

EVERGREEN

THE EVERGREEN STATE COLLEGE

2000-2001
Catalog





When you read this catalog



you'll get the most out of the program descriptions and your Evergreen education if you read pages 2–17 of the catalog first.

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Welcome to Evergreen

Every college claims to be different, but few can match Evergreen for creating an educational environment so completely focused on student learning. Evergreen's differences matter because the entire college is organized around philosophies and ideas about education that really work.



Evergreen's distinctive system may seem strange if you are familiar with colleges and universities that are divided into departments and that offer structured courses of study and classes that explore discrete bodies of knowledge. But there are three things you should always keep in mind:

FIRST, the difference in how we go about teaching and learning can sometimes mask the ways that Evergreen is similar to other colleges. You will read books, write papers, take tests and strive to complete a variety of assignments in the process of learning about the world and preparing for a lifetime of meaningful work.

SECOND, we have been perfecting this mode of education for more than 25 years; we know it works and we also know that schools across the country increasingly look to Evergreen as a model for educational reform and innovation.

THIRD, although our academic system may seem confusing and complicated at first, it is based on a set of fundamental ideas, CORE BELIEFS that flow through everything the college does, both inside and outside of the classroom.

This catalog will help you understand more about Evergreen's approach to education, while providing details about specific programs offered during the 2000–01 academic year.

TAKE SOME TIME with these first few pages . . . before you thumb ahead to see what's offered in chemistry, literature, history, environmental science or whatever academic area attracts your interest. By first grasping Evergreen's general approach to education, you'll better understand how the college's specific programs will work for you.

A handwritten signature in cursive script that reads "Jane L. Jervis".

Jane L. Jervis, President

We Believe:

The main purpose of a college is to teach, and **good teaching** involves close interaction between faculty and students.

Collaborative or **shared learning** is better than learning in isolation and in competition with others.

Teaching **across differences** is critical to learning.

Connected learning — pulling together different ideas and concepts — is better than learning separated bits of information.

Active learning — applying what's learned to projects and activities — is better than passively receiving knowledge.

The only way to thoroughly understand abstract theories is to apply them to **real-world situations**.

IF YOU ARE THINKING ABOUT ATTENDING EVERGREEN

and want to understand how these beliefs manifest themselves throughout campus, we suggest you read the overview on pages 4 and 5, then turn to pages 6 through 17 to see what students, faculty and staff have to say about the college.

Evergreen

is about learning

it is about creating a community
that works together to build
knowledge, experience
and insight.

Everything we do is designed to foster **COLLABORATIVE LEARNING**—among students, among faculty and between students and faculty. Our faculty is dedicated to teaching, to helping students learn to think critically, solve real-life problems and make the connections that lead to greater understanding. Evergreen students are expected to be active participants in this process, to help shape their own education and to contribute to the learning that goes on around them.

We believe that if teaching and learning are to be effective, they must draw from many perspectives and include a multiplicity of ideas. This is true for teaching across disciplines; it is also true for **TEACHING ACROSS DIFFERENCES**. Evergreen believes in preserving and articulating differences of ethnicity, race, gender and sexual orientation, rather than erasing them or shoving them to the sidelines, and this belief is reflected in the design and content of our programs.

This distinctive approach means that the day-to-day experiences of Evergreen students differ in significant ways from the experiences of students at most colleges and universities. For example, education at Evergreen is not sectioned into traditional academic disciplines like math, English and biology. We do not believe in isolating bits of learning and presenting them as if they had no connection to other types of learning. The foundation of our curriculum is constructed from the team-taught, multidisciplinary courses we call **PROGRAMS**.

Evergreen faculty members typically work in teams of two, three or four to create these programs. The focus on **INTERDISCIPLINARY LEARNING** means program participants might look at problems in health care from the points of view of biology, history, philosophy, sociology, economics and literature. Or they might study the physical world through the interplay of physics, chemistry, philosophy and mathematics.

A single program might last one, two or three quarters. That means the same group of students will learn together with the same group of faculty members for many months. And since students typically dedicate all of their academic time and energy to one program, faculty members can **SCHEDULE TIME AS A GROUP** without worrying about conflicting with other classes. Faculty members often plan activities of all kinds—writing workshops, labs, lectures and field trips—depending on what they feel offer the best ways to learn. Program participants are free to meet all together or in small groups throughout the week and students can tackle group projects outside class. Some programs take extended field trips; some even travel abroad.

Evergreen programs emphasize **SEMINARS**, small groups (typically 23 to 25 students and one faculty member) in which students learn to reflect on their learning, present their ideas and positions and consider the ideas and positions of classmates.

Seminars and other aspects of Evergreen programs promote **ACTIVE LEARNING**. We believe it is not enough for students to receive information passively in a large lecture hall. At Evergreen, students discuss ideas in seminars, write about ideas in collaborative and individual assignments, explain ideas in presentations and practice applying ideas in laboratories and workshops. They challenge their own and others' ideas. They learn about a broad range of interconnected subjects and issues, and also develop skills in critical thinking, in writing and in analysis.

Students learn to apply their ideas and theories and skills in the “real world.” At Evergreen, we call it **BRIDGING THEORY AND PRACTICE**. Students may work with real-world communities as a program assignment or develop an internship that allows learning and the application of that learning to take place within a business, public agency or a nonprofit organization. No matter where or how learning takes place, students work closely with faculty members during their entire time at Evergreen.

Those interactions contribute to another distinctive process central to Evergreen's educational philosophy—the **NARRATIVE EVALUATION SYSTEM**. At the end of a program, students discuss their academic progress one-on-one with faculty and receive written evaluations of their progress. Students also prepare self-evaluations, discussing their accomplishments, learning environment, new understandings and goals for the future. And they evaluate their faculty. Evergreen students don't measure their success by comparing their performance to that of other students. After 25 years of using evaluations, we know our noncompetitive system is valued by employers and graduate and professional schools.

Faculty are drawn to the college because they love teaching—they are interested in the process of teaching and learning, and they want to work in an environment that emphasizes **STUDENT-CENTERED LEARNING**. Faculty members teach students, learn with them and evaluate their achievements, but they won't plan their entire education for them.

Working with faculty advisors and the Academic Advising staff, Evergreen **STUDENTS DESIGN THEIR OWN ACADEMIC PATHWAYS**. Whether they are preparing for a vocation, pursuing a specific field of study or learning about a wide array of subjects, students work within a flexible framework and define their own academic areas of concentration. There are no prefabricated majors. The requirement for a Bachelor of Arts in Liberal Studies degree is that students earn a minimum of 180 credits. For a Bachelor of Science degree, 72 of those 180 credits must be in science, computer science or mathematics, and 48 of those 72 credits must be in upper-division programs.



"I've known for years that I wanted to go to Evergreen, and working with faculty here has lived up to all my expectations. Every faculty I've had has been personally invested in what I was doing. They're always offering to help. They're people who love to teach and love what they're teaching."

Sarah Hunt-Ashley, student from Oregon
interested in literature and cultural studies

The main purpose of a college is to teach, — and **good teaching** involves close interaction between faculty and students.

"Evergreen allows,
no, demands,
an intellectual intimacy with
my students.

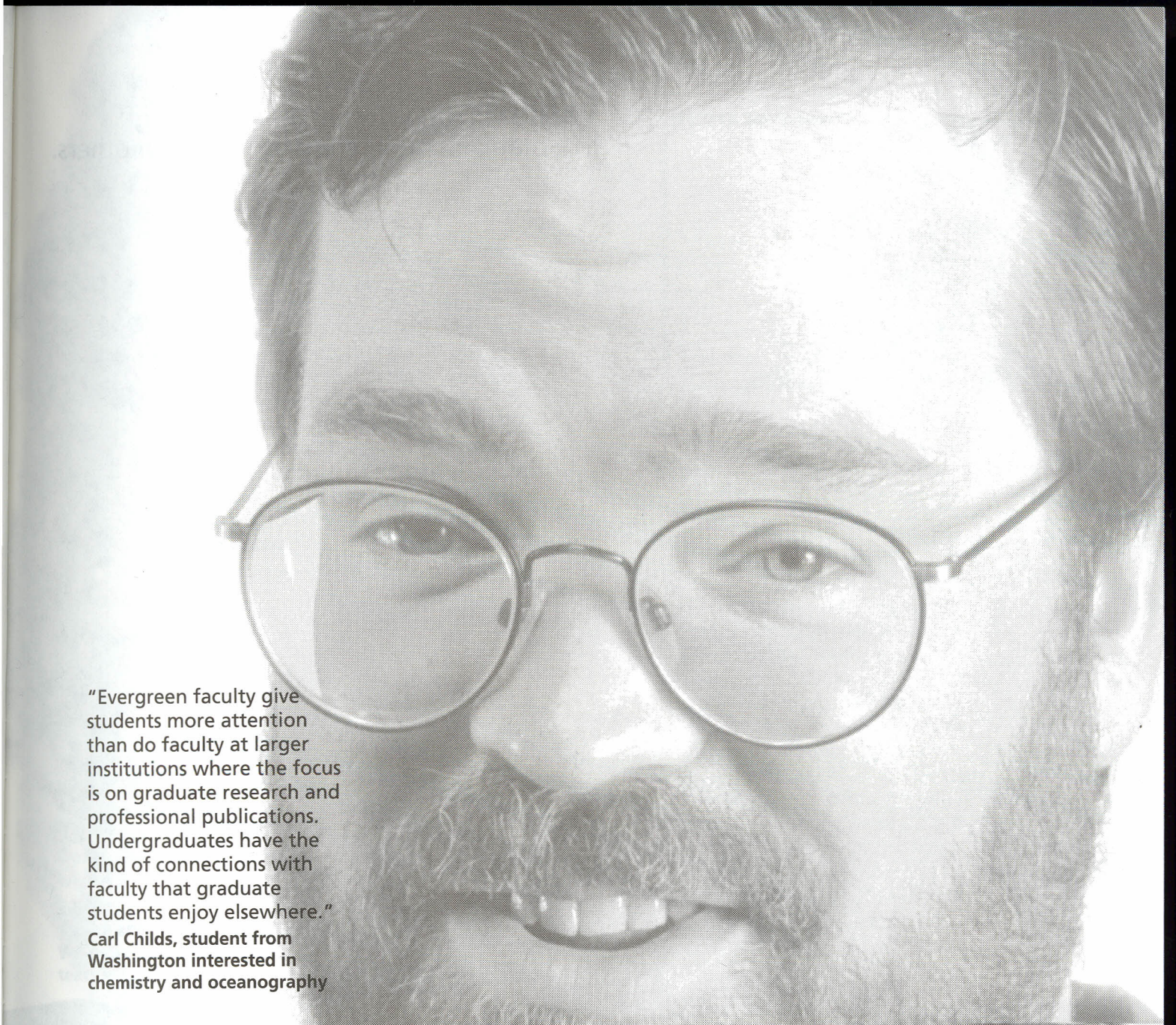
Being a good teacher
requires that attention
be paid fully and honestly
to what's going on at
every turn.

I am a guide, a mentor,
a raconteur,
an interdisciplinary
mystagogue,
but also a co-learner.

I learn something
from every student."

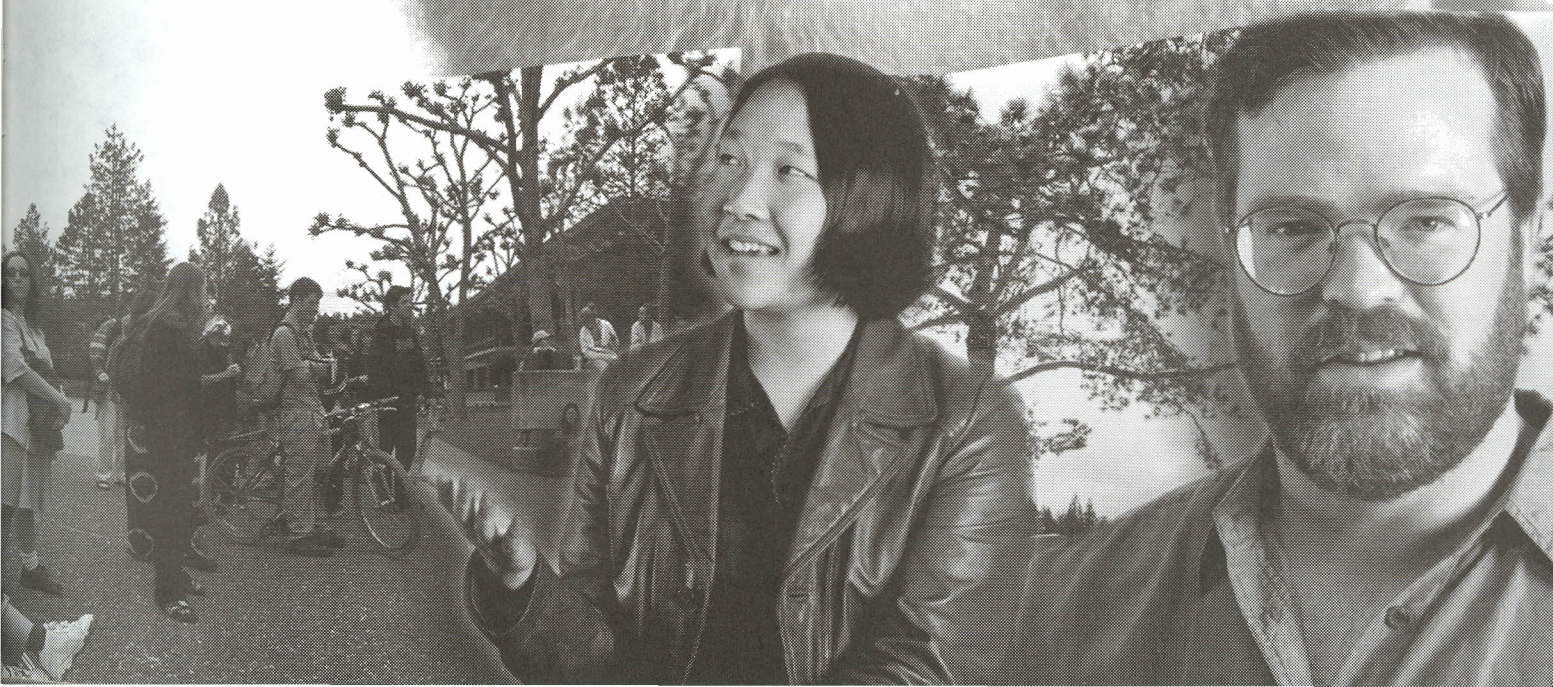
Llyn De Danaan, Ph.D.,
faculty member





"Evergreen faculty give students more attention than do faculty at larger institutions where the focus is on graduate research and professional publications. Undergraduates have the kind of connections with faculty that graduate students enjoy elsewhere."

Carl Childs, student from Washington interested in chemistry and oceanography





Collaborative or **shared learning** is better than learning in isolation and in competition with others.

"The Evergreen environment is cooperative and noncompetitive. Students combine their ideas with those of their peers, their faculty and the authors of their texts to begin a dialog that leads to deeper understanding and more effective communication. I structure small-group projects and research, and then I watch students' confidence and knowledge build as they learn through participation in a collaborative learning community."

Ross Fox, Ph.D., faculty member

"I was always skeptical in high school about the competitive nature of things. When I came here, being able to share ideas with other students was unexpected and favorable. And I like being handed a personal evaluation—being able to sit with a professor for an hour and discuss what you did and what you need to work on."

Clayton Hibbert, student from Michigan interested in computers





"When competition is stiff, you are less likely to be open and communicative. Here, we know we are going to do well by listening and by helping other people. Other students may be able to help you if there's an area you're weak in—and in areas where you're stronger, you can help them."

Sandra Music, student from Washington interested in teaching science





"When I came here in 1979 as a 30-year-old beginning student, I don't think I would have survived at a traditional college. At Evergreen I found an appreciation for my life experience. I could be experienced in one area and inexperienced in another. It was a safe place. I came back last fall and I just turned 50."

Samira Kauthar, student from Washington interested in theater management and production

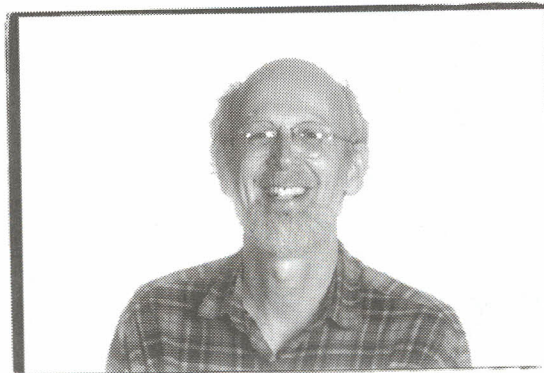


Teaching across
differences is critical to learning.

"Education is not just about ideas,
it's about passion and
the complicated interactions
between people
and the different views
they hold.

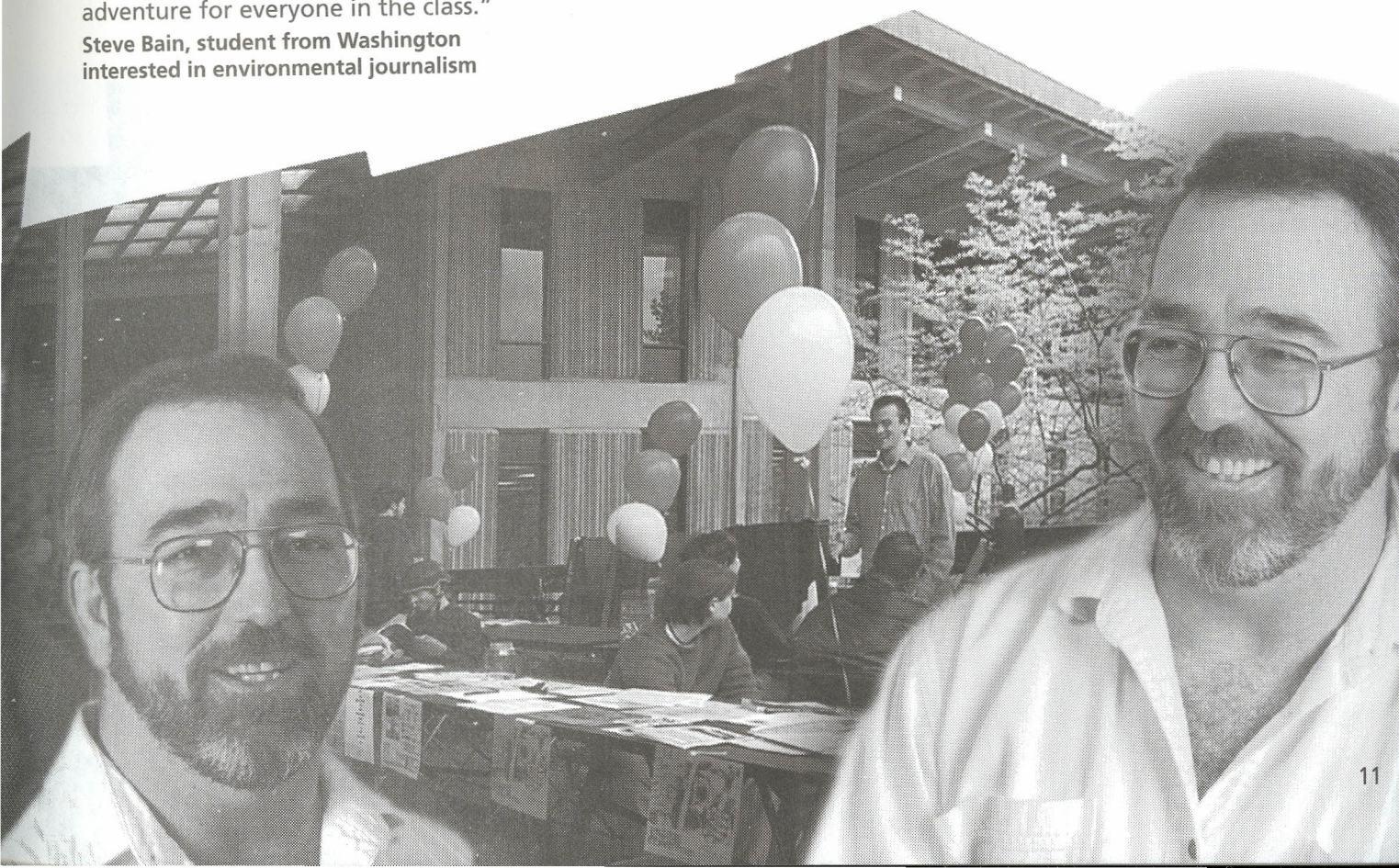
Seminars widen your sense
of how complicated
the world is,
of all the different ways
that who people are
and what they think
fit together."

Thad Curtz, Ph.D., faculty member



"Sitting in seminar is a blast. You always get
more than one view of an issue or a book or
whatever you are talking about. No two people
ever see everything the same way and when you
get someone else's perspective it helps you
understand more about the world itself. It's a big
adventure for everyone in the class."

**Steve Bain, student from Washington
interested in environmental journalism**





I'm studying things I wouldn't have been exposed to if I wasn't at an interdisciplinary school. As well as studying literature, I've studied psychology, history, philosophy and ecology. Now I bring an awareness of other disciplines to graphic design. I'm really conscious of content and can draw on a knowledge of writing and story.

Adam John Gallardo, student from Oregon interested in design and film



Connected learning — pulling together
different ideas and concepts —
is better than teaching separated
bits of information.

"Some of the most interesting
scientific research
requires you to assemble an
interdisciplinary, collaborative team.
Dividing lines can

obscure rather than enlighten.

You can't look at how
the human body works
on one level and understand it.

You have to know how
the cells work,

how the body works,

how the mind works

and how they all interact."

James Neitzel, Ph.D., faculty member

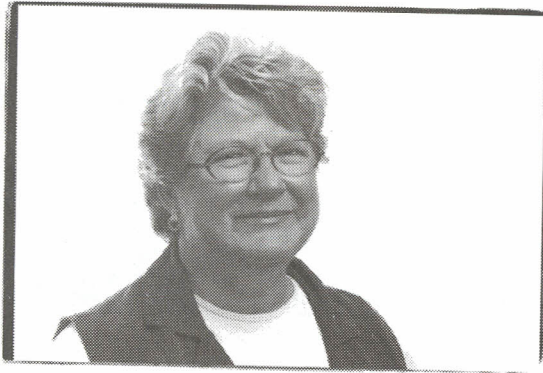


This is the first place I've been where my
personal learning and academic learning
are merged. An interdisciplinary class will
touch on several areas and that gives you
the freedom to incorporate your interests.
You're free to go off on your own as long
as you can connect it back to the subject
matter in class.

**Heidi Larsen, student from Montreal
interested in teaching and literature**



Active learning — applying what's learned to projects, activities and daily living — is better than passively receiving knowledge.

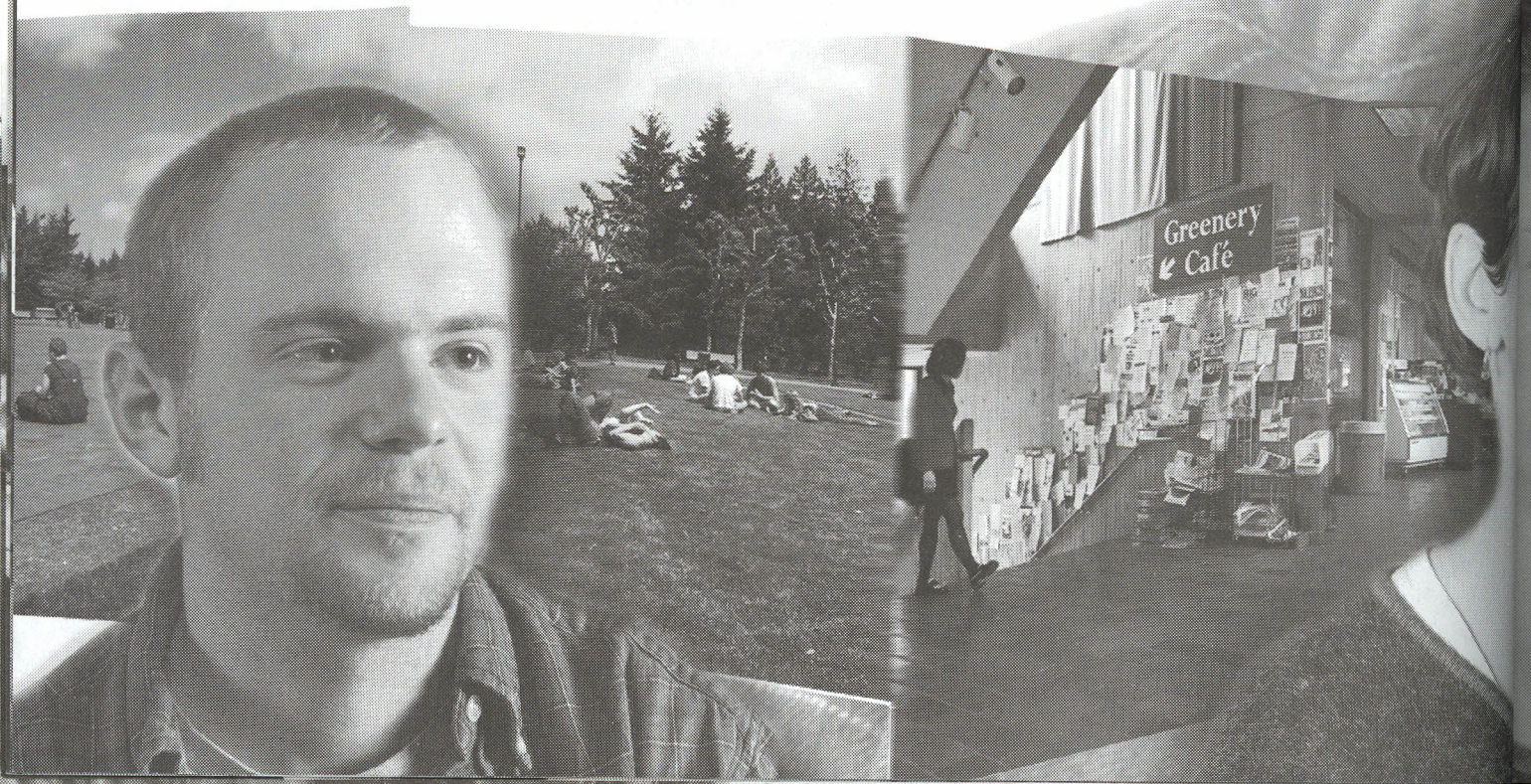


"Students learn better when it is something they do for themselves rather than something they receive from others. When they are engaged in their own learning, they can shape it to their interests, they can go beyond what happens in the classroom. Learning this way is more challenging, but students learn much more."

Virginia Darney, Ph.D., faculty member and academic dean

"I am constantly thinking about and talking about things that come up in seminars. I don't leave and forget everything or remember it only as it relates to stuff going on in the classroom. Friends at other schools talk about not having the stuff they learn actually matter in their lives and Evergreen helps do away with that kind of thinking."

Paul Felten, student from Nevada




The only
abstract
to P...

"We get access to equipment that undergraduates don't get to use at other colleges. And I'm always hearing about projects that are going on. I spoke to someone who built a weather station out at the Organic Farm using straw bales. Or instead of just learning about epidemiology, students might do a survey with the goal of publishing it in the local paper. It's inspiring."

Teresa Brown, student from Virginia interested in medical sciences





"My faculty encouraged me to apply for internships I would not have done otherwise. Because of their confidence, I did apply and had some excellent experiences. These experiences emphasize the fact I have gained skills as a problem-solver able to tackle real-world challenges, not just someone who can solve homework problems."

Phoebe Smith, student from Washington interested in math and physics



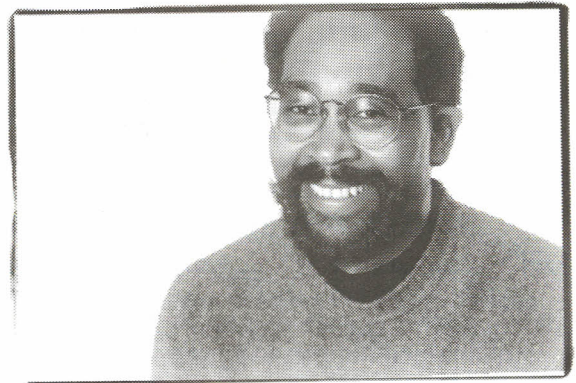
The only way to thoroughly understand abstract theories is to apply them to real-world situations.

"There is a dynamic between analyzing something and doing something. The perspective of the researcher and the thinker is important, but the perspective of the person who has experienced things is also important.

The struggle here is to break down this barrier, to learn through thoughtful work and experiential learning.

When it's done at its best, the two weave together seamlessly."

