen's Programs to Your Field of Interest

If you are accustomed to thinking about your future studies in terms of majors, rather than the Planning Units used at Evergreen, this guide can help you match your educational interests with our offerings. Another option is to use "Pick Your Program" from the home page, www.evergreen.edu.

ACTING

Performing the 20th and 21st Centuries:
Acting and Directing from Realism to
Post Modernism

AESTHETICS

Bookworks
Foundations of Visual Art
Issues in Contemporary Art
Music Composition for the 21st Century
Paris, Dakar, Fort de France:
Voices of Revolution and Tradition

AFRICAN AMERICAN STUDIES

Dance, Creativity and Culture
The Folk: Power of an Image
"Inherently Unequal"

AGRICULTURE

Ecological Agriculture: Fitting into Place
The Practice of Sustainable Agriculture

AMERICAN STUDIES

The Folk: Power of an Image
Four Philosophers
Looking Backward:
America in the 20th Century

Steinbeck's Americans

ANATOMY

Transcendent Practices

ANIMATION

Mediaworks

ANTHROPOLOGY

Dance, Creativity and Culture
Documenting the Northwest:
History and Contemporary Life
Masculinity and Femininity in Global Perspective:
Sex Is Fun, but Gender Is a Drag
Nature, Nurture or Nonsense?
Social and Economic Policies:
Bridges to Improving Global and Human Welfare

ARCHITECTURE

Ecological Design

ART

Art in the Americas: Indigenous Identity,
Mestizaje and Cultural Hybridity
Bookworks
Christian Roots: Medieval and Renaissance
Art and Science
Feminine and Masculine: Representation of
Gender in Art, Film and Literature
Foundations of Visual Art
Issues in Contemporary Art
Labyrinths
Light
Study Abroad: Chile
Transcendent Practices
Working Small

ART HISTORY

Art in the Americas: Indigenous Identity,
Mestizaje and Cultural Hybridity
Bookworks
Christian Roots: Medieval and Renaissance
Art and Science
Foundations of Visual Art
Issues in Contemporary Art
Labyrinths
Light
Paris, Dakar, Fort de France:Voices of
Revolution and Tradition
Perception
Performing the 20th and 21st Centuries:
Acting and Directing from Realism to
Post Modernism

The Social Change of Music

Working Small

ART/MEDIA THEORY

Islands
Issues in Contemporary Art
Mediaworks
Student Originated Studies: Media

ASIAN STUDIES

Dance, Creativity and Culture
Multicultural Counseling: A New Way
to Integrate and Innovate Psychological
Theory and Practice
Sources of Japanese Animation:
Its Heroes and Villains

ASTRONOMY

Astronomy and Cosmologies
Astronomy and Energy: Cosmic Models
The Physicist's World
Sailpower: Economic, Historical,
Scientific and Cultural Principles
Undergraduate Research in Scientific Inquiry
Working the Waters: The Pacific Northwest
Maritime Industries

BIOCHEMISTRY

Molecule to Organism
Undergraduate Research in Scientific Inquiry

BIOLOGY

The Fungal Kingdom: Lichens and
Mushrooms, Nature's Recyclers
Health and Human Development
Introduction to Natural Science
It's Time for Science
Light
Molecule to Organism
Perception
Undergraduate Research in Scientific Inquiry
Vertebrate Evolution and the Nature
of Scientific Controversy

BOTANY

Advanced Research in Environmental Studies
Christian Roots: Medieval and Renaissance
Art and Science
Symbiosis
Up Close

BUSINESS AND LABOR RELATIONS

Baseball: More Than a Game
A Few Good Managers Wanted

CALCULUS

Mathematical Systems
Modeling Motion

CELL BIOLOGY

Molecule to Organism

CHEMICAL INSTRUMENTATION

Atoms, Molecules and Research
Exploring Biogeochemistry
Undergraduate Research in Scientific Inquiry

CHEMISTRY

Atoms, Molecules and Research
Introduction to Natural Science
It's Time for Science
Light

Transforming the Globe

Undergraduate Research in Scientific Inquiry

COGNITIVE SCIENCES

Perception
Science of Mind

COMMUNICATION

A Few Good Managers Wanted
Media Rhetoric
Multicultural Counseling: A New Way
to Integrate and Innovate Psychological
Theory and Practice

Student Originated Studies: Media

COMMUNITY STUDIES

Documenting the Northwest: History and
Contemporary Life
Ecological Agriculture: Fitting into Place
Ecological Design
A Few Good Managers Wanted
Leadership for Urban Sustainability
Sovereignty: Reclaiming Voice and Authority
Tribal: Reservation-Based/Community-Determined
COMPARATIVE RELIGION
Dance, Creativity and Culture
(Re)Interpreting Liberation: Latin America
and the Middle East

COMPUTER MODELING

Modeling Motion

COMPUTER SCIENCE

Data to Information
Student Originated Software
Undergraduate Research in Scientific Inquiry

CONSERVATION BIOLOGY

Protected Areas

CONSTITUTIONAL LAWDissent, Injustice and the Making of America
"Inherently Unequal"**CONTEMPORARY CRAFT**

Working Small

COUNSELING

Turning Eastward:

Explorations in East/West Psychology

CREATIVE WRITING

Transcendent Practices

CRITICAL REASONING

A Few Good Managers Wanted

Looking Backward:

America in the 20th Century

The Physicist's World

Steinbeck's Americans

Temperate Rainforests:

The Forests and the Sea

CULTURAL STUDIESArt in the Americas: Indigenous Identity,
Mestizaje and Cultural Hybridity

Baseball: More Than a Game

Dance, Creativity and Culture

Dissent, Injustice and the Making of America

Growing Up Global

Individual and Society: Studies of American
and Japanese Society and Literature

"Inherently Unequal"

Ireland: Living between Worlds

Ireland: Study Abroad

Islands

Masculinity and Femininity in Global Perspective:

Sex Is Fun, but Gender Is a Drag

Multicultural Counseling: A New Way
to Integrate and Innovate Psychological
Theory and Practice

Nature, Nurture or Nonsense?

Politics and Ideologies from the Americas

Sources of Japanese Animation:
Its Heroes and Villains

Transcendent Practices

Tribal: Reservation-Based/Community-Determined

Turning Eastward:

Explorations in East/West Psychology

DANCE

Dance, Creativity and Culture

Foundations of Performing Arts

DESIGN

Bookworks

Student Originated Software

DIGITAL IMAGING

Islands

Mediaworks

Student Originated Studies: Media

DIGITAL VIDEO

Mediaworks

DIRECTING

Performing the 20th and 21st Centuries:

Acting and Directing from Realism
to Post Modernism**DRAWING**

Foundations of Visual Art

Issues in Contemporary Art

Stone

ECOLOGY

Advanced Research in Environmental Studies

Ecological Agriculture: Fitting into Place

Environment and Urban Life

Exploring Biogeochemistry

Fishes, Frogs and Forests

The Fungal Kingdom: Lichens and Mushrooms,
Nature's Recyclers

Introduction to Environmental Studies

Rainforest Research

Temperate Rainforests: The Forests and the Sea

Tropical Rainforests

ECONOMICS

A Few Good Managers Wanted

Fishes, Frogs and Forests

Looking Backward:

America in the 20th Century

Philosophy, Society and Globalization:

How We Got Where We Are

Political Economy and Social Movements

Sailpower: Economic, Historical, Scientific
and Cultural PrinciplesSocial and Economic Policies: Bridges to
Improving Global and Human Welfare**EDUCATION**

Bilingual Education and Teaching

Cultures of Human Rights

Education: Independent Studies

Education: Philosophy and Politics

Meanings of Multicultural History

Study Abroad: Chile

Tribal: Reservation-Based/Community-Determined

Undergraduate Research in Scientific Inquiry

ENTOMOLOGY

Advanced Research in Environmental Studies

ENVIRONMENTAL HISTORY

Advanced Research in Environmental Studies

ENVIRONMENTAL POLICY

Protected Areas

ENVIRONMENTAL SCIENCE

Advanced Research in Environmental Studies

Ecological Design

Hydrology

Transforming the Globe

ENVIRONMENTAL STUDIES

Advanced Research in Environmental Studies

Environment and Urban Life

The Fungal Kingdom: Lichens and Mushrooms,
Nature's Recyclers

Hydrology

Introduction to Environmental Studies

Introduction to Natural Science

Leadership for Urban Sustainability

The Practice of Sustainable Agriculture

Protected Areas

Undergraduate Research in Scientific Inquiry

ETHICS

A Few Good Managers Wanted

The Good Life in the Good Society:

Modern Social and Political Philosophy
from Machiavelli to Marx

It's Time for Science

Non-Violent Resistance

ETHNIC STUDIES

Advanced Research in Environmental Studies

Student Originated Studies:

Consciousness Studies

ETHNOBOTANY

Up Close

EVOLUTION

Advanced Research in Environmental Studies

Fishes, Frogs and Forests

Invertebrate Zoology and Evolution

Nature, Nurture or Nonsense?

Rainforest Research

Symbiosis

Tropical Rainforests

Vertebrate Evolution and the Nature
of Scientific Controversy**FAMILY STUDIES**

Nature, Nurture or Nonsense?

FILM

Baseball: More Than a Game

Feminine and Masculine: Representation of Gender
in Art, Film and Literature

Islands

Mediaworks

Politics, Power and Media

Queer Looks, Queer Books

Sources of Japanese Animation:

Its Heroes and Villains

Student Originated Studies: Media

The Ties That Bind

FINANCE

A Few Good Managers Wanted

FOLKLORE

The Folk: Power of an Image

Study Abroad: Chile

GENDER STUDIES

Dance, Creativity and Culture

Feminine and Masculine: Representation of Gender
in Art, Film and Literature

Masculinity and Femininity in Global Perspective:

Sex Is Fun, but Gender Is a Drag

Multicultural Counseling: A New Way

to Integrate and Innovate Psychological
Theory and Practice

Nature, Nurture or Nonsense?

Queer Looks, Queer Books

(Re)Interpreting Liberation: Latin America
and the Middle East**GENETICS**

Molecule to Organism

Undergraduate Research in Scientific Inquiry

GEOCHEMISTRY

Exploring Biogeochemistry

GEOGRAPHIC INFORMATION SYSTEMS

Hydrology

GEOGRAPHY

Stone

GEOHYDROLOGY

Hydrology

GEOLOGY

Hydrology

Introduction to Environmental Studies

It's Time for Science

Stone

GEOMORPHOLOGY

Hydrology

Introduction to Environmental Studies

Stone

HEALTH

Health and Human Development

Introduction to Natural Science

Nature, Nurture or Nonsense?

Undergraduate Research in Scientific Inquiry

HISTORY

Astronomy and Cosmologies

Baseball: More Than a Game

Christian Roots: Medieval and Renaissance
Art and Science

Dance, Creativity and Culture

Documenting the Northwest:
History and Contemporary Life

Growing Up Global

Ireland: Living between Worlds

Ireland: Study Abroad
 Looking Backward:
 America in the 20th Century
 Meanings of Multicultural History
 Non-Violent Resistance
 Paris, Dakar, Fort de France:Voices of
 Revolution and Tradition
 Sailpower: Economic, Historical, Scientific
 and Cultural Principles
 Philosophy, Society and Globalization:
 How We Got Where We Are
 Political Economy and Social Movements
 The Ties That Bind
HISTORY OF CONSCIOUSNESS
 Student Originated Studies:
 Consciousness Studies
HISTORY OF SCIENCE
 Up Close
HORTICULTURE
 The Practice of Sustainable Agriculture
HUMAN DEVELOPMENT
 Health and Human Development
 Nature, Nurture or Nonsense?
HUMAN AND SOCIAL SERVICES
 Cultures of Human Rights
 A Few Good Managers Wanted
 Queer Looks, Queer Books
 Tribal: Reservation-Based/Community-Determined
ILLUSTRATING
 Up Close
INDIGENOUS PEOPLES STUDIES
 Art in the Americas: Indigenous Identity,
 Mestizaje and Cultural Hybridity
 Sovereignty: Reclaiming Voice and Authority
INTERNATIONAL STUDIES
 Dance, Creativity and Culture
 Engaging Cuba: Uncommon Approaches
 to the Common Good
 A Few Good Managers Wanted
 Ireland: Study Abroad
 Philosophy, Society and Globalization:
 How We Got Where We Are
 Social and Economic Policies: Bridges to
 Improving Global and Human Welfare
 Study Abroad: Chile
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JOURNALISM
 Baseball: More Than a Game
LAND-USE PLANNING
 Environment and Urban Life
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LANGUAGE STUDIES
 Bilingual Education and Teaching
 Ireland: Living between Worlds
 Ireland: Study Abroad
 Paris, Dakar, Fort de France:
 Voices of Revolution and Tradition
LATIN AMERICAN STUDIES
 Art in the Americas: Indigenous Identity,
 Mestizaje and Cultural Hybridity
 Engaging Cuba: Uncommon Approaches
 to the Common Good
 Politics and Ideologies from the Americas
 (Re)Interpreting Liberation:
 Latin America and the Middle East
 Tropical Rainforests
LAW AND GOVERNMENT POLICY
 Cultures of Human Rights
 Dissent, Injustice and the Making of America

"Inherently Unequal"
 Tribal: Reservation-Based/Community-Determined
LEADERSHIP STUDIES
 Exploring Biogeochemistry
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 Leadership for Urban Sustainability
 Sailpower: Economic, Historical, Scientific
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 Working the Waters: The Pacific
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 Bilingual Education and Teaching
 Paris, Dakar, Fort de France:
 Voices of Revolution and Tradition
LITERATURE
 Baseball: More Than a Game
 Cultures of Human Rights
 Dance, Creativity and Culture
 Documenting the Northwest:
 History and Contemporary Life
 Feminine and Masculine: Representation of
 Gender in Art, Film and Literature
 Four Philosophers
 Individual and Society: Studies of American
 and Japanese Society and Literature
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 Queer Looks, Queer Books
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MANAGEMENT
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 Invertebrate Zoology and Evolution
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 Advanced Research in Environmental Studies
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MASS COMMUNICATIONS
 Media Rhetoric
MATHEMATICS
 Algebra to Algorithms: An Introduction to
 Mathematics for Science and Computing
 Data to Information
 Mathematical Systems
 Modeling Motion
 The Physicist's World
 Transforming the Globe
MEDIA
 Islands
 Media Rhetoric
 Mediaworks
 Politics and Ideologies from the Americas
 Politics, Power and Media
 Student Originated Studies: Media

MEDIA THEORY
 Media Rhetoric
MICROBIOLOGY
 Molecule to Organism
 Symbiosis
 Undergraduate Research in Scientific Inquiry
MIDDLE EAST STUDIES
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 Latin America and the Middle East
MOLECULAR BIOLOGY
 Molecule to Organism
 Undergraduate Research in Scientific Inquiry
MULTICULTURALISM
 Engaging Cuba: Uncommon Approaches
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 Health and Human Development
 Meanings of Multicultural History
 Multicultural Counseling: A New Way
 to Integrate and Innovate
 Psychological Theory and Practice
 Nature, Nurture or Nonsense?
MUSIC
 The Folk: Power of an Image
 Foundations of Performing Arts
 Ireland: Living between Worlds
 Ireland: Study Abroad
 Music Composition for the 21st Century
 The Social Change of Music
MYCOLOGY
 The Fungal Kingdom:
 Lichens and Mushrooms, Nature's Recyclers
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NATIVE AMERICAN STUDIES
 Sovereignty: Reclaiming Voice and Authority
 Student Originated Studies:
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NATURAL HISTORY
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 Lichens and Mushrooms, Nature's Recyclers
NATURAL RESOURCE MANAGEMENT
 Introduction to Environmental Studies
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NATURAL SCIENCE
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 Up Close
NEUROBIOLOGY
 Science of Mind
ORGANIC CHEMISTRY
 Molecule to Organism
PAINTING
 Issues in Contemporary Art
PERFORMANCE
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PHILOSOPHY
 Cultures of Human Rights
 Education: Independent Studies
 Education: Philosophy and Politics
 Four Philosophers

The Good Life in the Good Society:
Modern Social and Political Philosophy
from Machiavelli to Marx

Philosophy, Society and Globalization:
How We Got Where We Are

The Physicist's World

Queer Looks, Queer Books

PHILOSOPHY OF MIND

Science of Mind

PHILOSOPHY OF SCIENCE

Astronomy and Cosmologies

Astronomy and Energy: Cosmic Models

Introduction to Natural Science

Mathematical Systems

The Physicist's World

Undergraduate Research in Scientific Inquiry

PHOTOGRAPHY

Foundations of Visual Art

PHYSICAL SCIENCE

Astronomy and Cosmologies

PHYSICS

Astronomy and Energy: Cosmic Models

Introduction to Natural Science

It's Time for Science

Light

Mathematical Systems

Modeling Motion

The Physicist's World

Sailpower: Economic, Historical,
Scientific and Cultural Principles

Transforming the Globe

PHYSIOLOGY

Health and Human Development

Light

Nature, Nurture or Nonsense?

Symbiosis

Vertebrate Evolution and the Nature of
Scientific Controversy

POLITICAL ECONOMY

Ecological Agriculture: Fitting into Place

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Looking Backward: America in the 20th Century

Nature, Nurture or Nonsense?

Philosophy, Society and Globalization:
How We Got Where We Are

Political Economy and Social Movements

Politics, Power and Media

Social and Economic Policies: Bridges to
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POLITICAL PHILOSOPHY

The Good Life in the Good Society:
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Philosophy, Society and Globalization:
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Non-Violent Resistance

POLITICAL THEORY

A Few Good Managers Wanted

The Good Life in the Good Society:
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Nature, Nurture or Nonsense?

Philosophy, Society and Globalization:
How We Got Where We Are

POLITICS

Cultures of Human Rights

Education: Independent Studies

Education: Philosophy and Politics

PSYCHOLOGY

Health and Human Development

Multicultural Counseling: A New Way
to Integrate and Innovate
Psychological Theory and Practice

Nature, Nurture or Nonsense?

Science of Mind

Student Originated Studies:

Consciousness Studies

The Ties That Bind

PUBLIC POLICY

Dissent, Injustice and the Making of America

Environment and Urban Life

A Few Good Managers Wanted

Fishes, Frogs and Forests

"Inherently Unequal"

Leadership for Urban Sustainability

Social and Economic Policies: Bridges to
Improving Global and Human Welfare

RELIGION

Ireland: Living between Worlds

RELIGIOUS AND SPIRITUAL STUDIES

Student Originated Studies:

Consciousness Studies

Turning Eastward: Explorations

in East/West Psychology

RESEARCH METHODS

Advanced Research in Environmental Studies

Atoms, Molecules and Research

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Multicultural Counseling: A New Way
to Integrate and Innovate
Psychological Theory and Practice

Rainforest Research

Science of Mind

Symbiosis

Temperate Rainforests:

The Forests and the Sea

SCIENTIFIC INQUIRY

Atoms, Molecules and Research

It's Time for Science

SCULPTURE

Issues in Contemporary Art

Stone

Transcendent Practices

Working Small

SOCIAL AND CULTURAL HISTORY

Baseball: More Than a Game

Dance, Creativity and Culture

Dissent, Injustice and the Making of America

The Folk: Power of an Image

The Good Life in the Good Society:

Modern Social and Political Philosophy
from Machiavelli to Marx

"Inherently Unequal"

Looking Backward: America in the 20th Century

Meanings of Multicultural History

Paris, Dakar, Fort de France:

Voices of Revolution and Tradition

Politics and Ideologies from the Americas

Politics, Power and Media

Sovereignty: Reclaiming Voice and Authority

Study Abroad: Chile

SOCIAL HISTORY OF ART

The Social Change of Music

SOCIAL PSYCHOLOGY

Nature, Nurture or Nonsense?

Turning Eastward: Explorations in
East/West Psychology

SOCIOLOGY

Documenting the Northwest:

History and Contemporary Life

Education: Independent Studies

Education: Philosophy and Politics

Growing Up Global

Individual and Society: Studies of American
and Japanese Society and Literature

Looking Backward:

America in the 20th Century

Masculinity and Femininity in Global Perspective:
Sex Is Fun, but Gender Is a Drag

Philosophy, Society and Globalization:
How We Got Where We Are

Political Economy and Social Movements

Politics and Ideologies from the Americas

Social and Economic Policies: Bridges to
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SOFTWARE ENGINEERING

Student Originated Software

STATISTICS

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Rainforest Research

Science of Mind

Social and Economic Policies: Bridges to
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Tropical Rainforests

TAXONOMY

Advanced Research in Environmental Studies

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TECHNOLOGY AND SOCIETY

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THEATER

Dance, Creativity and Culture

Foundations of Performing Arts

Performing the 20th and 21st Centuries:

Acting and Directing from Realism
to Post Modernism

TRANSPERSONAL PSYCHOLOGY

Student Originated Studies:

Consciousness Studies

TRIBAL GOVERNMENT

Tribal: Reservation-Based/Community-Determined

URBAN STUDIES

Leadership for Urban Sustainability

VIDEO

Politics and Ideologies from the Americas

Student Originated Studies: Media

WOMEN'S STUDIES

Queer Looks, Queer Books

WRITING (See programs for first-year students.)

Baseball: More Than a Game

Dance, Creativity and Culture

Documenting the Northwest:

History and Contemporary Life

Growing Up Global

Islands

Nature, Nurture or Nonsense?

The Social Change of Music

Steinbeck's Americans

The Ties That Bind

ZOOLOGY

Advanced Research in Environmental Studies

Invertebrate Zoology and Evolution

Symbiosis

Vertebrate Evolution and the

Nature of Scientific Controversy

CONDENSED

Curriculum 2003-04

These pages feature the titles of programs planned during the spring of 2002 for the 2003-04 academic year. Evergreen's programs are organized within Planning Units, groups of faculty with similar interests. Each planning unit offers all-level programs, intermediate programs with a prerequisite of one year of college, and advanced programs geared toward junior- and senior-level students. You may decide to work for a number of quarters within one planning unit, 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 in more than one planning unit.

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Politics and Ideologies from the Americas	30 F W
Sovereignty: Reclaiming Voice and Authority	31 F W S
Steinbeck's Americans	35 S
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Study Abroad: Chile	36 S
Transcendent Practices	32 F W S
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KEY: F-fall quarter W-winter quarter S-spring quarter Su-summer quarter

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Looking Backward: America in the 20th Century	41 F W S
Meanings of Multicultural History	46 S
The Physicist's World	42 F W
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Steinbeck's Americans	46 S
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Exploring Biogeochemistry	51 W S
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Hydrology	52			S
The Practice of Sustainable Agriculture	53	F		S Su
Protected Areas	53			S
Rainforest Research	53			S
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Christian Roots: Medieval and Renaissance Art and Science	56	F	W	
Ecological Design	57	F	W	S
Feminine and Masculine: Representation of Gender in Art, Film and Literature	57	F	W	
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Health and Human Development	66	F	W	S
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"Inherently Unequal"	81			S
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Political Economy and Social Movements	76	F	W	
Science of Mind	77	F	W	S
Student Originated Studies: Consciousness Studies	78	F	W	S
Turning Eastward: Explorations in East/West Psychology	78	F	W	
Advanced				
A Few Good Managers Wanted	73	F	W	S
The Good Life in the Good Society: Modern Social and Political Philosophy from Machiavelli to Marx	80			S
Growing Up Global	74	F	W	
Multicultural Counseling: A New Way to Integrate and Innovate Psychological Theory and Practice	75	F	W	
Philosophy, Society and Globalization: How We Got Where We Are	76	F	W	
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All-Level (provides opportunities for intermediate- and advanced-level work)				
Looking Backward: America in the 20th Century	74	F	W	S
Masculinity and Femininity in Global Perspective: Sex Is Fun, but Gender Is a Drag	75	F		
Meanings of Multicultural History	81			S
Politics and Ideologies from the Americas	77	F	W	
Sovereignty: Reclaiming Voice and Authority	78	F	W	S
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Art in the Americas: Indigenous Identity, Mestizaje and Cultural Hybridity	84	F	W	
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All-Level (provides opportunities for intermediate- and advanced-level work)				
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Leadership for Urban Sustainability	87	F	W	S

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OTW/OM PROGE

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.

Politics, Power and Media

Fall and Winter quarters

Faculty: Larry Mosqueda, Laurie Meeker

Enrollment: 40

Prerequisites: Junior or senior standing, transfer students welcome. One quarter of a full-time media program or political economy program or equivalent.

Faculty Signature: Yes. Application forms will be available April 11, 2003, from Academic Advising. Applications received by May 7, 2003, will be given priority. Additional applications will be accepted through a rolling admissions process until the program is full. For application information, contact Larry Mosqueda at (360) 867-6513, or Laurie Meeker at (360) 867-6613.

Special Expenses: \$100-\$500 over both quarters for media production costs.

Internship Possibilities: No

Travel Component: None

Politics is the study of who gets what, when and how. The media, both print and visual, have a profound impact on the construction, presentation, creation and invention of political reality. The relationship between the powerful and relatively powerless is a constant political battle. The modern media is much more than a neutral camera eye or an unbiased description of events; it is a field of contention for various political actors. This program will explore the relationships between political events and the media as a tool for both documentation and social change.

While the mainstream media reflects the interests of the dominant ideology, independent documentary filmmakers have long been ...

... Our objective is to provide a forum for interdisciplinary collaboration involving research, writing and media production. Students will develop collaborative project proposals for documentary films and videos that will be produced during winter quarter.

Credit will be awarded in political economy, political philosophy, cultural studies, documentary film history, film criticism, film theory and film/video production.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in political economy, media and communications.

FACULTY

Lists members of the faculty team scheduled to teach the program. See faculty bios page 88.

ENROLLMENT

Describes the number of students who may enroll. Core programs typically allow 23 students per faculty; all-level programs typically allow 24; intermediate and advanced programs typically allow 25.

TRAVEL COMPONENT

Indicates whether program participants will take significant field trips or study abroad.

PROGRAM DESCRIPTION

This condensed description explains the theme or question at the heart of the program and how participants will approach it. The content of each description varies, but you will usually find examples of books to be read, activities planned and the disciplines and modes of study that participants will use. For more information, make an appointment with a faculty member, ask for a copy of the syllabus, stop by the program's table at the Academic Fair or talk to an advisor at Academic Advising.

TOTAL CREDITS

Number of quarter hours that will be credited at the end of each quarter if you successfully complete this program. This part also states whether you may take part of the program and under what circumstances. You may, for example, be allowed to take a program for 12 credits while you are also enrolled in a related four-credit course. Part-time options may require permission of faculty.

PREREQUISITES

Lists conditions you must meet to be eligible to take this program. These might include studies you should already have completed, the academic standing expected of you or both. This portion might state other entry requirements, such as faculty review of student portfolio.

FACULTY SIGNATURE

Indicates whether you must obtain a signature code from a faculty member before registering. It may also specify how and when to obtain a signature code.

SPECIAL EXPENSES

Indicates expenses you should anticipate beyond books and normal supplies.

INTERNSHIP POSSIBILITIES

States whether an internship possibility is an optional or required component of the program.

CREDIT AWARDED IN ...

At the end of each program, faculty will register the credits you earn as "credit equivalencies" that correspond to traditional disciplines and subjects. This section explains the kind of credit equivalencies you can expect if you successfully complete the program. An asterisk [*] indicates upper-division science credit. Equivalencies help potential employers and graduate schools understand what subject areas you have studied. All undergraduate programs lead to a bachelor's degree in liberal arts and sciences.

PROGRAM IS PREPARATORY ...

Indicates how this program might be particularly useful in preparing for future studies or careers.

PROGRAMS FOR FIRST-YEAR STUDENTS

First-year students have several options: Core programs, all-level programs and some intermediate programs.

Core programs are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies: to learn how to write more effectively, read carefully, analyze arguments, reason quantitatively or mathematically, work cooperatively in small groups and use campus resources such as the library. Core programs will introduce you to Evergreen's coordinated studies, in which faculty members from different disciplines teach together to help you explore a central theme or topic and issue as a whole, rather than a collection of unrelated fragments. For example, you could be exposed to the connection of artistic expression to social conditions, or the relationship of biological facts to individual psychology. These integrated study programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. You will also learn the skills needed to design your own education.

The small student-faculty ratio in Core programs (23:1) ensures close interaction between you and your faculty, and with other students.

All-level programs enroll a mix of freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent first-year students. As in Core programs, they are interdisciplinary coordinated studies. Most students in these programs will already have some years of college experience, so you will get less guidance about basic skills. Faculty expectations about what you know and what you can learn on your own will be greater. You should also be ready to work with a wide mix of students—in age, experience and stages of learning. Talk to Academic Advising about the background necessary to be in an all-level program.

Intermediate programs are designed for sophomore students and are listed elsewhere in the catalog. These programs may admit a particularly well-qualified first-year student. Consult the faculty if you are interested in an intermediate program.



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

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

Christian Roots: Medieval and Renaissance Art and Science

Fall and Winter quarters

Faculty: Lisa Sweet, Frederica Bowcutt

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$300 for art supplies and \$150 for field trips.

Internship Possibilities: No

The influence of Christianity on medieval and renaissance art and science will be our focus. Students will explore European culture from 1100 to 1750. We will examine trends that emerged in religion, medicine, botany and visual art. Our study begins with the precipitating factors that led to the Middle Ages. We will learn about the work of Greek botanists, such as Dioscorides, and explore the impact they had on the medieval study of plants. We will also study early Christian iconography.

In winter, we will study the emerging Humanism, its attendant scientific revolution, and the market economy that accompanied the Renaissance. Medieval botany was a branch of medicine, heavily shaped by Christian values and beliefs. Exploration and colonization of the "New World" resulted in increased knowledge of plant diversity. This inspired different approaches to naming and classification. New technology allowed for the study of anatomy and physiology. During the Renaissance period, botany emerged as a distinct discipline, as did the idea of scientists engaged in a moral project to better the material life of people.

Christian values also determined the look and function of art. The medieval church developed a code of representation for Christian images; it also was the primary patron of artists until the High Renaissance. During the Renaissance, the Humanist obsession with science seeped into the arts. Science influenced the visual arts in the form of portrayal of human anatomy; studies of nature through illustration; and the development of optics and perspective. The roles of artists changed from that of artisans to intellectuals. Students will explore medieval and renaissance artistic work firsthand by creating relief prints in fall; in winter, students will incorporate relief prints into handmade manuscripts utilizing basic calligraphy and bookbinding.

Throughout the program, we will learn about individual scientists and artists who shaped the Middle Ages and Renaissance.

Credit awarded in printmaking, bookmaking, art appreciation, history of science, European ethnobotany, European history and introductory expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, healing arts, ethnobotany and history of science.

This program is also listed under Environmental Studies and Expressive Arts.

Ecological Design

Fall, Winter and Spring quarters

Faculty: Rob Knapp, TBA

Enrollment: 48

Prerequisites: Students must be ready for intense effort and be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: One overnight, in-state field trip per quarter, \$25-\$40, payable during the first week of each quarter.

Internship Possibilities: Yes, spring quarter, with faculty approval.

How can human settlement coexist with the rest of Earth's web of life? This year, two separate but linked programs, Ecological Design and Ecological Agriculture, will investigate which patterns of building and food supply can be ethical, beautiful and sustainable indefinitely—and how we Americans can move toward those ways of life. The two programs will share several major components each quarter: a seminar on present dangers and future possibilities; a series of shared background lectures on energy flows, biodiversity, soil science and nutrient cycles; and weekly community work, leading toward community design and organizing projects in the spring.

In addition to the activities shared with Ecological Agriculture, students in this program will also concentrate on the built environment and on the process of design. Design is the finding of physical answers—buildings, roads, settlements—to basic human questions, such as shelter and work. The core activity will be a yearlong studio on gathering relevant information, inventing and evaluating physical forms, and presenting the results clearly and persuasively. Techniques will include architectural drawing, interviewing, site study, calculating environmental flows and model making. A supporting lecture series will discuss environmental science and "green" technologies, including landscape ecology, renewable energy and alternative building materials. There may be some opportunities for hands-on building, but the program will emphasize careful analysis and design, not actual construction.

Credit awarded in environmental design, natural science (lower division, except for unusual individual projects arranged with faculty), visual art, community studies and expository writing.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in environmental studies, visual arts, environmental design and community studies.

This program is also listed under Environmental Studies; Expressive Arts; and Scientific Inquiry.

Education: Philosophy and Politics

Fall quarter

Faculty: William Arney

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program introduces students to critical issues in the philosophy and politics of education. Texts may include Plato's *Meno*, Rousseau's *Emile*, Illich's *Deschooling Society*, Erikson's *Childhood and Society*, Ashton Warner's *Teacher*, hooks' *Teaching to Transgress*, Greene's *The Dialectic of Freedom*, Kozol's *Death at an Early Age*, and Freire's *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. By the end of the program students should have answers to two questions: What is an educated person? What part does school play in education?

Credit awarded in education, sociology, philosophy and politics.

Total: 16 credits.

Program is preparatory for careers and future studies in education and child development.

This program is also listed under Culture, Text and Language.

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

Feminine and Masculine: Representation of Gender in Art, Film and Literature

Fall and Winter quarters

Faculty: Lucia Harrison, Harumi Moruzzi

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$125 for art supplies, museum and/or theater tickets.

Internship Possibilities: No

In recent years, we have witnessed a proliferation of controversies surrounding gender issues. The goal of our study is not a justification of any particular gender-based stance, but rather to create the ground for a peaceful and productive coexistence of the sexes. As Nietzsche says, concepts are merely human creations for the "purpose of designation and communication." Humans are apt to create new concepts when old concepts cease to work. The time has come for us to create new concepts of the feminine and masculine.

This program includes theoretical and expressive components. Students will learn critical methods to analyze visual art, film and literature. We will use these skills to examine concepts of the feminine and masculine in different cultural traditions throughout human history. Students will gain beginning skills in life drawing and the artist book form of expression. Students will create artwork that expresses their own concepts of gender.

Credit awarded in art history, art appreciation, cultural studies, gender studies, literature, film, criticism, life drawing, artist books and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, cultural studies, film studies, literature, gender studies and psychology.

This program is also listed under Culture, Text and Language and Expressive Arts.

Fishes, Frogs and Forests

Fall and Winter quarters

Faculty: Bill Bruner, Amy Cook, Heather Heying

Enrollment: 69

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Some of society's most vexing problems involve conflicts between human activities and the health of natural ecosystems. For example, should fishing be allowed to increase, risking the collapse of marine ecosystems? Is it fair to forest workers if society limits timber production to protect wildlife? Does the decline in frog populations mean that we should curtail use of pesticides that are important to food production?

This program will examine how society makes these important decisions. Our focus will be on public policy and how political processes might weigh biological and human impacts in the crafting of legislation.

We will introduce the basic concepts of population and community ecology, evolutionary biology and microeconomics to gain an understanding of interactions between human society and natural ecosystems. In winter, we will focus on how information from the biological and social sciences is used in making important public policy decisions.

The faculty will develop examples from their fields of interest—fish, frogs and forests—in presenting theory and practice in ecology and economics. Students will engage in research to deepen their understanding of these and related topics.

The program will stress skill development in writing, reading, seminar and group work.

Credit awarded in population and community ecology, microeconomics, environmental and natural resource economics, introduction to public policy, public policy and the environment, expository writing and evolutionary biology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in ecology, environmental studies, fisheries science, conservation biology, economics, public service, politics, law and evolutionary biology.

The Folk: Power of an Image

Fall and Winter quarters

Faculty: Michael Pfeifer, Patricia Krafcik, Babacar M'Baye

Enrollment: 69

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: \$25 for art supplies each quarter.

Internship Possibilities: No

Throughout the 19th and 20th centuries, numerous writers, artists, composers and government regimes drew on the image and culture of the common folk to represent the "soul" of the nation, to express the national creative genius, to encourage patriotism, to expose social wrongs, to preserve and hand down wisdom and to celebrate the national spirit. How was folk material appropriated to accomplish these goals? What is the tension between the reality of folk life—including periods of serfdom, slavery and colonial subjugation—and the transformation of this reality into formal art, music, literature and government propaganda? Do such transformations accurately convey the experience of the folk and folk culture or do they manipulate and distort that experience? Our interdisciplinary and cross-cultural exploration of these questions will take us to Russia, the United States and West Africa as we read social history and literature, listen to music and examine Russian, American, African American and West African art and folklore, seeking the roots of the folk image and the source of its power.

Credit awarded in social history, cultural history, music history, folklore and folk art, and literature: American, African American, African and Russian.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the social sciences, world literature and culture, history, music, folklore and art.

It's Time for Science

Fall quarter

Faculty: Dharshi Bopegedera, Janet Ott

Enrollment: 46

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: Approximately \$50 for science tools for students' personal use.

Internship Possibilities: No

This program is designed to engage students in exploring several interesting topics in science. Using hands-on labs and workshops we will explore topics in chemistry, biology, geology and physics. We will engage in discussions about why science is important, when it goes too far and what makes a good scientist. We especially want to invite those students who have avoided science to come and explore science with us.

Credit awarded in introductory science, science laboratory, ethics and values in the sciences.

Total: 16 credits.

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

Labyrinths

Fall quarter

Faculty: Susan Aurand, Joe Feddersen

Enrollment: 46

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: \$150-\$200 for art supplies.

Internship Possibilities: No

The symbol of the labyrinth is a universal form, dating to Neolithic times, and has been a persistent image in myth, literature and art throughout history. The labyrinth can be understood as many things: life's path into the center of being and outward again; the spiritual journey through confusion to understanding; the search for a hidden treasure at the center of a difficult situation; the twisting narrative structure of a novel; or the complex layering of form and idea in a visual image.

We will study this potent symbol in literature and art history, and through our own work in image making and writing. Students will have the opportunity to develop skills in drawing, printmaking, writing and critical reading. Our weekly work will include lectures, seminars and studio workshops. Students in this program might want to consider enrolling in the program, Light, for winter and spring quarters.

Credit awarded in art history, studio art, literature and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, humanities, mythology, art and art history.

Looking Backward: America in the 20th Century

Fall, Winter and Spring quarters

Faculty: David Hitchens, Jerry Lassen

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 40 percent first-year students.

Faculty Signature: No

Special Expense: No

Internship Possibility: No

The United States began the 20th century as a second-rate military and naval power, and a debtor nation. The nation ended the century as the last superpower with an economy that sparked responses across the globe. In between, we sent men to the moon and began to explore our place in space. Many observers have characterized the 20th century as "America's Century" because, in addition to developing into the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass." Mass culture, mass media, mass action, massive destruction, massive fortunes—all are significant elements of life in the United States, especially after the national participation in World War I.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs; read closely; write effectively; and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be program-wide public symposia at the end of fall and winter quarters, and a presentation of creative projects to wrap up the spring quarter.

Credit awarded in U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, and American literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities and social science areas of inquiry, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and teaching.

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.

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

Masculinity and Femininity in Global Perspective: Sex Is Fun, but Gender Is a Drag

Fall quarter

Faculty: Toska Olson

Enrollment: 24

Prerequisites: None, transfer students are welcome. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$75 for program retreat.

Internship Possibilities: Yes, with faculty approval.

This program is a cross-cultural exploration of gender, masculinity and femininity. We will examine questions such as: How do expectations of masculine and feminine behavior manifest themselves worldwide in social institutions such as work, families and schools? How do social theorists explain the current state of gender stratification? How does gender intersect with issues of race, ethnicity, sexual orientation and social class identity?

Students will begin by examining how to conduct cross-cultural archival research on gender. In addition, we will consider issues related to ethnocentrism in cross-cultural and historical research. Then, we will study cross-cultural variation in women's and men's experiences and opportunities within several different social institutions. Lectures and seminar readings will provide students with a common set of knowledge about gendered experiences in the United States. Peer research presentations will provide students with information about gender in other cultures.

This program involves extensive student-initiated research, and puts a heavy emphasis on public speaking and advanced group work. Seniors will be encouraged to produce a research paper that represents a culmination of their college writing and thinking abilities.

Credit awarded in areas such as sociology, cultural studies, anthropology, public speaking and library research.

Total: 12 or 16 credits.

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

This program is also listed under Society, Politics, Behavior and Change.

Nature, Nurture or Nonsense?

Fall, Winter and Spring quarters

Faculty: Stuart Matz, Stephanie Kozick, Steven Niva

Enrollment: 69

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

What is our natural human state? What factors drive our behavior? What guides our social interactions? Is the human condition determined by our genes or shaped by our environment? Or, have we been deceived by this nature/nurture debate? In this program, we will examine several controversial issues that have been shaped by this debate such as: How is our gender and sexual orientation determined? What determines a child's personality? Do poverty and class difference reflect a natural order?

In the course of addressing these issues, we will study great thinkers (and some not so great) who have contributed to these discussions. Our inquiry together will examine how the nature/nurture dichotomy has served as a foundation for discussions in human biology, psychology, family studies, human development, anthropology, sociology and political science. We will be engaged in critical thinking, reading and writing, visual and movement representation of work, and analytical reasoning through problem-based learning. Humor will be used to both defuse tension and inflame our discussions. As with all authentic inquiry, our work together might move in unexpected ways and new topics for investigation will emerge. We will integrate emerging topics as they transpire.

Credit awarded in biology, human development, quantitative reasoning, political science, psychology and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in education, health sciences, human services, political theory, psychology, public policy, psychology and social services.

Perception

Fall and Winter quarters

Faculty: Nancy Murray, Thad Curtz, Charles Pailthorp

Enrollment: 69

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: Approximately \$50 for a program retreat and possible additional money for art supplies.

Internship Possibilities: No

Although in some sense we and the animals that we share the planet with all live in the same world, we don't experience it in the same way. Even different people can register the same place quite differently. Yet we think that we do hear and see and taste the same things, and that works of art can communicate how some one else experienced the world long ago or far away from us.

We'll explore the biology and psychology of human and animal perception through experiential exercises, observation and some drawing, as well as regular labs, lectures and readings. We'll study and talk about how the arts structure or transform our ordinary perceptions (especially vision and hearing). Our readings will explore the range and variation of sensory experience and how artists use it through literature such as *To the Lighthouse* or *Perfume* or Basho's haiku; studies of cultural, historical and individual variation in perception such as *A Natural History of the Senses* or *The Man Who Mistook His Wife for a Hat*; and some readings on the philosophy of mind and recent attempts to build autonomous robots. We'll also analyze relevant films such as *Blue* or *City of Lost Children* each week.

Credit awarded in biology, literature, art history, cognitive psychology, expository writing and quantitative reasoning.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in biology or environmental studies, literature or other humanities, psychology, anthropology and work with visual images.

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The Physicist's World

Fall and Winter quarters

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The 20th century has brought about a revolution in our understanding of the physical universe. We have been forced to revise the way we think about even such basic concepts as space and time and causality, and about the properties of matter. An important part of this revolution has been the surprising discovery of fundamental ways in which our knowledge of the material world is ultimately limited.

These limitations are not the result of surmountable shortcomings in human understanding but are more deeply rooted in the nature of the universe itself.

In this program, we will examine the mental world created by the physicist to make sense out of our experience of the material world around us, and to try and understand the nature of physical reality. We will ask and explore answers to the twin questions of epistemology: What can we know? and, How can we know it? starting with the Presocratic philosophers and continuing through each of the major developments of 20th-century physics, including the theories of relativity, quantum theory, deterministic chaos and modern cosmology. We will examine the nature and the origins of the limits that each imposes on our ultimate knowledge of the world.

No mathematical prerequisites are assumed. Mathematical thinking will be developed within the context of the other ideas as needed for our purposes. The only prerequisites are curiosity about the natural world and a willingness to read, think and write about challenging texts and ideas. We will read primary texts, such as works by the Presocratics, Plato, Lucretius, Galileo, Newton and Einstein, as well as selected contemporary writings on physics.

Credit awarded in philosophy of science, history of science, introduction to physical science, introduction to mathematics and quantitative reasoning, and expository writing.

Total: 16 credits each quarter.

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

This program is also listed under Culture, Text and Language and Scientific Inquiry.

Politics and Ideologies from the Americas

Fall and Winter quarters

Faculty: Jorge Gilbert

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No.

Internship Possibilities: No

Rich and industrialized nations from the North assert that capitalism brought progress and welfare to many nations. People from Africa, Asia, Latin America and the Caribbean argue that capitalism was based on primitive accumulation rooted in the primitive violence, pillage and genocide of the inhabitants of the Third World. Accordingly, they claim that rich nations exist today because their ancestors plundered other nations for centuries. Europe, and then the United States, created and imposed structures and laws that allowed them to decide the destiny of Africa, Asia, Latin America and the Caribbean.

This program will study the processes of underdevelopment in the Americas from pre-Columbian times until today from a multi-disciplinary approach. These processes, which characterize the region today, will be historically analyzed and evaluated in light of the formation and expansion of the capitalist system in Europe first and the United States later. We will use Latin American approaches and interpretations as opposed to Eurocentric studies and models from Europe and the United States.

This program will also include a component that applies social research methods to study the subjects described above. Working in small groups, students will develop independent projects. During winter, the program will offer interested students a chance to prepare for spring quarter travel to Chile. Participation in research projects and production of several short documentaries about relevant topics studied in this program will be the focus of Study Abroad: Chile, a separate program.

Credit awarded in social sciences, communications, Latin American studies, political economy, art, television production and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social science, media, social research, cultural studies and television production.

This program is also listed under Society, Politics, Behavior and Change.

Sailpower: Economic, Historical, Scientific and Cultural Principles

Fall and Winter quarters

Faculty: Cynthia Kennedy, Dean Olson, E.J. Zita

Enrollment: 46

Prerequisites: High school algebra and trigonometry proficiency assumed, willingness to learn more mathematics. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: Up to \$250 for boating and field trips.

Internship Possibilities: No

How have people navigated waters of the Pacific Northwest, and how have their travels affected people and knowledge? This two-quarter program combines the practical skill of operating sailing vessels with an intensive, text-based study of economics, history, navigation, physics and astronomy, literature and cultural studies of sailing and other boat travel. We will use navigation as our theme to study the economics and histories of indigenous cultures, and of maritime literature. The evolution of navigation will focus our study of science, social structure and the political economics of exploration and trade. We will sail the waters of Puget Sound while studying Pacific Northwest history and reading maritime literature about the age of sail.

Students will develop piloting and sailing skills in the classroom and in local waters. They will learn to understand the dedication and teamwork needed to mount a successful sailing voyage. As class time on the boats will be severely limited, students will crew on local boats on weekends, outside of class.

This program will be intellectually as well as physically challenging. Students who join the program must commit to spending long hours on the boats, often in inclement weather and uncomfortable conditions, as well as keeping up with a challenging load of college-level reading, writing, math-based homework and other academic assignments. Thorough reading, thoughtful discussion, effective writing and responsible teamwork will be emphasized.

Students completing Sailpower are encouraged to take the spring quarter program Working the Waters: The Pacific Northwest Maritime Industries.

Credit awarded in economics, literature, leadership, sociology, history, science, mathematics, maritime studies and nautical sciences.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in management, economics, history, science, literature, maritime studies and trade.

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

The Social Change of Music

Fall, Winter and Spring quarters

Faculty: Arun Chandra and resident

guest artists

Enrollment: 30

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: Approximately \$100 each quarter for performance expenses and museum tickets.

Internship Possibilities: No

Acting in the public interest, Plato banished all artists from his imagined perfect state. Why was he so afraid of the arts? Why would Plato propose banishing art from a perfect society? Why do we today drown in art? Is music harmless to society, and therefore allowed and encouraged? Is it ignored while being encouraged? ("It keeps the kids happy and out of our hair!") Does music serve to suppress the aspirations of its audience while appearing to fulfill them? Does anyone hear music any longer, or do they only hear and speak about what they already know?

Pablo Picasso once said, "I don't care who I'm influenced by, as long as it's not me."

Why would Picasso not want to be influenced by himself? How does that stand in comparison to "rugged individuals" who shy away from the possibility of being influenced by anyone?

This is a yearlong program where we will explore the relationship(s) among art, artists and their audiences, focusing particularly on the art of music. We will welcome resident guest artists throughout the year. In fall, "The Prince Myshkins," Rick Burkhardt and Andy Griesivich, a duo who compose both political satires and avant-garde works for instrumental ensembles. In winter, Susan Parenti, a composer of music compositions and theater plays; Ann Warde, who has worked at composing across traditions by combining computers with gamelan music; and Ben Boretz, a composer of music and texts, who started "Music Program Zero" at Bard College. In spring, Gerhard Staebler, an internationally-known composer who has written compositions such as *To the Garbagemen of San Francisco* and has organized the Active Music Festival (for music that is socially active) in Germany, will be our final guest artist.

We will look at poetry by Audre Lorde, Forugh Farrokhzad, Roque Dalton and Sonia Sanchez; the plays of Bernard Shaw, Dario Fo and Bertolt Brecht; the music of Luigi Nono; the paintings of Ben Shan and Diego Riviera—lots of music, writing and visual artwork. We will take trips to Seattle to see live performances of experimental music, opera and theater and to museums.

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Works of art will be read, viewed and listened to with an eye and an ear alert to noticing the address made by the artists to their society: What does a work of art call upon its audience to do? Is a work indifferent to its public once the price of a ticket has been paid? In addition to reading, viewing and listening to older creations, students will be encouraged to create and perform their own works.

Credit awarded in social history of art, music composition, theories of art and performance and contemporary art and performance.

Total: 16 credits each quarter.

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

Sovereignty: Reclaiming Voice and Authority

Fall, Winter and Spring quarters

Faculty: Kristina Ackley, Zahid Shariff, TBA

Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips.

Internship Possibilities: Spring quarter with faculty approval.

What voice does the Other have in a society that is dominated by a discourse of conquest? What does it mean to assert sovereignty, jurisdiction or autonomy in a global society? Maori scholar Linda Tuhiwai Smith asserts that "our communities, cultures, languages and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope." This program is particularly concerned with identifying and contextualizing these "spaces of resistance and hope"—contesting the American discourse of conquest.

The concept of sovereignty must be placed within a local, historical, cultural and global context. This program provides a foundation for articulating and contesting the modes of colonialism that went into the extension of European domination in what eventually emerged as the United States and the Southern Hemisphere (most of which consists of the "Third World," but also includes Australia and New Zealand). Through theoretical readings and discussion, we will move from nation-building in America to Native forms of nationalism. Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will also consider how the voices of the subaltern are being heard in legal case studies, literature and grassroots community movements.

Students will have opportunities to pursue significant research projects. For students registering for 16 credits, the faculty envision an opportunity for students to engage in topics relevant to faculty backgrounds in Native American studies, critical theory and the social sciences.

Credit awarded in contemporary Native American studies, American history, political theory, politics of globalization, federal Indian law and policy, theory and methodology in the social sciences.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in education, politics, law, human rights work, tribal government and indigenous communities.

This program is also listed under Culture, Text and Language; Society, Politics, Behavior and Change; and Native American and World Indigenous Peoples Studies.

The Ties That Bind

Fall, Winter and Spring quarters

Faculty: George Freeman, Jr., Anne Fischel, Ariel Goldberger

Enrollment: 69

Prerequisites: None. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: Art materials (depends on individual work in puppetry or video), and theater tickets up to \$50 per quarter.

Internship Possibilities: Spring quarter, by permission of the faculty; community service projects required.

If I am not for myself, then who will be for me?

If I am only for myself, then what am I?

And if not now, when?

—Rabbi Hillel

We exist in a web of relationships: with families, friends, communities, the natural environment and others, named and unnamed. There are no simple ways of saying who we are, and what our identity represents, to ourselves, or others. What, then, are the sometimes contradictory narratives of family and community that shape us? What informs our sense of self and other, of choice, obligation, responsibility or freedom? How do we engage in relations of affiliation and obligation and how do these shape our personal, social and moral development?

*To articulate the past historically is not to recognize it "the way it really was"
... It means to catch hold of a memory as it flashes up at the moment of danger.*

—Walter Benjamin

We are shaped by our relationship to history, sometimes to multiple histories, and complex social discourses. What are the consequences for personal and social identity when history is "forgotten" or suppressed? We intend to engage in questions of personal, family and community history through film, experimental and puppet theater, and psychological development. We will study the art of filmmaking, narrative, experimental and puppet theater, and psychological theories of community and self. We will work with writing, quantitative reasoning and other essential explorations in education. A spring quarter community service project is required.

Credit awarded in psychology, writing, history, performing arts, film theory and video production.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in performing arts, film, psychology, community development and community service.

Transcendent Practices

Fall, Winter and Spring quarters

Faculty: Sarah Williams, Robert Leverich, TBA

Enrollment: 64

Prerequisites: None. This all-level program accepts up to 28 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$250 for studio supplies.

Internship Possibilities: Yes

Many of us remember transcendent moments in our lives, when we lost our sense of time and felt creatively connected with our environment, our bodies or our actions. This feeling has many names: *in the zone*, *the sweet spot*, *creative flow*, *a peak experience*, even *enlightenment* or *samadhi*. How do we characterize and value these experiences? How do we find them? Like good fortune, transcendent moments favor the prepared. The preparation is often a practice or craft, an individual way of being in the world that involves intentional commitment to some activity and a regular physical and mental recentering on it.

This program will actively involve you in three creative studio practices that can prepare or open one to transcendent experiences through moving, making and writing. We will explore classical yoga (the eight limbs), shape materials into sculpture and experiment with ecstatic poetry. We will consider how the body's anatomy and rhythms inform these practices, comparing Western and non-Western perspectives. Activities may also include lectures, readings, seminars, field trips, student synthesis groups, presentations and portfolios. Through program work and reflection, each of us will seek to define and integrate her or his own transcendent practice.

Credit awarded in sculpture, poetry, cultural studies, feminist theory and somatic studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the visual arts, creative writing, cultural studies and somatic studies.

This program is also listed under Culture, Text and Language and Expressive Arts.

OFFERINGS BEGINNING WINTER QUARTER

Education: Independent Studies

Winter quarter

Faculty: William Arney

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No. Students are encouraged to contact the faculty early in the formulation of their inquiries and projects, e-mail arney@evergreen.edu.

Special Expenses: No

Internship Possibilities: Yes, with faculty approval.

Students pursuing independent studies of and/or internships in education, or related fields, are invited to join this program. Program meetings will consist of seminars around a few common texts and collaborative discussion and critique of the students' work. Groups of students undertaking common projects are welcome.

Credit awarded in education, sociology, philosophy and politics.

Total: 16 credits.

Program is preparatory for careers and future studies in education.

This program is also listed under Culture, Text and Language.

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Light

Winter and Spring quarters

Faculty: Dharshi Bopegedera, Susan Aurand, Janet Ott

Enrollment: 69

Prerequisites: High school algebra proficiency assumed. This is a Core program designed for first-year students.

Faculty Signature: No

Special Expenses: \$150-\$200 for art supplies and lab safety equipment (lab coat, goggles and gloves).

Internship Possibilities: No

This program is a two-quarter interdisciplinary study of light. We will explore light in art, art history, science and mythology. All students will work in the art studio and study how artists have thought about and expressed light in their work. They will also explore the interaction of light with matter in the classroom as well as in the laboratory, and explore the physiology of light in the human body. This integrated program is designed for students who are willing to explore both art and science. Our weekly schedule will include studio and science labs, specific skill workshops, lectures and seminars.

During winter, we will focus on skill building in art and lab science and on library research methods. During spring, each student will have the opportunity to design an interdisciplinary individual or group project exploring a topic related to the theme of light.

Credit awarded in introductory science with laboratory, studio art and art history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, art, art history and the humanities.

OFFERINGS BEGINNING SPRING QUARTER

Algebra to Algorithms: An Introduction to Mathematics for Science and Computing

Spring quarter

Faculty: TBA

Enrollment: 24

Prerequisites: High school algebra proficiency assumed. This all-level program accepts up to 50 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions (more or less) of complex natural systems, and modern computing has magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving, and also enables the construction of mathematical models. In fact, computer science is the constructive branch of mathematics.

This program will explore connections among mathematics, computer science and the natural sciences, and will develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences, particularly in computer science. The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences. The emphasis will be on fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and, depending on interest, calculus, logic or geometry; all with relevant historical and philosophical readings.

Credit awarded in algebra, geometry, mathematical modeling, programming, and history and philosophy of mathematics.

Total: 16 credits.

Program is preparatory for careers and future studies in the sciences or mathematics.

This program is also listed under Scientific Inquiry.

Baseball: More Than a Game

Spring quarter

Faculty: Oscar Soule

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$25-\$35 in ticket costs for event fees.

Internship Possibilities: No

This program will explore the impact of the game of baseball on society and culture in the United States and on the imagination through literature, film and art. It also will view the increasing global impact of baseball, especially in Latin America and Japan, as well as the ever-increasing ethnic diversity of baseball within the major leagues. We will observe how baseball has served an important national role as a force of tradition and an agent for change. Regarded as the *national pastime*, it has gradually included the participation of blacks and women. In order to understand the full impact of baseball on society, and as inspiration for fans, writers and artists, students will observe the game itself in addition to examining its history. Workshops will focus on writing, mathematics and art. This program is designed primarily to appeal to students who are interested in viewing baseball as a multicultural game, which has an impact and appeal far beyond the playing field.

Credit awarded in social and cultural history, business and labor relations, art and media studies, sport and society, and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in history, cultural studies, business, economics, literature, media studies and journalism.

This program is also listed under Culture, Text and Language.

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

Bookworks

Spring quarter

Faculty: Lisa Sweet

Enrollment: 20

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$250 for texts and bookmaking materials.

Internship Possibilities: No

Two- and three-dimensional art are perhaps nowhere more integrated than in the art of the book; but more than integrating design, books are also vessels for our history, our values and our vision. Books represent the meeting of text, image and time in a form unique in its intimacy and power to reach the viewer/reader personally. In this program, students will explore the world of book arts through the creation of handmade books. We'll explore a variety of formats from the traditional hard-bound codex to alternative book forms, including the invention of original forms. Students will examine the context in which the creation and use of books emerged from ancient and medieval cultures, as well as the emergence of *book arts* in the 20th century. Students will gain basic traditional letterpress technique as part of the program. Bookmaking is a particularly wonderful way to enter the world of visual arts for those with little or no background in art. For those with art experience—and printmaking experience in particular—this exploration encourages the integration of images and text in a unique and personal way.

Credit awarded in 2-D and 3-D design, graphic design, letterpress, bookmaking and 20th-century art appreciation.

Total: 16 credits.

Program is preparatory for careers and future studies in book arts, studio artist and graphic design.

This program is also listed under Expressive Arts.

Documenting the Northwest: History and Contemporary Life

Spring quarter

Faculty: Michael Pfeifer, Sam Schrage

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

To understand the present in a place, one needs to learn about its past. The reverse is true, too: the significance of past events keeps unfolding as time passes. This program will look at both the historical legacy and current character of life in this region. It is designed for students who seek an integrated knowledge of Pacific Northwest history, cultures and communities, and who want to develop their abilities to document and interpret lived experience.

We will read and discuss some of the best works of social history, ethnography and fiction that have been written about life in Washington state, Oregon and Idaho, focusing especially on matters of class, ethnicity, race, gender, sexuality, religion and the environment. Each student will also undertake an original research project: either a historical study based on primary documents synthesized with secondary sources, or an ethnographic field study of a group or an institution, involving participant-observation and interviewing. Oral history and museum projects will be welcome. Faculty will offer strong guidance on the ethnographer's and historian's crafts.

This program is for students ready for intensive inquiry, including seniors writing theses.

Credit awarded in history, anthropology, sociology and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in the humanities and social sciences, education, journalism and media, community development, law and environmental studies.

This program is also listed under Culture, Text and Language.

Invertebrate Zoology and Evolution

Spring quarter

Faculty: Erik V. Thuesen

Enrollment: 24

Prerequisites: College-level general biology with lab. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$125 for overnight field trip; approximately \$350 for textbooks, dissection tools and possible film/developing expenses for microscopy research project.

Internship Possibilities: No

This program will examine the invertebrate phyla with particular regard to functional morphology, phylogeny and ecology. The evolution of invertebrates will be an underlying theme throughout the quarter, and students will study the science of evolution through seminar readings and oral presentations. The proximity of Evergreen's campus to various marine, freshwater and terrestrial habitats provides excellent opportunities to study many diverse groups of local organisms, and emphasis will be placed on learning the regional invertebrate fauna. Fundamental laboratory and field techniques in zoology will be learned, and students will be required to complete a research project using the available microscopy facilities (light and scanning electron microscope). A commitment to work long hours both in the field and the lab is expected.

Credit awarded in invertebrate zoology, invertebrate zoology laboratory, evolution and microscopy. Upper-division credit will be awarded for upper-division work.

Total: 16 credits.

Program is preparatory for careers and future studies in zoology and marine biology.

This program is also listed under Environmental Studies.

Meanings of Multicultural History

Spring quarter

Faculty: Michael Vavrus, Grace Chang

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$10 for museum admission fee.

Internship Possibilities: No

This program is designed to investigate histories that are often hidden or suppressed in U.S. texts and curricula. Our investigation will uncover multicultural and immigration histories, and multicultural perspectives and accounts largely missing in the public schooling process.

While "multiculturalism" is often framed in contexts ignoring the historical exercise of power, our studies will focus on the histories of institutionalized oppression and resistance movements. Our examination will look at challenges within social movements as well, such as alliance-building or conflicts across lines of race, class, gender, sexuality and physical ability. We will explore the varied uses and applications of the terms "multiculturalism" and "multicultural education."

We understand schools do not exist in a social vacuum, but as institutions influenced significantly by dominant political and social forces. We recognize that, in the face of this domination, schools have the power to be agents of social change by offering multicultural transformative opportunities.

Each student will complete a project to revise and transform a standardized way of transmitting an aspect of history or another discipline in the K-12 public school curriculum. The project will require extensive research to critique and develop contemporary representations of U.S. histories in school curricula.

Credit awarded in U.S. history, social movement history and multicultural education.

Total: 16 credits.

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

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.

Steinbeck's Americans

Spring quarter

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

John Steinbeck created a uniquely American literature in his depiction of individuals caught up in and struggling with the conflicting tensions and situations that characterize American society. His strong social consciousness and voice in novels, short stories and nonfiction writings were specifically cited in awarding him the Nobel Prize for literature in 1962.

In this program we will examine major works of fiction and nonfiction by this important writer, such as *Cannery Row*, *Of Mice and Men*, *To a God Unknown*, *The Pearl*, *The Red Pony*, *In Dubious Battle*, *Grapes of Wrath*, *East of Eden*, *Sweet Thursday*, *The Wayward Bus*, *The Winter of Our Discontent*, *The Long Valley* and *Travels with Charley*. In addition, we will read literary criticisms and commentary of Steinbeck's work and a biography of the life and times of the writer. Students will write responses each week to the readings and will produce a longer expository paper on some chosen aspect of Steinbeck's writing. In our work we will pay attention to the structure and aesthetic qualities of the writings and to their meaning and relevance, responding always to the question: What is the writer doing, and how does he do it? We will read and discuss with the aim of understanding and assessing Steinbeck's contribution to and place in American literature. Classes will be seminars and recitations in which students will be responsible for presenting their own writing and work.

Credit awarded in topics in 20th-century American literature, contemporary intellectual history, research and expository writing.

Total: 16 credits.

Program is preparatory for careers and future studies in literature and the humanities.

This program is also listed under Culture, Text and Language.

Stone

Spring quarter

Faculty: Robert Leverich, Martha Henderson Tubesing

Enrollment: 40

Prerequisites: Two quarters of Core or equivalent. This all-level program accepts up to 30 percent first-year students.

Faculty Signature: No

Special Expenses: \$150 for art supplies.

Internship Possibilities: No

We have an ageless association with stone. Stone gives shape and meaning to the landscapes we inhabit and shapes our perceptions of time and space. We in turn shape stone: for shelter, for tools and for expression. This program is designed to give students a closer understanding of the physical and geographical character of stone, its place in our culture and history, and its potential as a material for sculptural expression.

Program work will center around the sculpture studio and the physical geography lab, with supporting lectures, field trips and seminars. In the studio, we will draw, work with stones as found objects and learn basic stone-carving methods. We'll consider alternative ways for using stone expressively. Physical geography labs and lectures will give an introduction to the classification, physical and chemical character, morphology, location and use of stone types in the landscape. Cultural geography lectures and workshops will address the ways in which we shape stone to symbolize ourselves, and in turn how we read those symbols. We will reflect on this interactive shaping of stones and people through readings, seminars, work discussions and writing.

Credit awarded in sculpture, drawing, physical geography and cultural geography.

Total: 16 credits.

Program is preparatory for careers and future studies in art, science and the humanities.

This program is also listed under Environmental Studies and Expressive Arts.

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

Study Abroad: Chile

Spring quarter

Faculty: Jorge Gilbert

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: Yes. Students must have background knowledge of Latin American studies. Faculty will set up interviews: contact Jorge at (360) 867-6740 or gilbertj@evergreen.edu. Students must apply before February 2, 2004. Decisions will be made by February 16, 2004.

Special Expenses: Approximately \$2,850 for travel expenses.

Internship Possibilities: Yes, with faculty approval.

Travel Component: Four to eight weeks in Chile.

This program will allow students to study, research and experience firsthand the political, cultural, artistic, economic, environmental and agricultural concerns affecting Chile and South America at the beginning of the 21st century. It will provide practical opportunities to evaluate the neo-liberal model being applied in Chile at the recommendation of the International Monetary Fund and other international organizations. Workshops, conferences and discussions with political and community leaders and grassroots organizations will explore the direct impact this polemic model is having on various social sectors of the country.

Students will immerse themselves in the sociopolitical and economic reality of a country struggling to overcome underdevelopment. They will be expected to learn about the social, artistic, folkloric and intellectual life of the citizens of Chile and the different expressions they assume according to class structure.