Lee Lyttle, M.L.S., M.U.P., academic dean



"The faculty help you connect your studies to the real world. When I participated in a science fair at a local school, what I was learning about the global importance of integrating science into teaching became real for the first time. I realized that I believe in what I'm learning. Now I try to make school part of life, not a separate event."

Josh Morse, student from Washington interested in medical sciences



Answers

To Some Frequently Asked Questions

What degrees does Evergreen offer?

The Bachelor of Arts, Bachelor of Science, Master in Teaching, Master of Public Administration and Master of Environmental Studies degrees. The Bachelor of Arts is awarded in Liberal Arts rather than any specific discipline. Evergreen students design academic pathways that allow them to concentrate on areas such as: biology, communications, computer science, energy systems, environmental studies, health and human services, humanities, language studies, management and business, marine studies, mathematics, Native American studies, performing arts, physical science, politics and economics, pre-law, pre-medicine, visual arts and more.

I'm undecided about what I want to study. Do I need to know exactly what I want to do?

No. Although it sometimes helps to know exactly what you want to do, it can also be a hindrance. Coordinated studies programs are excellent for discovering new, unexpected directions and interests.

How do I know which program to take each quarter? Where do I go for help in planning?

Advisors in the Academic Advising Office, Career Development, the faculty members in your current program or faculty in other areas that interest you—all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. The section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 41, is a great place to start. The Academic Fair is another great source of information (see pages 36, 121).

Are all 2000–01 programs listed in this Catalog?

One of the greatest strengths of Evergreen's academic programs is that they are updated each year—ensuring a fresh approach and up-to-date information on issues relevant to today's world. Most programs listed in this Catalog were planned more than a year ago. It's inevitable that programs will be revised, revamped or deleted, and faculty create new programs each year to respond to student interests and needs. Information about these changes is available from Academic Advising.

What if I want to attend part time, or enroll in a program part time and pursue other interests?

Most daytime academic programs are planned for full-time enrollment, but there are other options for part-time attendance, including half-time, interdisciplinary, team-taught programs offered evenings and weekends. They are publicized in a campus quarterly called the *Evergreen Times*, available from Academic Advising, Admissions and Registration and Records.

What if I can't enroll in the program I want?

We make every effort to ensure that students will be able to enroll in their first choice program offerings, but this is not always possible. If you don't get your first choice, don't be discouraged. Although the course content is different, the overall intent of each program is similar—to help you meet your learning objectives. Faculty members and academic advisors will help you find alternative programs which move you toward your educational goals. In addition, part of your education at Evergreen involves expanding your general knowledge and learning to take risks. Since the curriculum is interdisciplinary, you will, like the majority of our students, be able to complete your degree within four years.

Can I take more than one program at a time or take courses in addition to a full-time program?

Since focused study in one program is part of what makes the college distinctive, taking more than one program or a series of courses at one time is not encouraged. Each program description, however, specifies whether additional courses may be substituted for portions of that program if they are more relevant to your academic goals. You can also negotiate this with program faculty, but you must limit the number of credits you take to 16 per quarter.

Where can I learn more about programs, contracts, internships and other opportunities?

Check Academic Advising's informative Web site (<http://www.evergreen.edu/advising>), then check with the Academic Advising Office in the Student Advising Center, first floor, Library Building. More detailed program descriptions, including weekly program schedules, are available there, as well as information about program and faculty changes. Academic Advising also offers workshops to help you plan your educational career at Evergreen.

Graduates Making Important Contributions

Alumni frequently tell us their Evergreen education was the most influential experience of their lives.

The demands on Evergreen students are perhaps both greater than and different from the demands on students in a traditional college setting. At Evergreen, they are asked to think creatively, to listen to others' ideas and defend theirs, and to apply their knowledge. They are invited to identify their own goals and then find ways to achieve them.

Evergreen attracts self-starters with a commitment to lifelong learning and to community service. So it is not surprising that Evergreen graduates tend to be creative, innovative, entrepreneurial and committed. Many of them work to make the world a better place—as directors of environmental groups, community activists and social workers. Their ranks also include a best-selling business author, the manager of a leading technology company's cutting-edge unit and the creator of one of the most popular television series ever. They are mayors, judges, lawmakers and senior government officials. They are doctors and lawyers, research scientists and university professors, senior managers and financial planners. They have won Guggenheim Fellowships for dance and spent weeks atop the alternative rock charts. Across the world, they have opened factories in China, built university computer networks in Nigeria and studied rain forest ecosystems in

Costa Rica. Evergreen's educational philosophy translates into high placement rates with employers and graduate schools—and into success on the job and during advanced studies. A recent survey of graduates found that after a year, more than 96 percent were working, in graduate or professional school or doing something else meaningful to them.

When asked to rate their own preparedness in many areas critical to postgraduate success—including learning independently, working cooperatively, writing effectively, defining and solving problems, critical analysis, readiness for advanced study—Evergreen graduates were more satisfied with their preparation than their peers from other Washington state universities.

When the college surveyed employers, most ranked Evergreen graduates as particularly well prepared in writing, speaking, critical thinking, integrating theory with practice, appreciating cultural differences and synthesizing information.

A Week in the Life of an Evergreen Student

Because most Evergreen programs are full time and centered around an interdisciplinary theme, each week you will take part in an assortment of activities designed to build familiarity with each of the disciplines you will need to explore fully your program's central theme or question. In addition to lectures and seminars, you might have a choice of lab times if you are in a science program, or you might gather after class to work on a collaborative project with a small group of your fellow students. From time to time, your program might undertake special activities like a weeklong field trip. Unscheduled time is your time to study, play, socialize and work if you have a job.

A typical weekly schedule for a full-time program might look like this:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30 a.m.–11a.m. All-program lecture or film	Reading day	9 a.m.–11 a.m. Seminar	9:30 a.m.–11 a.m. Workshop	9 a.m.–5 p.m. Individually scheduled lab times	Field Trip— three times per quarter
1 p.m.–3 p.m. Small Group Work		1 p.m.–5 p.m. * College Governance times— no classes scheduled	1 p.m.–5 p.m. Lab		
3 p.m.–5 p.m.* College Governance times— no classes scheduled					

* Some students participate in college governance activities, which take place on Monday and Wednesday afternoons. If you are interested in becoming involved, contact the Office of the Vice President for Student Affairs, Library 3236, ext. 6296.

Community-Based Learning—From 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.

Our two- and three-quarter programs allow students to take concepts and skills learned in the classroom and apply them in local communities to address real-world problems. 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. They typically work with community partners—citizens, non-profit organizations, local and state government agencies and small businesses—to identify and address community needs.

A few of the hundreds of examples of community-based projects embedded in coordinated studies programs include: 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.

In addition, most students negotiate at least one internship learning contract during their junior or senior years as another opportunity to apply their on-campus learning to real-world issues. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

Seeking Diversity, Sustaining Community

Evergreen is committed to diversity because we believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment. Within academic programs and without, 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, both on campus and off, with people who have different world views, ethnic or class backgrounds, and life experiences 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, study abroad opportunities that include immersion in local culture and reciprocity of learning and service, and support services for students of color further our commitment.

This is difficult work. Evergreen, like the rest of the world, has much to learn. But we invite everyone who comes to Evergreen—student, staff and faculty—to join with us in working toward honest and earnest exploration of real issues and problems. Together we can nurture a community in which people feel safe to explore, to grow, to interact and to find meaningful connections in today's world.

Student Support

Services and Activities

Evergreen's learning environment is profoundly engaging and challenging. Ideally, the education you receive here will bridge the gaps between academic disciplines and enable you to view concepts, problems and solutions in a unified, interdisciplinary manner. It's an experience designed purposely to empower you for your entire life, not just to prepare you for a job. You will find the experience most valuable if you look carefully at the many decisions you'll be making about your education, if you take responsibility for your own learning and keep your eyes wide open for the rich and varied opportunities Evergreen offers.

Evergreen's commitment to you means more than just making all this available. We're committed to helping you make the most of your academic career, your social development and your physical well-being. Sound advice, genuine support, good information and easily accessible resources are invaluable tools for students making their way through this community of learners. We encourage you to take advantage of these services. For information on other services and resources, see page 126.



Academic Advising

Kitty Parker, Director

LIB 1401, ext. 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. Stop by!



Access Services for Students with Disabilities

Linda Pickering, Director

LIB 1407D, ext. 6348, TDD: 866-6834, www.evergreen.edu/access

Access Services for Students with Disabilities provides students, staff and faculty with assistance and information in meeting the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), and in integrating students with disabilities into the Evergreen community. In all activities, the office of Access Services for Students with Disabilities seeks to establish and maintain a balance of rights and responsibilities for both students with disabilities and The Evergreen State College. E-mail: pickeril@evergreen.edu.



Career Development Center

Wendy Freeman, Director

LIB 1407, ext. 6193, www.evergreen.edu/career

The Career Development Center supports students and alumni in their career and life-work planning process. It provides a variety of services, including workshops, individual counseling, ongoing groups, career exploration and planning and guidance on résumé writing and interviewing techniques. Resources include assessment inventories, computerized career-information systems, graduate school information, entrance exam practice testing, a 300-file Web site and a 4,000-volume library. The extensive job board is updated daily.



Counseling and Health Centers

Elizabeth Nyman, Director

Counseling: SEM 2109, ext. 6800; Health: SEM 2110, ext. 6200

The Counseling and Health centers provide safe, confidential environments for enrolled students to discuss concerns. Counseling visits are typically for anxiety, depression, interpersonal relationship issues and stress management. The Health Center, a small general practice clinic, provides a range of medical services, including colds and flu care, chronic disease management, women's health services, yearly exams, birth control and STD testing. Visits are covered by the \$35 quarterly Health and Counseling fee; there may be small charges for lab work or prescriptions. The centers make referrals to community providers as needed.



First Peoples' Advising Services

Holly Colbert, Director

LIB 1415, ext. 6467, www.evergreen.edu/fpas

If you are a student of color, you bring important life experience to Evergreen's learning environment. You may also face new and unique challenges and opportunities. The staff of First Peoples' Advising Services welcomes you. Situated in the Student Advising Center, FPAS offers students of color comprehensive social, personal and academic advising, referrals and access to our facilities. We also encourage students interested in leadership development programs to stop by our office to inquire how they can participate.



Housing

Mike Segawa, Director

Building A, Room 301, ext. 6132, www.evergreen.edu/housing

Campus Housing offers a variety of accommodations, including single and double studios, two-person (one-room) apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. In addition, recreational activities and educational workshops are offered by Housing throughout the year. Staff members are available 24 hours a day to serve residents. We are available to answer questions and make referrals during regular business hours.



KEY Student Services

Niki Amarantides, Director LIB 1407, ext. 6464, www.evergreen.edu/key

KEY (Keep Enhancing Yourself) Student Services is a federally funded academic support program. You are eligible for KEY if: 1) neither parent has a four-year college degree; 2) you have a physical disability or documented learning disability; or 3) you meet federal guidelines for low-income status. The KEY staff will work with you to provide academic and personal advising; free tutoring; academic and study skills development; financial aid advocacy; career guidance; referral; cultural enrichment; and institutional advocacy.



Police Services

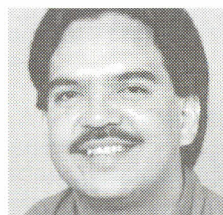
Steve Huntsberry, Director SEM 2150, ext. 6140

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 assist students with everyday needs, providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts.

Recreation, Wellness and Athletics

CRC 210, ext. 6770, www.evergreen.edu/recwellath

Evergreen has many facilities and programs to serve your recreational interests and fitness needs, including one of the finest recreation and fitness centers in the area; 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 tank; indoor and outdoor rock climbing practice walls; a three-court gymnasium; a wide array of leisure and fitness education courses offered every quarter; a challenge course; an outdoor program featuring sailing, mountaineering, skiing, rafting, kayaking and mountain biking; recreation programs based on student interests such as running, rugby and ultimate Frisbee clubs; the opportunity to participate in varsity swimming, soccer, tennis and basketball; and the Wellness Program, which provides a more studied approach to fitness and nutrition.



Student Activities

Tom Mercado, Director CAB 320, ext. 6220, www.evergreen.edu/activities

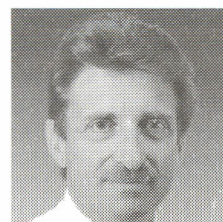
At Evergreen, learning doesn't end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of four professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Or attend one of our events and just enjoy yourself.



Student and Academic Support Services

Phyllis Lane, Dean LIB 1414, ext. 6034

Advice on Evergreen policies and procedures is available in this office, which is situated in the Student Advising Center. This office also offers mediation services and 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, ext. 6296

The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Housing, Recreation, Wellness and Athletics and Police Services.



Writing Center

Olivia Archibald, Director LIB 3407, ext. 6625, www.evergreen.edu/writing

Students who need help with writing other than that given by their faculty can generally find it in one of two places. First-year programs provide peer writing tutors and additional assistance in the form of lectures and workshops given by a writing coordinator, and the Learning Resource Center is available to any student—enrolled in a program or not—who wants help with writing, reading or mathematics at a basic or advanced level.

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.

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 right of each member in 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 any 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).

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

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.

Copies of the Student Conduct Code are available at the Office of the Vice President for Student Affairs, LIB 3236.

Copies of Evergreen's policy on sexual harassment are available from the Equal Opportunity Office, LIB 3103, or on the Web at http://www.evergreen.edu/user/pol_proc/g-sexhar.htm.

RIGHT TO PRIVACY: All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

INTELLECTUAL FREEDOM AND HONESTY: Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

OPEN FORUM AND ACCESS TO INFORMATION: All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records.

In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

POLITICAL ACTIVITIES: The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

Admission

Evergreen is committed to fostering individual and collective growth in a democratic society. To that end, we welcome students of diverse cultures, races, ages, previous educational and work experiences, geographical origins and socioeconomic backgrounds.

The college seeks qualified students who possess a spirit of inquiry and a willingness to participate in their educational process within a collaborative framework.

The college desires students who also express an interest in campus or community involvement, a respect and tolerance for individual differences and a willingness to experiment with innovative modes of teaching and learning.

Admission Deadlines

FALL 2000: MARCH 1, 2000

Applications will be accepted from September 1, 1999 through March 1, 2000. All application materials must be received in the Admissions Office by 5 p.m. on March 1, 2000. The target date for notification of admission is April 3, 2000.

WINTER 2001: OCTOBER 2, 2000

Applications will be accepted from April 1, 2000, through October 2, 2000. All application materials must be received in the Admissions Office by 5 p.m. on October 2, 2000. The target date for notification of admission is November 1, 2000.

SPRING 2001: DECEMBER 1, 2000

Applications will be accepted from June 1, 2000, through December 1, 2000. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 2000. The target date for notification of admission is January 3, 2001.

Late Applications

The college will accept applications after the stated deadlines if space remains available. You are strongly encouraged to submit a timely application. Please contact the Admissions Office for further information before sending an application after the deadlines.

Notification and Deposit

Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to assure your place at the college for the quarter of admission. Admission and deposit do not guarantee your enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

Commitment to Diversity

Because the college seeks a diverse student body, special recognition will be given to applicants who are Vietnam-era veterans, adults 25 and older and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Undergraduate Application.

Washington Residents

Washington residents may be given admissions priority.

Criteria for First-Year Students

Students entering directly from high school and high school graduates who have accumulated fewer than 40 transferable quarter credits by the application deadline will be considered for admission on the following basis:

Grade-point average (GPA) from high school (minimum 2.0 cumulative for full consideration, 2.8 or above recommended);

Test scores in the Scholastic Aptitude Test (SAT) or American College Testing (ACT);

Good standing of any college work attempted.

First-year students are required to have completed the following college-preparatory program in high school:

English	4 years
Social studies	3 years
Foreign language (single language)	2 years
Mathematics (Algebra I and above)	3 years
Science (at least one lab science)	2 years
Fine, visual and performing arts or college-prep elective from one area above	1 year

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

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

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

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

Science: Two years are required. One full year—both semesters in the same field—of biology, chemistry, or physics must be completed with a laboratory component. The second year may be completed in any course that satisfies your high school's graduation requirement in science. Two years of agricultural science is equivalent to one year of science. It is strongly recommended that students planning to major in science or science-related fields complete at least three years of science, including at least two years of laboratory science.

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

In addition, students should choose electives that offer significant preparation for a challenging college curriculum. Honors and advanced-placement (AP) courses are strongly encouraged. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs.

Admission can be granted on the basis of six semesters of high school work, though seven semesters are preferred. Before final acceptance by Evergreen, applicants provisionally accepted on this basis must submit a transcript showing the completed high school record and date of graduation. Failure to submit a final transcript that shows satisfactory completion of admission requirements will result in disenrollment.

Nontraditional high schools must provide transcripts that indicate course content and level of achievement.

Criteria for Transfer Students

Transfer students, i.e., those who are not currently enrolled in high school and who have earned 40 or more quarter credits of transferable work at accredited colleges or universities by the application deadline, will be considered for admission on the following basis:

- GPA (minimum 2.0 cumulative);
- Good standing at the last institution attended; and
- Satisfactory completion of a variety of courses in the liberal arts and the sciences.

Course work should include classes in the humanities, social sciences, natural sciences and art.

Special consideration will be given to applicants who (a) have 90 quarter credits of transferable college work; (b) have an Associate of Arts degree from a Washington community college; or (c) have an Associate of Technical Arts degree from a Washington community college with which Evergreen has negotiated an Upside Down Program (see page 29).

Applicants from other institutions who have completed 40 quarter credits of transferable work (see Transfer of Credit section, page 28) need not submit high school transcripts. Transfer students must submit official transcripts from every college or university attended. Currently enrolled students should ensure that the most recent transcript of their work at the current college is sent to Evergreen, then have a final official copy sent immediately upon completion of all course work there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

Students who will not be able to complete 40 transferable quarter credits by the application deadline must submit official high school transcripts, test scores from either the SAT or ACT or WPC (if the WPC was taken prior to June 1, 1989) along with official transcripts from every college or vocational institute attended, regardless of credit earned or nature of the program.

Note: Evergreen encourages transfer students to complete a variety of courses in the arts, the humanities, mathematics, the sciences and the social sciences that give the student a solid foundation for intermediate and advanced work. We strongly encourage all transfer students to complete the English composition course sequence (including research paper) at their present college if currently enrolled.

Other Criteria

Applicants 18 years of age or older who have not graduated from an accredited high school but have completed GED tests will be considered. Normally, GED test scores should be at the 60th percentile or above in all categories. GED applicants must also submit any college transcripts and scores for the SAT, ACT or WPC (if WPC taken prior to June 1, 1989).

Former students planning to return to Evergreen after withdrawing or taking a leave of absence of more than four quarters must complete the application process and submit transcripts from all institutions attended since Evergreen.

Applicants 25 years of age or older who have fewer than 40 quarter credits of transferable work are not necessarily subject to the freshman criteria and may be evaluated through alternative criteria. Please contact the Admissions Office.

International students must meet the minimum entrance requirements for universities in their native country and provide evidence of English proficiency. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+, 75 percent or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. They must also show evidence of having at least \$19,000 (U.S.) to pay normal expenses for one year at Evergreen. Interested students should request, in writing, specific information about applying from the Admissions Office by February 1. All application materials for international students must be received in the Admissions Office by March 1.

Applicants who have completed secondary schooling through homeschooling are evaluated individually. Documentation that outlines the curriculum used by the applicant is required along with official SAT or ACT test results. Documentation is most often provided in the form of a transcript from a recognized homeschooling agency or public or private high school that verifies academic preparation comparable to general first year admission requirements. If documentation is not possible, the applicant must submit official GED test scores.

High school students who have earned college credit or are participants in Washington's Running Start program are considered for admission under the first-year criteria, regardless of the number of credits earned. However, Running Start participants who have earned an Associate of Arts degree prior to the application deadline, as reflected on official transcripts, will be considered under transfer student criteria.

To Apply for Admission

A substantial amount of time is needed to process and evaluate each application. We strongly recommend you send your application and all other required materials as far in advance of the deadline as possible. To be considered for admission as a matriculated student you must submit all of the following items by the stated deadline.

All applicants must submit:

The Washington Uniform Undergraduate Application;

\$35 nonrefundable application fee (check or money order only).

First-year students entering directly from high school must also supply:

An official high school transcript

Official test scores from the SAT or ACT.

First-year students who have taken the GED must submit:

Official set of GED test scores

Official test scores from the SAT or ACT.

Students not coming directly from high school who have accumulated (completed) fewer than 40 transferable quarter credits by the application deadline must submit:

An official high school transcript

Official test scores from the SAT or ACT

Official transcripts from each college or vocational institute attended prior to high school graduation and after high school, regardless of credit earned or nature of the program.

First-year students 25 or older need not submit precollege test scores from the SAT, ACT or WPC, but should contact the Admissions Office for more information.

Note: If you are not sure whether the credits you have earned will be accepted as transfer credits, we encourage you to submit all the materials required for both first-year and transfer applicants. By taking this precaution, you can avoid unnecessary delays and reduce the chance of not completing your file on time.

Transfer students who have accumulated 40 or more transferable quarter credits by the application deadline must supply:

Official transcripts, reflecting all course work completed prior to the application deadline, from each college or vocational institute attended regardless of credit earned or nature of the program.

Other credit, such as that earned through the College-Level Examination Program (CLEP), Proficiency Examination Program (PEP), AP or international baccalaureate (IB) work, must be documented through official results from the testing company received by the admissions deadline if it comprises any of the initial 40 credits or the associate's degree.

Students who have already earned a B.A. or B.S. must submit:

Only an official transcript from the institution awarding the degree as long as the degree confirmation is indicated on the transcript. If the degree included a large number of substitutions (CLEP, military training, prior learning, non-accredited institutions, etc.), Admissions may require the student to submit all transcripts.

General transcript information

Transcripts must reflect all course work completed prior to the application deadline. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

A transcript or test score is official if it bears the official seal and signature of the issuing institution and is:

Sent directly by the institution to the Admissions Office; or

Enclosed in a sealed envelope from the issuing institution and delivered by the applicant to the Admissions Office. If the envelope is opened prior to receipt in the Admissions Office, the transcript is no longer official.

Facsimiles (fax copies) of any of the application materials (the application, transcripts or test scores) will not be accepted as part of the application. Original copies must arrive in the Admissions Office by 5 p.m. on the date of the deadline.

If admitted to the Evergreen, high school seniors must provide an official, final high school transcript prior to the start of the quarter showing that they have graduated and successfully completed all college entrance requirements. High school seniors cannot complete their high school course work as matriculating students at Evergreen.

Right to Deny Admission

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



JESSE WELCH
Dean of Enrollment Services



CHRISTINE LICHT
Senior Admissions Officer



ILEANA DORN
Admissions Counselor

Eligibility for Admission

Eligible applicants are ranked by means of formulas that combine academic factors, such as grade-point average and/or test scores, and diversity factors. Because the number of qualified applicants generally exceeds the number of spaces available in the entering class, we are unable to offer admission to all qualified applicants.

The most important factor in the admissions process is academic achievement, demonstrated by the nature and distribution of academic course work, grade point average or narrative evaluation of progress and scores from ACT or SAT (when required). Applicants may submit additional materials they believe will strengthen their applications. Such materials could include personal statements, letters of recommendation and essays. Submissions should be limited to one page and should clearly address the applicant's academic history and educational goals. Artwork, videos and audio recordings will not be considered.

Transfer of Credit

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). The maximum number of credits that can be transferred from two-year colleges is 90 quarter hours (60 semester hours).

To transfer credit, supply official transcripts of all previous work when you apply for admission. Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable if a minimum 2.0 grade point or grade of C was received. Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable; others are not. Contact the Admissions Office for details and to obtain the Transfer Guide. Evergreen abides by the policies outlined in Washington's Policy on Intercollege Transfer and Articulation.

An evaluation of your official transcript is made after you have been admitted and paid the \$50 nonrefundable advance tuition deposit.

Other Sources of Transfer Credit

Evergreen accepts credits earned through CLEP, AP, PEP and IB work on a case-by-case basis, as long as the credits do not duplicate credit earned at other institutions, including Evergreen. Other national credit-by-examination options are reviewed on a case-by-case basis. The student must contact the testing company and have official test scores sent to the Admissions Office.

Applicants who have completed AP examinations must submit official scores directly from the testing company to the Admissions Office for evaluation. A test score of 3, 4 or 5 is required on advanced placement tests to receive credit.

CLEP general and subject examinations may also generate credit. CLEP credit is also accepted as part of an associate's degree in a direct-transfer agreement with a Washington state community college. Students must request that official test results be sent directly from the testing center to the Admissions Office prior to the application deadline.

Evergreen recognizes and will award up to 45 credits for IB work, based on a minimum of three higher-level subject marks and three subsidiary-level subject marks with scores of 4 or better. Students without the final IB diploma and with scores of 4 or better on the exams may be eligible to receive partial credit.

Applicants should contact the Admissions Office for more information.

Community College Transfer

If you are a transfer student who has completed the appropriate academic associate's transfer degree at a Washington state community college, you may receive the maximum of 90 transfer credits. Since community colleges offer several degree programs, you should consult your advisor for more specific information.



TANYA VELASQUEZ
Admissions Counselor



DIANE KAHAUMIA
Senior Officer for
Enrollment Programs



CLARISSE LEONG
Admissions Counselor
First Peoples' Recruitment

Upside Down Program

If you hold a vocational or technical associate's degree from an accredited Washington two-year community college, you may be eligible for the Upside Down Program.

Working with a faculty or staff academic advisor, you create a plan for interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of the plan, 90 transfer credits will be posted and you will be recommended for a bachelor's degree. Noncompletion of the recommended 90 Evergreen credits results in a course-by-course evaluation of your course work, which usually produces fewer than 90 transfer credits.

Minimum eligibility criteria include a cumulative GPA of at least 2.5 and satisfactory completion of one English composition course. Students applying for admission prior to completion of their technical degree and with fewer than 40 transferable credits by the application deadline must also provide the Admissions Office with official high school transcripts or GED test scores and official test scores from the SAT, ACT or WPC (if WPC was taken prior to 6/1/89). Students 25 or older should contact the Admissions Office for information concerning the necessary criteria.

Generally, associate's degrees in forestry, fisheries, business, computer programming, social services, nursing, education, communications and health services are acceptable for the Upside Down Program. Please contact the Admissions Office about your eligibility, which must be approved no later than the 30th day of your first quarter.

Housing Applicants

Admission to the college does not assure you a room assignment in college housing. Please contact the Housing Office for information about on-campus housing. Housing has a first-come, first-served application process. You may complete the housing application process even before notification of admission to establish a Housing priority award date.

Scholarship Applicants

Scholarship information is available from the Dean of Enrollment Services the beginning of October. The deadline for scholarship application is February 1. To be eligible for a scholarship, you must be offered admission to Evergreen or be currently enrolled. Therefore, it is critical that new students complete the application for admission as soon as possible and prior to the scholarship deadline. If "demonstrated financial need" is part of the scholarship selection criteria, you must apply for financial aid no later than February 1 in order that information may be received by Evergreen for consideration in the selection process.

Retention of Records

Credentials, including original documents submitted in support of an application for admission, become the property of the college and are not returnable or reproducible. Transcripts of students who do not register for the term for which they applied will be held two years before being discarded. You must request transcripts of work done at other schools directly from those schools, not from copies in Evergreen's files.

Special Students and Auditors

Students wishing to enroll on a part-time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The educational outreach coordinator for Part-Time Studies assists special students with academic advising and registration information. Please refer to page 37 for further information about Part-Time Studies.

Auditing a program or course may be allowed with written permission from faculty. Auditors receive neither credit nor narrative evaluations that could be applied toward a degree if they later apply for admission. The Registration and Records Office can assist students wishing to audit.

Summer Quarter

Summer quarter enrollment is handled through the Office of Registration and Records and does not require formal admission.

Students who wish to continue their studies into fall quarter can do so only if they have been admitted to the college through the application process (described in the To Apply for Admission section on page 27) or if they register through Part-Time Studies as a special student. If you are interested in Part-Time Studies, please review the preceding section titled Special Students and Auditors as well as the Part-Time Studies description on page 37.

For more information about admission, call (360) 866-6000, ext. 6170, or send e-mail to admissions@evergreen.edu. On the Web, visit <http://www.evergreen.edu/admissions>

Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-December. Because funds are limited, it is recommended you submit your 2000-01 Free Application for Federal Student Aid (FAFSA) to the processor by February 15, 2000 to receive full consideration for all available campus-based financial aid. Evergreen also requires that you read and complete additional paperwork by March 15, 2000. For more information, please contact the Financial Aid Office.

We encourage financial aid applicants to obtain a FAFSA from the high school or community college they currently attend. If you are not currently enrolled, please write us to request that a FAFSA be sent to you as soon as they become available.

Evergreen's goal is to provide financial guidance to all students and financial aid to those who could not otherwise attend Evergreen. The awarding of grants, loans or employment, or a combination of these is based on financial need and can only supplement the contribution of the student and the student's family. Priority is given to full-time students seeking a first bachelor's degree.

Financial aid is awarded on an academic year basis by the Financial Aid Office. The awards are credited to a student's account quarterly to coincide with tuition and fee payments. In general, all charges are deducted from the quarterly award, with the balance paid to the student during the first week of instruction. Exceptions are subsidized and unsubsidized federal Stafford loans, which have rolling disbursement dates based on remittance by the student's lender, and on-campus work-study earnings, which are distributed through monthly payroll checks.

The Financial Aid Office also offers financial aid counseling and maintains a listing of part-time employment opportunities both on and off campus. Evergreen's Title IV school code is 008155.

Emergency Loan Program

Emergency loan funds are contributed by businesses, service and professional organizations, by individuals in the community and by state regulation. This program aids continuing students who have a temporary need by providing short-term loans of up to \$400. Apply at the Financial Aid Office.

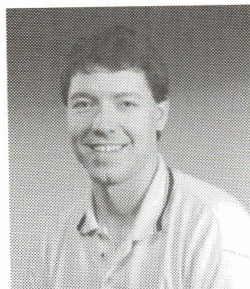
Scholarships

A variety of scholarships funded by the college's foundation and private donors are available. Most of these scholarships are awarded on the basis of merit, such as high academic achievement, community service, or artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services, (360) 866-6000, ext. 6310. Scholarship information is available from the dean of Enrollment Services after October 1, 1999. The application deadline for these scholarships is February 1, 2000. Scholarship information will also be available on Evergreen's Web site at www.evergreen.edu. You are encouraged to prepare your scholarship application(s) concurrently with your application for admission. Be sure to specifically request scholarship information, as it will not be sent to you automatically with information about financial aid.

For more information about financial aid, call (360) 866-6000, ext. 6205 or send e-mail to finaid@evergreen.edu.



MARLA SKELLEY
Director of Financial Aid



BRIAN SHIRLEY
Technical Support/Financial Aid
Counselor

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.

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) 866-6000, ext. 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. Payment of all fees is the responsibility of 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.

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 2000-01 nine-month academic year. Tuition and fees are based on 1999-2000 rates. Rates for 2000-01 were not available when this Catalog went to print.

	Resident	Non-resident
Tuition and Fees	\$2,757	\$9,759
Books and supplies	780	780
Housing and meals	5,136	5,136
Personal needs	1,971	1,971
In-state travel	1,200	1,200
Total	\$11,844	\$18,936

Note: Full-time undergraduate tuition figures do not include the quarterly health fee, which is 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. In addition, 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, you will be refunded as follows:

- 100 percent to Friday of the first week of quarter;
- 50 percent to 30th calendar day;
- no refund after the 30th calendar day.

For those students whose tuition is paid by financial aid, any refund will be made to the financial aid program, not to the student. Appeals of tuition and fee charges 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 estimates for the 2000–2001 academic year.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10–16	\$952 per quarter	\$3,370 per quarter
Part-time undergraduate	9 or fewer	\$95.20 per credit; 2 credits minimum	\$337.00 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10–12 MPA and MES	\$1,522 per quarter	\$4,621 per quarter
Part-time graduate	9 or fewer	\$152.20 per credit; 2 credits minimum	\$462.10 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)§	\$35
Mandatory bus pass (quarterly)	\$2 per credit up to \$20
WashPIRG (quarterly, waivable)†	\$4
Housing/administrative fee	
Rental contract	\$45
Unit lease	\$75
Transcript	\$10
Extra copies ordered at same time	\$5
ID card replacement	\$5
Returned check	\$15
Application fee (nonrefundable)	\$35
Admission deposit (nonrefundable)	\$50
Reinstatement/late-registration fee	\$50
Graduation fee	\$25
Specialized facility use fee (varies)*	\$5–\$150
Leisure Education (varies)	\$5–\$100

Parking	Automobiles	Motorcycles
Daily	\$1	\$1
Quarterly	\$25	\$12.50
Academic year	\$65	\$35
Full year	\$75	\$37

§ Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent at (800) 628-8305.

† The Washington Public Interest Research Group (WashPIRG), is a consumer and environmental organization directed by students. If you do not wish to support WashPIRG, you may waive the \$4 fee.

* Tuition is intended to cover the cost of instruction, except for supplies, books and consumables. For a few programs there may be a fee for using a specialized facility.

Registration and Academic Regulations

Registration

New and Continuing Student Enrollment Process

If you are a new or continuing student, registration information will be mailed to you each quarter. When registering for fall quarter, you should select your academic program in mid-May.

If you are a new student, you will be asked to participate in an academic advising session. The college will inform you about these activities in your registration packet.

Entrance into a program is based on your registration priority. Registration appointments are determined by class standing.

Before the start of a quarter, most registration is conducted using EARS—Evergreen's Automated Registration System. Once the quarter is underway, students must register in person.

Some programs require a faculty interview or audition for entry. You will need to obtain a six-digit signature code from the faculty member to register using EARS. Otherwise, you must bring a registration form with the faculty member's signature to Registration and Records. Early registration will increase your chances of getting into the program of your choice.

As a full-time Evergreen student, you typically will be enrolled in only one full-time learning activity. When you enroll, you will designate the duration of your program or contract by specifying the quarter or quarters. You also will specify the number of credit hours you'll take per quarter during that period.

There will be no need to re-enroll each quarter during this designated period if you continue in the same program or contract. Changes in enrollment or the amount of credit you will receive each quarter may result in a reassessment of tuition and fees and eligibility for financial aid.

Special registration periods are held for those desiring to enroll 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

Throughout the year, important information will be mailed to you from a variety of campus offices, therefore *you are required to keep a current address*—even one of short duration—on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures on page 31.)

To Drop or Change a Program

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

If you want to reduce the number of credits for which you are registered or drop a program or course, you must do so by the 30th calendar day of the quarter. Use a Change of Registration form from the Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. (See Refunds/Appeals on page 31.)

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 on page 31.)

Leave of Absence

If you have been regularly admitted and registered and have attended at least one quarter, but need to "stop out" for a while, 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 (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 accumulate academic credit for work well done and levels of performance reached and surpassed. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill academic obligations. Evergreen will not accept credit twice for the same course work.

Partial Credit Options

Some programs will make provisions for partial credit, others will not. That determination rests with the faculty of each particular program or contract. Faculty members will announce their policy at the outset of the quarter. Exceptions are made only with their approval.

Credit Limit

Students may register for a maximum of 16 credits during any given quarter. Students concurrently pursuing course work at another college may register for a combined maximum of 16 credits. Credits earned beyond this limit will not be accepted.

Evaluation

Evergreen's credit system distinguishes between quantity and quality. The quantity of your academic work is recognized by an award of credit based on satisfactory completion of your program, contract or course requirements. The quality of your work is expressed in a written evaluation. To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments, one by your faculty member and one by you. For more information, see page 5.



ANDREA COKER-ANDERSON
Registrar

Amending Faculty Evaluations of Students

Any student who feels a faculty evaluation is incomplete, inaccurate or otherwise in error may seek to have the evaluation amended. Within 30 days of the date the student receives the final evaluation, the student must talk with, or write to, the faculty member who signed the evaluation. If satisfactory resolution is not reached, then, in the case of a team-taught program, the student is expected to talk with or write to the program's faculty team. If the evaluation still has not been amended to the student's satisfaction, the student has 30 calendar days to request a hearing from an academic dean. Copies of the form to request a hearing from a dean, as well as copies of the policy for amending student records, are available at the Academic Deans' Office, Library 2211. Changes cannot be made to an evaluation once it has been sent out as part of a transcript.

For more information about academic regulations, call (360) 866-6000, ext. 6180.

Academic Honesty

Academic honesty is a necessity in a learning community. It makes coherent discourse possible and is a condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes but is not limited to copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.

Record Keeping

Transcript and Portfolio

The transcript and portfolio are the records of your academic achievement at Evergreen. 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 own evaluations.

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. 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.

Since your self-evaluation becomes part of your permanent transcript, pay close attention to spelling, typographical errors, appearance and content before you turn it in. Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records.

The entire body of information is mailed when a transcript is requested in writing, although graduate students who also 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 \$10 fee and the time when your transcript is mailed. Evergreen reserves the right to withhold transcripts from students who are in debt to the institution. If you need more information on this issue, contact the Office of Registration and Records or Evergreen's Web site.

You maintain your own portfolio, which should include official descriptions of all your programs and contracts, copies of faculty evaluations and your own self-evaluations, particularly those not in the transcript. You should also include examples of your best work and any other pertinent information.

The portfolio is your academic biography, to be shared with faculty during your learning experience and with graduate schools and prospective employers in future interviews.

Confidentiality of Records

Evergreen complies with the federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at U.S. colleges and universities. Copies of Evergreen's policies may be obtained from the Office of Registration and Records or the Office of the Dean of Enrollment Services.

Enrollment Status

	Full-time	Part-time
Undergraduate students	12-16 credits	11 credits or fewer
Graduate students	10-12 credits	9 credits or fewer

Full-time enrollment must include any credit earned concurrently at another college for transfer to Evergreen. Enrollment may not exceed the quarterly credit totals indicated above.

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 in the college and is advised accordingly.

Faculty evaluation of student achievement formally occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit is so notified in writing at mid-quarter by his or her 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 fewer than three-fourths of the number of registered credits in *two* successive quarters will receive an academic warning issued by the dean of Enrollment Services. A student registered for six quarter credit hours or more who receives no credit in any quarter will receive an academic warning. Such warning will 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 receives 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 readmitted 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 awarding either the Bachelor of Arts in Liberal Studies or the Bachelor of Science is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval by an academic dean.

If you transfer credit from another college, you must earn at least 45 of the last 90 quarter credit hours while enrolled at Evergreen to be eligible for an Evergreen degree. Prior Learning from Experience credits 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 quarter credit hours as an enrolled Evergreen student.

The B.S. degree requirement also includes 72 quarter credit hours in mathematics, natural science or computer science, of which 48 quarter credit hours must be in advanced subjects.

Concurrent awards of B.A. and B.S. degrees require at least 225 quarter hours, 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 and pay a \$25 fee. Contact 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 graduate catalog.

Selecting Your Program of Study

At Evergreen, you will have the privilege and responsibility of planning a personalized education. You will be able to shape your learning to your interests, your passions and your career goals. Making the most out of this tremendous opportunity can be challenging, but fortunately 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.

Here are some tips for making sound educational choices:

Develop an academic plan

Every student is encouraged to develop an individualized academic plan—a personal declaration of educational goals, intentions and achievements. It is not a form you must fill out or a list of requirements you must have approved by some authority. It originates from and serves you.

If you have specific ideas about your educational path, you may impose some requirements on yourself or you may determine that you must complete specific prerequisites to prepare for more advanced work. Your plan may be specific in some areas and very general in others. It is also likely to change over time.

To create your plan, you will need to think about your previous experience, your strengths and weaknesses, your interests and your goals. You may also have to do some research, like studying the academic pathways recommended for students interested in specific areas of study or investigating specific career options. It may be useful to think about and plan your educational journey as a sequence of steps:

EXPLORATION — Discovery for the sake of academic curiosity.

LEARNING GOALS — Understanding your academic purpose and intentions.

BREADTH — Exploring different subject areas, methods of learning and ways of knowing.

DEPTH — Focusing on a line of inquiry to develop a deeper level of knowledge and insight.

INTEGRATION — Making sense of your studies as a package.

TRANSLATION — Describing the sum of your education to others.

TRANSITION — Applying your learning to your life and career.

Discuss your choices and goals

Don't be afraid to ask for help. Evergreen's extensive, flexible and visible network of advising resources is designed to help students make informed decisions. You will not be assigned an advisor, and advising is not mandatory, but advisors can help provide perspective and tools to aid you in your planning. You can:

TALK TO FACULTY: Faculty are an integral part of the advising system. They typically work closely with students in their programs or doing individual study. Many continue as advisors after the program or contract ends. Advising is a regular component of the quarterly evaluation conferences between faculty and students, and faculty members also serve as advisors through the Office of Academic Advising.

CONTACT ACADEMIC ADVISING: Academic Advising provides a wide range of advising services. Full-time advisors and specialists in international programs and services are available to meet by appointment or on a drop-in basis. The staff also leads workshops and visits programs to provide advice. The Prime Time Advisor is an academic advisor with an office in Housing who keeps late afternoon and early evening hours to answer advising questions and help students improve their academic skills. Academic Advising publishes the Catalog Update and posts information about curriculum changes and program schedules on bulletin boards and on the Web at www.evergreen.edu/advising.

VISIT OTHER OFFICES: Several college offices may be able to provide you with information and advice that are critical to the success of your planning efforts. See the Student Support Services and Activities section on page 21 for more information.

DO IT YOURSELF: There's nothing wrong with self-advising. Self-directed students may happily devise their own plans. For these students, updated curriculum information is readily available from Academic Advising in several formats. Academic Advising has also developed an outline you can use on your own to create your academic plan.

Study this Catalog

First-year students should carefully consider the Core and all-level programs described on pages 46–57. Other programs are listed by Planning Groups. InterArea programs co-taught by faculty from different Planning Groups will be crosslisted. Please review the How to Read a Program Description section on page 45. If a specific subject interests you, look it up in the Matching Evergreen's Programs to Your Field of Interest section, which begins on page 41.

Attend the quarterly Academic Fair

The faculty will be assembled all in one place so you can talk to them directly about program content, style and requirements. Ask them anything. If one program's not right for you, they might suggest an alternative. Academic Fairs are held quarterly; contact Academic Advising for dates.

Select a program

If you have created a clear academic plan, consulted advisors, read this catalog closely and attended the Academic Fair, you should have no difficulty choosing a program that's right for you. Once you have selected a program (and a couple of alternates just in case), all you have to do is register, pay your tuition on time and get ready for class!

Special Features of the Curriculum

Individual Study/Internships

While Evergreen emphasizes collaborative studies within learning communities, students also have many opportunities to personalize their education. Students at all levels and in all areas of the curriculum will find academic offerings that incorporate independent and applied learning into program activities. As students progress in their education, some may decide to earn credits through Individual Learning Contracts and Internship Learning Contracts—two options typically reserved for junior- and senior-level students.

Individual Learning Contracts:

Independent contracts are student-generated projects in which the student works with a faculty sponsor to complete advanced academic work. The faculty provides guidance and feedback, but the idea for the project, the design and structure of the course of study and the learning goals all originate from the student. Successful execution requires motivation, imagination and initiative. Examples of recent Individual Learning Contract work include producing a CD of original music, researching and recreating 17th century costumes and writing a senior thesis on welfare policies. Assistance with Individual Learning Contracts is available from faculty and Academic Advising.

Internship Learning Contracts:

Internships are a way to gain specialized knowledge, learn from real-world experiences and serve the community. They require a three-way partnership among the student, the faculty sponsor and the field supervisor. The contract documents the role of each member of the partnership. Evergreen students have conducted paid and unpaid internships in every conceivable setting: city, state, county and federal government, art studios, research labs, museums, farms, TV stations, service agencies, hospitals and schools. Academic Advising is the central source of current information about internships. It provides listings and referrals for internship opportunities locally, nationally and internationally. Academic Advising staff members assist students, sponsors and internship host supervisors in planning, arranging and conducting internships.

Independent Study Incorporated into Academic Programs:

Academic programs often provide opportunities for personalizing your studies. Students might, for example, extensively research a topic touched on briefly in readings and seminars, or they might tackle a project that explores connections between a program's theme and an area of personal interest. Other programs might encourage students to arrange an internship as an individualized component of a program. Internships provide students with opportunities to apply classroom-based knowledge in a hands-on learning environment while serving the community and gaining experience in the workplace.

More information about these study options can be found in the Student Advising Handbook, on the Web (www.evergreen.edu/advising) and by attending Academic Advising workshops.

Part-Time Studies

Interdisciplinary study, seminars, narrative evaluations and other hallmarks of an Evergreen education are also available to working adults through the college's half-time programs. Students in these programs earn eight credits per quarter toward a bachelor's degree while attending class in the evenings and on weekends—even if they have not been formally admitted to Evergreen.

Offered by Part-Time Studies, these interdisciplinary programs ask students to examine a central theme, problem or question from several perspectives. Most programs run for three quarters, investigating different aspects of the central theme throughout the academic year. Faculty design each quarter so that students may enter in winter and spring quarters if space is available.

Along with its half-time, eight-credit programs, Part-Time Studies offers a variety of courses—two-, four- and six-credit classes with a single disciplinary focus. Many of these courses, like the half-time programs, begin at 6 p.m. or later and there are several offerings on Saturdays. Courses offered at other times are typically introductory courses designed to supplement the curriculum for full-time students. Full-time students are generally discouraged from substituting several courses for a full-time interdisciplinary program.

Working adults can expect to find both intermediate and advanced programs and courses in six curricular pathways—Business and Management; Environmental Studies; Human Services and Psychology; Labor; Government and Politics; and Literature and History. Programs in each area give students experience in writing, presenting material orally, collaborating, understanding a diversity of viewpoints and applying theory to practice.

Students who are new to college study, or are returning after a number of years away, should consider taking the Cornerstone Seminar. This course, offered each quarter, gives students a foundation in human development theory and an opportunity to plan their academic career to meet their goals. Part-Time Studies also offers writing courses and at least one interdisciplinary eight-credit program designed for returning students.

Students who wish to enroll on a part-time basis before being admitted to the college may register as *special students* for a maximum of eight credits per quarter. Special students receive credit by going through the regular evaluation process, and once they have been admitted, the credits they have accumulated will apply toward their bachelor's degree. A student must be admitted to the college to be awarded a degree.

It is important that special students realize that they will not be able to register at the same time as students who have completed the admissions process, and that enrollment is on a first-come, first-served, space-available basis. Special students may register at an Academic Fair (contact Academic Advising for dates) and on the dates specified in the *Evergreen Times*, the catalog of Part-Time Studies offerings. Students who are interested in pursuing a degree and want to increase their chances of getting into specific programs and courses should apply for admission consideration at the earliest possible date (see page 25 for admission information).

Descriptions of Part-Time Studies offerings are contained in the *Evergreen Times*, a quarterly publication mailed to residents in a five-county area. The *Summer Times* also contains courses available to working adults during summer session. Both are published on the Evergreen Web at www.evergreen.edu.

For more information about Part-Time Studies contact the outreach coordinator for Part-Time Studies by calling (360) 866-6000, ext. 6164, or e-mail pts@evergreen.edu.

Prior Learning from Experience (PLE)

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 provides one appropriate pathway.

Documenting your knowledge means describing what you have learned within a theoretical framework, not simply detailing a job description.

You should enroll in Writing from Life, taught by PLE Coordinator Kate Crowe, to prepare you for writing your document. Because a substantial written document is required, you should enroll in additional courses and programs to improve your research and writing skills. Preparation of the document generally takes students up to one academic year. Once submitted, your document will be evaluated by a faculty team and credit equivalencies will be noted. You must pay for this credit just as if you had enrolled in a course.

Interested students are encouraged to contact the PLE office after they have been admitted to the college.

For more information, call PLE Coordinator Kate Crowe at (360) 866-6000, ext. 6415, or see the Evergreen Web site at www.evergreen.edu/ple.

"House of Welcome" Longhouse Education and Cultural Center

The Longhouse—the first building of its kind on a public campus in the United States—exists to provide service and hospitality to students, the college and the surrounding Native Tribes. With a design based in the Northwest Indigenous Nations' philosophy of hospitality, its primary functions are to provide classroom space (including the Native American Studies Program, see page 109) and host cultural ceremonies, conferences, performances, art exhibits and community events. The primary work of the Longhouse as a public service center is the administration of the Native Economic Development Arts Initiative (NEDAI). The mission of the NEDAI is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest.

The Evans Chair

Funded by a state grant and donations from many people, the Daniel J. Evans Chair in Liberal Arts was established to support Core programs, with which each year a distinguished scholar is selected to work.

Evans Chair Scholar John deGraaf

John deGraaf is a producer, writer and editor of documentary films dealing with a host of environmental and social topics. He has produced an extensive and impressive list of documentary films including the critically acclaimed, "Affluenza" (1997) and "Escape from Affluenza" (1998). Mr. deGraaf will be based in the Core program From Lab to Living Room: Science, Public Policy and Personal Behavior. He will also bring his expertise in filmmaking and investigation of environmental and social issues to many of the Core programs offered this year.

International Studies and Opportunities to Study Abroad

At Evergreen, we envision international studies as involving interdisciplinary academic work on a theme, question or problem. This work may include study abroad in a full-time academic program, consortium program, individual contract study or internship.

Programs with a study abroad component are often found in the Culture, Text and Language Planning Group and usually offer one or more options each year in which students and faculty travel abroad spring or summer quarter. Programs that include language study typically travel to Spain, Latin America, France or Russia.

Every other year, the Environmental Studies Planning Group offers the Tropical Rainforests program with field work in Costa Rica. Other programs with an emphasis on sustainability, community development, agriculture, natural history and conservation provide opportunities for projects and internships in developing countries. Most notable is our sister county study abroad program, a community partnership with the village of Santo Tomás, Nicaragua, the Thurston-Santo Tomás Sister County Association and the college.

Students who have intermediate proficiency in Japanese and wish to spend a year in Japan can apply to become one of four exchange students chosen each year to study at either Miyazaki University or Kobe University of Commerce. These opportunities usually come with substantial financial assistance.

Evergreen participates in the following consortium programs for international study:

■ Augsburg College, The Center for Global Education; interdisciplinary programs in Mexico, Central America and Southern Africa.

■ Butler University, The Institute for Study Abroad; university programs in Great Britain, Ireland, Australia, New Zealand, Costa Rica, Chile and Argentina.

■ Interweave; Russian culture and environmental science programs.

■ The School for International Training; more than 50 worldwide programs with a focus on cultural diversity and experience-based learning.

■ The State of Washington Cooperative Development Studies Program in Ecuador.

■ The University of Washington Jackson School of International Studies, Seattle, Washington.

Advanced-level students may also choose to study abroad through individual or internship contracts. Such work requires previous experience in both the method of study and the subject matter to be studied, and students must negotiate an agreement with an appropriate faculty or staff sponsor.

For more information, contact Chris Ciancetta, International Programs and Services coordinator, in the Academic Advising Office, located in Library 1401.

Programs in the 2000–01 curriculum with a strong international focus include:

The Development of Sail Power	page 48
From Classic to Modern: A Traveling Seminar in Europe	page 57, 91
Museums, Monuments and Backpacks	page 57, 72
Imagining the Middle East and South Asia	page 50, 64
Hispanic Forms in Life and Art	page 62
Japanese Language and Culture	page 65
Diaspora, A Journey Toward Destiny	page 48, 61
Irish Spring: Living in Rural Ireland	page 72, 92
Russia	page 68

Condensed Curriculum 2000-01

These pages feature the titles of programs planned during the spring of 1999 for the 2000-01 academic year. This listing allows you to scan all of the college's academic offerings while determining your pathway through the curriculum. All of Evergreen's programs are organized within Planning Groups, groups of faculty with similar interests who offer topical groupings of academic offerings. Within the offerings of each Planning Group, you will find All-Level programs, intermediate programs with a prerequisite of one year of college and no other specific requirements, and advanced programs geared toward junior- and senior-level students and offering upper-division credits. As you plan your educational pathway, you may decide to work for a number of quarters within one Planning Group, or you may move from area to area to broaden your education. Either pattern may be appropriate, depending on your academic goals. Some programs will be listed in more than one planning group.

Key F—fall quarter W—winter quarter S—spring quarter Su—summer quarter

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A Passion For Collecting	55			S
Contemporary America	57			S
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From Lab to Living Room: Science, Public Policy, Personal Behavior	49	F	W	
History: A Celebration of Place	49	F	W	S
Individuals vs. Societies: Studies of American and Japanese History, Literature and Cinema	51	F	W	S
Myth and Sensibility: A Study of Eastern and Western Cultures	51	F	W	
The Olympia Peninsula: Salmon, Timber and Energy	52	F	W	S
Performing Arts in Cultural Context	53	F	W	S
Technology, Cognition, Education	54	F	W	

All Level	Page			
About Time	47	F		
Astronomy and Cosmologies	55			S
Civilization as a Transient Sickness:				
The Life and Poetry of Robinson Jeffers	56			S
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Imagining the Middle East and South Asia	50	F	W	S
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Natural Histories: Botany, Biography, Community	52	F	W	S
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Matching Evergreen's Programs to Your Field of Interest

If you are accustomed to thinking about your future study interests in terms of majors, rather than the interdisciplinary program titles and the Planning Groups used at Evergreen, this guide can help you match your educational interests with our offerings.

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CRIMINOLOGY

Crime and Punishment
Homicide

CRITICAL REASONING

The English Romantics: Poetry and Fiction
Reading and Writing Contemporary Prose

CULTURAL HISTORY

History: A Celebration of Place
On Interpretation: Stories as Effect and Cause
Text and Culture in America 1965-1995

CULTURAL STUDIES

About Time
Awakening Ireland: From the Power of the Bards
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Crime
Crime and Punishment
Hispanic Forms in Life and Art
History: A Celebration of Place
Homicide
I Want Burning: Ecstatic Poetry and Images
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Writers' Workshop

D**DANCE**

Performing Arts in Cultural Context
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DESIGN

Contemporary Issues in Figurative Art
Design for the Stage 2000
Fiber Arts
Foundations of the Visual Arts
Shaping Function/Shaping Meaning
Student Originated Studies: Visual Arts
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DRAWING

Contemporary Issues in Figurative Art
Foundations of the Visual Arts
I Want Burning: Ecstatic Poetry and Images
Myth and Sensibility: A Study of Eastern and
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E**ECOLOGY**

Lichens and Ascomycetes
Coastal Dune Ecology
Mushrooms, Culture and History
Soil Microbial Ecology

ECONOMICS

From Public Issues to Public Policy:
Environmental Activism and the Welfare State
Political Economy and Social Change:
From Colonization to Globalization
Strategic Business Policies for the 21st Century
Working in Development: Learning From the Past,
Creating the Future

EDUCATION

History: A Celebration of Place
Writers' Workshop

ENGLISH LITERATURE

The English Romantics: Poetry and Fiction

ENVIRONMENTAL POLICY

Community-Based Research
From Public Issues to Public Policy:
Environmental Activism and the Welfare State
The Olympic Peninsula: Salmon, Timber and Energy
Whole and Holy: Alternative Herstories of Healing

ENVIRONMENTAL SCIENCE

Environmental Analysis: Applications of Chemistry and
Geology to Issues of Surface and Ground Water
Introduction to Natural Science
The Olympic Peninsula: Salmon, Timber and Energy
Sustainable Forestry

ENVIRONMENTAL STUDIES

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Community-Based Research
From Public Issues to Public Policy:
Environmental Activism and the Welfare State
Introduction to Environmental Studies: Land
Introduction to Natural Science
Natural Histories: Botany, Biography, Community
The Practice of Sustainable Agriculture
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Student Originated Studies: Community Development
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Working in Development: Learning From the Past,
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ETHICS

Stoics and Epicureans: Classical and Contemporary
The Good Life in the Good Society

EVOLUTION

Evolutionary Biology

EXPOSITORY WRITING

Civilization as a Transient Sickness:
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Foundations of the Visual Arts
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Innovate Psychological Theory and Practice

FEMINIST THEORY

Multicultural Counseling: A New Way to Integrate and
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Whole and Holy: Alternative Herstories of Healing

FICTION

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Student Originated Studies:
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Where Spirits Enter: Artistic and Literary Expressions of
Religion in African Cultures in the Americas

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GEOMORPHOLOGY

Coastal Dune Ecology

GOVERNMENT

The New Insecurity: Prosperity's Child

H**HEALTH**

Health and Human Development
Whole and Holy: Alternative Herstories of Healing

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HISTORY OF SCIENCE

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The Development of Sail Power: Scientific Principles,
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Introduction to Natural Science
The Physicist's World
Whole and Holy: Alternative Herstories of Healing

HORTICULTURE

The Practice of Sustainable Agriculture

HUMAN DEVELOPMENT

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

HUMAN SERVICES

Tribal: Reservation-Based/Community-Determined

HUMANITIES

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Civilization as a Transient Sickness:

The Life and Poetry of Robinson Jeffers

The English Romantics: Poetry and Fiction

I Want Burning: Ecstatic Poetry and Images

Irish Spring: Living in Rural Ireland

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About Time

Growing Up in the 21st Century:

Youth, Work and Families

Introduction to Environmental Studies: Land

Marxist Theory

Natural Histories: Botany, Biography, Community

The New Insecurity: Prosperity's Child

Political Economy and Social Change:

From Colonization to Globalization

Working in Development: Learning From the Past,

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The Good Life in the Good Society

The New Insecurity: Prosperity's Child

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From Public Issues to Public Policy:

Environmental Activism and the Welfare State

History: A Celebration of Place

Imagining the Middle East and South Asia

Political Economy and Social Change:

From Colonization to Globalization

POLITICAL THEORY

Whole and Holy: Alternative Herstories of Healing

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Museums, Monuments and Backpacks:

A Traveling Seminar in Europe

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Multicultural Counseling: A New Way to Integrate and

Innovate Psychological Theory and Practice

Reinhabitation

PUBLIC ADMINISTRATION

Business, Entrepreneurship and Management:

Advanced Topics

From Public Issues to Public Policy:

Environmental Activism and the Welfare State

PUBLIC POLICY

Business, Entrepreneurship and Management:

Advanced Topics

Community-Based Urban Food Systems

From Public Issues to Public Policy:

Environmental Activism and the Welfare State

Hype and Hucksters:

Media Campaigns as Popular Culture

Student Originated Studies: Community Development

Urban Studies: Institutional Dynamics

R**RELIGION**

Where Spirits Enter: Artistic and Literary Expressions of

Religion in African Cultures in the Americas

RESEARCH METHODS

From Public Issues to Public Policy:

Environmental Activism and the Welfare State

S**SCENIC DESIGN**

Design for the Stage 2000

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Applied Geology: Hazards and Resources

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The Development of Sail Power:

Scientific Principles, Historical and Cultural Processes

Evolutionary Biology

From Lab to Living Room: Science, Public Policy,

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Introduction to Natural Science

Matter and Motion

The Physicist's World

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The Development of Sail Power: Scientific Principles,

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Diaspora, A Journey Toward Destiny

The English Romantics: Poetry and Fiction

Growing Up in the 21st Century: Youth, Work

and Families

"How Can You Tell an American?"