Students will work on a group research project, which may involve travel to research sites. Most program activities will be enhanced by knowledge of Spanish; lectures and workshops will be in English.

Credit awarded in Latin American studies, cultural studies, conversational Spanish and individual study.

Total: 16 credits.

Program is preparatory for careers and future studies in social sciences, international studies, television production, art, folklore and education.

This program is also listed under Society, Politics, Behavior and Change.

Up Close

Spring quarter

Faculty: Frederica Bowcutt

Enrollment: 24

Prerequisites: Priority will be given to students enrolled in the Christian Roots program. Entering students must read the required James R. Jacob's *The Scientific Revolution*, and Jardine's *Ingenious Pursuits* is highly recommended. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$150 for field trip.

Internship Possibilities: No

In 1665, English experimenter Robert Hooke published his best-selling coffee-table book *Micrographia*. In splendid detail, fleas, oak bark and other treasures from nature could be viewed close up. The etchings used to illustrate the book were drawn from Hooke's microscope. In this program, we will take Hooke's lead and explore a world new to us with dissecting, compound and scanning electron microscopes. We will meticulously record our findings in our journals of exploration, illustrating and analyzing what we see. In our intellectual journey we will use maps to chart our way both literally and metaphorically. We will put our new skills of observation and documentation to use in research. We will also explore the antecedents of science. Medieval magic preceded the scientific revolution and informed the humanist approach of learning about nature to manipulate it for the benefit of people. During the Renaissance, experiments and demonstrations with microscopes and other new technology took the form of performances. Hooke served as official demonstrator for the Royal Society in London. As a learning community we will ponder the questions: To what extent is science a magic show? What constitutes good magic? What is the nature of expert observation? How has the early history of science informed the practice and preception of science today?

Credit awarded in introductory plant biology, scientific illustration, history of science, microscopy and independent research in botany.

Total: 16 credits.

Program is preparatory for careers and future studies in history of science, life sciences and ethnobotany.

This program is also listed under Environmental Studies.

Working the Waters: The Pacific Northwest Maritime Industries

Spring quarter

Faculty: Cynthia Kennedy, Sarah Pedersen

Enrollment: 48

Prerequisites: College-level academic writing; preference will be given to students in the *Sailpower: Economic, Historical, Scientific and Cultural Principles* program. This all-level program accepts up to 25 percent first-year students. No sailing experience required.

Faculty Signature: No

Special Expenses: Approximately \$750 for one- to two-week sailing voyage and field trips.

Internship Possibilities: No

This boat-based program will explore the economic and social history and current conditions of the maritime trades and industry in the Pacific Northwest. Beginning with a brief introductory history to Puget Sound as an economic resource, we will then focus on the contemporary economic and work climate in the maritime industries and trades with emphasis on the Northwest region. We will use economics, leadership, sociology, race and gender studies, and literary reading and analysis to gain an understanding of the nature of today's maritime work and economy. An extended sailing expedition will include visits to a variety of maritime businesses, tribal communities, historical locales and ports where economic development issues are evolving. The expedition will also focus on the experience of working as crew, the development of leadership within small groups and the creation of an intense and powerful learning community. Students should expect to read and write extensively throughout the expeditions as well as at home, and to engage in extensive work on literary analysis of maritime classics. Workshops and practical application will develop students' skills in mathematics, basic geometry, map reading, meteorology and astronomy.

Students who are continuing from the *Sailpower* program will be expected to provide peer leadership in seamanship skills.

Credit awarded in economics, literature, leadership, sociology, science, mathematics, Pacific Northwest cultural maritime studies and nautical sciences.

Total: 16 credits.

Program is preparatory for careers and future studies in economics, management, science, mathematics, literature, maritime studies and trade.

This program is also listed under Society, Politics, Behavior and Change.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

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

CULTURE, TEXT AND LANGUAGE

The Culture, Text and Language planning area invites students to engage in academic study of what it means to be human and to participate in social life. Its faculty prize rigorous reflective inquiry and integrative understanding. Through study of **cultures**, students explore the webs of meaning that persons and groups use to make sense of their experience and the world. Through study of **texts**, they learn to interpret the embodiments of these meanings in forms ranging from enduring works to popular media and the artful practices of everyday life. Through study of **languages**, they become proficient in the means of communication in different societies and discover the beauty and power of words.

The Culture, Text and Language planning area coordinates some social science and virtually all the humanities curriculum at Evergreen. Our disciplines include literature, history, women's studies, philosophy, religion, classics, art history, anthropology, sociology, psychology, politics, communications, folklore, creative writing, French, Spanish, Russian and Japanese.

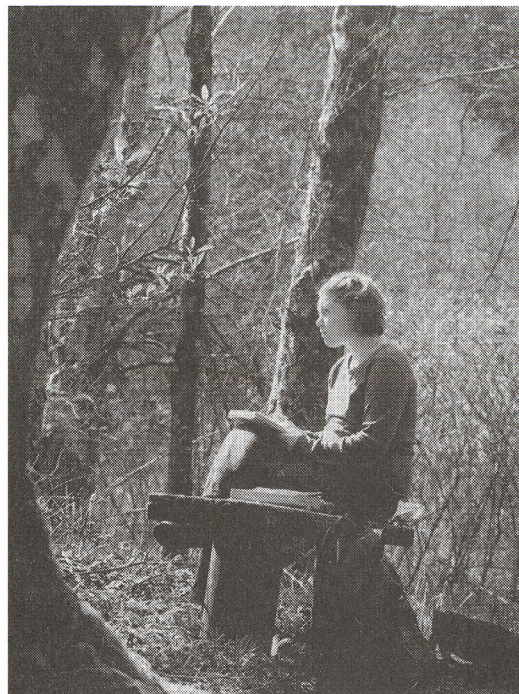
Many of our coordinated study programs are organized as area studies, which we define as the interdisciplinary study of topics framed by geography, language, culture and history. We endeavor to make sure that students have access to a curriculum rich in the study of diverse cultures and languages so that they have ample opportunity to learn about shared legacies and across significant differences, including differences of race, class, gender and sexuality. We are committed to offering programs regularly in these areas: American studies, classics (including Greek and Latin), French language and the Francophone world (France, Quebec, the Francophone Caribbean, Francophone Africa), Japanese language and Japan, Middle East studies, Russian language and Eastern Europe and Spanish language and the Hispanic world (Latin America, Spain, the United States).

Many Culture, Text and Language programs bring together two or more disciplines to examine critical questions about the human condition, and 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 act as advisors and mentors in their subjects of expertise, supporting students to do advanced work, internships, study abroad and senior theses.

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

AFFILIATED FACULTY:

Nancy Allen
William Ray Arney
Marianne Bailey
Justino Balderrama
Hilary Binda
Thad Curtz
Virginia Darney
Stacey Davis
Susan Fiksdal
Thomas H. Foote
José Gómez
Thomas Grissom
Patrick J. Hill
Virginia Hill
David Hitchens
Sara Huntington
Hiro Kawasaki
Ernestine Kimbro
Stephanie Kozick
Patricia Krafcik
Lance Laird
David Marr
Babacar M'Baye
Charles J. McCann
Harumi Moruzzi
Greg Mullins
Alice A. Nelson
Steven Niva
Charles N. Pailthorp
Michael Pfeifer
Rita Pougiales
Bill Ransom
Evelia Romano
Therese Saliba
Samuel A. Schragger
Nancy Taylor
Setsuko Tsutsumi
Sarah Williams



* Indicates upper-division credit

Art in the Americas: Indigenous Identity, Mestizaje and Cultural Hybridity

Fall and Winter quarters

Faculty: Gail Tremblay, Mario Caro

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. Previous work in the arts and/or art history, Core program or English composition.

Faculty Signature: No

Special Expenses: Approximately \$200 for art materials; \$60 for field trip to Neah Bay during fall quarter; \$1,800–\$2,000 for six-week field trip to Mexico during winter quarter.

Internship Possibilities: No

Travel Component: Six-week field trip to Mexico.

This program is designed to allow students to combine the study of art history and visual culture with the study of techniques for the creation of work in the visual arts. Students will examine art in the Americas with a focus on the works of artists in the United States and Mexico. We will explore the ways art has been shaped by issues of cultural identity, with particular attention to the dynamics that exist between people in indigenous nations and settler states. We will examine patterns of cultural interchange. We will also explore the mixing of cultures that result from immigration and intercultural encounters, and their effects on the development of certain American aesthetics. This exploration will include an analysis of colonialism and its impact on cultural production. Students will be expected to create individual and collaborative works of art that grow out of personal identity and theories developed as part of this program.

Students will be required to design individual multimedia, installation and/or performance work that examines their location within their culture. They will also be asked to work with other students to explore cultural interchange as part of a collaborative art project. During winter, students will have the opportunity to travel for six weeks in Mexico where they will visit museums, galleries and architectural sites. They will be able to discuss the themes of the program with established Mexican artists and their students in various universities and art schools. Students will also have the chance to immerse themselves in various facets of Mexican culture, including examining the role played by indigenous cultures within Mexico.

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

We recommend that students who have not previously studied Spanish, take four credits of Spanish during fall quarter.

Credit awarded in indigenous art history, Mexican art history, mixed media, installation and performance art, cultural studies and art criticism.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, art history, cultural studies, visual culture, art production and art criticism.

This program is also listed under Expressive Arts and Native American and World Indigenous Peoples Studies.

Bilingual Education and Teaching

Fall and Winter quarters

Faculty: Evelia Romano

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome. Previous course work in linguistics; previous or concurrent study of a foreign or second language.

Faculty Signature: No

Special Expenses: \$120 for overnight field trip to Eastern Washington.

Internship Possibilities: No

Language is the main tool for the transmission of knowledge and social values. This program explores linguistic and social issues related to minority language communities in the United States. The study of these issues is crucial to understanding the role of education and the educational system in the integration and promotion of minority groups.

We will explore several theoretical issues related to, and preparatory for, the study of bilingual education and teaching: first and second language acquisition; the relationships of language, culture and society; a historical introduction to bilingual education; and the politics of bilingualism in the United States. A weekly workshop will be devoted to the study of second language teaching, with particular consideration of different theories and methodologies. Students will be introduced to bilingual education in elementary and high schools, program design and assessment. We will visit bilingual classrooms throughout the state and conduct ethnographic observations during field trips. As part of the workshop activities in the winter, students will have the opportunity to go into the community (elementary schools, high schools, etc.) to acquire practical experience and apply some of the theories discussed in class.

A four-credit intermediate/advanced Spanish course will be offered as an optional part of the program throughout fall and winter.

As a follow-up to this program, during spring quarter Evelia will sponsor internships for those students who are interested in furthering their practical knowledge and experience. Students will be able to work as teachers' aides in K–12, ESL and bilingual classrooms, teach Spanish as a foreign language at elementary schools, teach ESL and Spanish literacy to adults or work with the local Hispanic community on issues of education.

Credit awarded in bilingual education theory, history and policy, linguistics, language acquisition and sociolinguistics, multicultural education, ESL and second- or foreign-language teaching methodology and practice, and intermediate/advanced Spanish. Upper-division credit can be earned for advanced work in all the areas.

Total: 12 or 16 credits each quarter. Students may register for 12 credits without Spanish or 16 credits with Spanish.

Program is preparatory for careers and future studies in education, linguistics, ESL and second- or foreign-language teaching.

Dance, Creativity and Culture

Fall, Winter and Spring quarters

Faculty: Ratna Roy, Mukti Khanna

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: \$50-\$60 each quarter for performance supplies.

Internship Possibilities: No

This program will examine several world cultures through literature, dance, psychology and creativity studies. First, we will concentrate on the how's and why's of literary and dance criticism, multicultural psychology and research methodologies. For example, we will ask: Why are most of the African- and Asian-based dances earth-bound? How is drama/theater in other cultures different from or similar to western theater? How is identity constructed in a multicultural context?

We will then study two cultures in depth. Students will participate in a two-quarter field research study to deepen their understanding of African American and Asian cultures in the United States. At the same time, students will be involved in the creative work of dance and theater, using expressive arts therapies to understand how experience in the arts can deepen imagination, insight and understanding. Students will also write short papers, and an additional research paper on a culture of their choice. We will make several field trips for classes and performances in various dance genres and to visit art museums.

In spring, we will perform dances from the various cultures studied. In the final weeks, we will reflect on our learning, using our understanding of dance and literary criticism, creativity theory and the psychological perspectives covered during the year.

Credit awarded in dance, dance criticism, performance studies, theater, literature, methods of inquiry, anthropology, political economy, quantitative skills, eastern philosophy, multicultural psychology, developmental psychology, expressive arts therapies and writing.

Total: 12 or 16 credits fall and winter quarters; 16 credits spring quarter.

Program is preparatory for careers and future studies in performance studies, English literature, theater, dance, Asian studies, African American studies, African studies, eastern philosophy, cultural anthropology, multicultural psychology, developmental psychology and expressive arts therapies.

This program is also listed under Expressive Arts and Society, Politics, Behavior and Change.

Education: Philosophy and Politics

Fall quarter

Faculty: William Arney

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program introduces students to critical issues in the philosophy and politics of education. Texts may include Plato's *Meno*, Rousseau's *Emile*, Illich's *Deschooling Society*, Erikson's *Childhood and Society*, Ashton Warner's *Teacher*, hooks' *Teaching to Transgress*, Greene's *The Dialectic of Freedom*, Kozol's *Death at an Early Age*, and Freire's *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. By the end of the program students should have answers to two questions: What is an educated person? What part does school play in education?

Credit awarded in education, sociology, philosophy and politics.

Total: 16 credits.

Program is preparatory for careers and future studies in education and child development.

This program is also listed under First-Year Programs.

Feminine and Masculine: Representation of Gender in Art, Film and Literature

Fall and Winter quarters

Faculty: Lucia Harrison, Harumi Moruzzi

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: \$125 for art supplies, museum and/or theater tickets.

Internship Possibilities: No

In recent years, we have witnessed a proliferation of controversies surrounding gender issues. The goal of our study is not a justification of any particular gender-based stance, but rather to create the ground for a peaceful and productive coexistence of the sexes. As Nietzsche says, concepts are merely human creations for the "purpose of designation and communication." Humans are apt to create new concepts when old concepts cease to work. The time has come for us to create new concepts of the feminine and masculine.

This program includes theoretical and expressive components. Students will learn critical methods to analyze visual art, film and literature. We will use these skills to examine concepts of the feminine and masculine in different cultural traditions throughout human history. Students will gain beginning skills in life drawing and the artist book form of expression. Students will create artwork that expresses their own concepts of gender.

Credit awarded in art history, art appreciation, cultural studies, gender studies, literature, film, criticism, life drawing, artist books and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, cultural studies, film studies, literature, gender studies and psychology.

This program is also listed under First-Year Programs and Expressive Arts.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

* Indicates upper-division credit

Four Philosophers

Fall and Winter quarters

Faculty: David Marr

Enrollment: 25

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

In the beginning, the American philosopher Ralph Waldo Emerson urged: "Trust thyself: every heart vibrates to that iron string." Can we find out what he meant by that? Second, the German philosopher Friedrich Nietzsche, Emerson's disciple and with him a co-founder of modern thought, used up his life investigating what he called the spiritualization of cruelty—another name for morals, culture, civilization. We will use the Nietzsche–Emerson connection as a hypothesis for studying modern times. Third, the American philosopher William James, a soul-nephew of Emerson, believed that "reality, life, experience, concreteness, immediacy, use what word you will, exceeds our logic, overflows and surrounds it." Was he right? Fourth, the contemporary German philosopher Odo Marquard bids farewell to matters of principle, declares that people no longer grow up, and argues that the best thing for us would be to go on a meaning diet. Sense or meaning, says this skeptic, "is always the nonsense one lets go."

Expect to work very hard in Four Philosophers: on these thinkers, on a philosophical statement of your own, in historical research, and on modern literary masters such as Melville, Dickinson, Camus and DeLillo.

Credit awarded in modern philosophy, modern literature, American and European history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in any field requiring competence in using words.

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

Ireland: Living between Worlds

Fall and Winter quarters

Faculty: Sean Williams, Patrick Hill, Doranne Crable

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome. Prior to enrolling, we ask only that you carefully read the syllabus and program covenant, available from Sean Williams, williams@evergreen.edu, by May, 2003; assess your own capabilities; and be certain that you see yourself as a good match for this program.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This two-quarter program, with a spring quarter option of travel to Ireland, comprises a study of Ireland through its history and many modes of expression: songs, poetry, Irish-Gaelic language, stories, film, drama, literature. In focusing on pre-Christian and early Christian nature-based spirituality and expressive culture during fall, we will set the stage for understanding Irish reactions to English colonialism, the Famine and the social upheavals taking place at the beginning of the 21st century. Our work is interdisciplinary: you will be welcome in this program whether your personal passion is directed toward the peace process in Northern Ireland, literary giants such as Joyce and Yeats, theater or traditional music. By examining Ireland through the lenses of orality and literacy, philosophies involving cycles and seasons, language and cultural identity, and men and women, we will attempt to gain a holistic picture of the many facets of experience in Ireland.

We expect all students to participate in performances of play readings, poetic recitation and song performance in a supportive and safe environment. We expect you to learn enough basic Irish-Gaelic to use it as small talk in seminars and outside class. You should also expect to develop your skills in research and critical analysis to explore theoretical issues verbally and in writing.

During spring, selected students from this program will have the opportunity to study traditional language and culture in Ireland at the Oideas Gael Institute in Gleann Cholm Cille, Donegal.

Credit awarded in Celtic studies, literature, traditional expressive arts, cultural studies, history and Irish-Gaelic language. Students will be awarded upper-division credit for upper-division work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Celtic studies, European studies, political economy, cultural studies, literature, Irish-American studies, ethnomusicology and the expressive arts.

This program is also listed under Expressive Arts.

Islands

Fall, Winter and Spring quarters

Faculty: Sally Cloning, Virginia Darney

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome. Students must have completed at least one quarter of some interdisciplinary study at Evergreen or elsewhere. To be approved for the travel portion of the program, students must demonstrate ability for independent study and maturity.

Faculty Signature: No

Special Expenses: Travel and living expenses for eight weeks during winter and spring quarters (the amount depends on student's choice of island).

Internship Possibilities: No

Travel Component: Eight-week independent travel.

From Manhattan to Madagascar, Santa Cruz to Sri Lanka, Vashon to Vanua Levu, islands have long been a source of allegory, myth, fantasy; a laboratory for artists, ethnographers and scientists. This yearlong program will investigate the notion of the island through collective studies, visits from "island experts," individual research and travel.

We will explore the island as "paradise on earth," the appeal of isolation, and the ways that islands fire imaginations. We will observe how islanders see themselves and how others see them.

Fall and winter, we will explore island texts—novels, paintings, Broadway musicals, scientific theories—films and music, and hear lectures on particular islands. We will study colonialism, development and tourism. We each will select an island destination, and learn visual anthropology and basic documentation skills to aid our study.

Week six of winter quarter each of us will depart for our selected island—whether in southern Puget Sound or the Indian Ocean. Each member of our learning community will produce a major document about her or his experience, to be presented to the entire program the end of spring quarter.

To be selected to travel, you must demonstrate preparedness for independent study and have a travel plan for the island you wish to document. If this island population is non-English speaking, you must have plans for language study when you enroll in this program.

Credit awarded in literary analysis, media analysis, media skills, independent research, visual anthropology and cultural studies.

Total: 16 credits each quarter.

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

This program is also listed under Expressive Arts.

Looking Backward: America in the 20th Century

Fall, Winter and Spring quarters

Faculty: David Hitchens, Jerry Lassen

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expense: No

Internship Possibility: No

The United States began the 20th century as a second-rate military and naval power, and a debtor nation. The nation ended the century as the last superpower with an economy that sparked responses across the globe. In between, we sent men to the moon and began to explore our place in space. Many observers have characterized the 20th century as "America's Century" because, in addition to developing into the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass." Mass culture, mass media, mass action, massive destruction, massive fortunes—all are significant elements of life in the United States, especially after the national participation in World War I.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs; read closely; write effectively; and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be program-wide public symposia at the end of fall and winter quarters, and a presentation of creative projects to wrap up the spring quarter.

Credit awarded in U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, and American literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities and social science areas of inquiry, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and teaching.

This program is also listed under First-Year Programs and Society, Politics, Behavior and Change.

Media Rhetoric

Fall, Winter and Spring quarters

Faculty: Virginia Hill

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Spring quarter, with faculty approval.

Media of mass communications are intensely rhetorical. It's no news that communicators regularly use them to convey persuasive and propagandistic content, but media technologies themselves also can be seen as rhetorical. Both their structure and the conventions developed for using them bias the content they carry. This program will probe both senses of media rhetoric. It will also provide practical instruction in the rhetorical uses of media, giving students an opportunity to design persuasive media campaigns aimed at addressing both public and commercial interests.

In fall, we will focus on media theory and on public campaigns, followed by study of marketing, advertising and public relations in winter. This work will culminate in team-designed, professional caliber, multimedia campaigns. Individual performances will include a research paper and presentation, and essay exam. Since the fall and winter quarters are closely integrated, students are expected to enroll for both quarters. In spring, students will also pursue individual academic interests through independent study or cap their practical efforts with an internship.

Credit awarded in mass communications and society, media theory, persuasion and propaganda, marketing, advertising, public relations, public speaking and campaign strategy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in communications, campaign management, public relations, advertising and law.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

Paris, Dakar, Fort de France: Voices of Revolution and Tradition

Fall, Winter and Spring quarters

Faculty: Marianne Bailey, Stacey Davis, Susan Fiksdal

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: Optional spring quarter travel to France, approximately \$4,000.

Internship Possibilities: No

Travel Component: Optional spring quarter travel to France.

The French-speaking world offers a veritable crossroads of cultures and its literature, history, film and visual arts provide the voices our program will explore. We will trace the history of aesthetic, social and political developments in France and the Francophone cultures of North and West Africa and the Caribbean from 1789 to the present. Our work will center on three complementary metaphors: (1) the image of *points tournants*: moments/places/works where upheavals—great or subtle—in world-view occurred; (2) the image of Outside/Inside or of Chaos/Cosmos and the tenuous but fruitful and necessary dialogue across this threshold; and (3) Reason/Unreason, as defined by M. Foucault's *Madness and Civilization: A History of Insanity in the Age of Reason*.

Fall quarter, we will study revolution through the parallel historical examples of the French and Haitian revolutions and through literary and artistic figures whose words caused upheaval in a tradition-bound society including romantic, symbolist, decadent and naturalist aesthetics. Winter quarter, we will consider the Cubist, Dada–Surrealist, Existentialist and Négritude movements, emphasizing the voices of writers from Africa and the Caribbean who use the colonizer's French as a tool of their liberation. Major concepts will include religious and cultural syncretism, ritual, colonialism, language contact and change with a particular emphasis on the war for liberation in Algeria.

Intensive French language study from beginning to advanced levels will be a major part of the program. Spring quarter, we will travel to France, particularly Rennes, Paris and Lyon. Students remaining on campus will be able to continue their French language study for four credits.

Credit awarded in French language, French and Francophone literature, history, art history, sociolinguistics and French and Francophone film.

Total: 16 credits fall and winter quarters; 4 or 16 credits spring quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in the humanities, international affairs, French and Francophone studies, history, comparative literature, history and art.

The Physicist's World

Fall and Winter quarters

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The 20th century has brought about a revolution in our understanding of the physical universe. We have been forced to revise the way we think about even such basic concepts as space and time and causality, and about the properties of matter. An important part of this revolution has been the surprising discovery of fundamental ways in which our knowledge of the material world is ultimately limited. These limitations are not the result of surmountable shortcomings in human understanding but are more deeply rooted in the nature of the universe itself.

In this program, we will examine the mental world created by the physicist to make sense out of our experience of the material world around us, and to try and understand the nature of physical reality. We will ask and explore answers to the twin questions of epistemology: What can we know? and, How can we know it? starting with the Presocratic philosophers and continuing through each of the major developments of 20th-century physics, including the theories of relativity, quantum theory, deterministic chaos and modern cosmology. We will examine the nature and the origins of the limits that each imposes on our ultimate knowledge of the world.

No mathematical prerequisites are assumed. Mathematical thinking will be developed within the context of the other ideas as needed for our purposes. The only prerequisites are curiosity about the natural world and a willingness to read, think and write about challenging texts and ideas. We will read primary texts, such as works by the Presocratics, Plato, Lucretius, Galileo, Newton and Einstein, as well as selected contemporary writings on physics.

Credit awarded in philosophy of science, history of science, introduction to physical science, introduction to mathematics and quantitative reasoning, and expository writing.

Total: 16 credits each quarter.

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

This program is also listed under First-Year Programs and Scientific Inquiry.

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

Queer Looks, Queer Books

Fall and Winter quarters

Faculty: Hilary Binda, Greg Mullins

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. Previous college-level study of literature and/or film.

Faculty Signature: No

Special Expenses: \$100–\$250 for attendance at the Seattle Lesbian and Gay Film Festival, October, 2003.

Internship Possibilities: No

Over the past 20 years, queer theory has transformed academic and activist work on gender and sexuality. By now we can say that queer theory has a past—but what is its future?

We will address this question by studying classic and cutting-edge theory and the literature and films upon which theorists draw. Readings in British and American literature will range from the Renaissance through Modernism/Postmodernism; films will include classic Hollywood and European cinema as well as independent works. We will focus on visual and textual representations of identity and desire, on sexuality and gender, including transgender personhood, and on additional axes of difference, including race, nation and class.

This upper-division program does not assume prior expertise in queer theory, but does assume background in film and/or literature. Students should finish the program with a strong foundation in post-structuralist theory, particularly as developed through feminist, queer and psychoanalytic models. In addition, students should emerge with a strong understanding of contemporary political advocacy on behalf of lesbian, gay, bisexual, transgender and queer persons, and of the promise and pitfalls queer theory offers for political advocacy.

Credit awarded in literature, film studies and literary theory. Upper-division credit awarded for upper-division work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in literature, film, philosophy, women's studies, lesbian, gay, bisexual, transgender and queer (LGBTQ) studies and activism, politics, education and human and social services.

(Re)Interpreting Liberation: Latin America and the Middle East

Fall, Winter and Spring quarters

Faculty: Therese Saliba, Lance Laird, Alice Nelson

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: Approximately \$50 each quarter for field trips; \$3,500–\$4,000 for spring travel option.

Internship Possibilities: No

Travel Component: Six weeks in Cairo and Jerusalem during spring quarter, or consortium travel programs in Central or South America.

Shouts of "Liberation!" have echoed through the streets of Latin America and the Middle East for centuries. But some groups' notions of liberation radically conflict with those of other groups, creating often violent clashes. Historical struggles always introduce new interpretations of the past and new visions for the future. This program will explore how various ideas of liberation—sometimes complementary, sometimes contradictory—have emerged and changed over time, in specific local contexts of Latin America and the Middle East. We will explore how national, gender, ethnic and cultural identities shape narratives of "liberation" in dialogue with discourses of colonialism, religious traditions and other mythic constructions of the past.

Focusing on religious and literary texts, we will examine the ways in which authors revisit their histories of European and U.S. colonialism and imperialism, question the ways stories have been written, and seek to tell another story, reinterpreting liberation. We are considering the following comparative case studies: the defeat of majority leftist visions of liberation in Chile and Egypt; theologies of liberation challenging both state and religious power (e.g., Brazil, Nicaragua, El Salvador, Iran and Palestine/Israel); shared ideas and practices of the Palestinian intifada and the Zapatista movement in Chiapas, Mexico; the current "war on terrorism" and the U.S. wars on Central America in the 1980s; and women's movements in the two regions.

During the spring, students will travel abroad to Cairo and Jerusalem, or with one of the Evergreen consortium programs in Central or South America. For those not traveling, the program will terminate at the end of winter quarter.

Credit awarded in Latin American studies, Middle East studies, comparative religion, gender studies and multicultural literature.

Total: 16 credits each quarter or 12 credits with Arabic or Spanish.

Program is preparatory for careers and future studies in women's advocacy, international relations, human rights work, social services, religious vocation, education and writing.

Sources of Japanese Animation: Its Heroes and Villains

Fall and Winter quarters

Faculty: Setsuko Tsutsumi

Enrollment: 25

Prerequisites: Sophomore standing or above; Core program or equivalent.

Faculty Signature: No

Special Expenses: Approximately \$100 for field trips to cultural events.

Internship Possibilities: No

Japanese animation has garnered legions of admirers in recent years. It has attracted audiences by its cutting-edge technical innovation as well as by its poetic evocation. This program will examine the cultural sources from which Japanese animation derives its recurring themes and its characteristic features, such as multidimensional characters, supernatural qualities in the story, and unique heroism. Special attention will be paid to the ways in which Japan's enduring cultural values emerge from beneath Anime's ultra-modern façade and how Anime reflects Japan's hopes and fears for the future. Materials will be drawn from literature, history and films appropriate to the topics under consideration.

We will begin by examining myths, legends, religions, aesthetics and standards of morals and values, which vary from period to period. We will pay special attention to various heroes and villains in Japanese history who transformed into colorful characters in the animation. Next, we will focus on contemporary Japan and its popular culture—music, fashion, film, television and literature—that have provided the context and the themes for many animations. We will see how the traditions were carried out or changed and whether Japanese animation still conveys a strong sense of “Japaneseness” in the rapidly growing global culture.

Credit awarded in themes and aesthetics of Japanese animation, Japanese history, Japanese literature and Japanese popular culture.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Japanese studies and cultural studies.

Sovereignty: Reclaiming Voice and Authority

Fall, Winter and Spring quarters

Faculty: Kristina Ackley, Zahid Shariff, TBA

Enrollment: 72

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips.

Internship Possibilities: Spring quarter with faculty approval.

What voice does the Other have in a society that is dominated by a discourse of conquest? What does it mean to assert sovereignty, jurisdiction or autonomy in a global society? Maori scholar Linda Tuhiwai Smith asserts that “our communities, cultures, languages and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope.” This program is particularly concerned with identifying and contextualizing these “spaces of resistance and hope”—contesting the American discourse of conquest.

The concept of sovereignty must be placed within a local, historical, cultural and global context. This program provides a foundation for articulating and contesting the modes of colonialism that went into the extension of European domination in what eventually emerged as the United States and the Southern Hemisphere (most of which consists of the “Third World,” but also includes Australia and New Zealand). Through theoretical readings and discussion, we will move from nation-building in America to Native forms of nationalism. Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will also consider how the voices of the subaltern are being heard in legal case studies, literature and grassroots community movements.

Students will have opportunities to pursue significant research projects. For students registering for 16 credits, the faculty envision an opportunity for students to engage in topics relevant to faculty backgrounds in Native American studies, critical theory and the social sciences.

Credit awarded in contemporary Native American studies, American history, political theory, politics of globalization, federal Indian law and policy, theory and methodology in the social sciences.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in education, politics, law, human rights work, tribal government and indigenous communities.

This program is also listed under First-Year Programs; Society, Politics, Behavior and Change; and Native American and World Indigenous Peoples Studies.

Transcendent Practices

Fall, Winter and Spring quarters

Faculty: Sarah Williams, Robert Leverich, TBA

Enrollment: 64

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$250 for studio supplies.

Internship Possibilities: Yes

Many of us remember transcendent moments in our lives, when we lost our sense of time and felt creatively connected with our environment, our bodies or our actions. This feeling has many names: *in the zone*, *the sweet spot*, *creative flow*, *a peak experience*, even *enlightenment* or *samadhi*. How do we characterize and value these experiences? How do we find them? Like good fortune, transcendent moments favor the prepared. The preparation is often a practice or craft, an individual way of being in the world that involves intentional commitment to some activity and a regular physical and mental recentering on it.

This program will actively involve you in three creative studio practices that can prepare or open one to transcendent experiences through moving, making and writing. We will explore classical yoga (the eight limbs), shape materials into sculpture and experiment with ecstatic poetry. We will consider how the body's anatomy and rhythms inform these practices, comparing Western and non-Western perspectives. Activities may also include lectures, readings, seminars, field trips, student synthesis groups, presentations and portfolios. Through program work and reflection, each of us will seek to define and integrate her or his own transcendent practice.

Credit awarded in sculpture, poetry, cultural studies, feminist theory and somatic studies.

Credit awarded in sculpture, poetry, cultural studies, feminist theory and somatic studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the visual arts, creative writing, cultural studies and somatic studies.

This program is also listed under First-Year Programs and Expressive Arts.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

* Indicates upper-division credit

OFFERINGS BEGINNING WINTER QUARTER

Education: Independent Studies

Winter quarter

Faculty: William Arney

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No. Students are encouraged to contact the faculty early in the formulation of their inquiries and projects, e-mail arney@evergreen.edu.

Special Expenses: No

Internship Possibilities: Yes, with faculty approval.

Students pursuing independent studies of and/or internships in education, or related fields, are invited to join this program. Program meetings will consist of seminars around a few common texts and collaborative discussion and critique of the students' work. Groups of students undertaking common projects are welcome.

Credit awarded in education, sociology, philosophy and politics.

Total: 16 credits.

Program is preparatory for careers and future studies in education.

This program is also listed under First-Year Programs.

OFFERINGS BEGINNING SPRING QUARTER

Baseball: More Than a Game

Spring quarter

Faculty: Oscar Soule

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: \$25-\$35 in ticket costs for event fees.

Internship Possibilities: No

This program will explore the impact of the game of baseball on society and culture in the United States and on the imagination through literature, film and art. It also will view the increasing global impact of baseball, especially in Latin America and Japan, as well as the ever-increasing ethnic diversity of baseball within the major leagues. We will observe how baseball has served an important national role as a force of tradition and an agent for change. Regarded as the *national pastime*, it has gradually included the participation of blacks and women. In order to understand the full impact of baseball on society, and as inspiration for fans, writers and artists, students will observe the game itself in addition to examining its history. Workshops will focus on writing, mathematics and art. This program is designed primarily to appeal to students who are interested in viewing baseball as a multicultural game, which has an impact and appeal far beyond the playing field.

Credit awarded in social and cultural history, business and labor relations, art and media studies, sport and society, and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in history, cultural studies, business, economics, literature, media studies and journalism.

This program is also listed under First-Year Programs.

Cultures of Human Rights

Spring quarter

Faculty: Greg Mullins, TBA

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome. College-level expository writing proficiency.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

In the post-Cold War era, the discourse of human rights has risen to prominence in social justice movements and debates over foreign policy and globalization. At the same time, many questions about the meaning and practice of human rights remain unresolved. Who defines human rights and who claims them? Are human rights universal or do they reflect Western cultural norms? What is the relation of "human" and "humanitarian" to "the humanities" we study as part of a liberal arts education? How can literature, film, philosophy and history help us understand humanity and human rights?

This program aims to provide students with a broad working knowledge of the theory and practice of human rights. We will explore theory and practice by studying novels, films and historical and philosophical texts. The program will push us to think more deeply about how different people's experiences have been translated into human rights narratives and how such narratives shape struggles to end oppressive power relations. Case studies will be drawn from the United States, Africa and Latin America. Among our concerns will be immigration rights, sexual rights, women's rights and labor rights.

Credit awarded in literature, international politics and political theory.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, politics, philosophy, education, law, human rights work and human and social services.

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

* Indicates upper-division credit

Documenting the Northwest: History and Contemporary Life

Spring quarter

Faculty: Michael Pfeifer, Sam Schrage

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

To understand the present in a place, one needs to learn about its past. The reverse is true, too: the significance of past events keeps unfolding as time passes. This program will look at both the historical legacy and current character of life in this region. It is designed for students who seek an integrated knowledge of Pacific Northwest history, cultures and communities, and who want to develop their abilities to document and interpret lived experience.

We will read and discuss some of the best works of social history, ethnography and fiction that have been written about life in Washington state, Oregon and Idaho, focusing especially on matters of class, ethnicity, race, gender, sexuality, religion and the environment. Each student will also undertake an original research project: either a historical study based on primary documents synthesized with secondary sources, or an ethnographic field study of a group or an institution, involving participant-observation and interviewing. Oral history and museum projects will be welcome. Faculty will offer strong guidance on the ethnographer's and historian's crafts.

This program is for students ready for intensive inquiry, including seniors writing theses.

Credit awarded in history, anthropology, sociology and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in the humanities and social sciences, education, journalism and media, community development, law and environmental studies.

This program is also listed under First-Year Programs.

Individual and Society: Studies of American and Japanese Society and Literature

Spring quarter

Faculty: William Arney, Harumi Moruzzi

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The 18th-century Danish philosopher Søren Kierkegaard chose "That Individual" as his epitaph. He was proclaiming himself an individual, the only concrete mode of existence. But Kierkegaard was keenly aware of the consequence of such a declaration: an unidentifiable feeling of dread and anxiety derived from being the sole responsible agent for who he was.

In America, the concept of the individual as an autonomous, free agent seems to have been accepted without much anguish. From the self-acquisitiveness of Benjamin Franklin's *Poor Richard* to Thoreau's rugged self-reliance to the *Great Gatsby's* misguided self-creation to the sociological critiques of conformist tendencies (e.g., Whyte's *The Organization Man* or Riesman's *Lonely Crowd*), individualism has seemed an unquestioned value.

Japan appears to emphasize the opposite human values: the importance of group cohesion and harmony. Indeed, Japanese often seem to consider themselves the embodiment of concepts such as nationality, gender or family rather than individuals.

The realities of these two countries, of course, are not as simple as these stereotypical representations suggest. Nevertheless, this comparative frame presents a context in which we can explore the concepts of "individual," "community," "society" and the dynamic relationships among them. We will study American and Japanese society, literature and popular media to examine these ideas.

Credit awarded in sociology, contemporary Japanese culture, Japanese literature, American literature and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in sociology, cultural studies, literature and international relations.

This program is also listed under Society, Politics, Behavior and Change.

Ireland: Study Abroad

Spring quarter

Faculty: Sean Williams, Dorianne Crable

Enrollment: 30

Prerequisites: Sophomore standing or above; two successful quarters in the Ireland: Living between Worlds program. Participation will be determined by the student's record of work in the Ireland program, and students must read the two required texts, *Occasions of Faith: An Anthropology of Irish Catholics*, Lawrence J. Taylor and *Father McDyer of Glencolumbkille: An Autobiography*, Father James McDyer.

Faculty Signature: Yes. Students must submit a preparatory essay based on two books about Gleann Cholm Chille. Students will be notified of acceptance in class by the end of January, 2004.

Special Expenses: Airfare, room, board, instructional fees in Ireland, approximately \$3,000; and a non-refundable deposit of \$1,000 by February 4, 2004.

Internship Possibilities: No

Travel Component: Five to six weeks of study in Ireland at the Oideas Gael Institute in Gleann Cholm Cille, Donegal.

This program is intended only for selected participants from the Ireland program, who will study traditional language and culture in Ireland at the Oideas Gael Institute in Gleann Cholm Cille, Donegal.

We will begin our studies in Ireland with a week of focused study in Irish-Gaelic language, song, poetry and dance. For several more weeks we will study language and aspects of traditional culture, including the options of archaeology, tapestry weaving, singing, dancing and playing music. Students will also have the opportunity to work closely with local poets, artists and musicians, and to witness first-hand the dramatic impact of the European Union on traditional culture. Field trips may include visits to Northern Ireland, the Burren traditional law conference in County Clare, Dublin, the Strokestown Famine Museum and selected locations in County Donegal.

The faculty expect dedicated participation in all activities, appropriate behavior for small-town Ireland, cooperation with hosts and host families, and strict adherence to the travel dates and essay deadlines. Students who do not follow these guidelines will be sent home at their own expense. All students must return to Evergreen by the end of the ninth week of spring quarter. A major summative and reflective essay will be due by the end of the program.

Credit awarded in Celtic studies, European studies, cultural studies, fieldwork, history and Irish-Gaelic language.

Total: 16 credits.

Program is preparatory for careers and future studies in Celtic studies, European studies, political economy, expressive arts and cultural studies.

This program is also listed under Expressive Arts.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

Meanings of Multicultural History

Spring quarter

Faculty: Michael Vavrus, Grace Chang

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$10 for museum admission fee.

Internship Possibilities: No

This program is designed to investigate histories that are often hidden or suppressed in U.S. texts and curricula. Our investigation will uncover multicultural and immigration histories, and multicultural perspectives and accounts largely missing in the public schooling process.

While "multiculturalism" is often framed in contexts ignoring the historical exercise of power, our studies will focus on the histories of institutionalized oppression and resistance movements. Our examination will look at challenges within social movements as well, such as alliance-building or conflicts across lines of race, class, gender, sexuality and physical ability. We will explore the varied uses and applications of the terms "multiculturalism" and "multicultural education."

We understand schools do not exist in a social vacuum, but as institutions influenced significantly by dominant political and social forces. We recognize that, in the face of this domination, schools have the power to be agents of social change by offering multicultural transformative opportunities.

Each student will complete a project to revise and transform a standardized way of transmitting an aspect of history or another discipline in the K-12 public school curriculum. The project will require extensive research to critique and develop contemporary representations of U.S. histories in school curricula.

Credit awarded in U.S. history, social movement history and multicultural education.

Total: 16 credits.

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

This program is also listed under First-Year Programs and Society, Politics, Behavior and Change.

Steinbeck's Americans

Spring quarter

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

John Steinbeck created a uniquely American literature in his depiction of individuals caught up in and struggling with the conflicting tensions and situations that characterize American society. His strong social consciousness and voice in novels, short stories and nonfiction writings were specifically cited in awarding him the Nobel Prize for literature in 1962.

In this program we will examine major works of fiction and nonfiction by this important writer, such as *Cannery Row*, *Of Mice and Men*, *To a God Unknown*, *The Pearl*, *The Red Pony*, *In Dubious Battle*, *Grapes of Wrath*, *East of Eden*, *Sweet Thursday*, *The Wayward Bus*, *The Winter of Our Discontent*, *The Long Valley* and *Travels with Charley*. In addition, we will read literary criticisms and commentary of Steinbeck's work and a biography of the life and times of the writer. Students will write responses each week to the readings and will produce a longer expository paper on some chosen aspect of Steinbeck's writing. In our work we will pay attention to the structure and aesthetic qualities of the writings and to their meaning and relevance, responding always to the question: What is the writer doing, and how does he do it? We will read and discuss with the aim of understanding and assessing Steinbeck's contribution to and place in American literature. Classes will be seminars and recitations in which students will be responsible for presenting their own writing and work.

Credit awarded in topics in 20th-century American literature, contemporary intellectual history, research and expository writing.

Total: 16 credits.

Program is preparatory for careers and future studies in literature and the humanities.

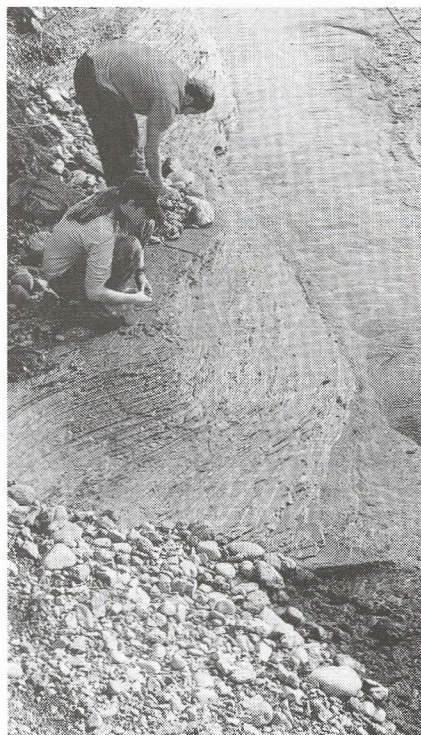
This program is also listed under First-Year Programs.

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

ENVIRONMENTAL STUDIES

AFFILIATED FACULTY:

Sharon Anthony
Michael W. Beug
Frederica Bowcutt
Paul R. Butler
Gerardo Chin-Leo
Robert Cole
Amy Cook
Carolyn Dobbs
Russell R. Fox
Martha Henderson Tubesing
Heather Heying
Patricia Labine
John T. Longino
Cheri Lucas-Jennings
Lee Lyttle
David H. Milne
Ralph W. Murphy
Nalini Nadkarni
Lin Nelson
John H. Perkins
Brian Price
Paul Przybylowicz
Liza Rognas
Martha Rosemeyer
Matthew E. Smith
Oscar H. Soule
Ken Tabbutt
Erik V. Thuesen
Ted Whitesell
Tom Womeldorff



Environmental Studies at Evergreen offers broadly interdisciplinary academic studies within and across three distinctive thematic areas. In any year, each of the three thematic areas will explore some of the specific topics listed in each category.

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, political economy, geography, environmental economics, environmental health, history and planning.

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 ecology, ornithology, mammalogy, herpetology, entomology, botany and mycology, with exploration of issues in biodiversity.

Environmental Sciences deals primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and fieldwork. They include chemistry, biology, geology, hydrology, oceanography, climatology, physiological ecology, evolutionary biology, forest ecology, biogeochemistry and marine biology.

Each of these thematic areas will always be offered for students who wish to focus on a particular theme, although there will also be significant overlap. Programs will be interdisciplinary among themes, as well as within a particular theme. Students should also consider offerings in political economy, physical science and mathematics.

Please note that if you intend to pursue graduate studies in environmental studies or science, a minimum of one full year of undergraduate study in biology, chemistry and statistics is recommended. Some graduate programs also require physics. These subjects may also be prerequisites to some of the upper-division environmental studies programs. Students should also consider gaining research experience by participating in Advanced Research in Environmental Studies; this can serve as a capstone to their academic work in this planning unit.

To help you pick your programs, the descriptions on the following pages list the significant content and credits in each of the three thematic areas. Additionally, all Environmental Studies faculty can advise you on your choice of program. The Environmental Studies coordinator will also be aware of changes and additions to the catalog that occur because of the two-year lag between the creation of the catalog and the actual offerings.

It is important to realize that program titles and content change from year to year. Every year we offer one or two versions of Introduction to Environmental Studies intended for second-year and transfer students and open to well-prepared first-year students. Ecological Agriculture and Marine Life are offered on an alternate-year basis. Temperate Rainforests and Tropical Rainforests are offered on an alternate basis with programs focused on the Pacific Northwest. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change. Each year one or more one-time programs are offered, so it is important to get help in selecting the optimum sequence of offerings that meets your needs.

* Indicates upper-division credit

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

Advanced Research in Environmental Studies

Fall, Winter and Spring quarters

Faculty: Frederica Bowcutt, Gerardo Chin-Leo, Martha Henderson Tubesing, Heather Heying, John T. Longino, Nalini Nadkarni, Lin Nelson, Erik V. Thuesen

Enrollment: 25

Prerequisites: Junior or senior standing. Negotiated individually with faculty sponsor.
Faculty Signature: Yes. Graduate students must also get signature of MES director.
Special Expenses: There may be transportation costs involved in fieldwork.

Internship Possibilities: No

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. Research design, data acquisition and interpretation, written and oral communication, collaboration and critical thinking skills will be developed in this program. These research skills are of particular importance for those students interested in pursuing a graduate degree and can provide important experience for graduates in the job market. Several faculty in the Environmental Studies planning unit are currently engaged in research projects and are seeking advanced students to participate in these investigations. The research, conducted by the student, would generally last multiple quarters and function as a capstone of their academic work at Evergreen. Students can take advantage of this program to write a senior thesis.

Frederica Bowcutt studies floristic diversity on public lands. Her publications include flora for three California state parks. Students who have taken course work in introductory botany and plant systematics are invited to inquire about botanical survey work on public lands. Students will be required to collect hundreds of voucher specimens, verify identifications at a suitable herbarium and write a flora of the land surveyed.

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.

Martha Henderson Tubesing studies the ways in which humans transform Earth's surfaces. She is particularly interested in cultural and social ideas that become evident in landscapes. Students interested in cultural landscapes, ethnic studies, environmental history, land-use patterns and urban agriculture are encouraged to develop projects. Qualitative research methodologies will be taught.

Heather Heying studies the evolution, ecology and behavior of amphibians and reptiles. Students with a strong interest in fieldwork and a background in relevant biological theory will have the opportunity to combine the theoretical with the empirical, while gaining experience in hypothesis generation, experimental design, field methods and data interpretation.

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

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

Lin Nelson is a social scientist who has worked with national and regional organizations doing research and advocacy on the linkages among environment, health and community. Students who would like to assist in developing case studies of environmental health in Northwest communities (with a focus on environmental justice and environment-labor connections) can contact her. A related area, for students with sufficient preparation, is the examination of Washington state's plan to phase out selected persistent, bioaccumulative toxics.

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

Credit awarded in areas of student work.

Total: 4 to 16 credits each quarter. Students will negotiate credit with faculty sponsor.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in botany, ecology, entomology, environmental studies, marine science, zoology and taxonomy.

Christian Roots: Medieval and Renaissance Art and Science

Fall and Winter quarters

Faculty: Lisa Sweet, Frederica Bowcutt

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$300 for art supplies and \$150 for field trips.

Internship Possibilities: No

The influence of Christianity on medieval and renaissance art and science will be our focus. Students will explore European culture from 1100 to 1750. We will examine trends that emerged in religion, medicine, botany and visual art. Our study begins with the precipitating factors that led to the Middle Ages. We will learn about the work of Greek botanists, such as Dioscorides, and explore the impact they had on the medieval study of plants. We will also study early Christian iconography.

In winter, we will study the emerging Humanism, its attendant scientific revolution, and the market economy that accompanied the Renaissance. Medieval botany was a branch of medicine, heavily shaped by Christian values and beliefs. Exploration and colonization of the "New World" resulted in increased knowledge of plant diversity. This inspired different approaches to naming and classification. New technology allowed for the study of anatomy and physiology. During the Renaissance period, botany emerged as a distinct discipline, as did the idea of scientists engaged in a moral project to better the material life of people.

Christian values also determined the look and function of art. The medieval church developed a code of representation for Christian images; it also was the primary patron of artists until the High Renaissance. During the Renaissance, the Humanist obsession with science seeped into the arts. Science influenced the visual arts in the form of portrayal of human anatomy; studies of nature through illustration; and the development of optics and perspective. The roles of artists changed from that of artisans to intellectuals. Students will explore medieval and renaissance artistic work firsthand by creating relief prints in fall; in winter, students will incorporate relief prints into handmade manuscripts utilizing basic calligraphy and bookbinding.

Throughout the program, we will learn about individual scientists and artists who shaped the Middle Ages and Renaissance.

Credit awarded in printmaking, bookmaking, art appreciation, history of science, European ethnobotany, European history and introductory expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, healing arts, ethnobotany and history of science.

This program is also listed under First-Year Programs and Expressive Arts.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

* Indicates upper-division credit

Ecological Agriculture: Fitting Into Place

Fall, Winter and Spring quarters

Faculty: Martha Rosemeyer, Liza Rognas,
Martha Henderson Tubesing

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome. General chemistry or biology; socio-economics or political economy; willingness to work hard and carefully.

Faculty Signature: No

Special Expenses: Approximately \$150 for field trips.

Internship Possibilities: Yes, with faculty approval.

How can human settlement coexist with the rest of Earth's web of life? This year, two separate but linked programs, Ecological Design and Ecological Agriculture, will investigate which patterns of building and food supply can be ethical, beautiful and sustainable indefinitely—and how we Americans can move toward those ways of life. The two programs will share several major components each quarter: a seminar on present dangers and future possibilities; a series of shared background lectures on energy flows, biodiversity, soil science and nutrient cycles; and weekly community work, leading toward community design and organizing projects in the spring. A substantial library research paper in winter, informed by community experience in fall, will provide planning and an intellectual base for the community project in the spring.

The Ecological Agriculture program will concentrate on substantive topics in the natural and social sciences, such as ecology, history and political economy. Lectures, in addition to those held jointly with Ecological Design, will focus on landscape ecology, integrated pest and disease management, agricultural biodiversity, livestock and soil science, as well as agricultural history, socioeconomic and gender aspects of agriculture, the Pacific Northwest regional food system and the community foodshed.

We will examine the relationship between food production and American iconography of land and landscape. Workshops will aid students in developing quantitative reasoning skills. Labs will be an introduction to energy flow, nutrient cycling and soil science.

Credit awarded in agroecology, community studies, agricultural history, the future of agriculture, agricultural geography, introductory soil science, quantitative skills, expository writing and library research. Upper-division credit awarded for upper-division work, and an additional assignment per quarter.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2006–07.

Program is preparatory for careers and future studies in agriculture, nonprofits and community services.

This program is also listed under Scientific Inquiry.

Ecological Design

Fall, Winter and Spring quarters

Faculty: Rob Knapp, TBA

Enrollment: 48

Prerequisites: Students must be ready for intense effort and be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: One overnight, in-state field trip per quarter, \$25–\$40, payable during the first week of each quarter.

Internship Possibilities: Yes, spring quarter, with faculty approval.

How can human settlement coexist with the rest of Earth's web of life? This year, two separate but linked programs, Ecological Design and Ecological Agriculture, will investigate which patterns of building and food supply can be ethical, beautiful and sustainable indefinitely—and how we Americans can move toward those ways of life. The two programs will share several major components each quarter: a seminar on present dangers and future possibilities; a series of shared background lectures on energy flows, biodiversity, soil science and nutrient cycles; and weekly community work, leading toward community design and organizing projects in the spring.

In addition to the activities shared with Ecological Agriculture, students in this program will also concentrate on the built environment and on the process of design. Design is the finding of physical answers—buildings, roads, settlements—to basic human questions, such as shelter and work. The core activity will be a yearlong studio on gathering relevant information, inventing and evaluating physical forms, and presenting the results clearly and persuasively. Techniques will include architectural drawing, interviewing, site study, calculating environmental flows and model making. A supporting lecture series will discuss environmental science and “green” technologies, including landscape ecology, renewable energy and alternative building materials. There may be some opportunities for hands-on building, but the program will emphasize careful analysis and design, not actual construction.

Credit awarded in environmental design, natural science (lower division, except for unusual individual projects arranged with faculty), visual art, community studies and expository writing.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in environmental studies, visual arts, environmental design and community studies.

This program is also listed under First-Year Programs; Expressive Arts; and Scientific Inquiry.

Environment and Urban Life

Fall and Winter quarters

Faculty: Carolyn Dobbs, Matt Smith,
Oscar Soule

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: Approximately \$100 for field trip, payable by October 3, 2003.

Internship Possibilities: No

This program is designed to offer advanced course work in the areas of land-use planning, urban, ecology and environmental thought that will prepare students for careers or further academic study in environmental studies.

The program will focus on three questions: How does the experience of urban life shape our understanding of nature and expectations of the natural world? How can growth of urban settings be regulated to minimize negative effects on the natural environment and maximize our ability to sustain the natural environment in the face of urban development? and, How does the presence of an urban environment transform nature and provide new ecological opportunities? The program will include a community service component each quarter in which students will volunteer in one of several environmental projects in the local community.

Credit awarded in land-use planning*, urban ecology*, urban history*, environmental values and theory* and public policy*.

Total: 16 credits.

Program is preparatory for careers and future studies in land-use planning, ecology, environmental policy, politics and administration.

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

The Fungal Kingdom: Lichens and Mushrooms, Nature's Recyclers

Fall quarter

Faculty: Paul Przybylowicz, Michael Beug
Enrollment: 40

Prerequisites: Junior or senior standing, transfer students welcome; one year of general biology and one quarter of ecology or natural history. This program begins on September 18, 2003, prior to the beginning of the quarter.

Faculty Signature: No

Special Expenses: Four-day field trip to northern Idaho, \$50 due September 24, 2003; four-day field trip to the southern Oregon coast, \$75 due October 24, 2003.

Internship Possibilities: No

Many people study plants and are familiar with their ecology and role in the energy cycle, but few people study lichens, mushrooms and the fungal kingdom. In this program we will ask the following questions: What are these organisms? How do they get their energy? What roles do they play in the ecosystem? Students will gain proficiency in and/or knowledge of mushroom and lichen taxonomy, ecology and biology, as well as be engaged in technical writing, library research, critical thinking and developing their oral presentation skills. There will be an emphasis on work in the laboratory learning to classify lichens and mushrooms using chemical and microscopic techniques. Students will work with a wide variety of taxonomic keys to accurately identify mushrooms and lichens. In addition to lecture and laboratory activities, there will be numerous field trips and a student research project.

The program will begin early with our first class meeting on Thursday, September 18, 2003. Field trips will sometimes be over weekends so that we can participate in regional mushroom forays.

Credit awarded in the biology and ecology of lichens and mushrooms. Upper-division credit will be awarded for upper-division work.

Total: 16 credits.

Program is preparatory for careers and future studies in ecology, biology, natural history and environmental studies.

Introduction to Environmental Studies

Fall and Winter quarters

Faculty: Paul Butler, TBA

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Environmental studies include many disciplines, with a primary focus on the relationship between human cultures and their physical and biological environment. This year, the faculty have decided to take a global perspective, looking at the distribution of vegetation, landforms, weather and climate, and natural resources and natural hazards, with respect to human settlement patterns. We will also consider how the Pacific Northwest compares to the world picture.

This program will serve as a foundation for more advanced work in environmental studies. As such, emphasis will be given to developing a sound understanding of methods and concepts needed at the advanced level. A combination of lectures, seminars, labs, field projects and library research will be used each quarter to further those aims. Students will have the opportunity to work both independently and in small groups. Particular emphasis will be placed on a quantitative understanding of the material, and to that end, students will be introduced to both descriptive and inferential statistics.

Credit awarded in earth science, ecology, natural resource management and quantitative reasoning.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in ecology, earth science, natural resource management and environmental studies.

Temperate Rainforests: The Forests and the Sea

Fall quarter

Faculty: Nalini Nadkarni, Erik V. Thuesen

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. One year of college biology with lab and one quarter of college chemistry with lab.

Faculty Signature: No

Special Expenses: \$120 for field trips.

Internship Possibilities: No

Temperate rainforests are a poorly understood and highly valued ecosystem in the Pacific Northwest and other parts of the world. They support a complex and interconnected web of life that encompasses a tremendous diversity of biota and interactions, both terrestrial and aquatic. We will focus on the interconnections between the forest ecosystem and the marine coastal environment. Unifying topics will include maritime climate effects on forest nutrient cycling; organismal connections (e.g., salmon, marbled murrelets); mutualistic relationships and the functional roles of detritus. Our focus will be on the ecology of rainforests of the Olympic Peninsula, but we will also consider their counterparts in other parts of the world.

Weekly seminars will be focused on reading and understanding articles from the scientific literature. Students will first undertake organized group projects in ecology and natural history, and then develop an independent study project that will require the development of research and quantitative skills. The program will go on an extended field trip to the Peninsula to study natural history and field ecological aspects of temperate rainforests and their associated marine coastal environments.

Credit awarded in forest ecology, marine science and field research.

Total: 16 credits.

Temperate Rainforests is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in forest ecology, marine science and scientific research.

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

Transforming the Globe

Fall quarter

Faculty: Sharon Anthony, David McAvity

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome. High school algebra proficiency assumed.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The globe has been transformed by the organisms that have inhabited it since the first bacteria started polluting the atmosphere with oxygen over two billion years ago. Certainly the impact of humankind on the Earth is considerable: global warming, ozone depletion, photochemical smog, acid rain and the build up of radioactive waste, are just a few examples. The extent of the danger these changes present, and whether it is in our power to reverse them, remain difficult and open questions that cannot be answered without an understanding of the science behind them. The intention of this program is to provide students with a foundation in chemistry, physics and mathematics using the science of global change as a motivating and integrating theme.

Students will be introduced to topics in chemistry and physics primarily through discovery-oriented small-group activities. Mathematical methods and experimental skills essential for scientific inquiry will also be developed in lectures and labs. We will engage in weekly discussions to explore the interconnections between science and policy in the context of human-originated transformations of the globe.

This program is for fall quarter only. Programs in winter that build on the scientific concepts from this program are Modeling Motion and Exploring Biogeochemistry.

Credit awarded in general chemistry, college physics and precalculus.

Total: 16 credits.

Program is preparatory for careers and future studies in physics, chemistry, environmental science and public policy.

This program is also listed under Scientific Inquiry.

OFFERINGS BEGINNING WINTER QUARTER

Exploring Biogeochemistry

Winter and Spring quarters

Faculty: Paul Przybylowicz, Sharon Anthony

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome; college-level general chemistry.

Faculty Signature: No

Special Expenses: \$460 for Wilderness First Responder course and overnight field trips.

Internship Possibilities: No

This upper-division program will focus on developing a thorough understanding of biogeochemistry—the chemistry of the surface of the Earth. Students interested in careers in environmental studies—both in policy and in science—will find that a solid grasp of biogeochemistry (BGC) will enhance and deepen their ability to analyze and interpret environmental issues.

During winter, we will develop a solid foundation by working through *Biogeochemistry: An Analysis of Global Change* by William Schlesinger and learning the chemical techniques for the analysis of environmental samples.

In spring, we will learn outdoor leadership skills—wilderness medicine, winter travel and camping—and then use these skills to explore the biogeochemistry of surrounding volcanoes. Students will be expected to develop an experiential education curriculum to teach the principles of BGC in an outdoor, wilderness setting. Students will have opportunities for further growth in written and oral communication, critical reasoning, library research, problem-solving, applied mathematics and environmental chemistry. Due to its rigorous nature, students should plan on devoting a minimum of 50 hours per week to this program.

Credit awarded in biogeochemistry, outdoor leadership, environmental chemistry, ecology and environmental education. Upper-division science credit will be awarded for upper-division science work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental science and policy, experiential environmental education and outdoor leadership.

Symbiosis

Winter quarter

Faculty: Erik V. Thuesen

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome. A minimum of one year of college-level chemistry with lab and advanced course work in either botany, microbiology, mycology or zoology is required; one quarter of organic chemistry recommended.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Symbiosis can be defined as “the living together of differently named organisms.”

This program will examine the biology of symbiotic associations through lectures, readings, laboratory, fieldwork and seminar topics taken from the primary literature. Although particular attention will be paid to mutualistic symbioses, parasitic associations will also be covered. The defining aspects of plant–animal, animal–animal, bacteria–plant, bacteria–animal, protozoa–animal and fungi–plant symbioses will be examined at the organismal, physiological, cellular, biochemical, molecular and ecological levels. Characteristics that define the integration between the host and symbiont of specific associations

will be investigated through fieldwork and in the laboratory. Students will keep a lab notebook and undertake a small research project that culminates in a poster with a short oral presentation.

Credit awarded in symbiosis*, symbiosis seminar*, parasitology*, ecological physiology*, symbiosis laboratory* and research*.

Total: 16 credits.

Program is preparatory for careers and future studies in zoology, marine biology, parasitology, botany, forest ecology, microbiology, ecological agriculture and mycology.

* Indicates upper-division credit

Tropical Rainforests

Winter quarter

Faculty: John T. Longino, TBA

Enrollment: 24

Prerequisites: Junior or senior standing, transfer students welcome; **Introduction to Environmental Studies** or one year of college-level science; Spanish is highly recommended.

Faculty Signature: Yes. Students must submit an application by November 14, 2003. The application will contain: (1) an essay addressing fulfillment of the prerequisites, interest in the program and background knowledge in organismal biology; (2) a copy of an evaluation from a previous science program; and (3) the name and telephone number of a previous instructor. Assessment will be based on writing skills and background knowledge in organismal biology. Transfer students can arrange telephone interviews by calling John Longino at (360) 867-6511. Students will be informed of their acceptance by November 28, 2003.

Special Expenses: Airfare to Costa Rica (often about \$700), a student fee of about \$1,100 that covers all in-country expenses (room, board, transportation, access fees and logistical support).

Internship Possibilities: No

Travel Component: Three-week field trip to Costa Rica.

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, field ecology, statistical analysis of field data, conservation biology and Latin American culture. It is a successor to Temperate Rainforests, although Temperate Rainforests is not a prerequisite. The first seven weeks of the program will be held on the Evergreen campus, followed by a three-week field trip to Costa Rica. The on-campus portion of the program will include lectures, labs and instruction in introductory conversational Spanish. The field trip will introduce students to different habitats and field sites, and will require rigorous hiking and backpacking in remote locations.

Credit awarded in tropical biology* and Latin American studies.

Total: 16 credits.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in environmental studies, ecology, conservation biology, evolutionary biology and Latin American studies.

OFFERINGS BEGINNING SPRING QUARTER

Hydrology

Spring quarter

Faculty: Paul Butler, Ken Tabbutt

Enrollment: 25 undergraduate students; 18 graduate students.

Prerequisites: Junior, senior or graduate standing, transfer students welcome.

Good mathematical skills through precalculus recommended.

Faculty Signature: No

Special Expenses: Optional Grand Canyon dory field trip, approximately \$1,800.

Internship Possibilities: No

Travel Component: Optional 16-day dory trip in Grand Canyon National Park.

Water plays a critical role in the physical, chemical and biological processes of ecosystems. It is a dominant factor in landscape development and is a valuable resource, even in the water-rich Pacific Northwest. This program will focus on the groundwater and surface water components of the hydrologic cycle. Students will learn quantitative methods of assessing the distribution and movement of water in these environments and have the opportunity to use Geographic Information Systems (GIS) to display and assess spatial data. Local field trips will provide an opportunity for students to observe hydrologic systems.

Graduate students will have the opportunity to study surface water and/or groundwater hydrology. Each of these options will be offered as a separate four-credit course. Undergraduate students will be required to enroll in both of these courses and the GIS component. In addition, undergraduate students will have the option of taking four credits of research or to participate in a 16-day dory trip in Grand Canyon National Park with a focus on fluvial processes in an arid environment. Space on this trip will be limited, so interested students should contact Paul Butler by the end of the first week of winter quarter.

Credit awarded in groundwater hydrology*, surface-water hydrology*, applications of Geographic Information Systems to hydrology* and research topics in hydrology*.

Total: 12 or 16 credits for undergraduates; 4 or 8 credits for graduate students.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in hydrology, geology, environmental science, natural resource management and land-use planning.