Imagining the Middle East and South Asia

Indigenous Peoples:

Identities and Social Transformation

The Olympic Peninsula: Salmon, Timber and Energy

SOCIAL PSYCHOLOGY

Crime

Crime and Punishment

Homicide

"How Can You Tell an American?"

SOCIAL SCIENCE

A Material World

Community-Based Research

Contemporary America

From Public Issues to Public Policy:

Environmental Activism and the Welfare State

The Good Life in the Good Society

Health and Human Development

Performing Arts in Cultural Context

Student Originated Studies: Community Development

SOCIAL SERVICE

The New Insecurity: Prosperity's Child

SOCIAL WORK

Crime and Punishment

Homicide

SOCIOLOGY

Crime

Crime and Punishment

Homicide

"How Can You Tell an American?"

From Lab to Living Room: Science, Public Policy,

Personal Behavior

Growing Up in the 21st Century: Youth,

Work and Families

Natural Histories: Botany, Biography, Community

The New Insecurity: Prosperity's Child

SOCIOLOGY OF SCIENCE

Introduction to Natural Science

SOILS

Soil Microbial Ecology

SPIRITUALITY

Whole and Holy: Alternative Herstories of Healing

STATISTICS

From Lab to Living Room: Science, Public Policy,

Personal Behavior

From Public Issues to Public Policy:

Environmental Activism and the Welfare State

Multicultural Counseling:

A New Way to Integrate and Innovate Psychological

Theory and Practice

T**THEATRE**

Design for the Stage 2000

The Empty Stage: Theatre Intensive

The Good Woman of Sichuan:

An Experimental Production

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Student Originated Studies: Performing Arts

THEATRE HISTORY AND THEORY*The Good Woman of Sichuan:*

An Experimental Production

Where Spirits Enter: Artistic and Literary Expressions of

Religion in African Cultures in the Americas

TRIBAL GOVERNMENT

Tribal: Reservation-Based/Community-Determined

U**URBAN STUDIES**

Introduction to Environmental Studies: Land

V**VIDEO**

Mediaworks: Experiments With Light and Sound

Multicultural Counseling: A New Way to Integrate and

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Student Originated Studies:

A Practicum for Concentrators

W**WILDLIFE SCIENCE**

Sustainable Forestry

WOMEN'S STUDIES

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Imagining the Middle East and South Asia

Multicultural Counseling: A New Way to Integrate and

Innovate Psychological Theory and Practice

Whole and Holy: Alternative Herstories of Healing

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Blake's Magic

Civilization as a Transient Sickness:

The Life and Poetry of Robinson Jeffers

Crime

From Classic to Modern:

A Traveling Seminar in Europe

Hispanic Forms in Life and Art

"How Can You Tell an American?"

Multicultural Counseling: A New Way to Integrate and

Innovate Psychological Theory and Practice

Myth and Sensibility: A Study of Eastern and

Western Cultures

On Interpretation: Stories as Effect and Cause

Reading and Writing Contemporary Prose

Reinhabitation

How to Read a Program Description

Because Evergreen's curriculum is so distinct, the college describes its academic offerings in unusual detail. Until you are familiar with them, the complex descriptions in this Catalog can be intimidating, but Evergreen believes this is the best way to make sure students understand their options. Below is a sample of a typical program description. The annotations will help you interpret all the information packed into the listings that follow.

Quarter(s)

Lists the quarters during which the program will run.

Faculty

Lists members of the faculty team scheduled to teach the coordinated study program or the faculty member scheduled to lead the group contract.

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 and group contracts typically allow 25.

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.

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.

Program is preparatory . . .

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

Working in Development: Learning From the Past, Creating the Future

Fall, Winter/Coordinated Study

Faculty: Tom Womeldorff, Pat Labine
Enrollment: 50

Prerequisites: Junior or senior standing; some previous work in environmental studies or political economy.

Faculty Signature: No

Special Expenses: Approximately \$100 for two overnight, in-state program retreats. Fees due prior to departure.

Internship Possibilities: No

Travel Component: Two overnight, in-state field trips.

This is an upper-division program for students interested in working for development, either at home or abroad. The program will have both a theoretical and practical focus. In lectures and seminars, we will explore the meanings and history of "development," examine the forces that shape relationships between the North and South and the rich and poor, and consider prospects for sustainability and progressive change in the 21st century. We will make extensive use of case studies material, as well as fiction and nonfiction narratives. Case studies will reflect faculty interest in rural development, agricultural improvement, community and international economics, the urban informal sector and grassroots social change movements.

Workshops will develop skills to help students function with sensitivity in culturally diverse settings and to assist in self-directed community development. Student work will involve critical reading, expository writing and collaborative research projects.

Credit awarded in sustainable development*, agriculture and rural development*, international and community economics* and participatory research methods*.

Total: 16 credits each quarter. Students may enroll in a four-credit language course with faculty signature.

Program is preparatory for careers and future studies in development work, economics, international studies and community planning.

Program Type

Describes the type of program:

- **Coordinated Study** — Working with a faculty team, students use multiple disciplines to explore a central question or theme.

- **Group Contract** — One or two faculty members work with a group of students, typically advanced-level students, to examine a specific topic.

Faculty Signature

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

Special Expenses

Indicates expenses you should anticipate beyond books and normal supplies.

Internship allowed

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

Travel Component

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

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 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.

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 module. Part-time options may require permission of faculty.

Programs for First-Year Students

Lee Lyttle, Dean of First-Year Programs

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

Core programs are designed to give first- or second-year college students a solid foundation of knowledge and skills in preparation for advanced studies. Core programs will introduce you to the central mode of study at Evergreen—coordinated studies—in which faculty members from different academic disciplines use their knowledge to help you explore a central theme or problem. This interdisciplinary approach means you will study an issue or a topic as a whole, rather than as a collection of unrelated fragments. Core programs reveal a fuller breadth of the issues that will concern you—the connection of artistic expression to social conditions, for example, or the relationship of biological facts to individual psychology.

Core programs emphasize the development of college-level skills necessary for you to do advanced college work. For most students this means learning how to write at a college level, read carefully, analyze arguments, reason quantitatively or mathematically, work cooperatively in small groups and use resources in the Library and elsewhere on campus. Core programs also provide an opportunity to connect your studies with your own intellectual and personal concerns. You will learn the skills you will need to design your education, both at Evergreen and afterward. Core programs take the time necessary to develop college-level academic skills, and Evergreen's small student-faculty ratio in Core programs (23:1) ensures close interaction between you, your faculty and other students.

Each Core program listed in this section is an integrated study program combining several activities: seminars, individual conferences with faculty members, lectures, field trips, laboratories—depending on the content and goals of the program. *In a Core program you learn about several traditional academic disciplines in relation to the program's central theme or topic, while at the same time learning about your own goals, about defining and dealing with problems and about the college's people and facilities.*

All-level programs, as the name suggests, enroll approximately 25 percent first-year students plus sophomores, juniors and seniors. Like Core programs, they are broadly interdisciplinary coordinated studies. They combine seminars, individual conferences with faculty members, lectures, field trips and, perhaps, laboratories—depending on the content and goals of the program. In an all-level program you should anticipate that faculty will provide less guidance about basic skills and that their expectations about what you already know and what you can learn on your own will be higher.

There are several things you should consider if an all-level program appeals to you. **The strength of your academic work in high school is one indication of readiness for an all-level program.** Already having a good background in one of the main areas of inquiry is another. You should have strong writing skills and it is critical to have a strong, sustained interest in the topic. You should weigh the advantages of in-depth study of an all-level theme that interests you against the advantages of a Core program's emphasis on foundation for college work. If you are ready to work with a wide mix of students (age, experience, stages in learning), this would be a good option for you.

Some programs designed for sophomore-level students will admit a particularly well-qualified first-year student. Consult the faculty if you are interested in an intermediate program.

A Material World

Fall, Winter, Spring/Coordinated Study

Faculty: Paula Schofield, Don Bantz

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: \$150 for field trips.

Internship Possibilities: Yes, spring quarter.

Travel Component: Fall and winter field trips.

This program will examine how the changing world of materials has shaped and governed our lives. We are interested in such questions as: How do scientists transform the raw materials of the wilderness into the "stuff" of the modern world? How does one make intelligent decisions about the stuff we purchase, e.g., household products, clothing, outdoor equipment (bikes, snowboards, hiking gear, etc.), cabin building materials, etc. What criteria drive consumer demand (convenience, social status, high performance) in the context of ever-escalating global consumer desires? What are the economic trade-offs? How do organizations make these same decisions? Why don't public agencies utilize more *green* materials?

We will investigate the chemical, social, environmental, philosophical, legal and historical aspects of the "stuff" that surrounds our daily lives. We will study the origin of everyday materials by detailing a biography of each, from its primary source (in the animal, vegetable or mineral world), through the various transformations in its production and fabrication, into usable products. We will learn the chemical makeup, physical properties and material science relevant to understanding the molecular structure of materials by examination using hands-on laboratories. Our results will be related to their uses in daily life, and we will examine their ultimate fate and impact on the environment when each material has lived its useful life. Ultimately we'll examine the rapidly changing world of materials and the forces that drive these changes.

We'll explore the following: (1) the economic implications of consumption within the dominant culture ethic that promotes (to use Bookchin's phrase) "insensate receptacles of consumption," (2) the alternative consumption lifestyles, e.g., voluntary simplicity movement, sustainable communities and the use of *green* materials, (3) the lifestyle, social status and psychological impacts on historical and contemporary communities that have chosen to reduce consumption, e.g., sumptuary laws and research that suggest one's relative social position (i.e., the amount of stuff they possess) may have deeply rooted evolutionary implications and (4) compare our own consumptive habits to others here and abroad.

As faculty, we have a strong interest in promoting a learning community via multiple modes of learning including lectures, laboratories, seminar, films, workshops, program retreats and field trips. In spring quarter, students will design and conduct independent research (individual or team) projects to investigate a topic of interest related to the program themes. These may take the form of independent or group study, internships or community service. Texts may include: *Stuff: The Materials the World is Made of*, Ivan Amato; *Plastic: The Making of a Synthetic Century*, Stephen Fenichell; *Walden Pond*, Henry David Thoreau; or *Use Less Stuff: Environmental Solutions for Who We Really Are*, Elizabeth Storr.

Credit awarded in physical science, social science, environmental studies, writing and literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in physical science, social science, natural science and environmental studies.

About Time

Fall/Coordinated Study

Faculty: York Wong, Leo Daugherty

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Your idea about time forms meaning of self and others. It flies as an arrow from cradle to grave, or on a circular, a seamless journey. Wordsmiths revel in it (Woolf), schemers profit from it (Taylorism), world beaters bet in it (Marx), visionaries overcome it (Buddha), technologists build with it (Internet), postmodernists disdain it. Stephen Hawking would slice and dice it.

But what is time?

About Time investigates time's impact on spiritual values, world views and personal commitments, giving rise to notions of secularism and theism, tradition and progress, nature and culture, love and violence. This study also looks at how we communicate with each other molded by our view of time. Moreover, students will do research about time in unique contexts, e.g., how a chosen novel, photograph, hit song, mathematical theorem, ecological niche, martyrdom and other interesting cases can only be deciphered through special interpretations of time.

Credit awarded in social and cultural history, media studies, political economy, expository writing and individual project work.

Total: 16 credits.

Program is preparatory for careers and future studies in liberal arts.

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

The Development of Sail Power: Scientific Principles, Historical and Cultural Processes

Fall, Winter, Spring/Coordinated Study
Faculty: Dean Olson, E.J. Zita, Sarah Pedersen

Enrollment: 46

Prerequisites: High school algebra.

Faculty Signature: No

Special Expenses: \$700–\$2,000 for field trips.

Internship Possibilities: No

Travel Component: Boat trips: two overnight trips per quarter, fall and winter quarters, plus a two-week voyage spring quarter. A two-week land-based field trip in Baja California during winter quarter.

This yearlong program combines the practical skill of operating college sailing vessels with an intensive study of navigation, science and cultural studies. We will use the theme of navigation as our window to non-Western cultures and to maritime literature. We will use the evolution of navigation as our window to the history of Western science and technology, social structure and the political economics of industrialization, 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 study the mathematics of navigation and piloting, and about the physics of sail power while learning to sail aboard the *Resolute* (44-foot Annapolis yawl) and the *Seawulff* (38-foot custom cutter).

We will begin fall quarter with a wide-ranging study of the oral tradition of navigation in selected non-Western cultures. We will study people who navigated the seas guided by oral traditions, their sense of place in the stellar universe, experience and their physical senses. We will then begin our study of Western navigation technologies, the evolution of sail configuration and changing vessel design and material selections. Piloting and sailing skills will be developed in the classroom and on local waters.

In winter quarter the focus will shift to the more recent history and contemporary evolution of modern navigation methods. We will read about the development of longitude, modern nautical charts and navigation systems, and we will practice using sextants and GPS for celestial navigation. Readings will explore the nexus of social structure, political economic change and scientific inquiry from the 17th through the 20th centuries. A field trip to the west coast of Mexico is planned, and day sails in local waters will continue when weather permits.

In spring quarter we will focus on the Pacific Northwest. Readings will examine indigenous cultures, regional history during the age of sail and maritime literature. Field trips aboard the vessels will take us throughout the Puget Sound and into the San Juan and Canadian waters.

* indicates upper-division credit

This program will be intellectually as well as physically challenging. Students who join the program must commit to spending hours each week on the boats, often in inclement weather and uncomfortable conditions, as well as keeping up with a normal load of college-level reading, writing and other academic assignments. Studies in both fall and winter will include quantitative treatments of the science of sailing, from the physics of fluids to the vector forces involved in tacking the vessels and piloting in strong currents, as well as astronomy as it relates to celestial navigation. Students should be familiar with algebra and fractions and be willing to learn more mathematics. In spring quarter, the skills emphasis shifts to library research, close reading and essay writing. Students should be well prepared to read and write extensively. Careful reading, thoughtful discussion and effective writing will be emphasized all year.

Credit awarded in political economy, sociology, history, science, maritime studies and nautical sciences.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, literature, maritime studies, political economy, history and maritime trades.

Diaspora, A Journey Toward Destiny

Fall, Winter, Spring/Coordinated Study
Faculty: George Freeman Jr., Carrie Margolin
Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: Approximately \$60 each quarter for a three-day field trip to Cispus during fall and winter quarters.

Internship Possibilities: No

Travel Component: In-state retreat during fall and winter quarters. Some student research projects may involve travel.

Diaspora, A journey toward destiny

*Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
A long ways from home. A long ways
from home.*

Diaspora, A journey toward destiny

*Remember, O Lord,
what is come upon us:
consider, and behold our reproach.
Our inheritance is turned to strangers,
Our houses to aliens.
We are orphans and fatherless,
Our mothers are widows.*

— The Book of Lamentations, Jeremiah 5:1-3

Diaspora, A journey toward destiny

*My heart is in the East and I am at the
edge of the West.
How then, can I taste what I eat,
How can I enjoy it?
How can I fulfill my vows and pledges
while Zion is
In the domain of Edom
And I am in the bonds of Arabia?
It would be easy for me to leave behind
All the good things of Spain;
It would be glorious to see the dust
Of the ruined Shrine.*

— Yehudah Halevi (1075-1141), Spain.

More often than not, many of us feel a yearning for something or someplace we call home. This yearning is derived in part from a sense of dislocation and “otherness” and speaks to a desire to be at rest. Our program, *Diaspora, A Journey Toward Destiny*, addresses the patterns of longing and the yearning for a homeland. Through an examination of the forced migrations of two peoples, the Jews and people of African descent, we intend to examine the multiple influences that shape our beliefs about culture, place and time as related to that which we call home and the journey to home.

The first quarter and part of the second quarter of our program explores the African and Jewish diaspora brought about through slave trade, through the exodus of Jews from Europe, and through centuries of intolerance. Referring to specific historical periods, we will examine the factors that shaped these forced migrations and the continual redefining of the concept of home. We will examine the slave trade to Europe and America and the trafficking of people as property. We will explore the factors that led to the extermination of six million Jews during the Holocaust. Along with this search, we will look at how culture both endures and is transformed through its interaction with geographic place. We will examine the dynamic tension of creating a home in hostile lands and of the influence on our current American landscape of these two communities of people.

Using as our foundation a historical understanding of the creation of home by Jews and people of African descent, we then turn our attention to ourselves. The remaining academic year explores our yearning for "home" where no home can be found and no other truly exists. We will develop our understanding of place and identity and how identity formation is associated with place as related to time. This identity, with multiple influences, is blended into the broader American cultural landscape. How does this happen? How do we end up calling any one place home? How do we place ourselves in the overall landscape and make our communities our homes? What roles do education and the media play in creating our cultural sense of home? Our program explores the psychological and sociological structures that support our identity development as an American phenomenon. *Diaspora, A Journey Toward Destiny* will frame our current challenge to work together as disparate communities affected by this common experience and as a journey toward a common destiny. We will figure out how we can make our lives useful and productive through engagement with one another, community involvement, and through thoughtful and purposeful living. As is true of any journey, the final destination is far less important than the journey itself.

Credit awarded in Judaic studies, African-American studies, history, social science, psychology, and the humanities.

Total: 16 credits each quarter. Students may enroll in language studies components for four credits during fall, winter and spring quarters upon approval of faculty.

Program is preparatory for careers and future studies in education, international studies, the social sciences, humanities and the travel industry.

This program is also listed in Culture, Text and Language and Social Science.

From Lab to Living Room: Science, Public Policy, Personal Behavior

Fall, Winter/Coordinated Study
Faculty: Bill Arney, Nalini Nadkarni
Enrollment: 46
Prerequisites: None
Faculty Signature: No
Special Expenses: \$75 for overnight, in-state field trip.
Internship Possibilities: No
Travel Component: Overnight, in-state field trip.

Science does not stop at the door of the laboratory or the border of the field station. Directly and indirectly the work of scientists finds its way into public and private life. From decisions as large as the federal government's commitment to reduce pollution to questions of whether it's important to eat bran muffins (or should that be bran cereal?) for breakfast, people have to contend with the effects of science in their lives. This program is about the way science makes its way from the lab into our living rooms, how it shapes public policy, how it influences our private lives. Students will develop a critical appreciation of the scientific process and of the means by which science is communicated to others—to other scientists, citizens and policy makers.

Fall quarter will be devoted to an intensive study of the process of scientific inquiry. Lectures and student projects will take students through the various stages of the scientific process: topic choice, question formulation, hypothesis construction, scientific inquiry and scientific reporting. Students will learn how to find and read and evaluate scientific papers, how to edit scientific reports and how to do simple statistical analyses of data sets.

In winter quarter, we will spend most of our time studying specific mechanisms by which science is communicated to the public and the effects of living in a wash of scientific information. What is gained and what is lost when state-of-the-art research on forest canopies is turned into a National Geographic TV episode? What happens to a woman who, in former times, would be "expecting" (a child) but who is now, in the bright light of popularized medical science, a "reproductive niche" (harboring a "fetus")? During this part of the program students will learn a critical approach to the study of science, one that calls into question the authority and burden socially granted to scientists in the modern age.

Credit awarded in science, sociology, writing/journalism, writing and statistics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, social science, writing/journalism.

History: A Celebration of Place

Fall, Winter, Spring/Coordinated Study
Faculty: Yvonne Peterson, Llyn DeDanaan, Paul Tamburro, TBA
Enrollment: 90
Prerequisites: None
Faculty Signature: No
Special Expenses: Approximately \$50 per quarter for field trip fee and approximately \$40 per quarter for optional art project costs.
Internship Possibilities: Yes
Travel Component: None

History: A Celebration of Place is a student-centered program, institutionally designed to incorporate community interaction in the education process. The student, faculty and Indian community will mutually share authority in developing a valuable education within a constantly changing pluralistic society and political environment.

Students will work toward cultural competence and a basic familiarity with the history of Indian relations in the United States and the Americas. Students will exit from the program knowledgeable about the identity of American Indian Tribes in the different geographic areas of the United States, their current conditions and the social, political, economic and cultural differences between the tribes and the majority society. There is an emphasis on the historical and contemporary experiences of the Indian tribes of the Pacific Northwest, specifically Western Washington. Concentrated study using an "Encounters Model" approach will focus on distinctive cultural perspectives, the geographical areas tribes inhabited historically and now occupy, and tribal responsibilities as co-managers of the resources of the Puget Sound along with the federal and state governments.

The program provides an academic framework for experience in a genuine community with a spirit of hospitality and reciprocal respect. It is important that students understand that this program, as a Native American Studies offering, includes a Native American philosophical form in its nature of teaching and learning. It is not designed to be a study of Native Americans, though it includes issues especially relevant to Native Americans. That is to say, the faculty of History: A Celebration of Place are interested in providing an environment in which faculty and students share in an experience in which they identify topics of mutual interest and share as partners in the exploration of those topics.

Four major questions frame the education process for the program: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn? and (4) What difference will it make? Serious consideration of the questions provides a reliable structure for educational pursuit. This program is an open, alternative educational opportunity intended to include student-designed projects into a coordinated studies theme that values significant human relationships in terms of time, space, people, place.

Credit awarded in history, philosophy, cultural competency, communication, political science, cultural anthropology, culture and cross-cultural communication, indigenous arts, technology, indigenous cultures of the Americas, U.S. and Pacific Northwest history, literature and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in education, anthropology, the arts, multicultural studies, tribal government, law and human services.

Imagining the Middle East and South Asia

Fall, Winter, Spring/Coordinated Study
Faculty: Lance Laird, Steven Niva, Therese Saliba

Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent or 18 first-year students.

Faculty Signature: No

Special Expenses: Approximately \$30 per quarter for local field trips. Optional spring quarter travel to Jerusalem and Cairo for five to six weeks; students can expect to spend approximately \$3,500 for travel expenses.

Internship Possibilities: No

Travel Component: Optional five to six weeks based in Jerusalem and Cairo.

From colonial travel novels to contemporary media, images of the Middle East and South Asia are often exotic or dangerous, the fulfillment of Western fantasies and nightmares. And yet these extremely diverse regions have a rich history of intellectual and religious thought, trade, cultural exchange, colonial conquest, and liberation struggles. This program will examine Western literary and media representations of "the Orient"—which includes contemporary India, Pakistan, Iran, the Arab world and surrounding countries—as well as how the peoples of the Middle East and South Asia represent themselves. In the process, we will learn about the history, culture, religions, literature and contemporary political developments in these regions.

Focusing on the history of cultural contact and exchange between South Asia and the Middle East, as well as between the "East" and "West," we will examine how these relations have shaped present (mis)perceptions of the peoples, their religion, politics and gender roles. We will explore ways in which religious and cultural practices (e.g., those associated with Sufism) both linked and separated the historic Persian, Arab-Islamic, Moghul and Ottoman empires. The religious diversity of the region includes Islam, Hinduism, Christianity, Judaism and Buddhism. Through case studies of current political conflicts, such as Israel and the Palestinians, India and Pakistan, and Turkey and the Kurds, we will investigate the connections between religion, nationalism, liberation movements and gender relations, as well as the role of ethnic/religious minorities. We will also explore how debates about national identity are often played out on the bodies of women, and how practices such as veiling and widow burning (sati) become sensationalized in the West. We will look at how recent developments in the global economy as well as movements for women's rights, liberation and religious reform are reshaping the political and social terrain of the region.

During spring quarter, students may have the option of traveling to the Middle East for further study. For those not traveling, the program will focus on contemporary remappings of the Middle East and South Asia by studying diaspora communities, including their Internet Web sites, literature and film. Students may also have the opportunity to work with local Middle Eastern or South Asian ethnic/religious communities, or local political solidarity movements.

Credit awarded in Middle East Studies, South Asian Studies, comparative literature, comparative religion, history, political science and gender studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in international studies, history, cultural studies, religious studies, cross-cultural relations, interfaith relations, community activism, human rights advocacy and conflict resolution.

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

Individuals vs. Societies: Studies of American and Japanese History, Literature and Cinema

Fall, Winter, Spring/Coordinated Study

Faculty: Harumi Moruzzi, TBA

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: Up to \$25 per quarter for museum and/or theater tickets.

Internship Possibilities: No

Travel Component: None

In this program we examine the concepts of individual, society, and the interaction between the two through the critical exploration of American and Japanese history, literature, cinema, as well as popular media.

When the 19th-century Danish philosopher, Soren Kierkegaard, chose "that individual" as his own epitaph, he was proclaiming himself as an individual, the only concrete mode of human existence, though at the same time he was keenly aware of the consequence of such a stance: an unidentifiable feeling of dread and anxiety derived from being an individual as the sole responsible agent for what he/she was. In America, however, the concept of individuals as autonomous and free agents with an unalienable right to the pursuit of happiness seems to have been accepted quite cheerfully, and indeed without much anguish. As a truism and self-evident throughout much of its history, it is manifested variously from the self-acquisitiveness of Benjamin Franklin's Poor Richard to Thoreau's "rugged" self-reliance to Great Gatsby's misguided self-creation. At times, such as in the 1950s, some books like William Whyte's *The Organization Man* and David Riesman's *The Lonely Crowd* revealed conformist tendencies of individuals belonging to some American communities. These books, however, were written precisely to criticize the group orientation of certain segments of society, while reclaiming the value of individualism in America.

Meanwhile, in Japan, which often appears to emphasize the opposite human values of the American ethos, the importance of group cohesion and harmony rather than, to the horror of most Americans, the individual right or happiness has been stressed throughout much of its history. In fact, the Japanese often seem to consider themselves as embodiment of concepts such as nationality, gender or family rather than individuals.

Certainly, the reality is not as simple or clear-cut as these stereotypical representations of two societies indicate. Nevertheless, this dichotomized comparative frame presents an interesting context in which we can explore the concepts of individual, community/society and the dynamic relationship between these two concepts. Throughout the academic year we will study American and Japanese history, literature, cinema and popular media through lectures, workshops, book and film seminars, as well as expository writings while focusing on the ideas of individual and community/society and their interrelationships. Spring quarter may involve group projects in media production or group research projects.

Credit awarded in Japanese history, Japanese culture, Japanese literature, American history, American culture, American literature, psychology, sociology, film criticism, Japanese cinema and American cinema.

Total: 16 credits each quarter.

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

Myth and Sensibility: A Study of Eastern and Western Cultures

Fall, Winter/Coordinated Study

Faculty: Bob Haft, Hiro Kawasaki

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$75 for art supplies.

Internship Possibilities: No

Travel Component: None

Myth and Sensibility is a Core-level program designed to introduce students to the study of Asian and Western cultures as they are reflected in their various forms of art and literature. Each quarter we will look at one Eastern and one Western culture in order to begin to understand the differences and appreciate the similarities between the two.