Invertebrate Zoology and Evolution

Spring quarter

Faculty: Erik V. Thuesen

Enrollment: 24

Prerequisites: College-level general biology with lab. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$125 for overnight field trip; approximately \$350 for textbooks, dissection tools and possible film/developing expenses for microscopy research project.

Internship Possibilities: No

This program will examine the invertebrate phyla with particular regard to functional morphology, phylogeny and ecology. The evolution of invertebrates will be an underlying theme throughout the quarter, and students will study the science of evolution through seminar readings and oral presentations. The proximity of Evergreen's campus to various marine, fresh-water and terrestrial habitats provides excellent opportunities to study many diverse groups of local organisms, and emphasis will be placed on learning the regional invertebrate fauna. Fundamental laboratory and field techniques in zoology will be learned, and students will be required to complete a research project using the available microscopy facilities (light and scanning electron microscope). A commitment to work long hours both in the field and the lab is expected.

Credit awarded in invertebrate zoology, invertebrate zoology laboratory, evolution and microscopy. Upper-division credit will be awarded for upper-division work.

Total: 16 credits.

Program is preparatory for careers and future studies in zoology and marine biology.

This program is also listed under First-Year Programs.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

The Practice of Sustainable Agriculture

Spring, Summer and Fall quarters

Faculty: Pat Moore

Enrollment: 18

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: Yes. Students must fill out a questionnaire to assess motivation, maturity, communication, writing skills and background in environmental studies. Transfer students must include a description of college courses taken, related work experience and letters of recommendation. To apply, contact Pat Moore, The Evergreen State College, Lab I, Olympia, WA 98505, or moorepat@evergreen.edu or the Academic Advising Office, (360) 867-6312. For spring quarter, applications received by March 3, 2004, will be given priority.

Special Expenses: Field trips, approximately \$60-\$80.

Internship Possibilities: No

This program will provide students with direct experience in the practices of sustainable agriculture. There will be weekly lectures, occasional field trips and an emphasis on practical skill development in intensive food production at the Organic Farm. Students can expect instruction in soils, plant propagation, greenhouse management, composting, green manures, the use of animal manures, equipment operation, small farm economics, pest control, livestock management, weed control strategies, irrigation system design and management, basic horticulture, machinery maintenance, vegetable and small fruit culture, marketing and orchard systems.

Because spring and summer studies provide the foundation for fall quarter, no new students will be admitted in fall, 2004.

Credit awarded in horticulture, soils, greenhouse management and agroecology.

Total: 8 credits spring and fall quarters; 12 or 16 credits summer quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in agriculture, horticulture and outdoor education.

Protected Areas

Spring quarter

Faculty: Carolyn Dobbs, TBA

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. At least two quarters in an intermediate- or advanced-level program in environmental studies.

Faculty Signature: No

Special Expenses: Approximately \$50 for possible overnight field trip.

Internship Possibilities: No

This program will study domestic and international protected areas with an emphasis on national parks. The focus of the class will be to develop a supported answer for the question of whether these areas are in fact protected. For whom? By whom? For what purposes? In what ways? For how long? In the face of what threats and opportunities? The program will explore the histories of protected areas and issues of indigenous rights, use patterns within national parks and other protected areas, biodiversity and conservation, governance systems, transnational boundary issues and the role of domestic and international environmental organizations.

Credit awarded in environmental studies*, protected areas*, biodiversity* and conservation*.

Total: 16 credits.

Program is preparatory for careers and future studies in environmental studies.

Rainforest Research

Spring quarter

Faculty: John T. Longino

Enrollment: 24

Prerequisites: Junior or senior standing, transfer students welcome; Temperate or Tropical Rainforests or equivalent.

Faculty Signature: Yes. Students must submit an application by November 14, 2003.

The application will contain: (1) an essay addressing fulfillment of the prerequisites, interest in the program, and background knowledge in organismal biology; (2) a copy of an evaluation from a previous science program; and (3) the name and telephone number of a previous instructor. Assessment will be based on writing skills and background knowledge in organismal biology. Transfer students can arrange telephone interviews by calling John Longino at (360) 867-6511. Students will be informed of their acceptance by November 28, 2003.

Special Expenses: Students should be prepared to finance their own travel, daily living expenses and project needs. Most students will already be in Costa Rica from the Tropical Rainforests program. Ten days of joint meetings at a biological research station will be required, at a cost of about \$31 per day.

Internship Possibilities: No

Travel Component: Fieldwork in Costa Rica.

This program is a logical successor to the Temperate Rainforests and Tropical Rainforests programs. Each student will carry out an independent scientific research project in tropical rainforest biology. Proposals for projects will have been developed during the earlier Tropical Rainforests program, or through direct consultation with the faculty. Projects will involve extensive fieldwork, and may be located in a variety of possible sites in Costa Rica. Students will gather and analyze their own data, write a technical research report and present their results in a symposium at the end of the quarter. Students will have weekly consultations with faculty via e-mail, and will meet with faculty twice during the quarter at the La Selva Biological Station, once early in the quarter for project development, and at the end of the quarter for final report writing and the symposium. Examples of previous studies include insect attraction to bioluminescent fungi, foraging behavior of nectar-feeding bats, and effect of canopy position on epiphyte drying rates.

Credit awarded in tropical field biology*.

Total: 16 credits.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in environmental studies, ecology and conservation biology.

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

* Indicates upper-division credit

Stone

Spring quarter

Faculty: Robert Leverich, Martha Henderson

TubeSung

Enrollment: 10

Prerequisites: Two quarters of Core or equivalent. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: \$150 for art supplies.

Internship Possibilities: No

We have an ageless association with stone. Stone gives shape and meaning to the landscapes we inhabit and shapes our perceptions of time and space. We in turn shape stone: for shelter, for tools and for expression. This program is designed to give students a closer understanding of the physical and geographical character of stone, its place in our culture and history, and its potential as a material for sculptural expression.

Program work will center around the sculpture studio and the physical geography lab, with supporting lectures, field trips and seminars. In the studio, we will draw, work with stones as found objects and learn basic stone-carving methods. We'll consider alternative ways for using stone expressively. Physical geography labs and lectures will give an introduction to the classification, physical and chemical character, morphology, location and use of stone types in the landscape. Cultural geography lectures and workshops will address the ways in which we shape stone to symbolize ourselves, and in turn how we read those symbols. We will reflect on this interactive shaping of stones and people through readings, seminars, work discussions and writing.

Credit awarded in sculpture, drawing, physical geography and cultural geography.

Total: 16 credits.

Program is preparatory for careers and future studies in art, science and the humanities.

This program is also listed under First-Year Programs and Expressive Arts.

Up Close

Spring quarter

Faculty: Frederica Bowcutt

Enrollment: 24

Prerequisites: Priority will be given to students enrolled in the Christian Roots program. Entering students must read the required James R. Jacob's *The Scientific Revolution*, and Jardine's *Ingenious Pursuits* is highly recommended. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: \$150 for field trip.

Internship Possibilities: No

In 1665, English experimenter Robert Hooke published his best-selling coffee-table book *Micrographia*. In splendid detail, fleas, oak bark and other treasures from nature could be viewed close up. The etchings used to illustrate the book were drawn from Hooke's microscope. In this program, we will take Hooke's lead and explore a world new to us with dissecting, compound and scanning electron microscopes. We will meticulously record our findings in our journals of exploration, illustrating and analyzing what we see. In our intellectual journey we will use maps to chart our way both literally and metaphorically. We will put our new skills of observation and documentation to use in research. We will also explore the antecedents of science. Medieval magic preceded the scientific revolution and informed the humanist approach of learning about nature to manipulate it for the benefit of people. During the Renaissance, experiments and demonstrations with microscopes and other new technology took the form of performances. Hooke served as official demonstrator for the Royal Society in London. As a learning community we will ponder the questions: To what extent is science a magic show? What constitutes good magic? What is the nature of expert observation? How has the early history of science informed the practice and preception of science today?

Credit awarded in introductory plant biology, scientific illustration, history of science, microscopy and independent research in botany.

Total: 16 credits.

Program is preparatory for careers and future studies in history of science, life sciences and ethnobotany.

This program is also listed under First-Year Programs.

Vertebrate Evolution and the Nature of Scientific Controversy

Spring quarter

Faculty: Amy Cook

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome. Background in biology is strongly recommended.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The evolutionary history of vertebrates has included some rather dramatic transitions such as the evolution of flight in birds, the evolution of land vertebrates and the return of some vertebrates, whales and dolphins, to the ocean. Because we cannot directly observe any of these events, evolutionary biologists are dependent on fossil evidence and the study of extant vertebrates to try to piece together how these transitions occurred. The incomplete nature of the evidence has led to varying degrees of disagreement among evolutionary biologists. In examining these controversies and the scientists who are involved in them, we will gain a better understanding of how science works.

This program will look at vertebrate biology, evolution and the controversies that have surfaced in evolutionary biology over questions such as how flight evolved in birds and whether dinosaurs were warm-blooded. Topics will include vertebrate functional morphology, physiology, taxonomy, natural selection and macroevolution. In seminar, we will focus on several questions in vertebrate evolutionary biology to explore how controversy arises in the scientific community. Students will undertake a library research project on some aspect of vertebrate evolutionary biology not covered in seminar.

Credit awarded in vertebrate physiology*, vertebrate morphology* and evolutionary biology*.

Total: 16 credits.

Program is preparatory for careers and future studies in vertebrate biology including ichthyology, herpetology, ornithology and mammalogy, veterinary medicine, the history of science, evolutionary biology and paleontology.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

EXPRESSIVE ARTS

AFFILIATED FACULTY:

Susan Aurand – Visual Art
Andrew Buchman – Music
Mario Caro – Art History
Arun Chandra – Music
Caryn Cline – Film/Media Studies
Sally Cloninger – Film/Video
Doranne Crable – Performance Studies,
Literature
Joe Feddersen – Visual Art
Anne Fischel – Film/Video
Ariel Goldberger – Scenic Design
Walter Eugene Grodzik – Theater
Bob Haft – Visual Art, Photography
Lucia Harrison – Visual Art
Ruth Hayes – Animation
Meg Hunt – Dance
Rose Jang – Theater
Robert Leverich – Visual Art/Architecture
Ju-Pong Lin – Film/Video
Jean Mandenberg – Visual Art/Sculpture
Laurie Meeker – Film/Video
Kabby Mitchell – Dance
Sandie Nisbet – Theater
Ratna Roy – Dance, African American Studies,
South Asian Studies
Terry Setter – Music
Paul Sparks – Visual Art, Photography
Lisa Sweet – Visual Art
Gail Tremblay – Fiber Art, Creative Writing
Sean Williams – Ethnomusicology

In the Expressive Arts area, students gain skills and experience in the arts with a special focus on connecting theory and practice. Students often work collaboratively and in more than one art form simultaneously, exploring cross-disciplinary approaches to a theme. Program themes are drawn from the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs take a hands-on approach, offering students ample opportunities for skill development, but a theme-based curriculum cannot provide sequential skill training in every art form. The area offers yearly work in the performing arts (theater, music and dance), media arts, visual arts and creative writing. In all these contexts, the faculty strive to support a strong multicultural perspective. Moreover, we see creative work as a central element in a broad, liberal arts education. Thus, we encourage our students to seek academic experiences outside the arts as well, often requiring academic work outside the area for admission to some arts programs. And students in the arts are advised to periodically study other disciplines or to select cross-divisional programs offering the arts, such as science/arts or literature/arts.

Programs in the Expressive Arts area include annual entry-level programs in media arts (Mediaworks), performing arts (Foundations of Performing Arts) and visual arts (Foundations of Visual Arts). These programs provide an introduction and theoretical foundation for work in one or more arts disciplines. Because of high student demand, enrollment in some of these programs requires the completion of a written application or a portfolio review. Students are admitted to entry-level programs in visual arts, media or theater, or advanced programs in Expressive Arts only when they have completed at least one year of interdisciplinary work outside the arts. For intermediate and advanced arts students, individual contracts and senior thesis projects are two options for upper-division work. For both of these, students must have a minimum of three quarters prior experience in Expressive Arts. Faculty are also available to support Student-Originated Studies group contracts (SOS) for advanced students. Students may also enroll in part-time skill-development courses to supplement work in programs. Finally, internship possibilities are available for pre-professional work experience.

Senior Thesis: The senior thesis project in Expressive Arts is a competitive program involving the production of senior-level work in one or more media. Participating students work with a thesis committee of faculty or staff. Each spring, juniors may submit proposals for projects during the following year. Applications are reviewed by the faculty and successful projects are supported by a small stipend.

Advanced Work in Film/Video: Independent contracts are available on a limited basis to juniors or seniors who are ready for advanced work in film/video production, history and theory. Projects might involve production of a film, video or mixed-media piece; writing a script or screenplay; or research on media history or theory. Students must demonstrate a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs and courses equivalent to a concentration. Students must have at least three quarters' prior experience in Expressive Arts or expect to have taken and successfully completed an entry-level film and video program such as Mediaworks. Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive course work in media production and theory from their former institution.

Portfolio for Visual Arts: When entry into a program requires that a student present a portfolio of visual artworks, the following guidelines may be used: (1) Include at least six examples from a body of work focused on a particular theme or topic. The work may be in a single medium or in various two- and three-dimensional media. Slides, photographs and actual pieces may be included. (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of skills they have developed. (3) Student should include several examples of written work, such as assigned papers, creative writing and/or self-evaluations. These materials should be contained in an easily portable portfolio, and arranged coherently either chronologically, by medium or by theme.



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

Art in the Americas: Indigenous Identity, Mestizaje and Cultural Hybridity

Fall and Winter quarters

Faculty: Gail Tremblay, Mario Caro

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. Previous work in the arts and/or art history, Core program or English composition.

Faculty Signature: No

Special Expenses: Approximately \$200 for art materials; \$60 for field trip to Neah Bay during fall quarter; \$1,800–\$2,000 for six-week field trip to Mexico during winter quarter.

Internship Possibilities: No

Travel Component: Six-week field trip to Mexico.

This program is designed to allow students to combine the study of art history and visual culture with the study of techniques for the creation of work in the visual arts. Students will examine art in the Americas with a focus on the works of artists in the United States and Mexico. We will explore the ways art has been shaped by issues of cultural identity, with particular attention to the dynamics that exist between people in indigenous nations and settler states. We will examine patterns of cultural interchange. We will also explore the mixing of cultures that result from immigration and intercultural encounters and their effects on the development of certain American aesthetics. This exploration will include an analysis of colonialism and its impact on cultural production. Students will be expected to create individual and collaborative works of art that grow out of personal identity and theories developed as part of this program.

Students will be required to design individual multimedia, installation and/or performance work that examines their location within their culture. They will also be asked to work with other students in the class to explore cultural interchange as part of a collaborative art project. During winter, students will have the opportunity to travel for six weeks in Mexico where they will visit museums, galleries and architectural sites. They will be able to discuss the themes of the program with established Mexican artists and art students they work with in various universities and art schools. Students will also have the chance to immerse themselves in various facets of Mexican culture, including an examination of the role played by indigenous cultures within Mexico.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

We recommend that students who have not previously studied Spanish, take four credits of Spanish during fall quarter.

Credit awarded in indigenous art history, Mexican art history, mixed media, installation and performance art, cultural studies and art criticism.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, art history, cultural studies, visual culture, art production and art criticism.

This program is also listed under Culture, Text and Language and Native American and World Indigenous Peoples Studies.

Christian Roots: Medieval and Renaissance Art and Science

Fall and Winter quarters

Faculty: Lisa Sweet, Frederica Bowcutt

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$300 for art supplies and \$150 for field trips.

Internship Possibilities: No

The influence of Christianity on medieval and renaissance art and science will be our focus. Students will explore European culture from 1100 to 1750. We will examine trends that emerged in religion, medicine, botany and visual art. Our study begins with the precipitating factors that led to the Middle Ages. We will learn about the work of Greek botanists, such as Dioscorides, and explore the impact they had on the medieval study of plants. We will also study early Christian iconography.

In winter, we will study the emerging Humanism, its attendant scientific revolution, and the market economy that accompanied the Renaissance. Medieval botany was a branch of medicine, heavily shaped by Christian values and beliefs. Exploration and colonization of the "New World" resulted in increased knowledge of plant diversity. This inspired different approaches to naming and classification. New technology allowed for the study of anatomy and physiology. During the Renaissance period, botany emerged as a distinct discipline, as did the idea of scientists engaged in a moral project to better the material life of people.

Christian values also determined the look and function of art. The medieval church developed a code of representation for Christian images; it also was the primary patron of artists until the High Renaissance. During the Renaissance, the Humanist obsession with science seeped into the arts. Science influenced the visual arts in the form of portrayal of human anatomy; studies of nature through illustration; and the development of optics and perspective. The roles of artists changed from that of artisans to intellectuals. Students will explore medieval and renaissance artistic work firsthand by creating relief prints in fall; in winter, students will incorporate relief prints into handmade manuscripts utilizing basic calligraphy and bookbinding.

Throughout the program, we will learn about individual scientists and artists who shaped the Middle Ages and Renaissance.

Credit awarded in printmaking, bookmaking, art appreciation, history of science, European ethnobotany, European history and introductory expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, healing arts, ethnobotany and history of science.

This program is also listed under First-Year Programs and Environmental Studies.

Dance, Creativity and Culture

Fall, Winter and Spring quarters

Faculty: Ratna Roy, Mukti Khanna

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: \$50–\$60 each quarter for performance supplies.

Internship Possibilities: No

This program will examine several world cultures through literature, dance, psychology and creativity studies. First, we will concentrate on the how's and why's of literary and dance criticism, multicultural psychology and research methodologies. For example, we will ask: Why are most of the African- and Asian-based dances earth-bound? How is drama/theater in other cultures different from or similar to western theater? How is identity constructed in a multicultural context?

We will then study two cultures in depth. Students will participate in a two-quarter field research study to deepen their understanding of African American and Asian cultures in the United States. At the same time, students will be involved in the creative work of dance and theater, using expressive arts therapies to understand how experience in the arts can deepen imagination, insight and understanding. Students will also write short papers, and an additional research paper on a culture of their choice. We will make several field trips for classes and performances in various dance genres and to visit art museums.

In spring, we will perform dances from the various cultures studied. In the final weeks, we will reflect on our learning, using our understanding of dance and literary criticism, creativity theory and the psychological perspectives covered during the year.

Credit awarded in dance, dance criticism, performance studies, theater, literature, methods of inquiry, anthropology, political economy, quantitative skills, eastern philosophy, multicultural psychology, developmental psychology, expressive arts therapies and writing.

Total: 12 or 16 credits fall and winter quarters; 16 credits spring quarter.

Program is preparatory for careers and future studies in performance studies, English literature, theater, dance, Asian studies, African American studies, African studies, eastern philosophy, cultural anthropology, multicultural psychology, developmental psychology and expressive arts therapies.

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.

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

Ecological Design

Fall, Winter and Spring quarters

Faculty: Rob Knapp, TBA

Enrollment: 48

Prerequisites: Students must be ready for intense effort and be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: One overnight, in-state field trip per quarter, \$25–\$40, payable during the first week of each quarter.

Internship Possibilities: Yes, spring quarter, with faculty approval.

How can human settlement coexist with the rest of Earth's web of life? This year, two separate but linked programs, Ecological Design and Ecological Agriculture, will investigate which patterns of building and food supply can be ethical, beautiful and sustainable indefinitely—and how we Americans can move toward those ways of life. The two programs will share several major components each quarter: a seminar on present dangers and future possibilities; a series of shared background lectures on energy flows, biodiversity, soil science and nutrient cycles; and weekly community work, leading toward community design and organizing projects in the spring.

In addition to the activities shared with Ecological Agriculture, students in this program will also concentrate on the built environment and on the process of design. Design is the finding of physical answers—buildings, roads, settlements—to basic human questions, such as shelter and work. The core activity will be a yearlong studio on gathering relevant information, inventing and evaluating physical forms, and presenting the results clearly and persuasively. Techniques will include architectural drawing, interviewing, site study, calculating environmental flows and model making. A supporting lecture series will discuss environmental science and “green” technologies, including landscape ecology, renewable energy and alternative building materials. There may be some opportunities for hands-on building, but the program will emphasize careful analysis and design, not actual construction.

Credit awarded in environmental design, natural science (lower division, except for unusual individual projects arranged with faculty), visual art, community studies and expository writing.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in environmental studies, visual arts, environmental design and community studies.

This program is also listed under First-Year Programs; Environmental Studies; and Scientific Inquiry.

Feminine and Masculine: Representation of Gender in Art, Film and Literature

Fall and Winter quarters

Faculty: Lucia Harrison, Harumi Moruzzi

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: \$125 for art supplies, museum and/or theater tickets.

Internship Possibilities: No

In recent years, we have witnessed a proliferation of controversies surrounding gender issues. The goal of our study is not a justification of any particular gender-based stance, but rather to create the ground for a peaceful and productive coexistence of the sexes. As Nietzsche says, concepts are merely human creations for the “purpose of designation and communication.” Humans are apt to create new concepts when old concepts cease to work. The time has come for us to create new concepts of the feminine and masculine.

This program includes theoretical and expressive components. Students will learn critical methods to analyze visual art, film and literature. We will use these skills to examine concepts of the feminine and masculine in different cultural traditions throughout human history. Students will gain beginning skills in life drawing and the artist book form of expression. Students will create artwork that expresses their own concepts of gender.

Credit awarded in art history, art appreciation, cultural studies, gender studies, literature, film, criticism, life drawing, artist books and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, cultural studies, film studies, literature, gender studies and psychology.

This program is also listed under First-Year Programs and Culture, Text and Language.

* Indicates upper-division credit

Foundations of Performing Arts

Fall, Winter and Spring quarters

Faculty: Rose Jang, Andrew Buchman,
Meg Hunt, TBA

Enrollment: 50

Prerequisites: Sophomore standing or above,
transfer students welcome.

Faculty Signature: No

Special Expenses: \$30 for performance tickets
each quarter.

Internship Possibilities: No

This is the study of the basic concepts, skills and aesthetics of the performing arts in Western and non-Western cultures. We will study select forms of music, dance and theater in various historical contexts in Western tradition, including contemporary American culture. By sampling the historical progression of theater, music and dance in the West, we will attempt to pose, answer and challenge the fundamental questions about the definitions and functions of the performing arts. We will then broaden our perspectives to non-Western performing styles and traditions, such as Chinese theater and Indian dance, to re-examine our established assumptions of the meanings and parameters of the performing arts. In this way, we will explore both the universal and unique characteristics in the reciprocal interaction between arts and culture and come to understand performance as both a mark of human history and a reflection of the issues and concerns of contemporary society.

Students will study introductory music, theater and dance, in separate as well as integrative program activities. Workshops will emphasize the aesthetic principles and skill development of each discipline. The readings and group meetings, including lectures and seminars, will constantly stress the interdisciplinary, cross-boundary and cross-cultural nature of the performing arts. Spring quarter will offer students opportunities to combine all the learning and training together into group performance projects for public presentation at the end of the year.

Credit awarded in history, theory and performance of theater, music and dance.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in theater, dance, music, cultural studies and the humanities.

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

Foundations of Visual Art

Fall, Winter and Spring quarters

Faculty: Bob Haft, Paul Sparks, Joe Feddersen,
Gail Tremblay, Mario Caro

Enrollment: 40

Prerequisites: Sophomore standing or above,
transfer students welcome.

Faculty Signature: No

Special Expenses: \$250-\$300 per quarter for
art supplies.

Internship Possibilities: No

This is a yearlong program offering an intensive introduction to making two- and three-dimensional art forms, while studying art history and aesthetics. Primary program goals are to develop visual literacy, learn to use art materials to express one's ideas, and learn to make a sustained visual investigation of ideas or topics through work in series.

The program is designed for students who are passionate about art, willing to take risks, have the patience to work for extended periods, open to new ideas, and are willing to share their work and support others' learning. The program functions as a community of working artists, learning together and sharing ideas through intensive in-studio work, on campus, and art history study.

In fall and winter, students will build skills in working both two- and three-dimensionally. Students will learn drawing and design skills, beginning black-and-white photography and basic color theory, and will develop a visual vocabulary through their own work and by studying art history.

In spring, students will continue their study of art history and will work in mixed media, using fiber, metal and wood. There is also a possibility of working collaboratively to create installation pieces.

Credit awarded in drawing, sculpture, 2-D and 3-D design, printmaking, photography and art history.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in art, education and the humanities.

* indicates upper-division credit

Ireland: Living between Worlds

Fall and Winter quarters

Faculty: Sean Williams, Patrick Hill,
Doranne Crable

Enrollment: 75

Prerequisites: Sophomore standing or above,
transfer students welcome. Prior to enrolling,
we ask only that you carefully read the
syllabus and program covenant, available
from Sean Williams, williams@evergreen.edu,
by May, 2003; assess your own capabilities;
and be certain that you see yourself as a
good match for this program.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This two-quarter program, with a spring-quarter option of travel to Ireland, comprises a study of Ireland through its history and many modes of expression: songs, poetry, Irish-Gaelic language, stories, film, drama, literature. In focusing on pre-Christian and early Christian nature-based spirituality and expressive culture during fall, we will set the stage for understanding Irish reactions to English colonialism, the Famine and the social upheavals taking place at the beginning of the 21st century. Our work is interdisciplinary: you will be welcome in this program whether your personal passion is directed toward the peace process in Northern Ireland, literary giants such as Joyce and Yeats, theater or traditional music. By examining Ireland through the lenses of orality and literacy, philosophies involving cycles and seasons, language and cultural identity, and men and women, we will attempt to gain a holistic picture of the many facets of experience in Ireland.

We expect all students to participate in performances of play readings, poetic recitation and song performance in a supportive and safe environment. We expect you to learn enough basic Irish-Gaelic to use it as small talk in seminars and outside class. You should also expect to develop your skills in research and critical analysis to explore theoretical issues verbally and in writing.

During spring, selected students from this program will have the opportunity to study traditional language and culture in Ireland at the Oideas Gael Institute in Gleann Cholm Cille, Donegal.

Credit awarded in Celtic studies, literature, traditional expressive arts, cultural studies, history and Irish-Gaelic language. Students will be awarded upper-division credit for upper-division work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Celtic studies, European studies, political economy, cultural studies, literature, Irish-American studies, ethnomusicology and the expressive arts.

This program is also listed under Culture, Text and Language.

Islands

Fall, Winter and Spring quarters

Faculty: Sally Cloninger, Virginia Darney

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome. Students must have completed at least one quarter of some interdisciplinary study at Evergreen or elsewhere. To be approved for the travel portion of the program, students must demonstrate ability for independent study and maturity.

Faculty Signature: No

Special Expenses: Travel and living expenses for eight weeks during winter and spring quarters (the amount depends on student's choice of island).

Internship Possibilities: No

Travel Component: Eight-week independent travel.

From Manhattan to Madagascar, Santa Cruz to Sri Lanka, Vashon to Vanua Levu, islands have long been a source of allegory, myth, fantasy; a laboratory for artists, ethnographers and scientists. This yearlong program will investigate the notion of the island through collective studies, visits from "island experts," individual research and travel.

We will explore the island as "paradise on earth," the appeal of isolation, and the ways that islands fire imaginations. We will observe how islanders see themselves and how others see them.

Fall and winter, we will explore island texts—novels, paintings, Broadway musicals, scientific theories—films and music, and hear lectures on particular islands. We will study colonialism, development and tourism. We each will select an island destination, and learn visual anthropology and basic documentation skills to aid our study.

Week six of winter quarter each of us will depart for our selected island—whether in southern Puget Sound or the Indian Ocean. Each member of our learning community will produce a major document about her or his experience, to be presented to the entire program the end of spring quarter.

To be selected to travel, you must demonstrate preparedness for independent study and have a travel plan for the island you wish to document. If this island population is non-English speaking, you must have plans for language study when you enroll in this program.

Credit awarded in literary analysis, media analysis, media skills, independent research, visual anthropology and cultural studies.

Total: 16 credits each quarter.

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

This program is also listed under Culture, Text and Language.

Mediaworks

Fall, Winter and Spring quarters

Faculty: Ruth Hayes, TBA

Enrollment: 44

Prerequisites: Junior or senior standing having completed a Core or coordinated studies program; transfer students welcome to apply but are strongly advised to complete at least one quarter of a coordinated studies program first. Students must demonstrate college-level critical reading and writing. College-level work in visual arts, media, audio and/or performance is encouraged but not required.

Students who cannot commit to taking all three quarters of the program should not apply.

Faculty Signature: Yes. An application packet will be available from the program secretaries in COM 301 or Academic Advising by mid-April, 2003. Applications received by 5 p.m., May 15, 2003, will be given priority. Students must include copies of faculty and self-evaluations from a previous coordinated studies program. In lieu of narrative evaluations, transfer students should submit a transcript and two letters of recommendation that speak to the quality of their academic work.

Special Expenses: Approximately \$150–\$300 per quarter for animation, film and video supplies and post-production expenses.

Internship Possibilities: Yes, spring quarter with faculty approval.

Mediaworks is the entry-level moving image program. Its specific disciplinary focus changes from year to year according to the faculty who teach it, but in general, it is designed to provide students with some background in media history and theory as well as basic skills in media production. It emphasizes linkages between theory and practice, focuses on the development of critical perspectives towards image making and explores the social implications of media representation.

We will explore works of animation and live-action, examining mainstream media's responses to events in the world and how it imposes form and meaning on them. We will also view, read and discuss works by artists and producers who challenge dominant media forms and images through independent and/or experimental strategies and techniques, while paying particular attention to artists who deliberately mix styles, incorporate diverse aesthetic impulses in their work, cross disciplines, critique dominant corporate media, explore autobiographical themes and attempt to broaden the language of media in dialog with their audiences. Students will learn skills in 16mm and digital filmmaking, animation and audio production through intensive hands-on workshops and design problems.

Students should expect to work individually and collaboratively throughout fall and winter as they acquire critical and technical skills, execute design problems and experiments, and screen, discuss, write and read about a wide variety of historical and contemporary works. Spring quarter, students will research and develop a proposal for a short media piece (or an internship if they choose). They will then work on that project through a collaborative critique process. Completed works will be screened publicly at the end of the quarter.

Students must fulfill the requirements of each quarter in order to continue to the next. To complete the requirements, students will need to carefully balance their outside commitments with the scheduling demands of this rigorous program.

Credit awarded in animation, film, video, audio and digital media production; media history, theory and criticism; and independent film, video, animation or digital media projects.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004–05.

Program is preparatory for careers and future studies in media arts, visual arts and communications.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

Music Composition for the 21st Century

Fall and Winter quarters

Faculty: Terry Setter

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; 12 credits of college study in music (composition, theory, technology or performance).

Faculty Signature: No

Special Expenses: \$75 for concert tickets, travel and retreat.

Internship Possibilities: No

This is an upper-division program designed to support the creation of original music compositions for various instruments and contexts. It will focus on recent developments in contemporary "Art Music," such as minimalism, indeterminacy and 12-tone techniques. It is not a course in songwriting, "Electronica," or Hip-Hop related music. Students will study classical composition, musical aesthetics, contemporary music history and some innovative aspects of music technology, to gain the broadest possible perspective on these subjects and the greatest number of related skills. There will be historic, aesthetic and practical materials within the program that will place these compositional techniques within stylistic and cultural contexts. Students will compose pieces of music in response to assignments by the faculty. These pieces will be presented to the other members of the program during weekly "composition forums." Students will also research related topics and present their findings orally to the program. A concert of original pieces will be presented at the end of winter quarter. Students are also expected to take a skill-building course such as Music Theory; Piano; Voice; Music Technology; or Audio Recording.

If you are interested in developing your creative voice in music, this is the program for you.

Credit awarded in music composition, music history, 20th-century aesthetics, music notation, orchestration and music theory.

Total: 12 credits each quarter.

Program is preparatory for careers and future studies in music and the expressive arts.

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

Performing the 20th and 21st Centuries: Acting and Directing from Realism to Post Modernism

Fall, Winter and Spring quarters

Faculty: Walter Eugene Grodzik

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome. One year of college-level work in theater or the equivalent.

Faculty Signature: Yes. Students must audition by preparing a short piece, such as a two-minute speech. For information contact Walter Grodzik, The Evergreen State College, COM 301, Olympia, WA 98505.

Special Expenses: Approximately \$50 for theater tickets.

Internship Possibilities: No

How has the theory and practice of theater performance changed in the last century as a result of the dramatic changes we have witnessed in society and technology? This program will examine how the nature and practice of dramatic performance has transformed, from the realism of the early 20th century to post-modern performance of today. Students will study cultural history, theory and criticism, art history, the literature and history of 20th-century theater, and acting and directing theories and techniques from Stanislavsky to Robert Wilson and Anne Bogart.

Students will direct their own productions and there will be two faculty-directed productions. The first will focus on realistic theater, the second on postmodern performance. Students interested in this program should come prepared with a good base of skills in acting and prior theater experience, as well as good critical reading and writing skills. Students will participate in intensive workshops, weekly seminars and lectures. Winter and spring quarters will culminate in performances.

Credit awarded in acting, directing, theater history, dramatic literature, art history and cultural theory and criticism.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in theater, performing arts, humanities and literature.

Politics, Power and Media

Fall and Winter quarters

Faculty: Larry Mosqueda, Laurie Meeker

Enrollment: 40

Prerequisites: Junior or senior standing, transfer students welcome. One quarter of a full-time media program or political economy program or equivalent.

Faculty Signature: Yes. Application forms will be available April 11, 2003, from Academic Advising. Applications received by May 7, 2003, will be given priority. Additional applications will be accepted through a rolling admissions process until the program is full. For application information, contact Larry Mosqueda at (360) 867-6513, or Laurie Meeker at (360) 867-6613.

Special Expenses: \$100-\$500 over both quarters for media production costs.

Internship Possibilities: No

Politics is the study of who gets what, when and how. The media, both print and visual, have a profound impact on the construction, presentation, creation and invention of political reality. The relationship between the powerful and relatively powerless is a constant political battle. The modern media is much more than a neutral camera eye or an unbiased description of events; it is a field of contention for various political actors. This program will explore the relationships between political events and the media as a tool for both documentation and social change.

While the mainstream media reflects the interests of the dominant ideology, independent documentary filmmakers have long been active in political movements and struggles, documenting events as they unfold. The resulting films often have become important historical documents, providing an alternative perspective that simply does not exist in corporate media archives. In addition, independent political films have often played important roles in movements for social change, bringing alternative perspectives to activists as well as the general public. This program will focus on the political economy of social and political movements and we will study important films that were a part of those movements. Central themes will be war and peace, labor, the civil rights movement and the women's movement.

Our objective is to provide a forum for interdisciplinary collaboration involving research, writing and media production. Students will develop collaborative project proposals for documentary films and videos that will be produced during winter quarter.

Credit will be awarded in political economy, political philosophy, cultural studies, documentary film history, film criticism, film theory and film/video production.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in political economy, media and communications.

This program is also listed under Society, Politics, Behavior and Change.

Student Originated Studies: Media

Fall, Winter and Spring quarters

Faculty: Ju-Pong Lin

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome. Mediaworks or one year of media production, media history and theory.

Faculty Signature: Yes. Portfolio review.

Read the description below for the application process and dates. Applicants will be notified of acceptance the week before registration begins each quarter.

Special Expenses: Depends upon project.

Internship Possibilities: Yes, with faculty approval.

SOS: Media offers advanced media students the opportunity to design their own curriculum in group contracts in media studies and/or production. The more successful groups have collaborated on one project or designed a critique group made up of students whose projects share a theme. SOS is not a collection of individual contracts, but a program created by students with common artistic and academic goals. The collaborative process of designing the curriculum provides excellent preparation for professional work in media.

Groups of five to eight students should submit a detailed proposal to the faculty no later than May 14, 2003, to be considered for fall quarter; December 3, 2003, for winter quarter; and March 3, 2004, for spring quarter. The proposal must include a statement of the group's goals, weekly schedules that detail workshops, readings, seminars, critiques and film/video screenings (i.e., a draft of a syllabus). Applicants also should submit a portfolio with contact information, recent faculty evaluations, a writing sample and a sample of your best film or video work (on VHS or provide URL). The portfolio should indicate completion of Mediaworks or its equivalent.

Credit awarded in media studies and media production.

Total: 8 to 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in film, video and multimedia production, communications, film criticism and broadcast journalism.

Transcendent Practices

Fall, Winter and Spring quarters

Faculty: Sarah Williams, Robert Leverich, TBA

Enrollment: 64

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$250 for studio supplies.

Internship Possibilities: Yes

Many of us remember transcendent moments in our lives, when we lost our sense of time and felt creatively connected with our environment, our bodies or our actions. This feeling has many names: *in the zone*, *the sweet spot*, *creative flow*, *a peak experience*, even *enlightenment* or *samadhi*. How do we characterize and value these experiences? How do we find them? Like good fortune, transcendent moments favor the prepared. The preparation is often a practice or craft, an individual way of being in the world that involves intentional commitment to some activity and a regular physical and mental recentering on it.

This program will actively involve you in three creative studio practices that can prepare or open one to transcendent experiences through moving, making and writing. We will explore classical yoga (the eight limbs), shape materials into sculpture and experiment with ecstatic poetry. We will consider how the body's anatomy and rhythms inform these practices, comparing Western and non-Western perspectives. Activities may also include lectures, readings, seminars, field trips, student synthesis groups, presentations and portfolios. Through program work and reflection, each of us will seek to define and integrate her or his own transcendent practice.

Credit awarded in sculpture, poetry, cultural studies, feminist theory and somatic studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the visual arts, creative writing, cultural studies and somatic studies.

This program is also listed under First-Year Programs and Culture, Text and Language.

Working Small

Fall and Winter quarters

Faculty: Jean Mandeberg

Enrollment: 12

Prerequisites: Junior or senior standing, transfer students welcome. Foundations of Visual Art or equivalent college-level experience in design, drawing and sculpture (which might include woodworking, fiber arts, metalworking, fine metals or ceramics).

Faculty Signature: Yes. Portfolio reviews and interviews will begin at the Academic Fair, May 14, 2003, and continue until the program is filled. Transfer students can mail a slide portfolio and statement of interest to Jean Mandeberg, The Evergreen State College, Lab II, Olympia, WA 98505. Jean will notify transfer students of acceptance by telephone, and she will post an acceptance list on her office door, Lab II 3263.

Special Expenses: Students can expect to provide art materials including precious metals and nonferrous metals, and specialized tools and supplies needed to accomplish a series of small scale works.

Internship Possibilities: No

This program is for advanced visual art students interested in the particular demands of making small scale art. We will be working in jewelry making, metalsmithing and mixed media sculpture, combining intensive studio work and critique with related reading, research, writing and weekly seminar.

Students must be prepared to confront the artist's and audience's experience of small scale artwork while considering such issues as the cultural values associated with scale, miniaturization, the intensification of form, imagination, mobility, technical precision and craftsmanship.

Students will learn to express their ideas through inventive designs and appropriate materials in order to take advantage of this unique point of view.

Credit awarded in metalsmithing and jewelry making, issues in art and contemporary craft, art history and aesthetics.

Total: 16 credits fall quarter; 12, 14 or 16 credits winter quarter.

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

* Indicates upper-division credit

OFFERINGS BEGINNING WINTER QUARTER

Issues in Contemporary Art

Winter and Spring quarters

Faculty: Paul Sparks

Enrollment: 25

Prerequisites: Sophomore standing or above, transfer students welcome. One year of college-level study in studio art or the equivalent and a good working knowledge of art history.

Faculty Signature: Yes. Students must submit a portfolio of prior studio work (35mm slides preferred) and an expository writing sample to the faculty. Faculty will begin to review portfolios at the Academic Fair, December 3, 2003, and continue until the program is filled. Students will be notified of acceptance via e-mail by December 5, 2003.

Special Expenses: Approximately \$200 for art supplies, depending on the individual student's medium and project.

Internship Possibilities: No

What are the central issues in contemporary art and how do they affect the studio artist? In a period of post-post modernism, multiculturalism and eclecticism, what are the aesthetic concerns that contemporary artists are dealing with? And, what are the social, political and personal concerns that inform our creative work?

This program offers students the opportunity to pursue a sustained body of work on a personal theme, examining that theme in relation to the larger context of current world art. It is designed for students who already have intermediate-level skills in one or more studio media (painting, drawing, sculpture, printmaking, photography or mixed media), and a strong studio work ethic. Students should come prepared with a good general knowledge of history and art history, and ready to do serious study of critical texts on contemporary art. They should also have good critical reading and writing skills. All students will do substantive research and writing on aesthetic issues. Field trips and guest speakers will augment our weekly lectures, seminars and critiques. Each student will also undertake an individual body of studio work in two- or three-dimensional art, building skills, developing a personal vision and responding to contemporary issues in art.

Credit awarded in studio art (medium determined by student's work), art history, art theory and criticism.

Total: 16 credits per quarter.

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

OFFERINGS BEGINNING SPRING QUARTER

Bookworks

Spring quarter

Faculty: Lisa Sweet

Enrollment: 20

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$250 for texts and bookmaking materials.

Internship Possibilities: No

Two- and three-dimensional art are perhaps nowhere more integrated than in the art of the book; but more than integrating design, books are also vessels for our history, our values and our vision. Books represent the meeting of text, image and time in a form unique in its intimacy and power to reach the viewer/reader personally. In this program, students will explore the world of book arts through the creation of handmade books. We'll explore a variety of formats from the traditional hard-bound codex to alternative book forms, including the invention of original forms. Students will examine the context in which the creation and use of books emerged from ancient and medieval cultures, as well as the emergence of *book arts* in the 20th century. Students will gain basic traditional letterpress technique as part of the program. Bookmaking is a particularly wonderful way to enter the world of visual arts for those with little or no background in art. For those with art experience—and printmaking experience in particular—this exploration encourages the integration of images and text in a unique and personal way.

Credit awarded in 2-D and 3-D design, graphic design, letterpress, bookmaking and 20th-century art appreciation.

Total: 16 credits.

Program is preparatory for careers and future studies in book arts, studio artist and graphic design.

This program is also listed under First-Year Programs.

Ireland: Study Abroad

Spring quarter

Faculty: Sean Williams, Doranne Crable

Enrollment: 30

Prerequisites: Sophomore standing or above; two successful quarters in the Ireland: Living between Worlds program. Participation will be determined by the student's record of work in the Ireland program, and students must read the two required texts, *Occasions of Faith: An Anthropology of Irish Catholics*, Lawrence J. Taylor and *Father McDyer of Glencolumbkille: An Autobiography*, Father James McDyer.

Faculty Signature: Yes. Students must submit a preparatory essay based on two books about Gleann Cholm Chille. Students will be notified of acceptance in class by the end of January, 2004.

Special Expenses: Airfare, room, board, instructional fees in Ireland, approximately \$3,000; and a non-refundable deposit of \$1,000 by February 4, 2004.

Internship Possibilities: No

Travel Component: Five to six weeks of study in Ireland at the Oideas Gael Institute in Gleann Cholm Cille, Donegal.

This program is intended only for selected participants from the Ireland program, who will study traditional language and culture in Ireland at the Oideas Gael Institute in Gleann Cholm Cille, Donegal.

We will begin our studies in Ireland with a week of focused study in Irish-Gaelic language, song, poetry and dance. For several more weeks we will study language and aspects of traditional culture, including the options of archaeology, tapestry weaving, singing, dancing and playing music. Students will also have the opportunity to work closely with local poets, artists and musicians, and to witness first-hand the dramatic impact of the European Union on traditional culture. Field trips may include visits to Northern Ireland, the Burren traditional law conference in County Clare, Dublin, the Strokestown Famine Museum and selected locations in County Donegal.

The faculty expect dedicated participation in all activities, appropriate behavior for small-town Ireland, cooperation with hosts and host families, and strict adherence to the travel dates and essay deadlines. Students who do not follow these guidelines will be sent home at their own expense. All students must return to Evergreen by the end of the ninth week of spring quarter. A major summative and reflective essay will be due by the end of the program.

Credit awarded in Celtic studies, European studies, cultural studies, fieldwork, history and Irish-Gaelic language.

Total: 16 credits.

Program is preparatory for careers and future studies in Celtic studies, European studies, political economy, expressive arts and cultural studies.

This program is also listed under Culture, Text and Language.

* Indicates upper-division credit

Stone

Spring quarter

Faculty: Robert Leverich, Martha Henderson

Tubesting

Enrollment: 40

Prerequisites: Two quarters of Core or equivalent. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: \$150 for art supplies.

Internship Possibilities: No

We have an ageless association with stone.

Stone gives shape and meaning to the landscapes we inhabit and shapes our perceptions of time and space. We in turn shape stone: for shelter, for tools and for expression.

This program is designed to give students a closer understanding of the physical and geographical character of stone, its place in our culture and history, and its potential as a material for sculptural expression.

Program work will center around the sculpture studio and the physical geography lab, with supporting lectures, field trips and seminars. In the studio, we will draw, work with stones as found objects and learn basic stone-carving methods. We'll consider alternative ways for using stone expressively. Physical geography labs and lectures will give an introduction to the classification, physical and chemical character, morphology, location and use of stone types in the landscape. Cultural geography lectures and workshops will address the ways in which we shape stone to symbolize ourselves, and in turn how we read those symbols. We will reflect on this interactive shaping of stones and people through readings, seminars, work discussions and writing.

Credit awarded in sculpture, drawing, physical geography and cultural geography.

Total: 16 credits.

Program is preparatory for careers and future studies in art, science and the humanities.

This program is also listed under First-Year Programs and Environmental Studies.

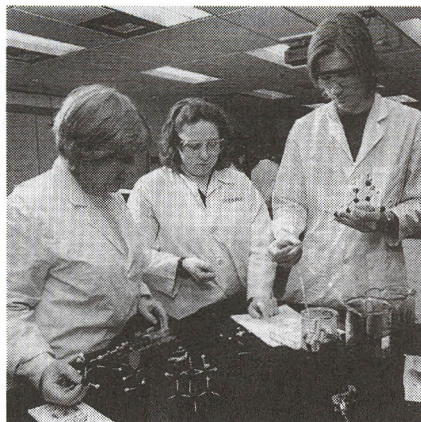
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SCIENTIFIC INQUIRY

AFFILIATED FACULTY:

Clyde Barlow
Dharshi Bopegedera
Andrew Brabban
John Aikin Cushing
Judy Bayard Cushing
Jeffrey J. Kelly
Robert H. Knapp, Jr.
Elizabeth M. Kutter
Albert C. Leisenring
Stuart Matz
David McAvity
Donald V. Middendorf
Donald Morisato
Frank Motley
Nancy Murray
James Neitzel
Neal Nelson
Janet Ott
David W. Paulsen
Paula Schofield
Sheryl Shulman
James Stroh
Brian Walter
E.J. Zita



The world is so full of such marvelous things that humans are drawn to wonder at it and try to understand it. One result of that wonder is called science. The faculty of the Scientific Inquiry area are members of the scientific community, men and women who have devoted their professional lives to personal journeys of discovery as they investigate the world and help their students learn about it. They are committed to helping students—whatever their primary interests may be—understand the wonders of nature and also understand science as a force in our technological society. In addition, they work with advanced students in serious scientific investigations. They invite you to become one of those students, whether at an elementary or an advanced level, and to join in the great adventure. From quarks and leptons to complex carbon molecules to genes and viruses to the human brain to an earth of mountains and oceans to a universe of unfathomable dimensions, there is much yet to be learned.

Some programs in this area allow you to learn basic science as part of your general liberal arts education; look particularly at Introduction to Natural Science, Health and Human Development, The Physicist's World and Ecological Design. (Notice that you will also find basic science in some of the Core programs, especially It's Time for Science; Light; Nature, Nurture or Nonsense?; Perception; and Sailpower: Economic, Historical, Scientific and Cultural Principles.) Others are designed to help prepare you for a career in science or technology, or in an applied field such as medicine or computer networking. Alumni of Scientific Inquiry programs have an excellent record of success in graduate and professional schools, and in their chosen fields.

If you are on such a path, you will generally begin with a basic science program such as Introduction to Natural Science (especially if you are interested in biology or environmental science), or the sequence Transforming the Globe and Modeling Motion (especially if you are interested in chemistry or physics). If you are interested in mathematics, you will want to begin with either Mathematical Systems, Modeling Motion or Data to Information. If you want to pursue computer science, you will probably begin with Data to Information; then do more advanced work that is offered through Student Originated Software (2003–04) and Computability and Cognition (2004–05), offered in alternate years. First-year students might consider Algebra to Algorithms: An Introduction to Mathematics for Science and Computing. Health and Human Development offers a pathway for those primarily interested in the health and helping professions. Science of Mind (2003–04), offered in alternate years, provides neurobiology and other components of cognitive science. The Molecule to Organism program covers organic chemistry, biochemistry and laboratory biology (molecular-cellular-genetic biology and physiology). Advanced work in physical science is offered through Astronomy and Energy: Cosmic Models (2003–04), Atoms, Molecules and Research (2003–04) and Physical Systems (2004–05), offered in alternate years. Advanced work in mathematics is provided in Mathematical Systems (2003–04) and Mathematical Methods (2004–05), offered in alternate years. Some intermediate to advanced work is done through combined studies with other academic areas such as Environmental Analysis (2004–05), offered in alternate years.

Faculty members in Scientific Inquiry are committed to the ideal of science education in the context of liberal arts education. The liberal arts are the liberating arts, the studies that free people from the shackles of prejudice, illogic and superstition, which allow them to achieve their full creative potentials. Of the classical seven liberal arts of the medieval university (grammar, rhetoric, logic, arithmetic, music, geometry and astronomy), four translate in modern form into the subjects of the Scientific Inquiry area, and science and mathematics are essential components of the modern liberal arts curriculum. Because science and technology are so central to our world, citizens must be scientifically informed so they can make informed decisions and participate intelligently in a democratic society. At the same time, scientists must consider the social implications and consequences of their work; and they must know how science has impacted society in the past. Thus, our studies of science itself are combined with studies of the history of science and with philosophical, social and political issues.

By engaging in laboratory and workshop exercises, you will learn to think like a scientist: to apply theories to experimental situations, to collect data and analyze them in the light of underlying theory, and to use data to test hypotheses. You will do much of your work with the same high-quality, modern analytical instruments used in research laboratories. You will also develop facility in mathematics—the “queen and servant of the sciences”—and in computation and computer modeling, using some of the best modern facilities and software available.

Advanced students working in this area have many opportunities to do research, either in a relatively independent study or as part of an ongoing faculty research program. Research students have presented their work at scientific meetings, have become authors on technical papers, and have gone on to successful careers. The possibilities are limited only by your energy and ambition.

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

Astronomy and Energy: Cosmic Models

Fall and Winter quarters
Faculty: Don Middendorf
Enrollment: 25

Prerequisites: Sophomore standing or above, transfer students welcome. One year of calculus-based physics.

Faculty Signature: No

Special Expenses: Approximately \$400 for textbooks (must be purchased by the second day of class), good binoculars and journal subscriptions.

Internship Possibilities: No

This program will study the two pillars of modern physics—relativity and quantum theory—using astronomy as the link. The theme will be scientific model making. We will study our current models of the universe, including the role of relativity and quantum mechanics in studying stars, galaxies and black holes. We will examine such questions as: How do we know that stars use fusion to produce energy? How do we interpret theory and experiments for objects such as stars and black holes? What are some of the ramifications of embracing one model instead of another? What is energy and how is it related to mass, space and time? Are we learning about pre-existing objective facts (truth) or do our experimental results depend on our theories?

We will examine the ideas of leading thinkers in physics, mathematics and philosophy to explore these questions. Although we will find many strange and provocative answers to our questions, our goal will be to learn to ask even more sophisticated questions about “nature” and “reality.”

Students must subscribe to three journals—*Sky and Telescope*, *Science News* and *Physics Today*. These journals will be used in weekly discussions and student presentations about recent developments in astronomy and modern physics. We will use our eyes, binoculars and telescopes to examine the sun and the night sky—so we’ll need to meet at night a few times each quarter.

Credit awarded in astronomy, modern physics, quantum theory, special and general relativity and philosophy of science. Upper-division credit is possible for more than half of the total credits depending on performance.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in science and mathematics, especially physics, engineering, astronomy or philosophy.

Atoms, Molecules and Research

Fall, Winter and Spring quarters

Faculty: TBA

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; one year of college-level chemistry (or AP high school chemistry) and ability to do differential and integral calculus.

Faculty Signature: Yes. Contact the Academic Advising office for information about the signature process, (360) 867-6312.

Special Expenses: No

Internship Possibilities: No

In this upper-division chemistry program we will explore the question “What does a chemist do?” In all aspects of the program, we will try to understand how the principles of chemistry learned in the classroom are applied by chemists all over the world. This program is designed to provide advanced preparation that will enable students to pursue careers in chemistry and chemical engineering (graduate school and industry), fields that have high employment demands in the sciences. It will also be useful for students considering careers in medicine, biochemistry or chemical physics.

During fall and winter, the lecture portion of the program will cover the traditional junior- and senior-level topics in physical chemistry and inorganic chemistry. These include thermodynamics, quantum mechanics, inorganic chemistry, chemical kinetics, statistical mechanics and spectroscopy. During spring, if time permits, the lecture portion of the program will cover some special topics in chemistry.

Fall quarter, the laboratory portion of the program will train students to use chemical instrumentation to carry out assigned laboratory experiments. All members of the chemistry faculty and science instructional technicians will be involved in teaching the laboratory portion, ensuring breadth and individual guidance. Winter and spring, students will be assigned laboratory research projects they will conduct under the close supervision of chemistry faculty. Students will present the results of their research at the annual American Chemical Society Undergraduate Research meeting.

Students will also participate in workshops on technical writing and library research methods, including online searching.

Credit awarded in thermodynamics*, quantum mechanics*, inorganic chemistry*, instrumentation laboratory* and undergraduate research in chemistry*.

Total: 3, 6, 9 or 16 credits each quarter.

Program is preparatory for careers and future studies in chemistry, chemical engineering, chemical physics, medicine and biochemistry.

Data to Information

Fall, Winter and Spring quarters

Faculty: Brian Walters, John Cushing, Sheryl Shulman

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome. High school algebra proficiency assumed.

Faculty Signature: Yes. Students must take an algebra pre-test and receive an adequate score, as well as have an interview with the faculty. Contact the Academic Advising Office, (360) 867-6312, for information about the algebra pre-test.

Special Expenses: Unusually expensive textbooks, approximately \$300 per quarter.

Internship Possibilities: No

The goal of this program is to lay a firm foundation for advanced work in computer science. The name “Data to Information” refers to our study of how bits, bytes and raw numbers gain meaning through increasingly abstract layers of interpretation. Organizing raw data into different structures can produce very different meanings—through interpretation, correct or not, raw *data* becomes *information*.

Our work will emphasize knowledge of the fundamentals of mathematics, program design, algorithms and data structures, and the hardware needed to succeed in the computer field. Individual and collaborative problem-solving will also be stressed.

Program content will be structured around four, yearlong interwoven themes: The *computational organization* theme will begin with digital logic and continue through increasingly complex and abstract ways of organizing hardware into functional units. The *programming languages* theme will begin with the functional programming paradigm using Haskell, then continue into the analysis of data structures and algorithms, and finally introduce an object-oriented programming paradigm using Java. The *mathematical abstractions* theme will develop the mathematical tools and abstract ideas that support problem solving in computer science. The *history and social implications of technology* theme will explore the context in which quantitative and computerized tools have been developed and applied.

Credit awarded in digital logic, computer architecture, programming, data structures and algorithms, discrete mathematics and social and historical implications of technology. Approximately one third of the credit is classified as upper-division science.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004–05.

Program is preparatory for careers and future studies in computer-related fields, science and mathematics.

* Indicates upper-division credit

Ecological Agriculture: Fitting Into Place

Fall, Winter and Spring quarters

Faculty: Martha Rosemeyer, Liza Rognas,
Martha Henderson Tubesing

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome. General chemistry or biology; socio-economics or political economy; willingness to work hard and carefully.

Faculty Signature: No

Special Expenses: Approximately \$150 for field trips.

Internship Possibilities: Yes, with faculty approval.

How can human settlement coexist with the rest of Earth's web of life? This year, two separate but linked programs, Ecological Design and Ecological Agriculture, will investigate which patterns of building and food supply can be ethical, beautiful and sustainable indefinitely—and how we Americans can move toward those ways of life. The two programs will share several major components each quarter: a seminar on present dangers and future possibilities; a series of shared background lectures on energy flows, biodiversity, soil science and nutrient cycles; and weekly community work, leading toward community design and organizing projects in the spring. A substantial library research paper in winter, informed by community experience in fall, will provide planning and an intellectual base for the community project in the spring.

The Ecological Agriculture program will concentrate on substantive topics in the natural and social sciences, such as ecology, history and political economy. Lectures, in addition to those held jointly with Ecological Design, will focus on landscape ecology, integrated pest and disease management, agricultural biodiversity, livestock and soil science, as well as agricultural history, socioeconomic and gender aspects of agriculture, the Pacific Northwest regional food system and the community foodshed. We will examine the relationship between food production and American iconography of land and landscape. Workshops will aid students in developing quantitative reasoning skills. Labs will be an introduction to energy flow, nutrient cycling and soil science.

Credit awarded in agroecology, community studies, agricultural history, the future of agriculture, agricultural geography, introductory soil science, quantitative skills, expository writing and library research. Upper-division credit awarded for upper-division work and an additional assignment per quarter.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2006–07.

Program is preparatory for careers and future studies in agriculture, nonprofits and community services.

This program is also listed under Environmental Studies.

Ecological Design

Fall, Winter and Spring quarters

Faculty: Rob Knapp, TBA

Enrollment: 48

Prerequisites: Students must be ready for intense effort and be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: One overnight, in-state field trip per quarter, \$25–\$40, payable during the first week of each quarter.

Internship Possibilities: Yes, spring quarter, with faculty approval.

How can human settlement coexist with the rest of Earth's web of life? This year, two separate but linked programs, Ecological Design and Ecological Agriculture, will investigate which patterns of building and food supply can be ethical, beautiful and sustainable indefinitely—and how we Americans can move toward those ways of life. The two programs will share several major components each quarter: a seminar on present dangers and future possibilities; a series of shared background lectures on energy flows, biodiversity, soil science and nutrient cycles; and weekly community work, leading toward community design and organizing projects in the spring.

In addition to the activities shared with Ecological Agriculture, students in this program will also concentrate on the built environment and on the process of design. Design is the finding of physical answers—buildings, roads, settlements—to basic human questions, such as shelter and work. The core activity will be a yearlong studio on gathering relevant information, inventing and evaluating physical forms, and presenting the results clearly and persuasively. Techniques will include architectural drawing, interviewing, site study, calculating environmental flows and model making. A supporting lecture series will discuss environmental science and “green” technologies, including landscape ecology, renewable energy and alternative building materials. There may be some opportunities for hands-on building, but the program will emphasize careful analysis and design, not actual construction.

Credit awarded in environmental design, natural science (lower division, except for unusual individual projects arranged with faculty), visual art, community studies and expository writing.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in environmental studies, visual arts, environmental design and community studies.

This program is also listed under First-Year Programs; Environmental Studies; and Expressive Arts.

Health and Human Development

Fall, Winter and Spring quarters

Faculty: Gary Peterson, Raul Nakasone, TBA

Enrollment: 75

Prerequisites: Sophomore standing or above. One year of study in an interdisciplinary, liberal arts program.

Faculty Signature: No

Special Expenses: Approximately \$45 per quarter for retreats, conferences and travel to and from internships.

Internship possibilities: Yes, with approval of faculty.

This thematically based program explores the intersection of human health and society. Each quarter, we will examine this relationship through content-related themes and experiences to help us more fully understand the fundamentals of human biology and psychology.

Our feeling of well-being in the United States is shaped by the developmental context of our lives. To understand this context requires an investigation of the current and sometimes contradictory paradigms that construct our worldviews in relationship to our different experiences. This program will address our different worldviews through a lens of power and oppression and attempt to bridge these differences. We'll examine our values and beliefs regarding work, family and community and how they affect our health and well-being.

At the end of the program, students will have a stronger appreciation of their own experience and those of other groups of people. They will develop strategies for engaging in a range of settings to promote social change, in-depth personal development, increased self-awareness, critical commentary and analyses, and practices that promote health and well-being. They will come to understand themselves as members of multiple communities and as having a responsibility to these communities.

Credit awarded in human biology, human development, abnormal psychology and personality theory, community psychology, educational theory and design, multicultural studies, technical writing and quantitative skills.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004–05.

Program is preparatory for careers and future studies in the health professions, the social services, public policy and education.

This program is also listed under Society, Politics, Behavior and Change.

* Indicates upper-division credit

Introduction to Natural Science

Fall, Winter and Spring quarters

Faculty: James Neitzel, TBA

Enrollment: 75

Prerequisites: Sophomore standing or above; high school algebra proficiency assumed.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, spring quarter with faculty approval.

This program will offer students a conceptual and methodological introduction to biology, chemistry and physics. As an organizing theme, we will examine the cycles and transformations of matter and energy at a variety of scales in both living and non-living systems. As appropriate, we will use mathematical modeling and other quantitative methods to gain additional insights into these processes. Students will learn to describe their work through writing and public presentations.

Program activities will include lectures, small-group problem-solving workshops, laboratories, field trips and seminars. In addition to studying our current scientific models for these processes, we will also examine the methods used to obtain these models and the historical, societal and personal factors that influence our thinking about the natural world. We will also examine some of the impacts on societies due to changes in science and technology. During spring, there will be an opportunity for small student-groups to conduct an independent scientific investigation designed in collaboration with the program faculty.

Students who complete this program should be prepared for more advanced study in programs such as Marine Life or Molecule to Organism. This program will also provide a background in disciplines required for careers as a health professional. It is also appropriate for students who wish to understand the process and role of science.

Credit awarded in general chemistry, introductory biology, physics, history and philosophy of science, technical writing and communication.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in the natural sciences, environmental studies and health sciences.

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

Mathematical Systems

Fall, Winter and Spring quarters

Faculty: TBA

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; one year of calculus.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program is an intensive study of several fundamental areas of pure mathematics, including a nucleus of advanced calculus, abstract algebra and topology. Students may also have the opportunity to learn other advanced topics in mathematics such as set theory, Euclidean and non-Euclidean geometry or number theory.

We will develop skills not only in handling mathematical syntax, but also in the crucial area of reading and writing rigorous proofs in axiomatic systems. We will also examine mathematics in a historical and philosophical context—asking questions such as: Are mathematical systems discovered or created? Why does a particular culture allow some systems to flourish while ignoring others? What are some of the ramifications of embracing one model instead of another?

The program is designed for students who intend to pursue studies or teach in mathematics and the sciences, and for those who want to know more about mathematical thinking. Students will have the opportunity to engage in individual projects and present material to the class on topics in mathematics that they study during the year.

Credit awarded in advanced calculus*, abstract algebra*, topology*, history and philosophy of mathematics, and special topics in mathematics.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in mathematics, physics, mathematic education, history of mathematics and science.

Molecule to Organism

Fall, Winter and Spring quarters

Faculty: Paula Schofield, Andrew Brabban, Donald Morisato

Enrollment: 75

Prerequisites: Junior or senior standing, transfer students welcome; one year of college chemistry required; and college general biology preferred.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, spring quarter only.

This program will develop and interrelate concepts in experimental (laboratory) biology, organic chemistry and biochemistry.

It will integrate two themes—one at the “cell” level and the other at the “molecule” level. In the cell theme, we will start with the cell and microbiology and proceed to the whole organism with the examination of structure/function relationships at all levels.

In the molecular theme, we will examine organic chemistry, the nature of organic compounds and reactions and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes will continually merge through studies of cellular and molecular processes in molecular biology and genetics.

The program will contain a significant laboratory component; each week, students will write papers and maintain laboratory notebooks. All laboratory work, and approximately one half of the non-lecture time will be spent working in collaborative problem-solving groups.

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

Credit awarded in genetics*, cell biology*, molecular biology*, organic chemistry I, organic chemistry II*, organic chemistry III*, biochemistry* and microbiology*.

Total: 8 or 16 credits fall quarter; 8 or 12 or 16 credits winter quarter; 4 or 8 or 12 or 16 credits spring quarter. During fall quarter, students may register for organic chemistry or biology as an option.

A similar program is expected to be offered in 2004-05.

This program is preparatory for careers and future studies in biology, chemistry, health/medical sciences, environmental studies and education.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

The Physicist's World

Fall and Winter quarters

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The 20th century has brought about a revolution in our understanding of the physical universe. We have been forced to revise the way we think about even such basic concepts as space and time and causality, and about the properties of matter. An important part of this revolution has been the surprising discovery of fundamental ways in which our knowledge of the material world is ultimately limited. These limitations are not the result of surmountable shortcomings in human understanding but are more deeply rooted in the nature of the universe itself.

In this program, we will examine the mental world created by the physicist to make sense out of our experience of the material world around us, and to try and understand the nature of physical reality. We will ask and explore answers to the twin questions of epistemology: What can we know? and, How can we know it? starting with the Presocratic philosophers and continuing through each of the major developments of 20th-century physics, including the theories of relativity, quantum theory, deterministic chaos and modern cosmology. We will examine the nature and the origins of the limits that each imposes on our ultimate knowledge of the world.

No mathematical prerequisites are assumed. Mathematical thinking will be developed within the context of the other ideas as needed for our purposes. The only prerequisites are curiosity about the natural world and a willingness to read, think and write about challenging texts and ideas. We will read primary texts, such as works by the Presocratics, Plato, Lucretius, Galileo, Newton and Einstein, as well as selected contemporary writings on physics.

Credit awarded in philosophy of science, history of science, introduction to physical science, introduction to mathematics and quantitative reasoning, and expository writing.