Fall quarter (subtitled *The Dragon and The Minotaur*) we will study the art and myth of ancient China and Greece. We will look specifically at the period from roughly 1000 B.C. to 320 B.C. For China, this includes time from the Bronze Age to the Han dynasty; for Greece, from the Geometric to the end of the Classical Periods. We will read literature from and about each country (including myths, contemporary historical fiction and drama), look at the art the people produced and write about what we have learned. To help us better understand the nature of ancient art, we will also learn the basics of drawing (including working with Sumi ink and Chinese brushes) and of working with clay. Sometime during the quarter, we will visit the Seattle Art Museum to study the collection of Chinese and Greek antiquities.

Winter quarter (subtitled *The Rooster and The Crane*) we will jump forward in time to the 18th and 19th centuries, where we will study the sense and sensibilities of the French and the Japanese. We will be particularly concerned with the way in which the two civilizations influenced one another and how patronage of the arts shifted from the aristocracy to the bourgeoisie. As in fall quarter, we will read literature from and about the period, view and discuss the art that was produced, and continue to write about our discoveries. We will continue to study drawing and—in keeping with the mechanical mania of the era—we will also learn the rudiments of photography.

Credit awarded in expository writing, drawing, history, art history and mythology.

Total: 16 credits each quarter.

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

Natural Histories: Botany, Biography, Community

Fall, Winter, Spring/Coordinated Study
Faculty: Matt Smith, Sam Schrager, Frederica Bowcutt

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent or 18 first-year students.

Faculty Signature: No

Special Expenses: \$200 for two weeklong field trips.

Internship Possibilities: Yes, six credits spring quarter only.

Travel Component: In-state field trips during fall and spring quarters.

This program develops a naturalist approach to the study of human life and nature. We will ask: How do we, individually and collectively, enact our relationship to the natural world? How do society and nature affect our sense of who we are? How do we tell the stories and construct the knowledge that shape our experience of place? How can persons, institutions and communities act morally to nourish the well-being of humans and the surrounding world?

Our exploration entails a highly integrative blend of sociological, ecological and humanities-based thought. We will be especially concerned with cultural frameworks that guide people's interpretations. These will involve such topics as gender, religion, class, family and ethnicity as sources of identity; Euro-American and Native American outlooks on place in the West; the role of science, trained professionals and environmentalism in mediating views of nature; and the power of mass media and corporate capitalism to channel our sense of possibilities.

The focus in fall includes field study of Puget Sound oral history and natural history, as well as grounding in the value of stories and the social theory of community. In winter, students will undertake ethnographic field study of a local institution and library-based research on Northwest forest ecology. Spring will feature more advanced research (or, if appropriate, internships), with topics chosen in light of faculty expertise. In each quarter there will be some instruction in basic botany (including classification, evolution and anatomy). Throughout the year, we will emphasize writing in journal, essay and documentary forms.

Readings will span community studies, environmental studies, imaginative literature and critical thought. The program work will be intellectually challenging and demand much time. We welcome first-year students who are ready for intensive engagement in their studies. We will also provide strong support to upper-division students ready to specialize in cultural, political or ecological inquiry while seeking integrated understanding of the whole.

Credit awarded in social theory, community and cultural studies, literature, ecology, botany, ethnography and natural history. Students who do upper-division work and need upper-division credit may negotiate with faculty.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in natural resource management, social work, planning, cultural documentation, environmental policy, journalism and the humanities.

This program is also listed in Culture, Text and Language and Environmental Studies.

The Olympic Peninsula: Salmon, Timber and Energy

Fall, Winter, Spring/Coordinated Study
Faculty: Rob Cole, Sharon Anthony, Ken Tabbutt

Enrollment: 69

Prerequisites: High school algebra.

Faculty Signature: No

Special Expenses: One weeklong field trip per quarter approximately \$125 per trip.

Internship Possibilities: No

Travel Component: One weeklong field trip per quarter.

In this program we will study the natural history of the Olympic Peninsula while exploring the effects of human activities on the land. We will also examine the effects of the landscape on the humans that came to live on the Peninsula. To do this we will investigate three themes that are currently embroiled in controversy on the Peninsula: salmon, timber and energy. With some species of salmon on the Peninsula currently listed as threatened species by the federal government, significant controversy regarding forest practices and whether to log remaining old-growth timber and disagreement about removing hydroelectric dams from the Peninsula, these issues are both timely and serve as metaphors for human interaction with the environment. While these elements are interrelated, we will focus our attention on a single issue during each of the three quarters of this program.

Students will read accounts from early settlers in an attempt to explore the historical roots of our land use and resource extraction policies. We will study the natural history of salmon and timber on the Peninsula and survey the history of human use of these resources. We will examine closely the human interactions with the environment—population growth, environmental degradation, use of natural resources, water quality and allocation and issues of ecological health, and we will examine related current environmental policy topics. We will construct mathematical models of these systems, run computer simulations to study their dynamics and explore implications of our simulations. In addition, we will use field sampling techniques to gather data about water and soil quality and use Geographic Information Systems (GIS) as a powerful tool with which to study human interaction with the environment.

Activities will include field trips, fieldwork, seminar discussions, lectures, interactive workshops, simulated public hearings, science laboratories, computer labs and group projects. Students will work collaboratively in small groups throughout the program, and will be expected to develop substantive group-process skills.

This will be a demanding program that will require a significant amount of time commitment (at least 40 to 50 hours per week) from each student. Students can expect to learn a significant amount of natural and human history associated with the Olympic Peninsula, to wrestle with conflicting environmental values, become engaged with current environmental policy issues, develop facility with mathematical modeling, field sampling and GIS skills and hone their writing and public presentation skills.

Credit will be awarded in environmental history, natural history, public policy, earth science, mathematical modeling, field studies and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental studies, biological or physical sciences, public policy, medicine, mathematical and computer modeling of environmental systems.

Performing Arts in Cultural Context

Fall, Winter, Spring/Coordinated Study
Faculty: Andrew Buchman, Toska Olson, Stepan Simek, TBA

Enrollment: 92

Prerequisites: None

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$60 per quarter for admission to performances.

Internship Possibilities: No

Travel Component: None

This program examines the ways in which artists interact with and affect societies. What happens when a composer chooses to write music "outside the box," or a choreographer interprets societal shifts onstage in an entirely new way? How do actors absorb the essence of—and portray—certain figures in history? Should Shakespeare or Beethoven continue to be relevant in the 21st century? Would The Beatles have taken America by storm at any other point in history? Why do so many people claim to "hate" opera when they can so easily (even eagerly) get hooked on other forms of musical theatre?

Our work will take the form of seminar conversations, reading, writing and research, with the history, practice and sociology of the performing arts (music, dance, theatre) as our focus. We expect students to participate in skill workshops and group performance projects, but no previous performing experience is required. If you see yourself as a "specialist" in a particular performing art, you will be asked to explore related arts. If, for example, you have played piano for 12 years but have no prior experience in dance or theatre, we expect you to emphasize the areas you know the least. Becoming well-versed in all three of the performing arts is not only a good idea for participating in interdisciplinary work, but it is also essential in developing your competence as a performer. In examining the performing arts through sociology, your grasp of context and meaning will expand in depth and breadth, causing you to better understand the currents traveling underneath the surface of music, dance and theatre.

This program's thematic explorations are likely to include the role of European and other cultural models in performing arts history; the pluralistic nature of American society, its structures and art forms; and the effect of the mass media on the performing arts in the past century.

Credit awarded in theatre, dance, sociology, music, performing arts history and cultural studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in performing arts, humanities, social science and liberal arts.

The Physicist's World

Fall, Winter/Coordinated Study
Faculty: Tom Grissom, Paul Jeffries

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent or 12 first-year students. This program can serve as preparation for the Introduction to Natural Science program offered winter and spring quarters. Students can either choose to enroll for two quarters in The Physicist's World or enroll for one quarter and then register for Introduction to Natural Science.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

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? We will start with the pre-Socratic philosophers and continue through each of the major developments of 20th-century physics, including the theories of relativity, the quantum theory, deterministic chaos, and modern cosmology. We will trace the development of answers to these questions about the physical world, and we will specifically examine the nature and the origins of the limits that our answers impose 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 and think and write about challenging texts and ideas.

This program will cover everything you always wanted to know about physics but were afraid you wouldn't be able to comprehend. We will discover that these ideas are not accessible only to physicists, but are within the grasp of anyone curious about them and willing to work to satisfy that curiosity. We will read primary texts, such as works by the pre-Socratics, Aristotle, Lucretius, Galileo, Newton and Einstein, plus selected contemporary writings on physics. In addition to the other texts, a book-length manuscript has been written for this program that will serve as an extended outline and guide to the works and ideas that we will read and discuss. Fall quarter will concentrate on the period up to the beginning of the 20th century; winter quarter will cover developments during the 20th century.

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 the humanities and sciences.

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

Reinhabitation

Fall, Winter, Spring/Coordinated Study

Faculty: Brian Price, Sonja Wiedenhaupt

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$800–\$1,000 for six overnight field trips, binoculars, waterproof clothing and footwear and art materials.

Internship Possibilities: Yes, four credits required each quarter.

Travel Component: In-state, overnight trips.

Observing, sensing and perceiving are not simple activities. As we grow up, our experiences are increasingly mediated by the internalization of our cultures and our imbibing of knowledge organized and codified by some one other than ourselves. As a result, our curiosity and creativity, particularly in regard to the specific, concrete places in which we live, are often hijacked, or at least mislaid. Through seminars, workshops, experiments and writing we will examine the complex functions of, and interactions between, seeing and perceiving with the intention of becoming self-reflective about how our curiosity and creativity happen.

Our intention in this program is to gradually move together from being mere residents in our places and in ourselves, to genuine inhabitants of both. We will bring seeing and perceiving, curiosity and creativity outdoors with us, spending significant time in urban, rural and disturbed settings around campus, Olympia and Thurston County, as well as undertaking two weeklong field trips each quarter. Further, all students will undertake four-credit internships with local organizations within Thurston County with the overt aim of making contributions to the people and places to which they are responsible by virtue of the fact that they live here.

We will read natural history, psychology, nature writing, cultural history and studies of living in place, while developing skills in bird and plant identification, nature writing, cultural analysis and drawing.

Our program will take 12 hours or more per week of program time, at least 10 hours per week of internship time, and at least 40 hours per week of study and preparation. In addition, neither rain, nor hail nor snow will prevent our outdoor work. We expect all students at the outset to seriously commit to the full duration of the program.

Credit awarded in individualized internships, environmental studies, literature, cultural history, natural history, psychology, writing and drawing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in advanced work and careers in environmental studies, psychology, cultural studies and art.

This program is also listed in Social Science and Environmental Studies.

Technology, Cognition, Education

Fall, Winter/Coordinated Study

Faculty: Thad Curtz, Arun Chandra, Ju-Pong Lin, David Paulsen

Enrollment: 92

Prerequisites: None

Faculty Signature: No

Special Expenses: Up to \$40 for field trips and performances.

Internship Possibilities: No

Travel Component: None

All sorts of people are getting on the Internet—government officials and cyberpunks, Nigerians and Australians, school kids and scientists. The news is full of pronouncements about cyberspace and the information revolution; some of them claim that earlier changes in communications led to profound transformations of consciousness, politics, education and social life, and that we're in the midst of another one. Do you think that moving from a world in which everything has to be spoken and remembered to one in which people write things down makes a big difference in how people learn? How about going from scribes' manuscripts to printed books? Do you think photography, film, television and video are changing how you think and feel and act? For better or for worse . . . ? Will the rapidly unfolding conversion of words, sounds and images to digital versions flowing around the planet at electronic speeds make much difference in people's experiences and the course of history?

This program explores questions such as these, drawing on the faculty's backgrounds in philosophy and cognitive science, video and installation art, literature and experimental music. Our central focus will be on developing our capacity to respond to, describe and share the ways in which different sorts of representations express, convey and shape experiences. Since the communication of experience through representations of various kinds is a central part of education, we'll be interested throughout the program in how changes in technologies for representation have affected the ways people got educated in the past, and what current and past changes in such technologies might suggest about how we should be getting educated now. A lot of our work will involve careful reading, writing and discussion; we will also spend time learning to use computers and media equipment, doing studio assignments using sound and video, and working in the computer labs.

We'll begin by looking at the history of several sorts of representation—writing, images, created sounds and the visual display of quantitative information. Then we'll focus on some case studies—the shifting relations between orality and literacy in the time of Socrates, in colonialism and today; the creation of “realistic” representation in painting and literature and its ongoing destruction in this century; and the effects of modern media from the telegraph to contemporary electronic art and proliferating Web technologies. We'll study theoretical and historical works such as Ong's *Orality and Literacy* and Plato's dialogues, as well as contemporary material, art as well as theory. One way and another, we will keep circling around our central questions. Speech, writing, print, audio-visual images, cyberspace—how do the means that we have available for communicating shape what we experience, if they do? What effects have the changes in them had on education, and should the ways in which they're shifting now change how we're educating ourselves, or not?

Credit awarded in art history, cognitive science, communications theory, expository writing, history, literature and media production.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in any discipline that centers on interpretation, including literature, communications, linguistics, education, psychology, journalism, philosophy, cognitive science, history, anthropology, art history or law, as well as for further work in media, electronic music or multimedia.

SPRING QUARTER OFFERINGS

A Passion For Collecting

Spring/Coordinated Study

Faculty: John Longino, Stacey Davis

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Have you ever made an insect collection? A stamp collection? Do you have names for the kinds of food you eat or the kinds of trees you see? Identification and classification are fundamental activities in all cultures. In the sciences, these urges manifest themselves in the disciplines of taxonomy and systematics. These disciplines arose during an explosion of popular interest in natural history in the 18th and 19th centuries. The exploration of new lands brought Europeans in contact with previously unimaginable cultural and biological diversity. We will study the history of the “collecting craze” that swept western Europe in the late 1700s and early 1800s, and use it to gain a better understanding of the practice and application of contemporary taxonomy and systematics.

Program activities will include lectures, seminars, weekly writing exercises and laboratory/field studies of local plants and insects. Evaluation will be based on writing assignments, laboratory performance and written exams.

Credit awarded in introduction to taxonomy and systematics, European intellectual history and history of science.

Total: 16 credits.

Program preparatory for careers and future studies in biological sciences, history and history of science.

Astronomy and Cosmologies

Spring/Group Contract

Faculty: E. J. Zita

Enrollment: 24

Prerequisites: Maturity, good thinking skills and facility with algebra. This all-level program will accept up to 25 percent or 6 first-year students.

Faculty Signature: Yes

Special Expenses: \$30 for equipment, \$200–\$300 for binoculars and tripod and \$300 for possible field trip to the Southwest.

Internship Possibilities: No

Travel Component: Possible field trip to the Southwest.

Learn beginning-to-intermediate astronomy through lectures, discussions, interactive workshops and observation, using naked eyes, binoculars and telescopes. Students will build (and take home) learning tools such as celestial spheres and spectrometers, research a topic of interest (in the library and through observations), learn to create a Web page, and share your 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 world views, from ancient peoples to modern astrophysicists.

Students are invited to help organize a field trip to clear skies, perhaps to Chaco Canyon.

Credit awarded in astronomy, physical science and philosophy of science.

Total: 16 credits.

Program is preparatory for careers and future studies in astronomy, physical sciences, history and philosophy of science.

This program is also listed in Scientific Inquiry.

Civilization as a Transient Sickness: The Life and Poetry of Robinson Jeffers

Spring/Group Contract

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: Third quarter freshmen, two quarters of college or sophomore standing.

Faculty Signature: No

Special Expenses: Possible field trip to Carmel, California (optional).

Internship Possibilities: No

Travel Component: Depending upon student interest the program may conclude with an optional field trip to Tor House, Jeffers' home in Carmel, California, and the surrounding countryside.

From the publication of his first major work in 1924 until his death in 1962, Robinson Jeffers had a controversial career as a major American poet. He went from being hailed as the most promising new voice in American poetry by critics such as Archibald MacLeish, and being featured on the cover of *Time* magazine, to being later condemned as a misguided misanthrope for his uncompromising philosophical stance and for his unpopular political views during and after World War II. In between, he wrote long, book-length, narrative poems dealing with classical themes from Western mythology and tragedy, and shorter but powerful lyric poems of deep insight and measured wisdom. In both, he advanced a harsh and unrelenting view of the relative unimportance of humans in the natural order, a view that he himself labeled inhumanism. In his work he constantly takes civilization to task for what he sees as its overriding record of human folly and arrogance, and advocates in its place the beauty and the primacy of the natural world. Although he drew upon contemporary life in the Big Sur region of California for his poems, Jeffers believed that poetry "is bound to concern itself chiefly with permanent things and the permanent aspects of life . . . that a reader two thousand years away could understand and be moved by."

In this program we will read the major narrative poems written by Jeffers, from "Tamar" to "The Double Axe," along with all of the short poems. In addition, we will read criticisms of Jeffers' work and a biography about the life and times of the poet. Students will write responses each week to the readings and will produce a longer expository paper on some chosen aspect of Jeffers' poetry. In our work we will pay attention to both the aesthetic qualities of the poems and to their meaning and relevance, responding to the question: What is the poet doing, and how does he do it? Depending upon student interest the program may conclude with a field trip to Tor House, Jeffers' home in Carmel, California, and the surrounding countryside, the setting for his poems.

Credit awarded in narrative and lyric poetry, topics in 20th-century American Literature, contemporary intellectual history and expository writing.

Total: 16 credits.

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

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

Concepts of Computing

Spring/Group Contract

Faculty: TBA

Enrollment: 48

Prerequisites: High school-level algebra. This all-level program accepts up to 50 percent or 24 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This spring quarter offering will examine fundamental ideas in computing and mathematics that underlie today's computing technology. There will be hands-on lab work together with an examination of the models, methods and abstract concepts behind software and hardware systems.

The program is intended for students who have an interest, but limited background, in computing. It will be useful for students who want some exposure to computing as a basis for future work in a variety of disciplines that use computing (especially the sciences). This program is also helpful, though not required, for students interested in additional course work in computer science or mathematics.

Topics may include programming, algebra and discrete mathematics, computational organization, the World Wide Web and logic as well as topics concerning the historical, philosophical, social or ethical implications of computing.

Credit awarded in mathematics and introductory computing.

Total: 16 credits.

Program is preparatory for careers and future studies in science, mathematics and computing.

This program is also listed in Scientific Inquiry.

Contemporary America

Spring/Coordinated Study

Faculty: David Hitchens, Gerald Lassen

Enrollment: 46

Prerequisites: Third quarter freshmen.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

The early part of the 20th century was marked by the trauma of war and depression. Therefore, the major concern of the post World War II era was to avoid a repetition of those tragedies. Accordingly, there was strong effort to build military superiority and also make sure that governmental policies would guarantee economic growth and prosperity into the foreseeable future. In this program we will examine how these two concerns dominated the politics, economics and cultural trends of the postwar era. The focus will be on understanding the major events of this period including the Red Scare, the beat generation, the Cuban missile crisis, the civil rights movement, the feminist and gay rights movements, Vietnam, Watergate, the Reagan revolution and Clinton's impeachment.

Program activities will include lectures, workshops, seminars and contemporary films. There will be frequent writing assignments and the program will end with a symposium week featuring student presentations on critical issues of the period.

Credit awarded in history, economics, political science and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in social science, law, history and economics.

From Classic to Modern: A Traveling Seminar in Europe

Spring/Group Contract

Faculty: Bob Haft

Enrollment: 24

Prerequisites: Third quarter freshmen who have successfully completed Myth and Sensibility:

A Study of Eastern and Western Cultures, page 51, or sophomore standing.

Faculty Signature: Yes. Bob Haft, (360) 866-6000, ext. 6474, will assess student interest and background in art and classic or modern history (for those not enrolled in Myth and Sensibility) at the Academic Fairs for fall: Sept. 18, 2000, winter: Nov. 29, 2000, and spring: March 7, 2001. Students must also complete a questionnaire after the interview. Students can find out if they have been accepted into the program by calling Bob or his Program Secretary, Pam Udovich (360) 866-6000, ext. 6600, after each Academic Fair: fall: Sept. 20, 2000, winter: Nov. 30, 2000, and spring: March 9, 2001, or after successful completion of the Myth and Sensibility program.

Special Expenses: Students can expect to spend approximately \$3,250 for travel and living expenses.

Internship Possibilities: No

Travel Component: Eight weeks of travel and study in France, Italy and Greece.

This program is being held in tandem with Gordon Beck's program Museums, Monuments and Backpacks: The Prehistoric and Ancient World Museums and Monuments XXII; A Traveling Seminar in Europe. Although we will be meeting and traveling separately, our activities and goals will be roughly the same; we plan to cross paths and share ideas at least once during our respective stays abroad.

This will be an intensive on-site study of the paintings, sculpture and architecture of selected locations in France, Italy and Greece, from the cave paintings at Lascaux to the Acropolis at Athens to the Matisse Museum in Nice. By reading and writing about, as well as drawing and discussing what we see, we will engage ourselves in the process of aesthetic criticism and appreciation.

Our activities include seminars, research reports, informal on-site discussions, image-response writing and individual site research. Our goal is to develop an increased understanding of the nature of artistic activity—both the process and the product—and to discover the similarities and differences between historic and contemporary sensibilities.

To keep expenses low, we will stay in campgrounds and youth hostels. Detailed information will be available at the fall Academic Fair, September 18, 2000. In order to be considered for the program, students will fill out a questionnaire and have a personal interview with the faculty.

Credit awarded in art history, aesthetics and writing.

Total: 16 credits.

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

This program is also listed in Expressive Arts.

Museums, Monuments and Backpacks: The Prehistoric and Ancient World Museums and Monuments XXII; A Traveling Seminar in Europe

Spring/Group Contract

Faculty: Gordon Beck

Enrollment: 24

Prerequisites: Third-quarter freshmen who have successfully completed Myth and Sensibility: A Study of Eastern and Western Cultures, page 51, or sophomore standing.

Faculty Signature: Yes. Gordon Beck will assess student interest and background in art, archaeology, anthropology and ancient history in person at the fall Academic Fair, September 18, 2000. Students will be notified of acceptance by phone or mail by the end of fall quarter, December 15, 2000.

Special Expenses: Students can expect to spend approximately \$3,250 for travel and living expenses.

Internship Possibilities: No

Travel Component: Ten weeks of travel and study in France, Italy, Greece, Crete and the Greek Islands.

Traveling to the caves of the Dordogne and the Pyrenees, to the petroglyphs in Italy and France, to the excavations of ancient Minoan villages on Crete, to the citadels of the Homeric in Mycenaean Greece we will study the paintings, sculptures, tools, habitat, monuments and milieu of the prehistoric and ancient humans.

This will be an intensive on-site study of archaeological sites of the prehistoric world in France, Italy and Greece, including Crete. Our activities include seminars, research reports, informal on-site discussions, image writing, and individual site research. The goal of the program is to develop an enhanced understanding of the life and culture of prehistoric peoples and to discover both commonalities with and differences from modern humans.

This study will be primarily focused on selected sites from the Upper Paleolithic, Neolithic, Bronze Age, Minoan, Mycenaean and Early Greek eras.

Activities include image response writing, lectures, research presentations, seminars and site discussions. You will learn to use your eyes and sensibilities to make discoveries of your own and share your conclusions. Our sites will include caves, petroglyphs, museums and ancient remains.

To keep expenses low, we will stay in campgrounds and prepare our own food. Detailed information will be available beginning September 15, 2000, from Academic Advising.

Credit awarded in art history, anthropology, archaeology and writing.

Total: 16 credits.

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

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

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

Civilization as a Transient Sickness: The Life and Poetry of Robinson Jeffers

Spring/Group Contract

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: Third quarter freshmen, two quarters of college or sophomore standing.

Faculty Signature: No

Special Expenses: Possible field trip to Carmel, California (optional).

Internship Possibilities: No

Travel Component: Depending upon student interest the program may conclude with an optional field trip to Tor House, Jeffers' home in Carmel, California, and the surrounding countryside.

From the publication of his first major work in 1924 until his death in 1962, Robinson Jeffers had a controversial career as a major American poet. He went from being hailed as the most promising new voice in American poetry by critics such as Archibald MacLeish, and being featured on the cover of *Time* magazine, to being later condemned as a misguided misanthrope for his uncompromising philosophical stance and for his unpopular political views during and after World War II. In between, he wrote long, book-length, narrative poems dealing with classical themes from Western mythology and tragedy, and shorter but powerful lyric poems of deep insight and measured wisdom. In both, he advanced a harsh and unrelenting view of the relative unimportance of humans in the natural order, a view that he himself labeled inhumanism. In his work he constantly takes civilization to task for what he sees as its overriding record of human folly and arrogance, and advocates in its place the beauty and the primacy of the natural world. Although he drew upon contemporary life in the Big Sur region of California for his poems, Jeffers believed that poetry "is bound to concern itself chiefly with permanent things and the permanent aspects of life . . . that a reader two thousand years away could understand and be moved by."

In this program we will read the major narrative poems written by Jeffers, from "Tamar" to "The Double Axe," along with all of the short poems. In addition, we will read criticisms of Jeffers' work and a biography about the life and times of the poet. Students will write responses each week to the readings and will produce a longer expository paper on some chosen aspect of Jeffers' poetry. In our work we will pay attention to both the aesthetic qualities of the poems and to their meaning and relevance, responding to the question: What is the poet doing, and how does he do it? Depending upon student interest the program may conclude with a field trip to Tor House, Jeffers' home in Carmel, California, and the surrounding countryside, the setting for his poems.

Credit awarded in narrative and lyric poetry, topics in 20th-century American Literature, contemporary intellectual history and expository writing.

Total: 16 credits.

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

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

Concepts of Computing

Spring/Group Contract

Faculty: TBA

Enrollment: 48

Prerequisites: High school-level algebra. This all-level program accepts up to 50 percent or 24 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This spring quarter offering will examine fundamental ideas in computing and mathematics that underlie today's computing technology. There will be hands-on lab work together with an examination of the models, methods and abstract concepts behind software and hardware systems.

The program is intended for students who have an interest, but limited background, in computing. It will be useful for students who want some exposure to computing as a basis for future work in a variety of disciplines that use computing (especially the sciences). This program is also helpful, though not required, for students interested in additional course work in computer science or mathematics.

Topics may include programming, algebra and discrete mathematics, computational organization, the World Wide Web and logic as well as topics concerning the historical, philosophical, social or ethical implications of computing.

Credit awarded in mathematics and introductory computing.

Total: 16 credits.

Program is preparatory for careers and future studies in science, mathematics and computing.

This program is also listed in Scientific Inquiry.

Contemporary America

Spring/Coordinated Study

Faculty: David Hitchens, Gerald Lassen

Enrollment: 46

Prerequisites: Third quarter freshmen.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

The early part of the 20th century was marked by the trauma of war and depression. Therefore, the major concern of the post World War II era was to avoid a repetition of those tragedies. Accordingly, there was strong effort to build military superiority and also make sure that governmental policies would guarantee economic growth and prosperity into the foreseeable future. In this program we will examine how these two concerns dominated the politics, economics and cultural trends of the postwar era. The focus will be on understanding the major events of this period including the Red Scare, the beat generation, the Cuban missile crisis, the civil rights movement, the feminist and gay rights movements, Vietnam, Watergate, the Reagan revolution and Clinton's impeachment.

Program activities will include lectures, workshops, seminars and contemporary films. There will be frequent writing assignments and the program will end with a symposium week featuring student presentations on critical issues of the period.

Credit awarded in history, economics, political science and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in social science, law, history and economics.

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

From Classic to Modern: A Traveling Seminar in Europe

Spring/Group Contract

Faculty: Bob Haft

Enrollment: 24

Prerequisites: Third quarter freshmen who have successfully completed Myth and Sensibility:

A Study of Eastern and Western Cultures, page 51, or sophomore standing.

Faculty Signature: Yes. Bob Haft, (360) 866-6000, ext. 6474, will assess student interest and background in art and classic or modern history (for those not enrolled in Myth and Sensibility) at the Academic Fairs for fall: Sept. 18, 2000, winter: Nov. 29, 2000, and spring: March 7, 2001. Students must also complete a questionnaire after the interview. Students can find out if they have been accepted into the program by calling Bob or his Program Secretary, Pam Udovich (360) 866-6000, ext. 6600, after each Academic Fair: fall: Sept. 20, 2000, winter: Nov. 30, 2000, and spring: March 9, 2001, or after successful completion of the Myth and Sensibility program.

Special Expenses: Students can expect to spend approximately \$3,250 for travel and living expenses.

Internship Possibilities: No

Travel Component: Eight weeks of travel and study in France, Italy and Greece.

This program is being held in tandem with Gordon Beck's program Museums, Monuments and Backpacks: The Prehistoric and Ancient World Museums and Monuments XXII; A Traveling Seminar in Europe. Although we will be meeting and traveling separately, our activities and goals will be roughly the same; we plan to cross paths and share ideas at least once during our respective stays abroad.

This will be an intensive on-site study of the paintings, sculpture and architecture of selected locations in France, Italy and Greece, from the cave paintings at Lascaux to the Acropolis at Athens to the Matisse Museum in Nice. By reading and writing about, as well as drawing and discussing what we see, we will engage ourselves in the process of aesthetic criticism and appreciation.

Our activities include seminars, research reports, informal on-site discussions, image-response writing and individual site research. Our goal is to develop an increased understanding of the nature of artistic activity—both the process and the product—and to discover the similarities and differences between historic and contemporary sensibilities.

To keep expenses low, we will stay in campgrounds and youth hostels. Detailed information will be available at the fall Academic Fair, September 18, 2000. In order to be considered for the program, students will fill out a questionnaire and have a personal interview with the faculty.

Credit awarded in art history, aesthetics and writing.

Total: 16 credits.

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

This program is also listed in Expressive Arts.

Museums, Monuments and Backpacks: The Prehistoric and Ancient World Museums and Monuments XXII; A Traveling Seminar in Europe

Spring/Group Contract

Faculty: Gordon Beck

Enrollment: 24

Prerequisites: Third-quarter freshmen who have successfully completed Myth and Sensibility: A Study of Eastern and Western Cultures, page 51, or sophomore standing.

Faculty Signature: Yes. Gordon Beck will assess student interest and background in art, archaeology, anthropology and ancient history in person at the fall Academic Fair, September 18, 2000. Students will be notified of acceptance by phone or mail by the end of fall quarter, December 15, 2000.

Special Expenses: Students can expect to spend approximately \$3,250 for travel and living expenses.

Internship Possibilities: No

Travel Component: Ten weeks of travel and study in France, Italy, Greece, Crete and the Greek Islands.

Traveling to the caves of the Dordogne and the Pyrenees, to the petroglyphs in Italy and France, to the excavations of ancient Minoan villages on Crete, to the citadels of the Homeric in Mycenaean Greece we will study the paintings, sculptures, tools, habitat, monuments and milieu of the prehistoric and ancient humans.

This will be an intensive on-site study of archaeological sites of the prehistoric world in France, Italy and Greece, including Crete. Our activities include seminars, research reports, informal on-site discussions, image writing, and individual site research. The goal of the program is to develop an enhanced understanding of the life and culture of prehistoric peoples and to discover both commonalities with and differences from modern humans.

This study will be primarily focused on selected sites from the Upper Paleolithic, Neolithic, Bronze Age, Minoan, Mycenaean and Early Greek eras.

Activities include image response writing, lectures, research presentations, seminars and site discussions. You will learn to use your eyes and sensibilities to make discoveries of your own and share your conclusions. Our sites will include caves, petroglyphs, museums and ancient remains.

To keep expenses low, we will stay in campgrounds and prepare our own food. Detailed information will be available beginning September 15, 2000, from Academic Advising.

Credit awarded in art history, anthropology, archaeology and writing.

Total: 16 credits.

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

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

Culture, Text and Language

Nancy Allen and Greg Mullins, Planning Unit Coordinators

AFFILIATED FACULTY:

Nancy Allen
William Ray Arney
Marianne Bailey
Justino Balderrama
Gordon Beck
Craig B. Carlson
Caryn Cline
Thad Curtz
Argentina Daley
Virginia Darney
Stacey Davis
Leo Daugherty
Susan Fiksdal
Thomas H. Foote
Jorge Gilbert
Thomas Grissom
Patrick J. Hill
Virginia Hill
David Hitchens
Ryo Imamura
Ernestine Kimbro
Stephanie Kozick
Patricia Krafcik
Lance Laird
Mark A. Levensky
David Marr
S. R. Martin, Jr.
Charles J. McCann
Harumi Moruzzi
Greg Mullins
Alice A. Nelson
Steven Niva
Charles N. Pailthorpe
Sarah Pedersen
Michael Pfeifer
Rita Pougiales
David L. Powell
Thomas B. Rainey
Bill Ransom
Hazel J. Reed
Sara Rideout
Evelia Romano de Thuesen
David Rutledge
Gilbert G. Salcedo
Therese Saliba
Samuel A. Schrager
Nancy Taylor
Charles B. Teske
Kirk Thompson
Setsuko Tsutsumi
David W. Whitener
Sarah Williams
York Wong

CULTURE, TEXT AND LANGUAGE

Charles McCann, the founding president of the college, described his vision of teaching and learning at Evergreen in the following way:

"This college has collected scholars who, insofar as they inquire in their fields of interest, will by their presence here together form a living link between our present society and the past, a source of power with which to help us all meet the future. Students will work as colleagues with faculty and others, and together these people will *try* (that word is emphasized because it involves all of the college's people in continual change) to create a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world."

The faculty members in the Culture, Text and Language area share these views and offer programs in which faculty and students alike engage in scholarly inquiry about our social world, using content and strategies from the humanities, and integrating perspectives and practices from the social sciences, arts, and sciences. One of our central shared interests is the meaning and practice of interpretation; not only the interpretation of great works, but of contemporary culture and all sorts of other human acts, from historical decisions to dreams and religious rituals.

The interests of the faculty in Culture, Text and Language span the full breadth of the liberal arts, including humanities, sciences, arts and social sciences; we offer intermediate and advanced interdisciplinary programs relevant to all students at the college. These programs generally fall within three major overlapping sectors: the humanities, language and culture area studies and cultural studies. The area regularly offers humanities programs in the literature, philosophy and history of the United States and Europe, as well as their classical antecedents, centering on the rigorous study of key texts. Programs in the humanities are often organized around traditional literary periods, geographic areas themes, specific cultures, or individuals such as historical figures or particular authors.

In language and culture area studies students have the opportunity to do intensive, challenging, interdisciplinary study. Because learning the language is key to understanding a culture (and vice versa), the study of language is integrated fully with the study of culture. That is, faculty teach language through the study of history, literature, philosophy and art, and teach culture through the study of language.

The area also offers programs in cultural studies, which emphasize perspectives from anthropology, sociology and psychology in order to address popular culture, media studies and cultural theory. In these programs current issues, events and practices offer means for exploring relevant historical traditions and the structure of contemporary experience. Central to this inquiry are questions about how people are affected by the workings of power and how they find meaning in everyday life.

The faculty members in Culture, Text and Language invite students to join them in the programs they offer and to work together to create "living links" between both our past and our present society and the urgent questions still before us.

About Time

Fall/Coordinated Study

Faculty: York Wong, Leo Daugherty

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Your idea about time forms meaning of self and others. It flies as an arrow from cradle to grave, or on a circular, a seamless journey. Wordsmiths revel in it (Woolf), schemers profit from it (Taylorism), world beaters bet in it (Marx), visionaries overcome it (Buddha), technologists build with it (Internet), postmodernists disdain it. Stephen Hawking would slice and dice it.

But what is time?

About Time investigates time's impact on spiritual values, world views and personal commitments, giving rise to notions of secularism and theism, tradition and progress, nature and culture, love and violence. This study also looks at how we communicate with each other molded by our view of time.

Moreover, students will do research about time in unique contexts, e.g., how a chosen novel, photograph, hit song, mathematical theorem, ecological niche, martyrdom and other interesting cases can only be deciphered through special interpretations of time.

Credit awarded in social and cultural history, media studies, political economy, expository writing and individual project work.

Total: 16 credits.

Program is preparatory for careers and future studies in liberal arts.

This program is also listed in First-Year Programs.

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

America

Fall, Winter, Spring/Group Contract

Faculty: David Marr

Enrollment: 25

Prerequisites: Junior standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

America is an advanced group contract in literature, history and philosophy. For this inquiry into American experience, past and present, we will examine sources of three kinds: (1) the works and lives of major poets, novelists and philosophers from Ralph Waldo Emerson and William James to Emily Dickinson, Eudora Welty and Ralph Waldo Ellison, (2) the historical record since colonial times and (3) the lives of ordinary folk and achievements of ordinary and extraordinary individuals. Topics to be treated in-depth include: writing as a vocation, the varieties of religious experience, slavery and its legacy, pragmatism, trends in literary and historical interpretation and the social history of intellectuals. Fall and winter quarters in America the investigation will be aided by seminars, recitations, examinations and expository essays. Spring quarter will involve a larger share of independent work for each student on a well-defined topic of his or her design.

Credit awarded in American literature, American social-intellectual history, American philosophy (pragmatism) and independent study.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities, teaching, the law and other professions.

Awakening Ireland: From the Power of the Bards to the Call of the Euro

Fall, Winter/Coordinated Study

Faculty: Sean Williams, Patrick Hill, Charles Teske

Enrollment: 75

Prerequisites: Junior or senior standing.

Faculty Signature: Yes. Faculty will conduct interviews with students to assess the strength of the match between students and program. Program syllabus will be available prior to the Academic Fair, May 10, 2000. Students are expected to read and understand the syllabus and covenant as conditions of acceptance to the program available under Awakening Ireland at The Evergreen State College Web site or contact Sean Williams (360) 866-6000, ext. 6623. Special Expenses: \$50 per quarter for performance fees.

Internship Possibilities: No

Travel Component: None.

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, Gaelic language, stories, film, drama, literature. In focusing on pre-Christian and early Christian nature-based spirituality and expressive culture during fall quarter, 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 quite 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, 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.

The faculty of this program expect a great deal from themselves and from the students. We will participate in two seminars each week, lectures and workshops, films, weekly writing assignments, essay-based exams each quarter, and focused reading. In addition, we expect all students to participate, one way or another, in performances of play readings, poetic recitation and song performance in a supportive and safe environment. We expect you to learn enough basic Gaelic to use it as small talk in seminars and outside of class. You should also expect to develop your skills in research and critical analysis to explore theoretical issues verbally and in writing. In requiring a faculty signature for this program, we ask only that you carefully read the syllabus and program covenant (available from Sean Williams by May of 2000), assess your own capabilities and be certain that you see yourself as a good match for this important work.

Potential source material for this program includes Joyce's *Dubliners*, Condren's *The Serpent and the Goddess*, McCourt's *Angela's Ashes*, Kinsella's *The Táin*, Collins' *The Cultural Conquest of Ireland*, and poetry by Yeats, Seamus Heaney, Eavan Boland and many others. We will also be viewing such seminal films as "The Field," "The Molly Maguires," "The Last Hurrah," "The Dead" and "The Secret of Roan Inish." In the context of the European Union and the post-Riverdance world, it is only appropriate that we focus in winter quarter on the tremendous upheavals in Irish culture.

In spring quarter, selected participants from the Awakening Ireland program will have the opportunity to study traditional language and culture in Ireland at the Oideas Gael institute in Gleann Cholm Cille, Donegal. See the program titled Irish Spring, page 72, for further information.

Credit awarded in Celtic studies*, literature*, traditional expressive arts*, cultural studies*, history* and Irish language*.

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 and ethnomusicology. This program is also listed in Expressive Arts.

Blake's Magic

Fall/Group Contract

Faculty: Craig Carlson

Enrollment: 25

Prerequisites: Junior or senior standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

For poetry makes nothing happen; it survives

In the valley of its making where executives

Would never want to tamper . . .

If W.H. Auden is right in his famous lines, what about the curious case of William Blake? Ignored by the public in his time, labeled "a genius with a screw loose" by critics, he died an outsider and in poverty.

Yet, today Blake is regarded as one of the early prophets against the British (later American) Empire and credited with influencing a variety of contemporary thinkers and artists. Blake's poetry is an imaginative mechanism designed to fight the machine age. Others continue to use his work in the battle.

Blake is celebrated, too, for his astonishing and intricate counterpointing of calligraphy, image, music, and word—his powerful illuminated "Images of Wonder" meant to cleanse the "doors of perception."

So, how did Blake survive the indifference of his day to emerge later as the great poet of the Romantic Era and an important influence on our own times? His work is uneven, fragmented, often unintelligible. Is there more to his later ascendancy than artistic merit? He describes himself with a "Bow of burning gold" in a "Chariot of fire" fighting to save "England's green and pleasant land." This is a story Sun Tzu would enjoy—Blake's isolated, quixotic crusade against the "dark Satanic Mills." Somehow Blake survives, even flourishes. How remarkable.

In our ten weeks together we will examine the tradition of the perennial philosophy through the scholarship by Kathleen Raine. We will read historical accounts of 19th-century England and biographies of Blake's curious life and art. We will read his writings: "Songs of Innocence and of Experience" and "The Marriage of Heaven and Hell" in the Illuminated editions; the letters; "Visions of the Daughters of Albion"; and other writings. We will examine his engravings, drawings, paintings, and visual work. We will read and enjoy writings, images, and music by his later followers, especially R.D. Lange, Norman O. Brown, W.B. Yeats, Jim Morrison, Allen Ginsberg, Greg Brown, and Charlotte Church.

Students will participate in weekly seminars, be asked to respond to Blake through a variety of writing—critical essays, journal work, and creative, as well as choosing expression in drawing, painting, calligraphy, dance, music and performing arts. Each student will design and present a final project based on Blake's work and artistic heritage, as well as complete a research paper. "Eternity is in love with the productions of time," as Blake explains.

Credit awarded in English literature*, English history*, writing and art*.

Total: 16 credits.

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

Crime

Fall/Coordinated Study

Faculty: Ernestine Kimbro, Justino

Balderrama

Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: Yes. Students must submit a two-page statement of interest to Ernestine Kimbro, The Evergreen State College, L 2300, Olympia, WA 98505 or e-mail:

kimbroe@elwha.evergreen.edu, any time up to or during the Academic Fair, May 10, 2000.

Faculty will assess students' writing skills and interest. Students will be notified of acceptance into the program by Friday, May 12, 2000.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This one-quarter, upper-division coordinated study program will explore criminal acts and criminal behavior in the United States. Our approach is cultural studies framed, thus informed by interdisciplinary, multicultural knowledge. We use culture as an explanatory/inquiring model to examine both theories of crime and criminal behavior and the literature of crime. Our investigation extends from "crimes of the century," to corporate crime and street-level crime.

Students should expect to complete either a substantive creative writing project or an independent, scholarly, library project on a student-selected theme related to crime activity.

Prospective students must submit a two-page typewritten/word-processed statement of interest to faculty in order to be considered for enrollment. The statement of interest should express clearly: (1) the degree of interest in the program; (2) an assessment of reading and writing skills; and (3) evidence of the ability to work independently. Continuing Evergreen students also should attach a copy of a previous "Faculty Evaluation of Student Achievement" to the statement of interest. If any questions exist please feel free to contact faculty who are happy to respond.

Credit awarded in criminology, sociology, social psychology, cultural studies, social work, American literature and creative writing.

Total: 16 credits.

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

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

Design for the Stage 2000

Fall, Winter, Spring/Coordinated Study

Faculty: Ariel Goldberger, TBA

Enrollment: 50

Prerequisites: Sophomore standing. One year of coordinated studies and previous drawing experience. Portfolio review encouraged.

Faculty Signature: No

Special Expenses: Art supplies approximately \$200 per quarter, theater tickets approximately \$30 per quarter, additional shop expenses depending on the student projects. Approximately \$120 per student for tickets, lodging and travel during three-day field trip to Oregon Shakespeare Festival spring quarter.

Internship Possibilities: No

Travel Component: An out-of-state, three-day field trip spring quarter.

This program will provide participants interested in design and theatre with an environment to develop theoretical and practical approaches to designing the visual aspects of a performance. Participants will study a variety of theatrical texts and do research into different periods and other writings to generate appropriate visual and design responses that address the scenic, costume and lighting design needs of the stage.

In the fall and winter quarters, students will go through a structured sequence of projects to develop a familiarity with the design process and develop skills. A large component of the class will be dramaturgical research and studies into the history of fine and decorative arts, architecture, culture and theatre. Students will be expected to explore all three areas of study: scenic, costume and lighting design as well as participate in performance laboratories and collaboration workshops. In the spring, we will undertake longer, collaborative projects to understand the design process in-depth and develop a portfolio for future use.

Students should expect to work very hard and participate in weekly critique sessions to develop familiarity with critical language and collaborative dialogue. Participants could develop skills in many of the following areas, depending on the overall class interests and structure: art history, drawing, sketching, model making, technical drafting and scenic painting, scenic and costume crafts, theory of color, dramatic theory and dramatic literature. Students with interests in theatre, stage design, applications of dramatic theory, performance, architecture and design in general are encouraged to register.

NOTE: The scope of the program may change to reflect the strength of the new faculty member in art history.

Credit awarded in theatre, design, art history, history of architecture and décor, history of costume, scenic design, lighting design, costume design, scenic crafts and technical theatre depending on the focus of student work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts, design professions, history of art, theatre, performance and cultural studies.

This program is also listed in Expressive Arts.

Diaspora, A Journey Toward Destiny

Fall, Winter, Spring/Coordinated Study

Faculty: George Freeman Jr., Carrie Margolin

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: Approximately \$60 each quarter for a three-day field trip to Cispus during fall and winter quarters.

Internship Possibilities: No

Travel Component: In-state retreat during fall and winter quarters. Some student research projects may involve travel.

Diaspora, A journey toward destiny

*Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
A long ways from home. A long ways from home.*

Diaspora, A journey toward destiny

*Remember, O Lord,
what is come upon us:
consider, and behold our reproach.
Our inheritance is turned to strangers,
Our houses to aliens.
We are orphans and fatherless,
Our mothers are widows.*

— The Book of Lamentations, Jeremiah 5:1-3

Diaspora, A journey toward destiny

*My heart is in the East and I am at the edge of the West.
How then, can I taste what I eat,
How can I enjoy it?
How can I fulfill my vows and pledges while Zion is*

*In the domain of Edom
And I am in the bonds of Arabia?
It would be easy for me to leave behind
All the good things of Spain;
It would be glorious to see the dust
Of the ruined Shrine.*

— Yehudah Halevi (1075-1141), Spain.

More often than not, many of us feel a yearning for something or someplace we call home. This yearning is derived in part from a sense of dislocation and "otherness" and speaks to a desire to be at rest. Our program, Diaspora, A Journey Toward Destiny, addresses the patterns of longing and the yearning for a homeland. Through an examination of the forced migrations of two peoples, the Jews and people of African descent, we intend to examine the multiple influences that shape our beliefs about culture, place and time as related to that which we call home and the journey to home.

The first quarter and part of the second quarter of our program explores the African and Jewish diaspora brought about through slave trade, through the exodus of Jews from Europe, and through centuries of intolerance. Referring to specific historical periods, we will examine the factors that shaped these forced migrations and the continual redefining of the concept of home. We will examine the slave trade to Europe and America and the trafficking of people as property. We will explore the factors that led to the extermination of six million Jews during the Holocaust. Along with this search, we will look at how culture both endures and is transformed through its interaction with geographic place. We will examine the dynamic tension of creating a home in hostile lands and of the influence on our current American landscape of these two communities of people.

Using as our foundation a historical understanding of the creation of home by Jews and people of African descent, we then turn our attention to ourselves. The remaining academic year explores our yearning for "home" where no home can be found and no other truly exists. We will develop our understanding of place and identity and how identity formation is associated with place as related to time. This identity, with multiple influences, is blended into the broader American cultural landscape. How does this happen? How do we end up calling any one place home? How do we place ourselves in the overall landscape and make our communities our homes? What roles do education and the media play in creating our cultural sense of home? Our program explores the psychological and sociological structures that support our identity development as an American phenomenon. Diaspora, A Journey Toward Destiny will frame our current challenge to work together as disparate communities affected by this common experience and as a journey toward a common destiny. We will figure out how we can make our lives useful and productive through engagement with one another, community involvement, and through thoughtful and purposeful living. As is true of any journey, the final destination is far less important than the journey itself.

Credit awarded in Judaic studies, African-American studies, history, social science, psychology, and the humanities.

Total: 16 credits each quarter. Students may enroll in language studies components for four credits during fall, winter and spring quarters upon approval of faculty.

Program is preparatory for careers and future studies in education, international studies, the social sciences, humanities and the travel industry.

This program is also listed in First-Year Programs and Social Science.

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

Health and Human Development

Fall, Winter, Spring/Coordinated Study

Faculty: Elizabeth Kutter, Stuart Matz, Rita

Pougiales, TBA

Enrollment: 100

Prerequisites: Sophomore standing. One year of college-level work.

Faculty Signature: No

Special Expenses: \$40 for fall quarter retreat.

Internship Possibilities: Spring quarter only.

Travel Component: None

Attitudes about health reflect the basic world view and values of a culture, such as how we relate to nature, other people, time, being, society versus community, children versus elders, and independence versus dependence.

— Joseph Hartog, M.D. and Elizabeth Ann Hartog, M.A.

We will investigate the biological, cultural, spiritual and social forces that influence healthy human development so that we may develop strong foundations for further work in the areas of health, human services, anthropology and education. Program material will be presented on the basis of two important assumptions. First, health and development are mutually influenced by biological and social forces. Second, culture defines and influences our understanding and facilitation of health.

Drawing particularly from human biology, anthropology, communication and human development theories, the program will examine the interactions of culture, mind, body and spirit in the facilitation of healthy human development. Emphasis will be placed on physical and cognitive development, perception, interpersonal and intercultural communication, mind-body interactions and the influences of nutrition, environment, gender, culture and world view on human health.

An early fall quarter retreat will provide an opportunity to begin forming a learning community. During fall and winter quarters, through workshops, lectures, seminars, guest presentations, group and individual projects, students will develop skills and knowledge to support their selection of a spring quarter project or internship in an area of interest. The program will encourage development in reading, writing, self-awareness, social imagination, research and communication, as well as strategies to facilitate students' own good health.

Credit awarded in human biology, human development, cultural anthropology, theories of human learning, approaches to health, interpersonal and intercultural communication, nutrition and composition.

Total: 16 credits each quarter. Students with strong background in science or those pursuing language study may substitute a four-credit course, (i.e., chemistry, college algebra, statistics, language) with faculty signature.

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

This program is also listed in Scientific Inquiry and Social Science.

Hispanic Forms in Life and Art

Fall, Winter, Spring/Coordinated Study

Faculty: Alice Nelson, Nancy Allen

Enrollment: 50

Prerequisites: Sophomore standing. Core program or equivalent; some study of history or literature.

Faculty Signature: No

Special Expenses: Approximately \$3,500 for optional spring quarter trip to Spain or Latin America.

Internship Possibilities: Yes, spring quarter only.

Travel Component: Optional spring quarter trip to Spain or Latin America.

Hispanic Forms explores the inextricable cultural, historical and linguistic links between Spain and Latin America. During fall and winter quarters, students will be involved in intensive Spanish language classes and seminars conducted in English on the history and literature of Spain and Latin America. Spring quarter, all program work will be done in Spanish, and students will have the opportunity to study in Spain or Latin America or to do internships in Olympia-area Latino communities.

The program is organized around points of contact between Spain and Latin America, beginning with the Spanish Conquest. During the first half of fall quarter, we will analyze the perspectives from which indigenous people and Spaniards viewed their contact, and the ideas and cultural practices of both groups during the Conquest and the colonial period. For the rest of the quarter, we will return to the medieval period in Spain to gain an understanding of cultural interactions among Christians, Muslims and Jews, and of the ideas and institutions growing out of the Christian "Reconquest" of the peninsula. We will attempt to relate the Reconquest world view and the rise of the Inquisition to the subsequent conquest of the Americas.

Winter quarter, we will turn to more "modern" times, with particular attention to Spaniards' and Latin Americans' struggles for indigenous identity: collective and individual notions of "self" and "nation." As Spain's empire had declined in the 17th century and Spanish American viceroalties moved beyond independence from Spain and into the 20th century, questions arose. The novelists we will read ask: What does it mean to be Spanish in a post-imperial age? How might Latin America, with national identities no longer based on being a colony of Spain, understand its place in the world? How might Latin America determine its own history while struggling with capitalism and modernity, with dictatorships and revolution, and with remaining tensions among indigenous, mestizo and mulatto communities? Readings may include *Don Quixote* by Miguel de Cervantes and novels by Gabriel García Márquez, Luisa Valenzuela and others.

Spring quarter, students may opt to study abroad. In Spain, students will attend language school and explore various questions related to that country's present-day view of America and its own colonial/imperial past. In Latin America, students will live with host families, attend language school and study contemporary resistance movements.

Some students will choose to do internships in the Olympia area, thereby creating an opportunity for practical interaction with local Latino communities. The group on campus will hold all its seminars in Spanish. First, we will examine the cultural and social impact of the Spanish Civil War. Then we will return to the Americas and explore U.S. Latino and border identities as expressed in literature.

Credit will be awarded in Spanish language, history and literature of medieval Spain, history and literature of colonial Spanish America, contemporary Latin American literature and culture, research and writing, and additional equivalencies depending on the country of travel and students' projects or internships completed during spring quarter. Total: 16 credits each quarter.

Program is preparatory for careers and future studies in languages, history, literature, writing and international studies.

"How Can You Tell an American?"

Fall, Winter, Spring/Coordinated Study
Faculty: Charles Pailthorp, José Gómez
Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Are we all "Americans" in the same way? Who counts as an "American" has changed rapidly in United States culture, particularly since the U.S. emerged as a world power following the Great War of 1914-18. We have had different varieties of Americans, including hyphenated Americans (Italian-American, African-American . . .) and we have to wonder: What are the qualities that determine who is a "real American" and what does that status ensure? Answers to this complex question must include discussions of gender, ethnic identity, sexual orientation and age. It also must include the real or mythical histories of how one's "people" came to be in this region of North America. How have these processes of identifying and classifying "Americans" developed? How are they proceeding today? Where are they headed? Most importantly, what bearing do they have on our central values of liberty, freedom and equality? Can we still share the ideal of all being "Americans" in a just society?

American identity has been expressed in law, literature, music and image. The law and the arts have had a particular, powerful role in shaping our image of who we are, and of who counts as "we." In this program we will examine instances and critical developments in the law and the arts, and we will examine their important intersection in the tensions which surround the phrase "freedom of expression." Our scrutiny of the arts will include visual art and emphasize music (particularly jazz and musical theater). This work will be a critical analysis based on visual and aural study rather than on the actual creation of music or art.

Students in the program will become members of a community of writers, each writing to her or his peers as an intended audience. In addition to writing essays on a regular basis, students will write critiques of one another's work.

Reading, writing, small group discussion and close study of music and images will be the principal activities of these three quarters. There will be two periods of evaluation: the first midway through winter quarter, the second at the end of the program.

Credit awarded in writing, jurisprudence, social psychology, sociology, philosophy, history of art, American studies, history of music and social and cultural history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities, American studies, history of the arts and social sciences.

This program is also listed in Social Science.

Hype and Hucksters: Media Campaigns as Popular Culture

Fall, Winter, Spring/Group Contract
Faculty: Virginia Hill
Enrollment: 25

Prerequisites: Junior standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, 12 credit internship spring quarter.

Travel Component: None

Public campaigns presented in the mass media are so common we scarcely notice them, yet they have a profound effect on the way we think, on the way public life is conducted, and on our national aspirations. They exhort us to believe this person but not that one, to adopt one habit and break another, to give one person our vote or to buy a company's product. They tint one idea or way of life with glamour and goodness, while they tar others as wicked or unsavory. Public campaigns are exercises in managed communications. When done well, they leave little room for capricious discourse or the emergence of new ideas. They feature, instead, a highly refined focus and a single-minded effort to maintain that focus in the face of opposition. They vie to be noticed in an environment crowded with information, inflating their message and using clever devices to attract our attention. Media campaign hype and those who create it will occupy our attention in this program. Campaigns are a form of propaganda, something we will study closely, using seminar books, case studies, research projects and a media workshop. We will study how campaigns are created, how they are managed and how they do their persuasive work—all in an effort to understand how their messages have insinuated themselves into our consciousness, remaining there long after the campaigns are over.

In fall, we will devote special attention to the upcoming fall political campaigns, particularly the presidential race. In winter, focus will shift to commercial campaigns, such as those used in advertising and public relations. During spring quarter, students will take part in internships in media organizations to see the principles and practices studied fall and winter in operation.

Credit awarded in persuasion and propaganda, mass communications and society, campaign management, introduction to advertising, principles of public relations, principles of marketing, communication and public policy and video production.

Total: 16 credits each quarter.

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

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

Imagining the Middle East and South Asia

Fall, Winter, Spring/Coordinated Study
Faculty: Lance Laird, Steven Niva, Therese Saliba

Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent or 18 first-year students.

Faculty Signature: No

Special Expenses: Approximately \$30 per quarter for local field trips. Optional spring quarter travel to Jerusalem and Cairo for five to six weeks; students can expect to spend approximately \$3,500 for travel expenses.

Internship Possibilities: No

Travel Component: Optional five to six weeks based in Jerusalem and Cairo.