Total: 16 credits each quarter.

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

This program is also listed under First-Year Programs and Culture, Text and Language.

Science of Mind

Fall, Winter and Spring quarters

Faculty: David W. Paulsen, TBA

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome; one quarter of college-level biology recommended.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is involved in studying the mind? What questions can be answered scientifically? What questions can't? Is the mind nothing but the brain? If so, how do we account for human consciousness?

Science of Mind will address these questions by exploring approaches from past and contemporary cognitive psychology and neurobiology, as well as issues in philosophy of science and mind. We will emphasize theories about the nature of perception, attention, memory, reasoning and language as well as current developments in the study of consciousness. The program will cover basic neurophysiology and systems neurobiology, experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological research applications, as well as the use of the computer for data analysis.

We will begin by laying a foundation—looking at the historical and intellectual roots of contemporary cognitive science including cognitive psychology and cellular neurobiology. In winter, we will look at issues surrounding the transformation of psychology from the behaviorist to the cognitive paradigm and recent discussions of consciousness, as well as network neurobiology. Spring quarter will include an extensive research project in one of the following areas: experimental psychology, neurobiology or the philosophy of mind.

Credit awarded in cognitive science*, cognitive psychology*, research methods in psychology*, neurobiology with laboratory*, descriptive and inferential statistics*, data analysis using the Statistical Package for the Social Sciences* and a research project*.

Total: 12 or 16 credits fall quarter; 8, 12 or 16 credits winter quarter; 4, 8, 12 or 16 credits spring quarter.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in psychology, medicine, biology, cognitive science, aspects of computer science and philosophy.

This program is also listed under Society, Politics, Behavior and Change.

Student Originated Software

Fall, Winter and Spring quarters

Faculty: Judith Bayard Cushing, Neal Nelson, TBA

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. Data to Information or equivalent, or expertise in both programming and an application area such as science or media.

Faculty Signature: Yes. Students must complete a questionnaire and an interview with faculty. Students must demonstrate both technical expertise and a commitment to a group software development project. The questionnaire is available from the faculty, judyc@evergreen.edu, and from Academic Advising after May 1, 2003.

Special Expenses: Approximately \$200 for materials for student project work, visits to project sponsors and two field trips. **Internship Possibilities:** Only if in conjunction with the software project, or for four credits spring quarter.

Software engineering is the study of how to design and build, within budget, socially responsible software systems that meet functional requirements. In spite of an increasing body of knowledge, however, software is often late, over-budget or unable to perform according to needs. Why? The "software engineering" problem is not just a matter of technology, but of organization, psychology, group dynamics and culture, and an understanding of the relevant domain. Student Originated Software addresses these issues, and is intended to prepare students to build good software.

This yearlong program is designed to give students, at an advanced undergraduate level, the ability to identify and carry out a viable software project. Students will work in teams to identify a project, prepare feasibility studies, identify "real world" clients or setting, and write software specifications. Under the guidance of faculty, students will conduct systems analysis and design, implementation and product testing and validation. Students will evaluate their software according to technical, legal and social criteria.

(continued next page)

* Indicates upper-division credit

Student Originated Software

(continued)

Advanced topics in computer science will be presented in lecture, workshops and seminars, and seminars will relate to the history and culture of the software industry, as well as psychological and cultural aspects of software systems such as ergonomics, human-machine interaction and the psychology of computer programming.

Credit awarded in: Upper-division science credit will be distributed among computer science and software engineering: object-oriented analysis, design and programming; databases; and special topics such as operating systems, user interface design, distributed computing or software tools.

Total: 8 or 16 credits fall and winter quarters; 4 or 8 or 16 credits spring quarter. Eight-credit option is for part-time students only; spring quarter 4-credit option is for internship.

Program is preparatory for careers and future study in computer science and software engineering or the project application area.

Transforming the Globe

Fall quarter

Faculty: Sharon Anthony, David McAvity

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome. High school algebra proficiency assumed.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The globe has been transformed by the organisms that have inhabited it since the first bacteria started polluting the atmosphere with oxygen over two billion years ago. Certainly the impact of humankind on the Earth is considerable: global warming, ozone depletion, photochemical smog, acid rain and the build up of radioactive waste, are just a few examples. The extent of the danger these changes present, and whether it is in our power to reverse them, remain difficult and open questions that cannot be answered without an understanding of the science behind them. The intention of this program is to provide students with a foundation in chemistry, physics and mathematics using the science of global change as a motivating and integrating theme.

Students will be introduced to topics in chemistry and physics primarily through discovery-oriented small-group activities. Mathematical methods and experimental skills essential for scientific inquiry will also be developed in lectures and labs. We will engage in weekly discussions to explore the interconnections between science and policy in the context of human-originated transformations of the globe.

This program is for fall quarter only. Programs in winter that build on the scientific concepts from this program are Modeling Motion and Exploring Biogeochemistry.

Credit awarded in general chemistry, college physics and precalculus.

Total: 16 credits.

Program is preparatory for careers and future studies in physics, chemistry, environmental science and public policy.

This program is also listed under Environmental Studies.

Undergraduate Research in Scientific Inquiry

Fall, Winter and Spring quarters

Faculty: Clyde Barlow, Dharshi Bopegedera, Andrew Brabban, Judith Cushing, Jeff Kelly, Rob Knapp, Betty Kutter, Stuart Matz, James Neitzel, Paula Schofield, E.J. Zita

Enrollment: 25

Prerequisites: Negotiated individually with faculty.

Faculty Signature: Yes

Special Expenses: No

Internship Possibilities: No

A number of faculty in this planning group are engaged in research projects that offer collaborative research opportunities for advanced students. These provide an important aspect of advanced work in the sciences that take advantage of faculty expertise, Evergreen's flexible structure and excellent equipment. In general, students begin by working in apprenticeship with faculty and laboratory staff and gradually take on more independent projects within the context of the specific program. These projects generally run 12 months a year; a signature is required from the faculty with whom students will be working.

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

Dharshi Bopegedera would like to engage students in the following four projects: FTIR spectroscopy of free radicals (2 students): This project is for advanced chemistry students who are interested in using infrared spectroscopy to understand molecular properties of free radicals synthesized *in situ* in a microwave discharge. Exploration of toxic properties in noxious plants (2 students): Chemicals from noxious plants (such as Scotch broom) will be extracted and investigated using several spectrometric methods in order to understand what makes these plants "noxious." This project is for students who have completed general chemistry (with laboratory). Knowledge of organic chemistry is preferred but not required. An interdisciplinary study of drinking water in the South Puget Sound (2 students): This is an ongoing study to investigate the quality of drinking water in the Puget Sound area. We will analyze drinking water in the South Puget Sound area and explore the connections between the minerals found in drinking water with the geological properties of the land. Students who have completed general chemistry with laboratory can carry out this project. Science in Local Schools (2 students): We will work with local school teachers to develop science lab activities that will enhance the science curriculum in local schools.

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

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About four science labs will be taken to local schools each quarter. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

Andrew Brabban (biotechnology) is interested in developing biological technologies for agriculture, industry and health care that improve the efficiency of a modern process, or generally improve the quality of life for society. Current student projects include technologies to produce pharmaceutical synthons, reduce the incidence of *E. coli* 0157:H7 in the human food chain (in collaboration with Betty Kutter and Dr. Callaway, Texas A&M University) and the role of DNA as an environmental pollutant (in collaboration with LOTT sewage treatment plant). Student projects will use techniques and receive credit in molecular biology, biochemistry, organic chemistry and microbiology.

Judith Bayard Cushing studies how scientists use distributed computing and data to conduct research. She would like to work with students who have a background in computer science or molecular biology, forest ecology, chemistry or physics and a strong motivation to explore new computing paradigms, such as object-oriented systems and multiplatform computing.

Rob Knapp studies thermal and electric energy flows in buildings, as a contribution to ecologically conscious design of homes and workplaces. A National Science Foundation grant has provided instrumentation to measure heat loss, air flows, solar gains and related aspects of conventional and alternative buildings, by which to compare different approaches to energy conservation and renewable resource use. Students with backgrounds in physics, electronics or computer modeling can help with these explorations.

Betty Kutter (molecular biology) and **Jim Neitzel** (biochemistry) study Bacteriophage T4, which has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. These faculty members are working to clone and over-express the many host-lethal genes that are responsible, purify and characterize their protein products, determine their specific functions, look at ways in which they can be used to better understand bacterial metabolism, and examine the infection process under a variety of environmental conditions. Evergreen is the center for genomic analysis and database development for these phages, and for work with phage ecology and potential uses as antibiotics.

Stu Matz (biology) uses a variety of anatomical, molecular and developmental techniques to analyze the organization of various regions of the brain in order to understand the behavior of aquatic organisms. Currently, he is investigating the Pacific salmon brain. In the past, he has worked with zebrafish, cichlid fish and aquatic salamanders.

Paula Schofield (polymer chemistry, organic chemistry) is interested in the fields of biodegradable and biomedical polymers. Efforts to use biodegradable materials have been initiated to reduce the environmental impact of plastic wastes. Several of these biodegradable materials are polyesters and they have attracted much industrial attention as "green thermoplastics." Biomedical polymers are widely used as replacements for heart valves, tissue, hip joints and blood vessels. Polyurethanes show potential as replacements for small diameter blood vessels, particularly required by patients suffering from vascular disease resulting from complications of diabetes. Suitable replacement vessels could prevent the thousands of amputations performed each year in the United States. Today, research and development on biodegradable and biomedical polymers are expanding in both polymer and biological sciences. Students with a background in organic chemistry and biology will gain experience in the preparation and characterization of suitable polymers, and in biological procedures used to monitor biodegradation and biocompatibility. Techniques students will use include SEM, DSC, GPC, FTIR, FTNMR and enzyme isolation and purification.

E.J. Zita (physics) studies the structure and dynamics of magnetic stars such as the Sun. Like plasmas (ionized gases) in fusion energy research labs, stars can create and respond to electromagnetic fields. For example, the changing magnetic fields near the surface of the Sun can heat the solar atmosphere and increase the Sun's luminosity. One would expect the Sun's gas to cool as it moves away from the surface; nevertheless, the solar corona can be millions of degrees hotter than the photosphere. A NASA grant funds investigations into this puzzle and for collaborations with scientists in Boulder, Colorado, and abroad. Students can help Zita do analytic calculations of magnetic dynamics or compare numerical models with extensive datasets from ground- and space-based observations.

Credit will be awarded in areas of student work e.g., lab biology* and chemistry,* computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*.

Total: 4 to 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

This program is preparatory for careers and future study in chemistry, biology, computer science, health science, environmental sciences, physics, astronomy and teaching.

OFFERINGS BEGINNING WINTER QUARTER

Modeling Motion

Winter and Spring quarters

Faculty: David McAvity, TBA

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome; precalculus required. Students enrolled in Transforming the Globe in fall will gain sufficient mathematical background to enroll in this program.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Careful observation of the physical world reveals an underlying order. The goal of science is to build models that explain the order we see as simply and accurately as possible. Crucial among such models are those that explain the interactions between objects and the changes in motion those interactions bring about. The history of physics is replete with attempts to model motion accurately, and that quest is an ongoing process today. With the development of new models, come also new mathematical methods needed for describing them. Calculus, for example, was born out of the efforts to make predictions from Newton's models of motion. Nonetheless, even with the power of calculus, a model may yield answers only in approximate circumstances. The advent of computer modeling has allowed more realistic scenarios to be examined.

We will explore the theme of scientific model building through small-group workshops, interactive lectures, hands-on laboratory investigations, computer programming labs and seminar discussions. Through our study of physics we will learn about models of motion and change and the process for constructing them. We will also learn how to use the tools of calculus and computer modeling to understand what those models predict.

Credit awarded in university physics, calculus and computer modeling.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in engineering, medicine, physics, chemistry, computer science and mathematics.

* Indicates upper-division credit

OFFERINGS BEGINNING SPRING QUARTER

Algebra to Algorithms: An Introduction to Mathematics for Science and Computing

Spring quarter

Faculty: TBA

Enrollment: 24

Prerequisites: High school algebra proficiency assumed. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions (more or less) of complex natural systems, and modern computing has magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving, and also enables the construction of mathematical models. In fact, computer science is the constructive branch of mathematics.

This program will explore connections among mathematics, computer science and the natural sciences, and will develop mathematical abstractions and the skills needed to express, analyze and solve problems arising in the sciences, particularly in computer science. The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences. The emphasis will be on fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics will include concepts of algebra, functions, algorithms, programming and, depending on interest, calculus, logic or geometry; all with relevant historical and philosophical readings.

Credit awarded in algebra, geometry, mathematical modeling, programming, and history and philosophy of mathematics.

Total: 16 credits.

Program is preparatory for careers and future studies in the sciences or mathematics.

This program is also listed under First-Year Programs.

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

Astronomy and Cosmologies

Spring quarter

Faculty: E. J. Zita

Enrollment: 25

Prerequisites: Sophomore standing or above; facility with algebra.

Faculty Signature: Yes. E-mail the faculty for information about gaining a signature, zita@evergreen.edu.

Special Expenses: \$45 for materials, \$200–\$300 for binoculars and tripod and \$300 for possible field trips.

Internship Possibilities: No

Learn beginning-to-intermediate astronomy and celestial navigation through lectures, discussions, interactive workshops and observation, using the naked eye, binoculars and telescopes. Students will build (and take home) learning tools such as spectrometers and position finders, research a topic of interest (in the library and through observations), create a Web page and share research with classmates.

We will also seminar on cosmologies: how people across cultures and throughout history have understood, modeled and ordered their universe. We will study creation stories and worldviews from ancient peoples to modern astrophysicists.

Students are invited to help organize a field trip to warm, clear skies.

Credit awarded in astronomy, physical science and philosophy of science.

Total: 16 credits.

A similar program is expected to be offered in 2005–06.

Program is preparatory for careers and future studies in astronomy, physical sciences, history and philosophy of science.

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SOCIETY, POLITICS, BEHAVIOR AND CHANGE

At Evergreen, the Society, Politics, Behavior and Change area weaves together the various social science disciplines that enable us to better understand society and the individual's role in society. We place a particular emphasis on:

Politics: How societies and governments are organized to allow collective decision making. Our study of politics focuses on political economy, the interplay of politics and economics, with an emphasis on the international political economy and its implications for race, gender and class in U.S. society.

Behavior: Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty have particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

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

Our management programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures may be structured and financed. We examine management from both a domestic and international perspective, and consider how strategic planning and organizational development may be used to improve organizational performance. Recognizing that Puget Sound has proved to be a rich laboratory for the study of economics and social change, our management programs often integrate the study of leadership development, international business and maritime trade with our maritime studies program. Students may work in local internships, develop business plans or volunteer in local businesses.

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

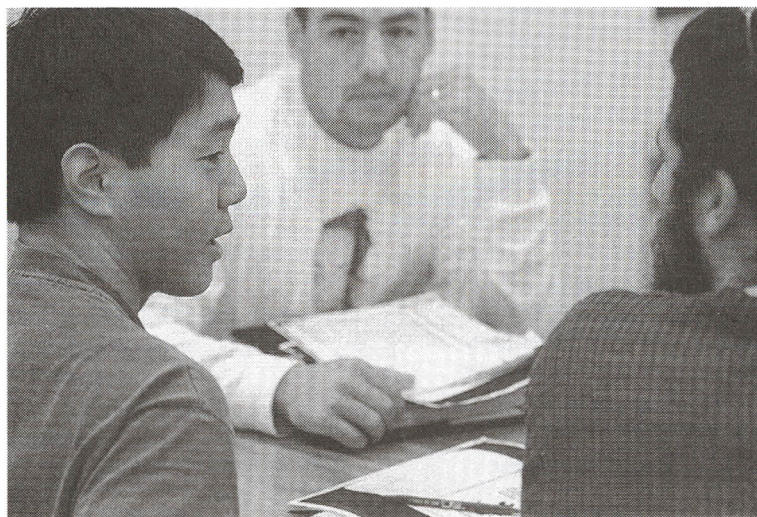
Our area includes faculty from the following disciplines: anthropology, economics, history, law, public policy, public administration, labor studies, management, political science, philosophy, sociology, health sciences, psychology, teaching and learning.

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

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

AFFILIATED FACULTY:

Don Bantz
Peter G. Bohmer
Priscilla V. Bowerman
William Bruner
Grace Chang
Scott Coleman
Stephanie Coontz
Elizabeth Diffendal
Peter Dorman
John Robert Filmer
Theresa L. Ford
George Freeman, Jr.
Laurance R. Geri
Jorge Gilbert
Angela Gilliam
Jeanne E. Hahn
Ryo Imamura
Gail Johnson
Heesoon Jun
Cynthia Kennedy
Mukti Khanna
Janice Kido
Cheryl King
Gerald Lassen
Daniel B. Leahy
Carrie Margolin
Lawrence J. Mosqueda
Raul Nakasone (Suarez)
Alan Nasser
Dean Olson
Toska Olson
Sarah Pederson
Yvonne Peterson
David Rutledge
Zahid Shariff
Linda Moon Stumpff
Masao Sugiyama
Michael Vavrus
Sherry L. Walton
Sonja Wiedenhaupt



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

Dance, Creativity and Culture

Fall, Winter and Spring quarters

Faculty: Ratna Roy, Mukti Khanna

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: \$50-\$60 each quarter for performance supplies.

Internship Possibilities: No

This program will examine several world cultures through literature, dance, psychology and creativity studies. First, we will concentrate on the how's and why's of literary and dance criticism, multicultural psychology and research methodologies. For example, we will ask: Why are most of the African- and Asian-based dances earth-bound? How is drama/theater in other cultures different from or similar to western theater? How is identity constructed in a multicultural context?

We will then study two cultures in depth. Students will participate in a two-quarter field research study to deepen their understanding of African American and Asian cultures in the United States. At the same time, students will be involved in the creative work of dance and theater, using expressive arts therapies to understand how experience in the arts can deepen imagination, insight and understanding. Students will also write short papers, and an additional research paper on a culture of their choice. We will make several field trips for classes and performances in various dance genres and to visit art museums.

In spring, we will perform dances from the various cultures studied. In the final weeks, we will reflect on our learning, using our understanding of dance and literary criticism, creativity theory and the psychological perspectives covered during the year.

Credit awarded in dance, dance criticism, performance studies, theater, literature, methods of inquiry, anthropology, political economy, quantitative skills, eastern philosophy, multicultural psychology, developmental psychology, expressive arts therapies and writing.

Total: 12 or 16 credits fall and winter quarters; 16 credits spring quarter.

Program is preparatory for careers and future studies in performance studies, English literature, theater, dance, Asian studies, African American studies, African studies, eastern philosophy, cultural anthropology, multicultural psychology, developmental psychology and expressive arts therapies.

This program is also listed under Culture, Text and Language and Expressive Arts.

Dissent, Injustice and the Making of America

Fall and Winter quarters

Faculty: José Gómez, Grace Chang

Enrollment: 50

Prerequisites: Sophomore standing or above.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Injustice and dissent have been defining features of America since its founding. In part, that is the legacy of the framers' decision to omit equality as a constitutional value and, instead, to build the "blessings of liberty" on the antithetical foundation of explicit inequality. Even the 14th Amendment's guarantee of equal protection nearly a century later (1868) proved hollow as 86 more years elapsed before the Supreme Court retracted its racist rulings of *Dred Scott* and *Plessy*.

With 2004 marking an additional half-century since *Brown v. Board of Education* (1954), exclusion, discrimination and oppression based on race, ethnicity, religion, gender, class, age, disability and sexual orientation continue to defy the promise of equality.

Dissent is essential to correcting inequality and other injustices, yet protesters frequently have been excluded from the protections of the First Amendment. From the 18th century's odious Sedition Act to the 21st century's reactionary USA Patriot Act, Congress has criminalized political dissent.

We will examine how injustice and dissent, along with the political and cultural struggles surrounding them, have contributed to the making of America. We will seek to understand how these have come to be such defining features of the American character, culture and experience.

Credit awarded in ethnic studies, critical reasoning and writing, constitutional law, appellate advocacy, racism and the law, women's studies and lesbian, gay, bisexual and transgender (LGBT) studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in ethnic studies, political science, social justice advocacy and organizing, public policy, law and teaching.

A Few Good Managers Wanted

Fall, Winter and Spring quarters

Faculty: John Filmer, TBA

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome; recommended successful completion of one quarter of microeconomics and basic accounting or business mathematics or the equivalent. **Students must have demonstrated competency with numbers.**

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

As an effective manager your services will be in demand. Organizations, be they governments, businesses or nonprofits, fail or succeed according to their ability to adapt to fluid economic, legal, cultural, political and economic realities. Strong, competent management leads to strong, successful organizations. In this program, you will be introduced to the management tools, skills and concepts you need to develop effective strategies for managing these transitions resulting in organizational success.

Tools and skills, though, are not enough. Management is a highly interdisciplinary profession where generalized, connected knowledge plays a critical role. Knowledge of the liberal arts may be as vital as skill development in finance, law, organizational dynamics or the latest management theory. As an effective manager you must develop the ability to read, comprehend, contextualize and interpret the flow of events impacting your organization. You will learn communication skills, critical reasoning, quantitative analysis and the ability to research, sort out, comprehend and digest voluminous amounts of material that separates the far-thinking and effective organizational manager from the administrator. Program work will include lectures, book seminars, discussions, individual and team projects, case studies and workshops.

This program will prepare you for an understanding of what leadership/management is and its importance to the success of an organization. You will also gain a strong background for advanced studies in the management field. Expect to read a lot, study hard and be challenged to think clearly, logically and often.

Credit awarded in organizational theory, organizational development, finance, international business, marketing, communication, case studies, economic development, entrepreneurship, managing nonprofits, strategic planning, contemporary issues in economics, business and politics, management issues and ethics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in nonprofit or business management, public administration or further study in business or public administration.

* Indicates upper-division credit

Growing Up Global

Fall and Winter quarters

Faculty: Daniel Leahy, Stephanie Coontz

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program explores the origins and complexities of contemporary issues associated with reaching adulthood, raising children and the role of youth in a global society. We will develop a theoretical and historical background for understanding these issues, beginning with cross-cultural studies of childhood, then tracing the American experience from the 19th century through the end of the 20th century. Winter quarter, we will explore the current status of children, parents and youth on a global level. As part of this work, we'll look at how economic globalization is affecting the process of growing up and what types of social movements youth are creating in specific nation states and cultures from around the world. We will then discuss contemporary issues and policy debates. Program activities will include seminars, lectures, a variety of writing assignments and weekly field research in the local schools.

Credit awarded in sociology, cultural studies, history, field ethnography, gender studies and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, social work, teaching, organizing, labor and race relations, counseling and engaged citizenship.

Health and Human Development

Fall, Winter and Spring quarters

Faculty: Gary Peterson, Raul Nakasone, TBA

Enrollment: 75

Prerequisites: Sophomore standing or above. One year of study in an interdisciplinary, liberal arts program.

Faculty Signature: No

Special Expenses: Approximately \$45 per quarter for retreats, conferences and travel to and from internships.

Internship possibilities: Yes, with approval of faculty.

This thematically based program explores the intersection of human health and society. Each quarter, we will examine this relationship through content-related themes and experiences to help us more fully understand the fundamentals of human biology and psychology.

Our feeling of well-being in the United States is shaped by the developmental context of our lives. To understand this context requires an investigation of the current and sometimes contradictory paradigms that construct our worldviews in relationship to our different experiences. This program will address our different worldviews through a lens of power and oppression and attempt to bridge these differences. We'll examine our values and beliefs regarding work, family and community and how they affect our health and well-being.

At the end of the program, students will have a stronger appreciation of their own experience and those of other groups of people. They will have developed strategies for engaging in a range of settings to promote social change, in-depth personal development, increased self-awareness, critical commentary and analyses, and practices that promote health and well-being. They will come to understand themselves as members of multiple communities and as having a responsibility to these communities.

Credit awarded in human biology, human development, abnormal psychology and personality theory, community psychology, educational theory and design, multicultural studies, technical writing and quantitative skills.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in the health professions, the social services, public policy and education.

This program is also listed under Scientific Inquiry.

Looking Backward: America in the 20th Century

Fall, Winter and Spring quarters

Faculty: David Hitchens, Jerry Lassen

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expense: No

Internship Possibility: No

The United States began the 20th century as a second-rate military and naval power, and a debtor nation. The nation ended the century as the last superpower with an economy that sparked responses across the globe. In between, we sent men to the moon and began to explore our place in space. Many observers have characterized the 20th century as "America's Century" because, in addition to developing into the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass." Mass culture, mass media, mass action, massive destruction, massive fortunes—all are significant elements of life in the United States, especially after the national participation in World War I.

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs; read closely; write effectively; and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be program-wide public symposia at the end of fall and winter quarters, and a presentation of creative projects to wrap up the spring quarter.

Credit awarded in U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, and American literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities and social science areas of inquiry, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and teaching.

This program is also listed under First-Year Programs and Culture, Text and Language.

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Masculinity and Femininity in Global Perspective: Sex Is Fun, but Gender Is a Drag

Fall quarter

Faculty: Toska Olson

Enrollment: 24

Prerequisites: None, transfer students are welcome. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty signature: No

Special Expenses: Approximately \$75 for program retreat.

Internship Possibilities: Yes, with faculty approval.

This program is a cross-cultural exploration of gender, masculinity and femininity. We will examine questions such as: How do expectations of masculine and feminine behavior manifest themselves worldwide in social institutions such as work, families and schools? How do social theorists explain the current state of gender stratification? How does gender intersect with issues of race, ethnicity, sexual orientation and social class identity?

Students will begin by examining how to conduct cross-cultural archival research on gender. In addition, we will consider issues related to ethnocentrism in cross-cultural and historical research. Then, we will study cross-cultural variation in women's and men's experiences and opportunities within several different social institutions. Lectures and seminar readings will provide students with a common set of knowledge about gendered experiences in the United States. Peer research presentations will provide students with information about gender in other cultures.

This program involves extensive student-initiated research, and puts a heavy emphasis on public speaking and advanced group work. Seniors will be encouraged to produce a research paper that represents a culmination of their college writing and thinking abilities.

Credit awarded in areas such as sociology, cultural studies, anthropology, public speaking and library research.

Total: 12 or 16 credits.

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

This program is also listed under First-Year Programs.

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

Multicultural Counseling: A New Way to Integrate and Innovate Psychological Theory and Practice

Fall, Winter and Spring quarters

Faculty: Heesoon Jun

Enrollment: 25

Prerequisites: Senior standing. A working knowledge of personality theory, abnormal psychology, developmental psychology and statistics. Students should have had at least one quarter of an Evergreen coordinated studies program. Students should be ready to embrace a diversity of opinions and to work independently.

Faculty Signature: Yes. Application materials for the program will be available by March 28, 2003, and can be obtained by calling the faculty at (360) 867-6855 to request the packet. Applications received by May 1, 2003, will be given priority.

Special Expenses: No

Internship Possibilities: 15 hours per week required during winter and spring quarters.

This program will allow students to test their commitment to work in counseling a culturally diverse clientele. One of the program goals will be to increase the multicultural counseling competency of the students through a non-heirarchical and non-dichotomous approach to education. The program will allow students to examine the efficacy of existing psychological paradigms and techniques for a diverse population. Students will learn to interpret research articles and to incorporate research findings into their counseling practice. In addition, students will work with ethics, psychological counseling theories, multicultural counseling theories and psychopathology. Students will complete an ethno-autobiography and videotape their counseling practice for their personal and academic development. We will use a range of instructional strategies such as lectures, workshops, films, seminars, role-playing, group discussions, videotaping, field trips, guest lectures and internship case studies.

Credit awarded in psychological counseling, multicultural counseling theory and skill building, abnormal psychology, developmental psychology, personality theories, psychological research interpretation, ethnic studies, studies of oppression and power, ethics in the helping professions, group process and internship.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in psychological counseling, clinical psychology, social work, school counseling, cross-cultural studies, research psychology, class, race, gender and ethnicity studies.

Non-Violent Resistance

Fall and Winter quarters

Faculty: Priscilla Bowerman

Enrollment: 25

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The 20th century was marked by significant upheaval and social change. Some of the social change was effected through the use of non-violent resistance. This program will study the philosophy of non-violence and 20th-century examples of the use of non-violence to achieve just social change. We will attend particularly to the moral, political and religious sources in which non-violent philosophy is rooted, and we will seek to evaluate the success of its practice not only in resolving political conflicts but also in forming moral character and culture. Our studies will regularly engage us in the examination of the concept of justice.

Our focus will be a close, thoughtful reading of the classics of non-violent philosophy, including texts by Tolstoy, Thoreau, Gandhi and Martin Luther King, Jr., and essays on non-violence and justice by important 20th-century intellectuals such as Camus, Arendt and Wolgast.

In winter, we will focus on examples of using non-violence on a large scale to effect political change. About half of the quarter will be given to studying the use of non-violence in the American civil rights movement as explored in major biographies of Martin Luther King, Jr., and studies of the role of students in that movement. We will also explore briefly non-violent movements in Europe during World War II, and, later in the century, in places such as South Africa, Poland and Chile.

This program will concentrate on assigned readings and a number of films and videos. Students will be expected to read texts—books, essays or films—closely and critically in preparation for seminar, to participate intelligently and regularly in seminars, and to write thoughtful expository essays.

Credit awarded in political and moral philosophy, 20th-century political movements and the American civil rights movement.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social sciences, political economy, law, public and community service and the humanities.

* Indicates upper-division credit

Philosophy, Society and Globalization: How We Got Where We Are

Fall and Winter quarters

Faculty: Alan Nasser

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome.

Political economy or economics is recommended, but not required.

Faculty Signature: Yes. Students should submit copies of all their faculty evaluations, and samples of their most recent writing to Alan at the Academic Fair, May 14, 2003.

Transfer students can send transcripts and writing samples to Alan Nasser, The Evergreen State College, SE 3127, Olympia, WA 98505. Priority will be given to applications received by May 14, 2003. For more information call (360) 867-6759.

Special Expenses: No

Internship Possibilities: No

This program will trace the philosophical and historical background of the currently dominant global ideology of "neoliberalism/globalization." This term refers to the reliance by policymakers, in their attempts to address important social, political and economic problems, on a model of pure, market-driven capitalism dominated exclusively by the interests of corporate business. This model is now being put into practice, for the first time in history, on a global scale.

We will use philosophy, political economy and history to clarify the historical process leading up to neoliberalism/globalization. We will begin with the writings of major modern political philosophers, including, among others, Machiavelli, Locke, Adam Smith, J. S. Mill and Marx. We will trace the development of the notions of the modern individual, natural rights, liberty, the modern State, democracy, the free market and the work ethic. We will relate these notions to the emergence, in the 19th and 20th centuries, of industrial capitalism and representative democracy.

Capitalism and democracy, once established, have evolved oddly since 1900: from pure capitalism with no democratic welfare state (1898–1947), to capitalism modified by democratic welfare-state policies (1947–80), back to pure capitalism and the dismantling of welfare-state democracy (1980–present). We will examine the historical dynamics of these major political, economic, social and philosophical transformations. This will involve an introduction both to the basic principles of political economics and to some of the major political philosophers of the 20th century, e.g., John Rawls and Robert Nozick. We will also study some of the defining political and military events of the period of neoliberal globalization, including the wars in Yugoslavia and Afghanistan, and the "War on Terrorism."

This is a demanding, bookish, analytical program concerned exclusively with the careful analysis of challenging readings.

Credit awarded in classical liberalism, critiques of classical liberalism, fundamentals of political economy and 20th-century political philosophy and globalization.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in teaching, economics, politics, government, philosophy and history.

Political Economy and Social Movements

Fall and Winter quarters

Faculty: Peter Bohmer, Jeanne E. Hahn, Michael Vavrus

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome. Some background in history and social science recommended.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program is designed to introduce students to the major concepts, historical developments and theories in political economy, and to provide a foundation for more advanced work in political economy and the social sciences. We will examine the historical construction of the U.S. political economy, the role social movements have played in its development and future possibilities for social justice.

We will begin our study by focusing on the historical development of the United States, and analyzing various ideologies and frameworks such as liberalism, some feminist theories, Marxism and neoclassical economics. Current economic restructuring efforts and the reorganization of the social welfare state will be examined. Issues such as the growing inequality of income and wealth; work and unions; and public education will be studied. A central goal will be to gain a clear understanding of how the U.S. economy has been organized, the nature of racism and sexism and how social movements, particularly those based on race, class and gender, have resisted, and shaped its direction.

We will analyze the interrelationship between the U.S. economy and the changing global system. We will study the causes and consequences of the growing globalization of capital; the role of multilateral institutions such as the World Bank, the International Monetary Fund and the World Trade Organization; and the response of social movements. We will pay particular attention to the human consequences of globalization and resistance to it. We will look at alternative ways of organizing society for the United States and beyond. We will study major economic concepts and economic theories, placing them in their historical context. Students will be introduced to key social statistics such as poverty and the unemployment rate.