From colonial travel novels to contemporary media, images of the Middle East and South Asia are often exotic or dangerous, the fulfillment of Western fantasies and nightmares. And yet these extremely diverse regions have a rich history of intellectual and religious thought, trade, cultural exchange, colonial conquest and liberation struggles. This program will examine Western literary and media representations of "the Orient"—which includes contemporary India, Pakistan, Iran, the Arab world and surrounding countries—as well as how the peoples of the Middle East and South Asia represent themselves. In the process, we will learn about the history, culture, religions, literature and contemporary political developments in these regions.

Focusing on the history of cultural contact and exchange between South Asia and the Middle East, as well as between the "East" and "West," we will examine how these relations have shaped present (mis)perceptions of the peoples, their religion, politics and gender roles. We will explore ways in which religious and cultural practices (e.g., those associated with Sufism) both linked and separated the historic Persian, Arab-Islamic, Moghul and Ottoman empires. The religious diversity of the region includes Islam, Hinduism, Christianity, Judaism and Buddhism. Through case studies of current political conflicts, such as Israel and the Palestinians, India and Pakistan, and Turkey and the Kurds, we will investigate the connections between religion, nationalism, liberation movements, and gender relations, as well as the role of ethnic/religious minorities. We will also explore how debates about national identity are often played out on the bodies of women, and how practices such as veiling and widow burning (sati) become sensationalized in the West. We will look at how recent developments in the global economy as well as movements for women's rights, liberation and religious reform are reshaping the political and social terrain of the region.

During spring quarter, students may have the option of traveling to the Middle East for further study. For those not traveling, the program will focus on contemporary remappings of the Middle East and South Asia by studying diaspora communities, including their Internet Web sites, literature and film. Students may also have the opportunity to work with local Middle Eastern or South Asian ethnic/religious communities, or local political solidarity movements.

Credit awarded in Middle East Studies, South Asian Studies, comparative literature, comparative religion, history, political science and gender studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in international studies, history, cultural studies, religious studies, cross-cultural relations, interfaith relations, community activism, human rights advocacy and conflict resolution.

This program is also listed in First-Year Programs.

Indigenous Peoples: Identities and Social Transformation

Fall, Winter, Spring/Coordinated Study
Faculty: Carol Minugh, Angela Gilliam, TBA

Enrollment: 75

Prerequisites: Sophomore standing. All students participating in community service at a detention facility for juveniles must have a police clearance.

Faculty Signature: Yes. Students must submit a one-page letter of interest and goals to Carol Minugh, TESC, Lab I, Olympia, WA 98505. A list of accepted students will be posted on Carol's office door, Lab I 1023, after the Academic Fair, May 10, 2000, or students can call Carol for confirmation, (360) 866-6000, ext. 6025.

Special Expenses: Travel expenses to community service project sites and potential overnight field trips.

Internship Possibilities: Yes, spring quarter with faculty signature.

Travel Component: Overnight field trips.

This program is designed for students interested in learning about the cultural, social and political struggles of Native Americans and other indigenous people. The curriculum will focus on identity: "How are these people identified, by themselves and by others?" and "What does it mean to be identified as indigenous to insiders and outsiders?" The program will address the myriad of other social and political issues related to identity and social change experienced by people who have been invaded and colonized. Contemporary issues surrounding indigenous peoples will be addressed along with the economic/political ramifications of colonialism. The linguistic and cultural genocide experienced and the resulting cultural changes will be highlighted throughout the year. Students will be given the opportunity to share what they are learning about other cultures with incarcerated youth.

In addition to the academic program, some students will participate in community service working with incarcerated youth. A major focus of this service will be providing cultural classes, assisting in the "Gateways for Incarcerated Youth" project. Students will take a leading role in identifying opportunities to build on what the youth want to learn as well as strengthen individuals and community through learning about culture and heritage and the stresses between races. One of the project's goals is to bridge the gap between incarceration and college. Students must pass a police clearance to participate.

Credit awarded in Native American studies, cultural anthropology, indigenous studies, modern colonialism and practicum in juvenile justice.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social work, community organizing, juvenile justice, politics, anthropology and cultural studies.

This program is also listed in Environmental Studies, Native American and World Indigenous Peoples Studies and Social Science.

Japanese Language and Culture

Fall, Winter, Spring/Group Contract

Faculty: Setsuko Tsutsumi

Enrollment: 25

Prerequisites: Sophomore standing. Core program or equivalent.

Faculty Signature: No

Special Expenses: Approximate travel cost to Japan during spring quarter is \$4,000, including airfare and personal costs. Home stay accommodations.

Internship Possibilities: No

Travel Component: Optional trip to Japan.

This program will explore various aspects of Japanese civilization, aesthetics and philosophy, values and morals and the sense of community and individual, which vary from period to period, reflecting the changing times and circumstances in the stream of history. We will identify the elements of continuity in the midst of significant changes in Japan's long and distinguished history.

We will concentrate on pre-19th century in the fall, modern Japan in the winter and conduct a field trip to Japan in the spring. Materials will be drawn from literature, history, politics and films appropriate to the topics under consideration.

In the fall, we will explore the literary and aesthetic traditions that constitute the backbone of modern Japan. We will read the major works in Japanese literature and history that represent and illustrate the main views and concerns of the time. Such examples include *The Tale of Genji*, court diaries, *The Tale of Heike*, Zeami's *Theory of Noh* and some works of Ogai, Soseki and Kafu to serve as a bridge between the traditional and modern world of Japan.

In the winter, we will pay special attention to significant topics, especially following World War II, such as changes in the structure of society and family, loss of self-identity, search for traditional moorings and the changing status of women.

In the spring, the program will consist of an optional field trip to Japan. While living with a Japanese family, each student will develop individual research along lines of his or her own interests. This trip is the culmination of the program.

Students who choose not to go to Japan can continue their language study on campus for eight credits. The Japanese language course will run throughout the year and constitute half of the total program. Learning a language simultaneously with other aspects of a culture enhances the learning of each subject as well as drawing a whole picture of the culture.

Credit awarded in Japanese history, Japanese literature, Japanese film, Japanese language (beginning and intermediate).

Total: 8 or 16 credits each quarter. Eight credit Japanese language component each quarter.

Program is preparatory for careers and future studies in Japanese studies, Japanese literature, Japanese history and Japanese language.

Mushrooms, Culture and History

Fall/Coordinated Study

Faculty: Paul Przybylowicz, Michael Beug, Stacey Davis

Enrollment: 60

Prerequisites: Junior or senior standing.

College-level writing and research skills.

Faculty Signature: No

Special Expenses: Approximately \$80 for weeklong field trip to the Olympic National Park and approximately \$120 for a weeklong field trip to the Oregon coast.

Internship Possibilities: No

Travel Component: Weeklong field trips to the Olympic National Park and to the Oregon coast.

Mushrooms and other fungi play many important, fascinating roles in both ecology and human history. The great potato famine in the British Isles was caused by a fungus that killed potatoes. There were numerous social, political and economic factors, however, that also contributed significantly to the impact of this effect. We will explore the history of the Irish potato famine and the sociopolitical climate of the British Isles during this period. We will also do intensive fieldwork to learn the taxonomy and ecology of the wild mushrooms of the Pacific Northwest. Students will do an intensive research project and presentation about mushrooms in food, medicine, culture and/or religion. We will be reading about the fungus kingdom and its impact on human affairs, about British and Irish history and the sociopolitical climate of the British Isles during this period. There will be two weeklong field trips, one to the Olympic rain forests and one to the central Oregon Coast, along with numerous shorter field trips.

Credit awarded in mycology*, British and Irish history and research.

Total: 16 credits.

Program is preparatory for careers and future studies in field natural history, history and mycology.

This program is also listed in Environmental Studies.

Natural Histories: Botany, Biography, Community

Fall, Winter, Spring/Coordinated Study

Faculty: Matt Smith, Sam Schrager, Frederica Bowcutt

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent or 18 first-year students.

Faculty Signature: No

Special Expenses: \$200 for weeklong field trips.

Internship Possibilities: Yes, six credits spring quarter only.

Travel Component: In-state field trips during fall and spring quarters.

This program develops a naturalist approach to the study of human life and nature. We will ask: How do we, individually and collectively, enact our relationship to the natural world? How do society and nature affect our sense of who we are? How do we tell the stories and construct the knowledge that shape our experience of place? How can persons, institutions and communities act morally to nourish the well-being of humans and the surrounding world?

Our exploration entails a highly integrative blend of sociological, ecological and humanities-based thought. We will be especially concerned with cultural frameworks that guide people's interpretations. These will involve such topics as gender, religion, class, family and ethnicity as sources of identity; Euro-American and Native American outlooks on place in the West; the role of science, trained professionals and environmentalism in mediating views of nature; and the power of mass media and corporate capitalism to channel our sense of possibilities.

The focus in fall includes field study of Puget Sound oral history and natural history, as well as grounding in the value of stories and the social theory of community. In winter, students will undertake ethnographic field study of a local institution and library-based research on Northwest forest ecology. Spring will feature more advanced research (or, if appropriate, internships), with topics chosen in light of faculty expertise. In each quarter there will be some instruction in basic botany (including classification, evolution and anatomy). Throughout the year, we will emphasize writing in journal, essay and documentary forms.

Readings will span community studies, environmental studies, imaginative literature and critical thought. The program work will be intellectually challenging and demand much time. We welcome first-year students who are ready for intensive engagement in their studies. We will also provide strong support to upper-division students ready to specialize in cultural, political or ecological inquiry while seeking integrated understanding of the whole.

Credit awarded in social theory, community and cultural studies, literature, ecology, botany, ethnography and natural history. Students who do upper-division work and need upper-division credit may negotiate with faculty.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in natural resource management, social work, planning, cultural documentation, environmental policy, journalism and the humanities.

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

On Interpretation: Stories as Effect and Cause

Fall, Winter/Coordinated Study

Faculty: Hazel Jo Reed, TBA

Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

... literature belongs to the world man constructs, not the world he sees; to his home, not to his environment. Literature's world is a concrete human world of immediate experience.

— Northrop Frye

This program is based on the premise that stories not only reflect our lives, but shape them as well—reflect and shape our images of person, of godhead, of community, of time, of hope, fear, and purpose. We will deal intensively with classical works from Greece and Rome and with mythological and popular works from ancient Mesopotamia through the present. Our goals are to develop skills for interpreting such texts and to examine consequences implied by our interpretations.

This program is specifically designed to prepare students for upper-division work in the humanities and the social science programs that focus on interpretation of texts. In order to reflect the particular strengths of the new faculty member in the classics, the scope of the program may be subject to change.

Credit awarded in various aspects of classical studies and literature, literary criticism, and studies in mythology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in literature, humanities and social science.

The Physicist's World

Fall, Winter/Coordinated Study

Faculty: Tom Grissom, Paul Jeffries

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent or 12 first-year students. This program can serve as preparation for the Introduction to Natural Science program offered winter and spring quarters. Students can either choose to enroll for two quarters in The Physicist's World or enroll for one quarter and then register for Introduction to Natural Science.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

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? We will start with the pre-Socratic philosophers and continue through each of the major developments of 20th-century physics, including the theories of relativity, the quantum theory, deterministic chaos, and modern cosmology. We will trace the development of answers to these questions about the physical world, and we will specifically examine the nature and the origins of the limits that our answers impose 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 and think and write about challenging texts and ideas.

This program will cover everything you always wanted to know about physics but were afraid you wouldn't be able to comprehend. We will discover that these ideas are not accessible only to physicists, but are within the grasp of anyone curious about them and willing to work to satisfy that curiosity. We will read primary texts, such as works by the pre-Socratics, Aristotle, Lucretius, Galileo, Newton and Einstein, plus selected contemporary writings on physics. In addition to the other texts, a book-length manuscript has been written for this program that will serve as an extended outline and guide to the works and ideas that we will read and discuss. Fall quarter will concentrate on the period up to the beginning of the 20th century; winter quarter will cover developments during the 20th century.

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 the humanities and sciences.

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

Reading and Writing Contemporary Prose

Fall, Winter/Coordinated Study
Faculty: Tom Foote, Bill Ransom
Enrollment: 48

Prerequisites: Sophomore standing.
Faculty Signature: Yes. Students must submit an example of their best writing and participate in a faculty interview.
Special Expenses: No
Internship Possibilities: No
Travel Component: None

This two-quarter program is a directed exploration in the reading and writing of contemporary prose. Seminars, lectures and readings will examine the theory and practice behind the writing of recent works of creative nonfiction and fiction.

We will begin with creative nonfiction; here students will learn to use the tools of fiction writers to document creatively on-going events and life experience. We begin here because nonfiction obviates the necessity of inventing information like dialogue and description, since everything in creative nonfiction happened and is already an established part of the physical world. As students become facile with this form, we will move into fiction and assume the seductive burden of creating what happens. We will examine the interrelationship between creative nonfiction and fiction, between what is and how it could be. This program will strongly emphasize observation and writing in the field, and all students will adopt a field research venue in which they will be required to conduct and document on-site research.

Students will submit their own fiction and nonfiction prose for examination and critique. This program is craft-oriented and demands a great deal of reading, research and collaborative work. Students will keep extensive journals including a story journal, where they will document the various stories they hear in daily life. They will participate in idea and writing workshops, establish themselves in a venue and write extensively in multiple fiction and non-fiction projects. Some work in, and travel to, the off-campus community is required. An e-mail account (free on campus) will be necessary for some assignments.

In the winter quarter we will form into writing units and each unit will publish its final substantive piece in a spiral-bound book. Credit awarded in creative writing, reading the literature of reality, writing the literature of reality, field research, reading contemporary prose and writing contemporary prose. Total: 16 credits each quarter.

Program is preparatory for careers and future studies in professional writing, teaching and editing.

Reading South and North: Literature of the Americas

Fall, Winter/Coordinated Study
Faculty: Greg Mullins, Evelia Romano
Enrollment: 50

Prerequisites: Sophomore standing, college-level reading and expository writing skills.
Faculty Signature: No
Special Expenses: Approximately \$30 for special event fees.
Internship Possibilities: No
Travel Component: None

Literature has long been read, studied, and taught as a national phenomenon, as if, for example, literature written in Mexico by Mexicans speaks about a specifically national experience. At the turn of the century, however, we are becoming increasingly aware of the extent to which culture and literature are produced within global rather than national frameworks. What is the role of literature in the global system? Does literature reflect developments in global culture? Does it resist them? Does it remain an expression of national culture? Have past efforts to read literature as a national experience been misguided?

In this program we will address these sorts of questions with reference to the literature of the Americas, North and South. Along the way, we will examine various attempts to write literary histories with reference to nations and regions. For example, we will consider "modernism" as a category of literary criticism, and study how that term is used in the United States, Spanish America and Brazil. In the midst of our ongoing discussion of nations and regions, we will also explore universalist approaches to literary study, for example looking at genre conventions and aesthetics. A component of the program (equaling four credits per quarter) will be an introduction to literary theory, particularly as theory shapes our understanding of culture, nationalism and globalization.

The work in this program will be based on texts—both those we read and those we write. Readings will include poetry, novels, short stories, literary theory, and literary criticism. Students will write critical essays and exams. The program will be conducted in English, but advanced students of Spanish and/or Portuguese will be encouraged to read available texts in those languages. Students who wish to complement this program with language study can register for 12 credits (dropping four credits in literary theory) and take an evening language course.

Credit awarded in Latin American literature, U.S. literature and literary theory.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in liberal arts professions such as education, law, management, social services, arts and humanities.

Russia

Fall, Winter, Spring/Coordinated Study
Faculty: Thomas Rainey, Patricia Krafcik
Enrollment: 50
Prerequisites: Junior or senior standing.
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

This program explores Russia from the ninth century to the present. Fall quarter covers Russian history, literature and culture from their beginnings to the end of the 18th century; winter quarter focuses on the 19th century; and spring quarter concentrates on the 20th century, including the Soviet and post-Soviet eras. Readings may include chronicles, epics, saints' lives, historical texts, folklore, tales and the literature of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Herzen, Gorky, Blok, Zamiatin, Mayakovsky, Esenin, Ahkmatova, Solzhenitsyn, Pasternak, Ginzberg, Yevtushenko, Petrushevskaya, Tolstaya and Rasputin.

Intensive Beginning Russian may be offered during summer 2000. Less intensive Beginning and Intermediate Russian will be offered as separate four-credit courses during fall, winter and spring quarters outside of the Russia program, and students are urged, but not required, to take advantage of these opportunities. If students wish to take a Russian language course, they should register for 12 credits per quarter in the Russia program and for four credits in a Russian course within Part-Time Studies corresponding to their level.

Students who choose not to study Russian language, but who wish to participate in a special workshop within the Russia program led by one of the program's faculty should register for the full 16 credits. In fall term, the special workshop will explore the emergence of the Russian intelligentsia; in winter, Chekhov's short stories; and in spring Chekhov's plays (in a readers' theater production). Students may enroll in other outside four-credit courses if they wish.

Given sufficient interest, the faculty will arrange, or direct students to, study programs in Russia during summer 2001.

Credit awarded in Russian history*, Russian literature* and Russian culture*.

Total: 12 or 16 credits each quarter. Students may enroll in a separate four-credit Russian language course.

Program is preparatory for careers and future studies in the diplomatic service, international business and trading corporations, graduate studies in international affairs and in Russian and Slavic studies.

Stoics and Epicureans: Classical and Contemporary

Fall, Winter/Group Contract
Faculty: Mark Levensky
Enrollment: 25
Prerequisites: Sophomore standing. Core program and college-level literacy.
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

Stoics and Epicureans is a two-quarter, full-time, academic study of classical Stoic and Epicurean philosophy from 350 B.C. to 200 A.D. and contemporary manifestations of Stoic and Epicurean thought.

During fall quarter, students will read, write about and discuss philosophical works by and about Epicurus, Lucretius, Epictetus and Marcus Aurelius. Students also will do independent research, write weekly essays, make program presentations, and, each week, participate in one writing workshop, two book seminars with the faculty, one student-directed, small group book seminar and one presentation workshop. During the winter quarter, students will read, write about and discuss additional readings in classical Stoic and Epicurean philosophy and contemporary manifestations of Stoic and Epicurean philosophy. By the end of the quarter, each student will complete an independent, self-directed research project on a program topic of his or her choice. Students will meet together with the faculty one morning a week for a project workshop, and one afternoon and one morning a week for book seminars. Students also will meet individually with the program faculty to discuss project work. Program topics will include: human birth, emotion, thought, passion, pain, desire, pleasure, want, virtue, vice, need, perception, opinion, knowledge, wisdom, intuition, spirit, friendship, community, free will, fate, happiness and death; hedonism, pantheism, atomism and materialism; logos, god, void, nature and a good life.

Credit awarded in essay writing, Stoic and Epicurean philosophy and research project.
Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities: philosophy, literature and history.

Whole and Holy: Alternative Herstories of Healing

Fall, Winter, Spring/Coordinated Study
Faculty: Janet Ott, Sarah Williams
Enrollment: 25
Prerequisites: Sophomore standing or above.
Faculty Signature: Yes. Faculty will assess students' writing skills and degree of interest in the program. To apply, students must submit a writing sample to Janet Ott, The Evergreen State College, Lab I, Olympia, WA 98505, (360) 866-6000, ext. 6019, or Sarah Williams, The Evergreen State College, SE 3127, Olympia, WA 98505, (360) 866-6000, ext. 6561, prior to or at the Academic Fair, May 10, 2000. (See Janet Ott's Web site or call her for writing sample details.) Faculty will conduct phone or in-person interviews. Students will be notified of acceptance prior to fall registration beginning May 15, 2000.
Special Expenses: \$50 for materials.
Internship Possibilities: Yes
Travel Component: None

To heal: deriving from the same roots as the words whole and holy. We intend to explore healing as that which is whole and holy by examining alternative herstories-forms of healing involving body, mind, spirit and the environment from so-called feminine perspectives. We will learn about the historical roots of the healing practices we use today, our division of mainstream and alternative medicine and the patriarchal and reductionist effects of this division on physiology, emotional literacy and the evolution of the soul. In addition to books, films, lectures and seminars, we will expect each student: (1) to engage in an apprenticeship, community service-learning project, an internship, participatory or collaborative research, (2) to go on a mid-winter retreat, and (3) to develop the discipline of a healing practice (e.g., a martial art, nutritional plan, exercise routine, herbalism, goddess worship, healing touch, yoga, music, gardening or apprenticeship with an indigenous healer).

From witches, midwives and alchemists to their takeover by corporate medicine men, we will examine the historical contexts of healing versus curing. Our studies will be concerned with the contemporary resurrection of traditional healing practices. We will ask ourselves, what does the resurrection of traditional healing practices such as acupuncture, herbalism, body work and other alternative forms of medicine have to do with the energetics of healing and the rise of personal power out of tribal authority?

We want highly motivated, self-directed students who are interested in, and capable of, integrating intellectual work with personal process. We want to develop a student-directed learning community where experiential knowledge is put into conversation with academic scholarship.

Books might include: *Woman as Healer, Emotional Literacy, Why People Don't Heal and How They Can, For Her Own Good, An Illustrated History of the Healing Arts, A Touch of Healing, Molecules of Emotion, The Healing Circle, Mother Mysteries, Man and His Symbols, Ecotherapy, The Healing of America, Anatomy of the Spirit, Gaia and Gaia: An Eco Feminist Theology of Earth and Healing and All Sickness is Homesickness.*

Credit awarded in history, comparative religion, ecofeminism, political theory, physiology, nutrition, anthropology, women's studies and environmental policy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the creative arts, biology, counseling, cultural studies, environmental studies, health sciences, healthcare services, history, religious studies, social work and women's studies.

This program is also listed in Scientific Inquiry.

WINTER QUARTER OFFERINGS

Crime and Punishment

Winter/Group Contract

Faculty: Justino Balderrama

Enrollment: 25

Prerequisites: Sophomore standing.

Faculty Signature: Yes. Students must submit a two-page statement of interest to Justino Balderrama, The Evergreen State College, COM 301, Olympia, WA 98505, any time up to or during the Academic Fair, November 29, 2000. Faculty will assess students' writing skills and interest. Students will be notified of acceptance into the program by November 30, 2000.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This is a one-quarter, upper-division, group contract to explore the criminal justice system and the penal system in the United States. Our approach is cultural studies framed, thus informed by interdisciplinary, multicultural readings. Our investigation attempts to locate crime and punishment within the broader context of American culture, thus we examine the criminal justice process and the correctional apparatus as institutions of control and prevention, as well as institutions of fairness and justice.

In order to be considered for enrollment, prospective students must submit a two-page, typewritten/word-processed statement of interest to faculty. The statement of interest should express clearly: (1) the degree of interest in the program, (2) an assessment of reading and writing skills, and (3) evidence of the ability to work independently. Continuing Evergreen students should also attach a copy of a previous "Faculty Evaluation of Student Achievement" to the statement of interest. If any questions exist feel free to contact faculty who is happy to respond.

Credit awarded in legal studies, criminal law, sociology, social psychology, law and society studies, cultural studies and social work.

Total: 16 credits.

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

Doing History

Winter/Group Contract

Faculty: Stacey Davis

Enrollment: 25

Prerequisites: Junior or senior standing; previous history classes or programs.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, four credits in local historical societies or archives.

Travel Component: None

Have you ever imagined piecing together historical events by reading original documents from 1940, 1860 or even the 18th century? Do you have a little bit of the sleuth in you?

Doing History will introduce students to historical research. We will discuss how concepts of "history" have changed over time, flush out the differences between political, social, cultural, labor, intellectual and gender histories, and learn about historiography and historical methodology. Specific moments in American, European and North African history will be our case studies.

We will travel to local archives to get our hands on "the very stuff of history," and will learn how to research global topics right here at Evergreen. Students will have the option to intern at regional historical societies, museums and archives.

Students will design their own research projects and complete the historiography needed to solidify their proposals.

Credit awarded in history*, historical methodology* and research*.

Total: 16 credits.

Program is preparatory for careers and future studies in history and research.

The English Romantics: Poetry and Fiction

Winter/Group Contract
Faculty: Charles McCann
Enrollment: 25

Prerequisites: Junior or senior standing.
Faculty Signature: Yes. Charles will conduct interviews at the Academic Fair, November 29, 2000, or by phone, (360) 867-0227, to assess students' writing skills, background knowledge and degree of interest.

Special Expenses: No
Internship Possibilities: No
Travel Component: None

In two seminars each week we will discuss extensive readings in the works of five major romantic poets: Coleridge, Wordsworth, Keats, Shelly and Byron. Discussions will be sparked by students' weekly 10- to 15-minute oral presentations.

Each week seminars will discuss novels by Edgeworth, three novels by Austen, two novels by Scott and Mary Shelley. In addition, each seminar member will carry out independent reading in some aspect of the period's history, resulting in a paper at quarter's end.

Evaluations will cover seminar participation demonstrating familiarity with the primary texts; organization, clarity, breadth of reading in presentations and papers; and a final examination on the novels.

Credit awarded in English poetry, fiction and history of the period 1790-1850.

Total: 16 credits.

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

Observations: Perceiving the World Around Us

Winter/Coordinated Study
Faculty: Argentina Daley, Joe Feddersen
Enrollment: 50

Prerequisites: Junior or senior standing.
Faculty Signature: Yes. Faculty will assess student writing and art abilities. Student must submit a sample of both writing and artwork. Students should send samples of their work to Argentina Daley, The Evergreen State College, SE 3127, Olympia, WA 98505 or Joe Feddersen, The Evergreen State College, Lab I, Olympia, WA 98505. Students will be notified of acceptance by December 8, 2000.

Special Expenses: Approximately \$200 for art supplies and photocopying costs.

Internship Possibilities: No
Travel Component: None

Students! Here is a way to combine the unique forms of expression of creative writing and visual art into a whole. In this class, we will be creating forms drawn from our own observations of nature, multiple cultures and the cosmos around us. Activities will include creative writing workshops focusing on fiction and poetry, and printmaking, bookmaking and paper-making studio sessions in the art component of the class. We will also have weekly seminars on reading designed to inspire us and complement the foci of our study and creation. Reading will be drawn from texts such as Terry Tempest Williams' *Refuge* and Annie Dillard's *Pilgrim at Tinker Creek*.

An additional emphasis in the program will be the methodology and ideology of exhibiting works from different cultures. To this end, we are planning field trips to investigate the implementation of such concepts. Program activities include lectures, seminars, writing and art workshops and critique sessions.

Credit awarded in studio arts, creative writing and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in art, literature, writing and education.

This program is also listed in Expressive Arts.

SPRING QUARTER OFFERINGS

Civilization as a Transient Sickness: The Life and Poetry of Robinson Jeffers

Spring/Group Contract

Faculty: Tom Grissom

Enrollment: 24

Prerequisites: Third quarter freshmen, two quarters of college or sophomore standing.

Faculty Signature: No

Special Expenses: Possible field trip to Carmel, California (optional).

Internship Possibilities: No

Travel Component: Depending upon student interest the program may conclude with an optional field trip to Tor House, Jeffers' home in Carmel, California, and the surrounding countryside.

From the publication of his first major work in 1924 until his death in 1962, Robinson Jeffers had a controversial career as a major American poet. He went from being hailed as the most promising new voice in American poetry by critics such as Archibald MacLeish, and being featured on the cover of *Time*, to being condemned as a misguided misanthrope for his uncompromising philosophical stance and for his unpopular political views during and after World War II. In between, he wrote long, book-length, narrative poems dealing with classical themes from Western mythology and tragedy, and shorter but powerful lyric poems of deep insight and measured wisdom. In both, he advanced a harsh and unrelenting view of the relative unimportance of humans in the natural order, a view that he himself labeled inhumanism. In his work he constantly takes civilization to task for what he sees as its overriding record of human folly and arrogance, and advocates in its place the beauty and the primacy of the natural world. Although he drew upon contemporary life in the Big Sur region of California for his poems, Jeffers believed that poetry "is bound to concern itself chiefly with permanent things and the permanent aspects of life . . . that a reader two thousand years away could understand and be moved by."

In this program we will read the major narrative poems written by Jeffers, from "Tamar" to "The Double Axe," along with all of the short poems. In addition, we will read criticisms of Jeffers' work and a biography about the life and times of the poet. Students will write responses each week to the readings and will produce a longer expository paper on some chosen aspect of Jeffers' poetry. In our work we will pay attention to both the aesthetic qualities of the poems and to their meaning and relevance, responding to the question: What is the poet doing, and how does he do it? Depending upon student interest the program may conclude with a field trip to Tor House, Jeffers' home in Carmel, California, and the surrounding countryside, the setting for his poems.

Credit awarded in narrative and lyric poetry, topics in 20th century American Literature, contemporary intellectual history and expository writing.

Total: 16 credits.