Credit awarded in political economy, U.S. history, race, class and gender studies, economics, theory of social movements, international political economy and international relations.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2004–05.

Program is preparatory for careers and future studies in economics, political economy, organizing, social studies teaching, working for a social justice group and working in non-governmental organizations (NGOs) for global justice.

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

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Politics and Ideologies from the Americas

Fall and Winter quarters

Faculty: Jorge Gilbert

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No.

Internship Possibilities: No

Rich and industrialized nations from the North assert that capitalism brought progress and welfare to many nations. People from Africa, Asia, Latin America and the Caribbean argue that capitalism was based on primitive accumulation rooted in the primitive violence, pillage and genocide of the inhabitants of the Third World. Accordingly, they claim that rich nations exist today because their ancestors plundered other nations for centuries. Europe, and then the United States, created and imposed structures and laws that allowed them to decide the destiny of Africa, Asia, Latin America and the Caribbean.

This program will study the processes of underdevelopment in the Americas from pre-Columbian times until today from a multi-disciplinary approach. These processes, which characterize the region today, will be historically analyzed and evaluated in light of the formation and expansion of the capitalist system in Europe first and the United States later. We will use Latin American approaches and interpretations as opposed to Eurocentric studies and models from Europe and the United States.

This program will also include a component that applies social research methods to study the subjects described above. Working in small groups, students will develop independent projects. During winter, the program will offer interested students a chance to prepare for spring quarter travel to Chile. Participation in research projects and production of several short documentaries about relevant topics studied in this program will be the focus of Study Abroad: Chile, a separate program.

Credit awarded in social sciences, communications, Latin American studies, political economy, art, television production and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social science, media, social research, cultural studies and television production.

This program is also listed under First-Year Programs.

Politics, Power and Media

Fall and Winter quarters

Faculty: Larry Mosqueda, Laurie Meeker

Enrollment: 40

Prerequisites: Junior or senior standing, transfer students welcome. One quarter of a full-time media program, political economy program or equivalent.

Faculty Signature: Yes. Application forms will be available April 11, 2003, from Academic Advising. Applications received by May 7, 2003, will be given priority. Additional applications will be accepted through a rolling admissions process until the program is full. For application information, contact Larry Mosqueda at (360) 867-6513, or Laurie Meeker at (360) 867-6613.

Special Expenses: \$100-\$500 over both quarters for media production costs.

Internship Possibilities: No

Politics is the study of who gets what, when and how. The media, both print and visual, have a profound impact on the construction, presentation, creation and invention of political reality. The relationship between the powerful and relatively powerless is a constant political battle. The modern media is much more than a neutral camera eye or an unbiased description of events; it is a field of contention for various political actors. This program will explore the relationships between political events and the media as a tool for both documentation and social change.

While the mainstream media reflects the interests of the dominant ideology, independent documentary filmmakers have long been active in political movements and struggles, documenting events as they unfold. The resulting films often have become important historical documents, providing an alternative perspective that simply does not exist in corporate media archives. In addition, independent political films have often played important roles in movements for social change, bringing alternative perspectives to activists as well as the general public. This program will focus on the political economy of social and political movements and we will study important films that were a part of those movements. Central themes will be war and peace, labor, the civil rights movement and the women's movement.

Our objective is to provide a forum for interdisciplinary collaboration involving research, writing and media production. Students will develop collaborative project proposals for documentary films and videos that will be produced during winter quarter.

Credit will be awarded in political economy, political philosophy, cultural studies, documentary film history, film criticism, film theory and film/video production.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in political economy, media and communications.

This program is also listed under Expressive Arts.

Science of Mind

Fall, Winter and Spring quarters

Faculty: David W. Paulsen, TBA

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome; one quarter of college-level biology recommended.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is involved in studying the mind? What questions can be answered scientifically? What questions can't? Is the mind nothing but the brain? If so, how do we account for human consciousness?

Science of Mind will address these questions by exploring approaches from past and contemporary cognitive psychology and neurobiology, as well as issues in philosophy of science and mind. We will emphasize theories about the nature of perception, attention, memory, reasoning and language as well as current developments in the study of consciousness. The program will cover basic neurophysiology and systems neurobiology, experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological research applications, as well as the use of the computer for data analysis.

We will begin by laying a foundation—looking at the historical and intellectual roots of contemporary cognitive science including cognitive psychology and cellular neurobiology. In winter, we will look at issues surrounding the transformation of psychology from the behaviorist to the cognitive paradigm and recent discussions of consciousness, as well as network neurobiology. Spring quarter will include an extensive research project in one of the following areas: experimental psychology, neurobiology or the philosophy of mind.

Credit awarded in cognitive science*, cognitive psychology*, research methods in psychology*, neurobiology with laboratory*, descriptive and inferential statistics*, data analysis using the Statistical Package for the Social Sciences* and a research project*.

Total: 12 or 16 credits fall quarter; 8, 12 or 16 credits winter quarter; 4, 8, 12 or 16 credits spring quarter.

A similar program is expected to be offered in 2005-06.

Program is preparatory for careers and future studies in psychology, medicine, biology, cognitive science, aspects of computer science and philosophy.

This program is also listed under Scientific Inquiry.

* Indicates upper-division credit

Sovereignty: Reclaiming Voice and Authority

Fall, Winter and Spring quarters

Faculty: Kristina Ackley, Zahid Shariff, TBA

Enrollment: 72

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips.

Internship Possibilities: Spring quarter with faculty approval.

What voice does the Other have in a society that is dominated by a discourse of conquest? What does it mean to assert sovereignty, jurisdiction or autonomy in a global society? Maori scholar Linda Tuhiwai Smith asserts that "our communities, cultures, languages and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope." This program is particularly concerned with identifying and contextualizing these "spaces of resistance and hope"—contesting the American discourse of conquest.

The concept of sovereignty must be placed within a local, historical, cultural and global context. This program provides a foundation for articulating and contesting the modes of colonialism that went into the extension of European domination in what eventually emerged as the United States and the Southern Hemisphere (most of which consists of the "Third World," but also includes Australia and New Zealand). Through theoretical readings and discussion, we will move from nation-building in America to Native forms of nationalism. Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will also consider how the voices of the subaltern are being heard in legal case studies, literature and grassroots community movements.

Students will have opportunities to pursue significant research projects. For students registering for 16 credits, the faculty envision an opportunity for students to engage in projects relevant to faculty backgrounds in Native American studies, critical theory and the social sciences.

Credit awarded in contemporary Native American studies, American history, political theory, politics of globalization, federal Indian law and policy, theory and methodology in the social sciences.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in education, politics, law, human rights work, tribal government and indigenous communities.

This program is also listed under First-Year Programs; Culture, Text and Language; and Native American and World Indigenous Peoples Studies.

Student Originated Studies: Consciousness Studies

Fall, Winter and Spring quarters

Faculty: David Rutledge

Enrollment: 25

Prerequisites: Junior or senior standing. Sophomores who are prepared to carry out advanced study are welcome.

Faculty Signature: Yes. Read the description below for the application process and dates. Applicants will be notified of acceptance the week before registration begins each quarter.

Special Expenses: No

Internship Possibilities: No

Consciousness studies is a study of the patterns of mental functioning that determine thought, feeling, imagery and action. It is intended to provide students with a worldwide, cross-cultural body of knowledge that is of practical use in exploring human nature. Students will do research into the modes of awareness that human beings experience, including the concern with the study of humanity's highest potential and with the recognition, understanding and realization of unitive, spiritual and transcendent states.

This program will offer advanced-level students the opportunity to design their own curriculum in group contracts. The more successful groups have collaborated on one project often centered on topics such as cognition and perception, ethnic studies, gender studies, the history of consciousness, transpersonal psychology and depth psychology. SOS is not a collection of individual contracts, but a program created by students with common academic goals.

Groups of two or more students should submit a detailed proposal to the faculty no later than May 14, 2003, to be considered for the fall quarter; December 3, 2003, for winter quarter; and March 3, 2004, for spring quarter. The proposal must include a statement of the group's goals, weekly schedules that detail workshops, readings and seminars (i.e., a draft of a syllabus). Applicants also should submit a portfolio with contact information, recent faculty evaluations and a writing sample.

Credit awarded will reflect the type of work done by each student and may vary depending on individual course of study and research.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the social sciences, teaching, law, business and the arts.

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Turning Eastward: Explorations in East/West Psychology

Fall and Winter quarters

Faculty: Ryo Imamura

Enrollment: 25

Prerequisites: Sophomore standing or above, transfer students welcome. College-level expository writing ability.

Faculty Signature: Yes. Students must submit a portfolio including an essay questionnaire. For information and to obtain the questionnaire, contact Ryo Imamura at imamura@evergreen.edu or the program secretary at The Evergreen State College, Lab 1, Olympia, WA 98505, (360) 867-6600. **Submissions will be accepted beginning May 5, 2003, until the program is filled.**

Special Expenses: No

Internship Possibilities: No

So far, western psychology has 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, 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, it 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 the East, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

Eastern psychology shuns any impersonal attempt to objectify human life from the viewpoint of an external observer, instead studying consciousness as a living reality that 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.

(continued next page)

* Indicates upper-division credit

Turning Eastward:

(continued)

In this program, 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. 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.

Credit will be awarded in personality theory, abnormal psychology, Buddhist thought and practice, Taoism, communication skills and social psychology.

Total: 16 credits each quarter.

This program is preparatory for careers and future study in psychology, counseling, social work and religious studies.

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

OFFERINGS BEGINNING WINTER QUARTER

Social and Economic Policies: Bridges to Improving Global Human Welfare

Winter and Spring quarters

Faculty: Dean Olson, Toska Olson

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty signature: No

Special Expenses: Approximately \$50 per quarter for retreats.

Internship Possibilities: Spring quarter with faculty approval.

What is the state of the world? Some sources report the following trends: That on average, the world population lives longer, healthier, more productive lives than 50 years ago. That the supply of food has increased and food prices have fallen, the proportion of malnourished people has fallen and more people have access to clean water. That the proportion of the planet covered by forest has remained constant, and air quality studies indicate that lower levels of air pollution and continued economic growth are both attainable. Nevertheless, significant challenges remain, particularly now. The removal and reduction of trade barriers has energized environmentalists and anti-globalists who urge regional agendas. These agendas may threaten economic, political and social outcomes in developing societies. Global climate change models are used to support agendas urging reduced production and consumption, and the adoption of simpler life styles in wealthy societies. This may threaten to freeze the wealth gap between the world's richest and poorest; a gap that has narrowed over the past 50 years.

This program will provide students with the tools and information needed to evaluate these claims. The program uses sociology, anthropology, economics and moral philosophy to assess political agendas for the 21st century. We will attempt to construct global policy agendas most likely to enhance human welfare for developing societies. Students will critically examine topics such as social justice, wealth disparities, gender relations, the role of international organizations (World Trade Organization, International Monetary Fund), resource distribution, environmental resilience, terrorism and war. In spring, students will complete a major research project that will serve as the capstone of their college education.

Credit awarded in economic development, statistics, sociology, anthropology, public policy, international relations and capstone research.

Total: 16 credits per quarter.

Program is preparatory for careers and future studies in international relations, sociology, political economy, international business and anthropology.

OFFERINGS BEGINNING SPRING QUARTER

Engaging Cuba: Uncommon Approaches to the Common Good

Spring quarter

Faculty: Peter Bohmer, Angela Gilliam

Enrollment: 40

Prerequisites: Sophomore standing or above, transfer students welcome. At least one quarter of Latin American studies and/or political economy; one year of Spanish language recommended.

Faculty Signature: Yes. Students must submit a written essay describing their reasons for wanting to take this program, and arrange a phone interview with the faculty by February 6, 2004. Selected students must attend all planning meetings during winter quarter. Students will be notified by e-mail or phone by February 13, 2004. For more information contact Peter Bohmer, The Evergreen State College, SE 3127, Olympia, WA 98505, (360) 867-6431, or bohmerp@evergreen.edu.

Special Expenses: Approximately \$2,000 to cover travel, living expenses and tuition at the University of Havana. A \$200 non-refundable deposit is due by Monday, February 16, 2004.

Internship Possibilities: Yes, embedded in program.

Travel Component: Program will spend six weeks in Cuba.

Cuba has experimented with diverse methods of delivering services to its population. The program will study three areas in which Cuba has received global recognition: education, health care and organic agriculture. This program explores the objectives, processes and systems of delivering social and/or material services related to these categories. Study will occur within a pedagogical structure that includes travel within Cuba. Selection of students and pre-planning will take place winter quarter.

Students who enroll should see themselves as part of a hemispheric dialogue. Three values of behavior will be incorporated into the shared learning experiences: equality as a principle of operation among students, among all people and between nation-states; the continual search for effective listening; and creative communication and a commitment to transformative exchanges. Because of the sensitivity around international travel, the program requires a strong covenant. Prospective students must agree to it before admission to the program. All students will participate in the research, preparation and delivery of their final presentation.

(continued next page)

Engaging Cuba:

(continued)

The quarter will be divided into three segments: three weeks of intensive study and planning at Evergreen; six weeks of study in Cuba; and one week of final presentations and debriefing on campus.

Students will attend classes in Cuba on Cuban history, politics, economics and culture with a focus on health, education and organic agriculture. Students will be expected to attend all required group activities, on-site visits and field trips.

Credit awarded in political economy, Cuba: history, education, organic agriculture and public health, and the theory and practice of international learning.

Total: 16 credits.

Program is preparatory for careers and future studies in Latin American studies, international solidarity work, cultural studies, political economy and education.

The Good Life in the Good Society: Modern Social and Political Philosophy from Machiavelli to Marx

Spring quarter

Faculty: Alan Nasser

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: Yes. Students should submit copies of Evergreen evaluations and writing samples to Alan Nasser at the Academic Fair, March 3, 2004. Transfer students can send transcripts and writing samples to Alan Nasser, The Evergreen State College, SE 3127, Olympia, WA 98505. Applications will continue to be accepted until the program is filled. For more information call (360) 867-6759.

Special Expenses: No

Internship Possibilities: No

We will carefully and analytically examine the major issues in social and political theory that define the tradition of classical modern social and political philosophy. We will focus on the works of Machiavelli, Hobbes, Locke, John Stuart Mill, Rousseau and Marx. We will also read articles and chapters from selected books on central issues arising from these philosophers' writings.

Our objective will be to understand the historical, theoretical and philosophical developments that set the stage for contemporary political, economic and social culture dominated by the interests of corporate business and the subordination of the interests of working people to the demands of the business community. We will see how modern social and political philosophy contributed to the present dominance of born-again capitalism.

Among the issues we will examine are the rise of individualism; the role of self-interest in human motivation; the historical emergence of capitalism and its distinctive notions of freedom and liberty; the alleged conflict between liberty and equality; the role of the State and its relation to the economy; the constraints placed on democracy by the new global market culture; and the implications of all these developments for the nature of work in the modern world.

Credit awarded in political philosophy, social philosophy and history of capitalism.

Total: 16 credits.

Program is preparatory for careers and future studies in social science, law, philosophy, political philosophy and ethics.

Individual and Society: Studies of American and Japanese Society and Literature

Spring quarter

Faculty: William Arney, Harumi Moruzzi

Enrollment: 50

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

The 18th-century Danish philosopher Søren Kierkegaard chose "That Individual" as his epitaph. He was proclaiming himself an individual, the only concrete mode of existence. But Kierkegaard was keenly aware of the consequence of such a declaration: an unidentifiable feeling of dread and anxiety derived from being the sole responsible agent for who he was.

In America, the concept of the individual as an autonomous, free agent seems to have been accepted without much anguish. From the self-acquisitiveness of Benjamin Franklin's *Poor Richard* to Thoreau's rugged self-reliance to the *Great Gatsby's* misguided self-creation to the sociological critiques of conformist tendencies (e.g., Whyte's *The Organization Man* or Riesman's *Lonely Crowd*), individualism has seemed an unquestioned value.

Japan appears to emphasize the opposite human values: the importance of group cohesion and harmony. Indeed, Japanese often seem to consider themselves the embodiment of concepts such as nationality, gender or family rather than individuals.

The realities of these two countries, of course, are not as simple as these stereotypical representations suggest. Nevertheless, this comparative frame presents a context in which we can explore the concepts of "individual," "community," "society" and the dynamic relationships among them. We will study American and Japanese society, literature and popular media to examine these ideas.

Credit awarded in sociology, contemporary Japanese culture, Japanese literature, American literature and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in sociology, cultural studies, literature and international relations.

This program is also listed under Culture, Text and Language.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

* Indicates upper-division credit

"Inherently Unequal"

Spring quarter

Faculty: José Gómez

Enrollment: 25

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

May 17, 2004, marks the 50th anniversary of *Brown v. Board of Education*, the most important ruling of the Supreme Court in the 20th century. Declaring racially segregated schools as inherently unequal, the court signaled a reversal of judicial support for apartheid, deeply rooted in America's colonial foundation and elevated as national doctrine in the abominable "separate but equal" opinion of 1896.

Brown's repudiation of *Plessy v. Ferguson* was seismic. Much more than an historical and constitutional watershed, the 1954 decision was a cultural shift that challenged habits, customs, traditions and way of life, North and South. Just as significantly, it helped to invigorate a century-old civil rights movement and to make progress beyond the schools—in housing, voting, transportation and public accommodations.

By the end of the 20th century, however, the nation appeared to have second thoughts about *Brown*. Racist opposition to African American progress and the resurgence of conservatism in all branches of government barricaded the road to desegregation. Justices with leanings closer to *Plessy* than to the Warren Court largely turned their backs on the spirit of *Brown*.

In this program, we will study the historical backdrop of *Brown*, the legal battle leading up to it, and its 50-year aftermath.

Credit awarded in African American studies, constitutional law, racism and the law, sociology, critical reasoning and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in ethnic studies, social justice advocacy and organizing, political science, public policy, law and teaching.

Meanings of Multicultural History

Spring quarter

Faculty: Michael Vavrus, Grace Chang

Enrollment: 48

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$10 for museum admission fee.

Internship Possibilities: No

This program is designed to investigate histories that are often hidden or suppressed in U.S. texts and curricula. Our investigation will uncover multicultural and immigration histories, and multicultural perspectives and accounts largely missing in the public schooling process.

While "multiculturalism" is often framed in contexts ignoring the historical exercise of power, our studies will focus on the histories of institutionalized oppression and resistance movements. Our examination will also look at challenges within social movements, such as alliance-building or conflicts across lines of race, class, gender, sexuality and physical ability. We will explore the varied uses and applications of the terms "multiculturalism" and "multicultural education."

We understand schools do not exist in a social vacuum, but as institutions influenced significantly by dominant political and social forces. We recognize that, in the face of this domination, schools have the power to be agents of social change by offering multicultural transformative opportunities.

Each student will complete a project to revise and transform a standardized way of transmitting an aspect of history or another discipline in the K-12 public school curriculum. The project will require extensive research to critique and develop contemporary representations of U.S. histories in school curricula.

Credit awarded in U.S. history, social movement history and multicultural education.

Total: 16 credits.

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

This program is also listed under First-Year Programs and Culture, Text and Language.

Study Abroad: Chile

Spring quarter

Faculty: Jorge Gilbert

Enrollment: 24

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: Yes, students must have background knowledge of Latin American Studies. Faculty will set up interviews: contact Jorge at (360) 867-6740 or gilbertj@evergreen.edu. Students must apply before February 2, 2004. Decisions will be made by February 16, 2004.

Special Expenses: Approximately \$2,850 for travel expenses.

Internship Possibilities: Yes, with faculty approval.

Travel Component: Four to eight weeks in Chile.

This program will allow students to study, research and experience firsthand the political, cultural, artistic, economic, environmental and agricultural concerns affecting Chile and South America at the beginning of the 21st century. It will provide practical opportunities to evaluate the neo-liberal model being applied in Chile at the recommendation of the International Monetary Fund and other international organizations. Workshops, conferences and discussions with political and community leaders and grassroots organizations will explore the direct impact this polemic model is having on various social sectors of the country.

Students will immerse themselves in the sociopolitical and economic reality of a country struggling to overcome underdevelopment. They will be expected to learn about the social, artistic, folkloric and intellectual life of the citizens of Chile and the different expressions they assume according to class structure.

Students will work on a group research project, which may involve travel to research sites. Most program activities will be enhanced by knowledge of Spanish; lectures and workshops will be in English.

Credit awarded in Latin American studies, cultural studies, conversational Spanish and individual study.

Total: 16 credits.

Program is preparatory for careers and future studies in social sciences, international studies, television production, art, folklore and education.

This program is also listed under First-Year Programs.

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

Working the Waters: The Pacific Northwest Maritime Industries

Spring quarter

Faculty: Cynthia Kennedy, Sarah Pedersen

Enrollment: 48

Prerequisites: College-level academic writing; preference will be given to students in the **Sailpower: Economic, Historical, Scientific and Cultural Principles program.** This all-level program will offer appropriate support for sophomores or above ready to do advanced work. No sailing experience required.

Faculty Signature: No

Special Expenses: Approximately \$750 for one- to two-week sailing voyage and field trips.

Internship Possibilities: No

This boat-based program will explore the economic and social history and current conditions of the maritime trades and industry in the Pacific Northwest. Beginning with a brief introductory history to Puget Sound as an economic resource, we will then focus on the contemporary economic and work climate in the maritime industries and trades with emphasis on the Northwest region. We will use economics, leadership, sociology, race and gender studies and literary reading and analysis to gain an understanding of the nature of today's maritime work and economy.

An extended sailing expedition will include visits to a variety of maritime businesses, tribal communities, historical locales and ports where economic development issues are evolving. The expedition will also focus on the experience of working as crew, the development of leadership within small groups and the creation of an intense and powerful learning community. Students should expect to read and write extensively throughout the expeditions as well as at home, and to engage in extensive work on literary analysis of maritime classics. Workshops and practical application will develop students' skills in mathematics, basic geometry, map reading, meteorology and astronomy.

Students who are continuing from the Sailpower program will be expected to provide peer leadership in seamanship skills.

Credit awarded in economics, literature, leadership, sociology, science, mathematics, Pacific Northwest cultural maritime studies and nautical sciences.

Total: 16 credits.

Program is preparatory for careers and future studies in economics, management, science, mathematics, literature, maritime studies and trade.

This program is also listed under First-Year Programs.

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

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES

AFFILIATED FACULTY:

Kristina Ackley (Oneida/Bad River Chippewa)

Michelle Aguilar-Wells (Luiseno/Soboba)

Jeff Antonelis-Lapp

Carol Minugh (Gros Ventre)

Raul Nakasone

Alan Parker (Chippewa-Cree)

Gary Peterson (Skokomish)

Yvonne Peterson (Chehalis)

Frances Rains (Choctaw/Cherokee)

Native American and World Indigenous Peoples Studies (NAWIPS) programs focus on the indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, and a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site, www.evergreen.edu/nativeprograms.

On-campus, yearlong coordinated study programs begin with a focus on the basic principles and concepts of the unique treaty relationship between Tribal Nations and the U.S. government. Students explore a continuum from pre-Columbian times to the global effects of colonialism and the political and cultural revitalization movements of the contemporary era, with particular attention given to the tribes of the Pacific Northwest. These programs are grounded in a recognition of the vitality and diversity of contemporary indigenous communities.

Off-campus, the reservation-based program emphasizes community-determined education within the tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work.

Learning continues through student involvement in the activities of the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

The Longhouse Education and Cultural Center represents a living, cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings. The Longhouse is one of six public service centers at Evergreen. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP). The program promotes education, cultural preservation and economic development for Native artists and tribes in the Pacific Northwest.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities. The results of student-generated research are realized through workshops, conferences, community interaction and a Web site, <http://niari.evergreen.edu/nwindian>. NIARI works with the tribes—if they choose—to implement those results.



Detail of Thunderbird carved by Greg Colfax (Makah) and Andy Wilbur (Skokomish).

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

Art in the Americas: Indigenous Identity, Mestizaje and Cultural Hybridity

Fall and Winter quarters

Faculty: Gail Tremblay, Mario Caro

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. Previous work in the arts and/or art history, Core program or English composition.

Faculty Signature: No

Special Expenses: Approximately \$200 for art materials; \$60 for field trip to Neah Bay during fall quarter; \$1,800–\$2,000 for six-week field trip to Mexico during winter quarter.

Internship Possibilities: No

Travel Component: Six-week field trip to Mexico.

This program is designed to allow students to combine the study of art history and visual culture with the study of techniques for the creation of work in the visual arts. Students will examine art in the Americas with a focus on the works of artists in the United States and Mexico. We will explore the ways art has been shaped by issues of cultural identity, with particular attention to the dynamics that exist between people in indigenous nations and settler states. We will examine patterns of cultural interchange. We will also explore the mixing of cultures that result from immigration and intercultural encounters, and their effects on the development of certain American aesthetics. This exploration will include an analysis of colonialism and its impact on cultural production. Students will be expected to create individual and collaborative works of art that grow out of personal identity and theories developed as part of this program.

Students will be required to design individual multimedia, installation and/or performance work that examines their location within their culture. They will also be asked to work with other students to explore cultural interchange as part of a collaborative art project. During winter, students will have the opportunity to travel for six weeks in Mexico where they will visit museums, galleries and architectural sites. They will be able to discuss the themes of the program with established Mexican artists and their students in various universities and art schools. Students will also have the chance to immerse themselves in various facets of Mexican culture, including examining the role played by indigenous cultures within Mexico.

We recommend that students who have not previously studied Spanish, take four credits of Spanish during fall quarter.

Credit awarded in indigenous art history, Mexican art history, mixed media, installation and performance art, cultural studies and art criticism.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, art history, cultural studies, visual culture, art production and art criticism.

This program is also listed under Culture, Text and Language and Expressive Arts.

Sovereignty: Reclaiming Voice and Authority

Fall, Winter and Spring quarters

Faculty: Kristina Ackley, Zahid Shariff, TBA

Enrollment: 72

Prerequisites: None. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips.

Internship Possibilities: Spring quarter with faculty approval.

What voice does the Other have in a society that is dominated by a discourse of conquest? What does it mean to assert sovereignty, jurisdiction or autonomy in a global society? Maori scholar Linda Tuhiwai Smith asserts that "our communities, cultures, languages and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope." This program is particularly concerned with identifying and contextualizing these "spaces of resistance and hope"—contesting the American discourse of conquest.

The concept of sovereignty must be placed within a local, historical, cultural and global context. This program provides a foundation for articulating and contesting the modes of colonialism that went into the extension of European domination in what eventually emerged as the United States and the Southern Hemisphere (most of which consists of the "Third World," but also includes Australia and New Zealand). Through theoretical readings and discussion, we will move from nation-building in America to Native forms of nationalism. Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will also consider how the voices of the subaltern are being heard in legal case studies, literature and grassroots community movements.

Students will have opportunities to pursue significant research projects. For students registering for 16 credits, the faculty envision an opportunity for students to engage in topics relevant to faculty backgrounds in Native American studies, critical theory and the social sciences.

Credit awarded in contemporary Native American studies, American history, political theory, politics of globalization, federal Indian law and policy, theory and methodology in the social sciences.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in education, politics, law, human rights work, tribal government and indigenous communities.

This program is also listed under First-Year Programs; Culture, Text and Language; and Society, Politics, Behavior and Change.

* Indicates upper-division credit

Tribal: Reservation Based/ Community-Determined

Fall, Winter and Spring quarters

Faculty: Yvonne Peterson, Michelle Aguilar-Wells, Jeff Antonelis-Lapp, Frances Rains, TBA

Enrollment: 112

Prerequisites: Junior or senior standing enrolling from the reservation sites, or Northwest Indian College bridge student.

Faculty Signature: Yes. For information consult the Director, Yvonne Peterson, The Evergreen State College, Lab 1, Olympia, WA 98505, (360) 867-6485; e-mail petersoy@evergreen.edu.

Special Expenses: Travel expenses related to at least three weekend visits to the Olympia campus and one visit to one of the reservation sites each quarter.

Internship Possibilities: No

The River of Culture theme refers to the history of indigenous people and their encounters with the Other. From this investigation, multiple disciplines can be integrated into a yearlong curriculum. It is a community-based and community-determined program that seeks tribal members and other students who work or live on a reservation.

The program will emphasize community building at each of the reservation sites. Interactive workshops, student-led seminars, student-centered conferences to present program material, and student-designed newsletters are ways that program information will be presented. Students and tribal officials will design the curriculum by asking what an educated member of an Indian nation needs to know to contribute to the community. The interdisciplinary approach will allow students to participate in seminars and courses, while also studying in their individual academic interest areas. Within the framework of the identified curriculum, the premise is that an "educated person" needs to have skills in research, critical thinking, analysis and communication. Program material will be taught using a tribal perspective and issues related to tribal communities will often be the topics of discussion.

Credit awarded in anthropology, history, political science, cultural resource management, genealogy, federal policy, American Indians and the law, writing, critical thinking, quantitative reasoning, environmental science, Coast Salish art, communication, gender issues, technology, global multicultural awareness, psychology and literature.

Total: 12 or 16 credits each quarter.

A similar program is expected to be offered in 2004-05.

Program is preparatory for careers and future studies in human services, tribal government and management, law, natural resources, community development, Native American studies, cultural studies and education.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

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

TACOMA CAMPUS

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

FEATURES AND BENEFITS

- Situated in an inner-city environment
- Faculty and student diversity
- Flexible class schedules
- Day and evening classes
- 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
- High graduate school placement rate

Who Should Apply

Working adult learners from western Washington 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 and environmental studies, is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge base and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma campus, call (253) 680-3000.



AFFILIATED FACULTY:

Director: Dr. W. J. Hardiman
Eddy Brown
W. J. (Joye) Hardiman
Lowell (Duke) Kuehn
Willie Parson
Gilda Sheppard
Tyrus Smith
Artee Young

Leadership for Urban Sustainability

Fall, Winter and Spring quarters

Faculty: Willie Parson, Joye Hardiman, Eddy Brown, Duke Kuehn, Kabby Mitchell, Gilda Sheppard, Tyrus Smith, Artee Young, TBA

Enrollment: 225

Prerequisites: Junior or senior standing; formal admission to the Tacoma campus.

Faculty Signature: No. Nonetheless, prospective students must attend an intake interview and produce two short writing samples as part of the interview. For information about admission and the application process call (253) 680-3000.

Special Expenses: Approximately \$25-\$50 per quarter for video tapes, storage media and related items for multimedia and project work.

Internship Possibilities: Yes, spring quarter with faculty approval.

This program is designed to help students discover new understandings about leadership and the various issues associated with effective action in urban communities. In fall, students will examine historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers. In winter, we will focus on broader urban leadership issues and investigate the experiences and effectiveness of leaders as evidenced in historical writings and biographies. The work of this quarter will serve to enhance students' knowledge of contemporary leadership theory and praxis. Collaborative research project work and the development of vision statements will provide the context for students to begin to think about how to build and sustain more efficacious urban organizations and institutions. In spring, the curriculum will bridge the gap between theory and practice through completion of urban sustainability projects. Each project will be centered on a critical educational, social, political, cultural or environmental issue that promotes or impedes urban sustainability.

Credit awarded in urban education, community and environmental studies, law and public policy, public health, science and social science research, research methodology, literature, history, humanities, composition, media literacy, computer studies, multimedia and statistics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in education, law and public policy, media arts, organizational development, community development, social and human service administration, cultural advocacy, public health and environmental studies.

This catalog is updated regularly; for the most current information please visit www.evergreen.edu/catalog/updates.

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

TRUSTEES, ADMINISTRATION AND FACULTY

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Following is a list of Evergreen's faculty as of summer 2002. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: www.evergreen.edu/advising.

Kristina Ackley, *Native American Studies*, 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, expected.

Michelle Aguilar-Wells, *Reservation-Based/Community-Determined*, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A./A.B.T., University of Arkansas, 1981.

Nancy Allen, *Literature and Languages*, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

Sharon Anthony, *Environmental Chemistry*, 1998; A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

Jeff Antonelis-Lapp, *Reservation-Based/Community-Determined*, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

Theresa A. Aragon, *Management*, 1999; 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, *Sociology*, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

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

Marianne Bailey, *Languages and Literature*, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.

Justino Balderrama, *Health and Human Services*, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

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FOCUS - 2004

2003-2004

Academic Calendar

	Fall	Winter	Spring	Summer	
	2003	2004	2004	First Session	Second Session
Orientation	Sept. 20-28				
Quarter Begins	Sept. 29	Jan. 5	March 29	June 21	July 26
Evaluations	Dec. 15-19	March 15-19	June 7-11	July 26-30	Aug. 30-Sept. 3
Quarter Ends	Dec. 19	March 19	June 11	July 30	Sept. 3
Vacations	Thanksgiving Break Nov. 24-28	Winter Break Dec. 22-Jan. 4	Spring Break March 22-28		
	Commencement	June 11			
	Super Saturday	June 12			

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

Accreditation

The Evergreen State College is accredited by the Commission on Colleges, Northwest Association of Schools and Colleges, 11130 NE 33rd Place, Suite 120, Bellevue, WA 98004.

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