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

This program is also listed in First-Year Programs.

Homicide

Spring/Group Contract

Faculty: Justino Balderrama

Enrollment: 25

Prerequisites: Sophomore standing.

Faculty Signature: Yes. Students must submit a two-page statement of interest to Justino Balderrama, The Evergreen State College, COM 301, Olympia, WA 98505, any time up to or during the Academic Fair, March 7, 2001. Faculty will assess students' writing skills and interest. Students will be notified of acceptance into the program by March 8, 2001.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This is a one-quarter upper-division group contract to explore the query: "Why do human beings kill one another?" We explore this cultural phenomenon framed through the interdisciplinary field of cultural studies, thus we review the scholarly texts, the journalistic accounts and the fictional literature that informs our investigation, as an intellectual meditation on murder in America. We will examine both sensational American murder cases, as well as America's preoccupation with this act of violence.

In order to be considered for enrollment, prospective students must submit a two-page typewritten/word-processed statement of interest. The statement of interest should express clearly: (1) the degree of interest in the program, (2) an assessment of reading and writing skills, and (3) evidence of the ability to work independently. Continuing Evergreen students also should attach a copy of a previous "Faculty Evaluation of Student Achievement" to the statement of interest. If any questions exist, contact faculty who is happy to respond.

Credit awarded in criminology, sociology, social psychology, cultural studies, social work and contemporary literature.

Total: 16 credits.

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

I Want Burning:

Ecstatic Poetry and Images

Spring/Group Contract

Faculty: Craig Carlson, Susan Aurand

Enrollment: 50

Prerequisites: Junior or senior standing; Foundations of Visual Art or equivalent studio art experience; some prior experience in poetry or creative writing advised.

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$250-\$300 for art supplies.

Internship Possibilities: No

Travel Component: None

Rumi's poems are the whisperings of two lovers in a crowd—the union of lover and beloved, body and soul. He is more interested in celebration and ecstasy than in explanation or linear meaning. He hears camel bells in the distance, he waits for the beloved to arrive and the first word spoken will coincide exactly with the last word of his last poem. "For Rumi, poetry is what he does in the meantime, a song-and-dance until the greater reality he loves arrives: A melting tear-gift eye-piece to look through, while it and the scene and the eye dissolve," as Coleman Barks explains.

Ecstatic poems such as Rumi's, and images inspired by such poetry, are created not as books or manuscripts or fine art, but as a part of a constant, practical and mysterious dialogue with the spirit. The focus changes from memorializing moments or embodying ideas, to a fluid, constantly self-revising, self-interrupting process. "They are not so much about anything as spoken from within something," as Coleman Barks writes. "Call it enlightenment, ecstatic love, spirit, soul, truth, the ocean of ilm [divine luminous wisdom], or the covenant of alst [the original agreement with God]. Names do not matter. Some resonance of ocean resides in everyone. [It] can be felt as a salt breeze from that, traveling inland."

If Rumi is the Ocean of Sufi poetry, then other Sufi poets such as Rabi'a, Hafiz and Lalla are the Great Rivers. Rumi's spiritual intensity, multidimensional resonance and musical richness balance well with Rubi's asceticism, Hafiz's slyness and Lalla's eroticism. Living as we do in an age when the Greco-Christian denial of Earthly reality has so terribly come to realization, these poets, and their contemporary counterpart poets and artists, offer deep spiritual and cultural lessons. They are antidotes to the times. Mystics tend to seek the universal—the Holy, the Healthy and the Holistic. Seeing the one root of all, they can see the transcendent unity of all living things beyond greed or shallow eclecticism.

Like Rumi, there is in our culture a strain of American poets and artists who celebrate the ecstasy of poetry and art and the hope for spiritual transcendence. Some spark up from the natural world, such as the artist Emily Carr. "This is what life is all about: salamanders, fiddle tunes, you and things, the split and burr of it all, the fizz into particulars," as Annie Dillard writes. Others begin with the physical body; the longing for union—whether physical, natural, spiritual—is a central concern in the work of Mary Oliver:

*—everything else
can wait but not
this thrust
from the root
of the body. What
we know: we are more
than blood—we are more
than our hunger and yet
we belong
to the moon and when the ponds
open, when the burning
begins the most*

In this program we will study, write and perform poetry and see and make images. We will emphasize the skills involved in perceptive reading, listening, seeing and working with two-dimensional media, in particular, painting and drawing. We will try to understand interpretations of cultural influences and change, through cross-cultural comparison of Sufi and American poetry and images. We will make many poems and images of our own. "Let the beauty that you love be the work that you do," as Rumi suggests.

Credit awarded in creative writing*, poetry*, literature*, art history*, drawing*, painting* and cultural studies*.

Total: 16 credits.

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

This program is also listed in Expressive Arts.

Irish Spring: Living in Rural Ireland

Spring/Coordinated Study

Faculty: Sean Williams, Patrick Hill

Enrollment: 35

Prerequisites: Junior or senior standing; two successful quarters in Awakening Ireland, page 59.

Faculty Signature: Yes. Participation will be determined by the student's work in Awakening Ireland and the submission of a preparatory essay based on two books about Glean Cholim Cille.

Special Expenses: Students will spend at least five weeks in Ireland. Students can expect to spend approximately \$2,000 for airfare, related instructional costs, room and board. A non-refundable deposit of \$500 is due by February 15, 2001.

Internship Possibilities: No

Travel Component: Five to six weeks in Ireland.

This one-quarter program is intended for selected participants from the Awakening Ireland program. We have the opportunity to study traditional language and culture in Ireland at the Oideas Gael institute in Glean Cholim Cille, Donegal, one of the few regions where Gaelic is still spoken in Ireland.

We will begin our studies in Ireland during the second week of the program, starting with a single week of focused study in Gaelic language, song, poetry, dance and drama. For several more weeks we will be back in the Glean, studying language and aspects of traditional culture, including options of archaeology, tapestry weaving, singing, dancing, playing music and performing theatrical works on stage. 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.

All students must return to Evergreen by the end of the ninth week of spring quarter. A summative essay will be due by the end of the tenth week. The two faculty for this program 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.

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

Total: 16 credits.

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

This program is also listed in Expressive Arts.

Museums, Monuments and Backpacks: The Prehistoric and Ancient World Museums and Monuments XXII; A Traveling Seminar in Europe

Spring/Group Contract

Faculty: Gordon Beck

Enrollment: 24

Prerequisites: Third quarter freshmen who have successfully completed Myth and Sensibility: A Study of Eastern and Western Cultures, page 51, or sophomore standing.

Faculty Signature: Yes. Gordon Beck will assess student interest and background in art, archaeology, anthropology and ancient history in person at the fall Academic Fair, September 18, 2000. Students will be notified of acceptance by phone or mail by the end of fall quarter, December 15, 2000.

Special Expenses: Students can expect to spend approximately \$3,250 for travel and living expenses.

Internship Possibilities: No

Travel Component: Ten weeks of travel and study in France, Italy, Greece, Crete and the Greek Islands.

Traveling to the caves of the Dordogne and the Pyrenees, to the petroglyphs in Italy and France, to the excavations of ancient Minoan villages on Crete, to the citadels of the Homeric in Mycenaean Greece we will study the paintings, sculptures, tools, habitat, monuments and milieu of the prehistoric and ancient humans.

This will be an intensive on-site study of archaeological sites of the prehistoric world in France, Italy and Greece, including Crete. Our activities include seminars, research reports, informal on-site discussions, image writing, and individual site research. The goal of the program is to develop an enhanced understanding of the life and culture of prehistoric peoples and to discover both commonalities with and differences from modern humans.

This study will be primarily focused on selected sites from the Upper Paleolithic, Neolithic, Bronze Age, Minoan, Mycenaean and Early Greek eras.

Activities include image response writing, lectures, research presentations, seminars and site discussions. You will learn to use your eyes and sensibilities to make discoveries of your own and share your conclusions. Our sites will include caves, petroglyphs, museums and ancient remains.

To keep expenses low, we will stay in campgrounds and prepare our own food. Detailed information will be available beginning September 15, 2000, from Academic Advising.

Credit awarded in art history, anthropology, archaeology and writing.

Total: 16 credits.

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

This program is also listed in First-Year Programs.

Text and Culture in America 1965–1995

Spring/Group Contract

Faculty: David Powell

Enrollment: 25

Prerequisites: Junior standing; two years of college work in literature and culture history.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

During these years, continuous and rapid change propelled America as the most powerful and most economically successful of nations onto center stage as a model, supposedly, for the world. On the not so public stage of consciousness, awareness, and insight, translated into finished works of literature, there was a vast outpouring of what our world was really like behind, and even beneath, our image of success. We can touch only a few mountain peaks of this vast output of exceptional literature, of us speaking to ourselves about our often secret lives. In looking at these texts, we will focus on ideas, themes, issues, modes of thought, and insights as they impinge on and affect people, not as political issues. The question we will ask often is: What is life like for these Americans? And how can I learn from and understand their concerns, needs, wishes, way of living? For to know ourselves, it is necessary to know many parts of our culture that we cannot have lived in real life. Our goal is cultural and experiential transcendence through immersion in and understanding of artistically created worlds which have received wide public recognition. Be prepared for complexity, value conflicts, and intellectual turmoil, for this material is hot; moreover, no matter what you've heard, the Human Condition is not a question on the GRE, it is a fact of varied lives.

The reading list (400–600 pages per week) will include the following exceptional, serious books: William Styron, *Sophie's Choice*, Ken Kesey, *Sometimes a Great Notion*, Toni Morrison, *Song of Solomon* and *Beloved*, Tom Robbins, *Even Cowgirls Get the Blues*, John Nichols, *The Milagro Beanfield War*, Louise Erdrich, *Tracks*, Tom Spanbauer, *The Man Who Fell In Love With The Moon*, Annie Dillard, *Pilgrim At Tinker Creek* and Barry Lopez, *Crossing Open Ground*. Background reading will include: Ralph Ellison, *Shadow and Act* and William Carlos Williams, *In the American Grain*.

Credit awarded in American literature, minority literature and culture history.

Total: 16 credits.

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

Where Spirits Enter: Artistic and Literary Expressions of Religion in African Cultures in the Americas

Spring/Coordinated Study

Faculty: Gail Tremblay, Marianne Bailey

Enrollment: 50

Prerequisites: Sophomore standing. Core program or equivalent.

Faculty Signature: No

Special Expenses: Students can expect to pay special event fees such as museum, music or theatre performances.

Internship Possibilities: No

Travel Component: None

Students in this program will study interrelationships among the various arts of those cultures from the Caribbean basin and Latin America who derive their spiritual world view to a great extent from the cosmologies and religions of West Africa. The arts of the African diaspora in the Americas have been the site of cultural preservation even in the face of the cruelties of slavery and have provided an avenue for resistance and empowerment that has enriched and humanized the culture of the Americas. Even when the statues and images of Catholic saints function as a mask for the ancestral deities, in these powerful expressions of syncretism (or cultural mixing) the ancient traditions of Africa and indigenous peoples thrive and renew themselves.

Art forms influenced by these cultural traditions are infused with possession by spirits that inspire possession theatre, altars, masks, banners and other objects used in rich multifaceted ceremonial visual arts events. In these cultures' literature, music, dance and film become expressions of the sacred. Students will read books about African and diaspora religions as well as works about arts and aesthetics and literature in a variety of genres. They will visit museums, study films and produce a major creative or research project in response to what they learn.

Credit awarded in literature, mixed media arts, comparative religion and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, mixed media arts, comparative religion and cultural studies.

This program is also listed in Expressive Arts.

Writers' Workshop

Spring/Group Contract

Faculty: Argentina Daley

Enrollment: 25

Prerequisites: Sophomore standing. Preference will be given to juniors and seniors.

Faculty Signature: Yes. Faculty will assess student's level of writing ability and seriousness. Students must submit a portfolio consisting of three faculty evaluations, one to three letters of recommendation and two to three pieces of significant writing. Students can mail application materials by Friday, February 23, 2001, to Argentina Daley, The Evergreen State College, SEM 3127, Olympia, WA 98505. Students will be notified of acceptance by Friday, March 16, 2001.

Special Expenses: Students must provide multiple copies of work and tutorials for workshop discussions; approximately \$50 for duplication costs.

Internship Possibilities: No

Travel Component: None

Writers! Here's your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. We will study the formal properties of fiction and poetry in workshops, seminars and lectures. Each student will also be responsible for the tutorial presentation of an author of his or her choice.

Credit awarded in creative writing, contemporary American literature and multicultural literature.

Total: 16 credits.

Program is preparatory for careers and future studies in teaching, writing professions, education, humanities and literature.

Environmental Studies

Tom Womeldorff, Planning Unit Coordinator

AFFILIATED FACULTY:

Sharon Anthony
Michael W. Beug
Frederica Bowcutt
Jovana J. Brown
Paul R. Butler
Gerardo Chin-Leo
Robert Cole
Russell R. Fox
Martha Henderson
Steven G. Herman
Patricia Labine
John T. Longino
Cheri Lucas Jennings
Lee Lyttle
David H. Milne
Carol Minugh
Ralph W. Murphy
Nalini Nadkarni
Lin Nelson
John H. Perkins
Brian Price
Paul Przybylowicz
Matthew E. Smith
Oscar H. Soule
Kenneth Tabbutt
Erik Thuesen
Gabriel F. Tucker
Jude Van Buren
Ted Whitesell
Alfred M. Wiedemann
Tom Womeldorff

ENVIRONMENTAL STUDIES

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.

{I} *Human Communities and the Environment* – addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. Includes community studies, political economy, geography, environmental economics, environmental health, history and planning.

{II} *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. Includes ecology, ornithology, mammalogy, herpetology, entomology, botany and mycology, with exploration of issues in biodiversity.

{III} *Environmental Sciences* – deals primarily with the study of the underlying mechanisms and structures of natural systems, both living and non-living. Environmental sciences often involve significant laboratory and field work. They include chemistry, biology, geology, hydrology, oceanography, climatology, physiological ecology, evolutionary biology, forest ecology, biogeochemistry, marine biology and oceanography.

Each of these three thematic areas will be consistently available in the curriculum. Students wishing to focus on a particular theme will find program offerings with substantial thematic content available every year. These three themes, however, are not mutually exclusive, but overlap significantly. 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, including but not limited to Political Economy and Social Change, Introduction to Natural Science, Matter and Motion and Molecule to Organism.

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 strongly recommended. For some graduate programs physics is also required. These subjects may also be prerequisites to some of the upper-division science programs in all three of the thematic areas.

To aid you in making your program choices, the program descriptions in the following pages list the significant content and credits in each of the three thematic areas within Environmental Studies. Additionally, all Environmental Studies faculty, in their role as advisers, are well-equipped to help you determine appropriate routes through the curriculum. The faculty, particularly 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.

In your planning it is important to realize that program titles and content change from year to year. Every year we offer one or two Introduction to Environmental Studies programs intended for second-year and transfer students and open to well-prepared first-year students. Every year a Marine Environments program is offered. Introductory programs in geology are taught in alternate years, rotating with more advanced topics in geology. Ecological Agriculture is offered on an alternate year basis, rotating with Community Development or Working in Development. The Temperate Rainforest and Tropical Rainforest programs are offered on an alternate basis with programs focused on the Pacific Northwest. Each year one or more one-time programs are offered so it is important to seek help in selecting the optimum sequence of offerings that meets your needs.

Environmental Analysis: Applications of Chemistry and Geology to Issues of Surface and Ground Water

Fall, Winter, Spring/Coordinated Study
Faculty: Jeff Kelly, Clyde Barlow, James Stroh
Enrollment: 50

Prerequisites: Junior or senior standing;
college chemistry, college algebra and physical
geology recommended but not required.

Faculty Signature: No

Special Expenses: Optional two-week field
trip, spring quarter, to Southern Nevada and
California, approximately \$500 for transporta-
tion, logistical support, food, incidentals
and personal items.

Internship Possibilities: Yes, under special
circumstances with a faculty signature.

Travel Component: Optional two-week field
trip to Southern Nevada and California.

This program will engage students in
geological and chemical studies of ecosystems,
using theoretical and experimental methods.
Topics in geology and chemistry will be
developed that are appropriate to problems of
aquatic and terrestrial pollution. The program
will connect themes dealing with geology,
hydrology, analytical chemistry and Geo-
graphic Information Systems (GIS). Tech-
niques of chemical analysis and instrumental
analysis will be developed in an advanced
laboratory. Technical writing will be
emphasized. Students will participate in
projects involving research on geological and
chemical issues and problems of ecological
and environmental significance.

During fall quarter, the program will
address topics in geohydrology, local
geological history, analytical chemistry and
aquatic chemistry. Students will participate in
field trips and laboratories involving
analytical chemical techniques, GIS work-
shops and quantitative data analysis methods.

During winter quarter, the chemistry focus
will shift toward instrumental methods of
analysis and the geochemistry of surface and
ground water along with continued work in
geohydrology. Methods and procedures will
be developed to analyze for trace materials in
the natural environment using atomic
absorption spectroscopy, inductively-coupled
plasma spectroscopy, polarography, ion
chromatography and GC-mass spectrometry.
Group projects will be developed that will
carry through spring quarter. Computers will
be used extensively for data analysis,
simulation and control of analytical
instrumentation as well as for continued work
on GIS.

Spring quarter will be devoted largely to
project work. An optional sample-collecting
expedition will be undertaken early in the
quarter to obtain soil and water samples from
arid regions of the U.S. Southwest to assist in
ecological analysis. Extensive sample analysis
and presentation of results in both oral and
written form will occupy the rest of the
quarter.

Credit awarded in analytical chemistry*,
instrumental analysis*, geohydrology*,
Geographic Information Systems*, geochemis-
try* and environmental research*. Students
leaving at the end of fall quarter will receive
lower-division credit. Students who strengthen
their knowledge by completing at least fall
and winter quarters will receive upper-division
credit for both quarters.

Total: 16 credits each quarter.

Program is preparatory for careers and future
studies in geology, hydrology, chemistry,
environmental analysis and environmental
fieldwork.

This program is also listed in Scientific
Inquiry.

From Public Issues to Public Policy: Environmental Activism and the Welfare State

Fall, Winter, Spring/Coordinated Study
Faculty: Greg Weeks, Cheri Lucas Jennings
Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

So, hundreds of millions are invested in
dredging channels for Weyerhaeuser, at the
same time as endangered Coho salmon are
dumb-waitered to a distant inlet. To what
extent do environmental issues contend with
other public issues such as education, welfare,
or economic development? Increasingly,
government policies are at cross-purposes as
competing issues vie for attention and scarce
public resources. Is the Pacific Northwest
losing its rich stock of natural resources that
once attracted investment capital and
prosperity? How can the Washington
legislature possibly accommodate both
economic development and the environment?
Is a diminishing and slightly impoverished
human population a necessary prerequisite to
enhanced, sustainable natural resources in the
Northwest? How can policy-makers reconcile
mammoth expenditures toward mutually
exclusive goals?

This sophomore-and-above-level program
in environmental studies and the social
sciences examines these and other questions as
it explores the formation, implementation and
effects of public policy at all levels. Policy
topics will include welfare policy and
environmental policy. The program theme will
be the tension between social goals (such as
clean water or healthy children) and
individual rights. An important focus of the
program will be the ways public issues or
problems evolve into public policies. We will
study policy from the viewpoint of the
executive and legislative branches of
government and at the local, state and federal
levels. This program is designed to help
students improve their general academic skills
and to develop the specific skills of public
policy analysis.

Consequently, students will cover statistics, quantitative and qualitative research methods, and expository writing for a policy audience. The fall quarter will emphasize analytical tools that will be used in the winter quarter, when the focus will be the state legislature, and in the spring quarter, when students will develop public policy research projects. The year will conclude with a policy conference featuring panels of policy-makers and students' presentations of their research.

Credit awarded in public policy analysis, economics, environmental policy, political science, statistics, research methods, expository writing and public policy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public administration, environmental studies, the social sciences, law and social research.

This program is also listed in Social Science.

Indigenous Peoples: Identities and Social Transformation

Fall, Winter, Spring/Coordinated Study
Faculty: Carol Minugh, Angela Gilliam, TBA
Enrollment: 75

Prerequisites: Sophomore standing. All students participating in community service at a detention facility for juveniles must have a police clearance.

Faculty Signature: Yes. Students must submit a one-page letter of interest and goals to Carol Minugh, TESC, Lab I, Olympia, WA 98505. A list of accepted students will be posted on Carol's office door, Lab I 1023, after the Academic Fair, May 10, 2000, or students can call Carol for confirmation, (360) 866-6000, ext. 6025.

Special Expenses: Travel expenses to community service project sites and potential overnight field trips.

Internship Possibilities: Yes, spring quarter with faculty signature.

Travel Component: Overnight field trips.

This program is designed for students interested in learning about the cultural, social and political struggles of Native Americans and other indigenous people. The curriculum will focus on identity: "How are these people identified, by themselves and by others?" and "What does it mean to be identified as indigenous to insiders and outsiders?" The program will address the myriad of other social and political issues related to identity and social change experienced by people who have been invaded and colonized. Contemporary issues surrounding indigenous peoples will be addressed along with the economic/political ramifications of colonialism. The linguistic and cultural genocide experienced and the resulting cultural changes will be highlighted throughout the year. Students will be given the opportunity to share what they are learning about other cultures with incarcerated youth.

In addition to the academic program, some students will participate in community service working with incarcerated youth. A major focus of this service will be providing cultural classes, assisting in the "Gateways for Incarcerated Youth" project. Students will take a leading role in identifying opportunities to build on what the youth want to learn as well as strengthen individuals and community through learning about culture and heritage and the stresses between races. One of the project's goals is to bridge the gap between incarceration and college. Students must pass a police clearance to participate.

Credit awarded in Native American studies, cultural anthropology, indigenous studies, modern colonialism and practicum in juvenile justice.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social work, community organizing, juvenile justice, politics, anthropology and cultural studies.

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

Introduction to Environmental Studies: Land

Fall, Winter/Coordinated Study
Faculty: Martha Henderson, TBA
Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program is designed for students interested in environmental studies from a land-based perspective. The emphasis on land resources will focus on terrestrial resources that contribute to food systems and agricultural practices in the urbanizing area of Puget Sound. This general theme will be explored from the perspectives of geography and land use, agricultural resources requirements and consumption patterns. Students will gain an understanding of the transformation of land resources for agricultural purposes, and the landscapes that represent agricultural practices in an urbanizing area.

Critical to the exploration of land as the basis for agricultural practices are a number of natural science and social science learning objectives, as well as technical aspects of geography and agriculture. Learning modules will include physical geography topics such as land-forms, soil conditions, available hydrology resources and weather and climate conditions. Land classification systems and land use planning goals in an urbanizing region will be investigated. Economic rents and land use decision-making will be analyzed. Opportunities for urban agriculture as a method for land and habitat restoration will also be examined.

The study of agriculture will include the development of food production and its impact on social and natural environments. Historical, modern and contemporary food production systems of Puget Sound will be examined. The consumption of food and redistribution of wastes and by-products will be investigated as the final link in the food systems. The potential for alternative food production and consumption in urbanizing land use patterns will be explored.

Fall quarter will include seminar, lecture and field trips to local food systems sites. Winter quarter will focus on the development of critical thinking about urban land-use patterns and potential development of sustainable agriculture in an urbanizing area. Students will also have the opportunity to interact with growers, marketers and consumers of agricultural produce.

Credit awarded in geography, agriculture, political ecology and urban studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in agriculture, community development and environmental studies.

Mushrooms, Culture and History

Fall/Coordinated Study

Faculty: Paul Przybylowicz, Michael Beug, Stacey Davis

Enrollment: 60

Prerequisites: Junior or senior standing. College-level writing and research skills.

Faculty Signature: No

Special Expenses: Approximately \$80 for weeklong field trip to the Olympic National Park and approximately \$120 for a weeklong field trip to the Oregon coast.

Internship Possibilities: No

Travel Component: Weeklong field trips to the Olympic National Park and to the Oregon coast.

Mushrooms and other fungi play many important, fascinating roles in both ecology and human history. The great potato famine in the British Isles was caused by a fungus that killed potatoes. There were numerous social, political and economic factors, however, that also contributed significantly to the impact of this effect. We will explore the history of the Irish potato famine and the sociopolitical climate of the British Isles during this period. We will also do intensive fieldwork to learn the taxonomy and ecology of the wild mushrooms of the Pacific Northwest. Students will do an intensive research project and presentation about mushrooms in food, medicine, culture and/or religion. We will be reading about the fungus kingdom and its impact on human affairs, about British and Irish history and the sociopolitical climate of the British Isles during this period. There will be two weeklong field trips, one to the Olympic rain forests and one to the central Oregon Coast, along with numerous shorter field trips.

Credit awarded in mycology*, British and Irish history and research.

Total: 16 credits.

Program is preparatory for careers and future studies in field natural history, history and mycology.

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

Natural Histories: Botany, Biography, Community

Fall, Winter, Spring/Coordinated Study

Faculty: Matt Smith, Sam Schrager, Frederica Bowcutt

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent or 18 first-year students.

Faculty Signature: No

Special Expenses: \$200 for two weeklong field trips.

Internship Possibilities: Yes, six credits spring quarter only.

Travel Component: In-state field trips during fall and spring quarters.

This program develops a naturalist approach to the study of human life and nature. We will ask: How do we, individually and collectively, enact our relationship to the natural world? How do society and nature affect our sense of who we are? How do we tell the stories and construct the knowledge that shape our experience of place? How can persons, institutions and communities act morally to nourish the well-being of humans and the surrounding world?

Our exploration entails a highly integrative blend of sociological, ecological and humanities-based thought. We will be especially concerned with cultural frameworks that guide people's interpretations. These will involve such topics as gender, religion, class, family and ethnicity as sources of identity; Euro-American and Native American outlooks on place in the West; the role of science, trained professionals and environmentalism in mediating views of nature; and the power of mass media and corporate capitalism to channel our sense of possibilities.

The focus in fall includes field study of Puget Sound oral history and natural history, as well as grounding in the value of stories and the social theory of community. In winter, students will undertake ethnographic field study of a local institution and library-based research on Northwest forest ecology. Spring will feature more advanced research (or, if appropriate, internships), with topics chosen in light of faculty expertise. In each quarter there will be some instruction in basic botany (including classification, evolution and anatomy). Throughout the year, we will emphasize writing in journal, essay and documentary forms.

Readings will span community studies, environmental studies, imaginative literature and critical thought. The program work will be intellectually challenging and demand much time. We welcome first-year students who are ready for intensive engagement in their studies. We will also provide strong support to upper-division students ready to specialize in cultural, political or ecological inquiry while seeking integrated understanding of the whole.

Credit awarded in social theory, community and cultural studies, literature, ecology, botany, ethnography and natural history. Students who do upper-division work and need upper-division credit may negotiate with faculty.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in natural resource management, social work, planning, cultural documentation, environmental policy, journalism and the humanities.

This program is also listed in First-Year Programs and Culture, Text and Language.

Reinhabitation

Fall, Winter, Spring/Coordinated Study
Faculty: Brian Price, Sonja Wiedenhaupt
Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$800-\$1,000 for six overnight field trips, binoculars, waterproof clothing and footwear and art materials.

Internship Possibilities: Yes, four credits required each quarter.

Travel Component: In-state, overnight trips.

Observing, sensing and perceiving are not simple activities. As we grow up, our experiences are increasingly mediated by the internalization of our cultures and our imbibing of knowledge organized and codified by some one other than ourselves. As a result, our curiosity and creativity, particularly in regard to the specific, concrete places in which we live, are often hijacked, or at least mislaid. Through seminars, workshops, experiments and writing we will examine the complex functions of, and interactions between, seeing and perceiving with the intention of becoming self-reflective about how our curiosity and creativity happen.

Our intention in this program is to gradually move together from being mere residents in our places and in ourselves, to genuine inhabitants of both. We will bring seeing and perceiving, curiosity and creativity outdoors with us, spending significant time in urban, rural and disturbed settings around campus, Olympia and Thurston County, as well as undertaking two, weeklong field trips each quarter. Further, all students will undertake four-credit internships with local organizations within Thurston County with the overt aim of making contributions to the people and places to which they are responsible by virtue of the fact that they live here.

We will read natural history, psychology, nature writing, cultural history and studies of living in place, while developing skills in bird and plant identification, nature writing, cultural analysis and drawing.

Our program will take 12 hours or more per week of program time, at least 10 hours per week of internship time, and at least 40 hours per week of study and preparation. In addition, neither rain, nor hail nor snow will prevent our outdoor work. We expect all students at the outset to seriously commit to the full duration of the program.

Credit awarded in individualized internships, environmental studies, literature, cultural history, natural history, psychology, writing and drawing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in advanced work and careers in environmental studies, psychology, cultural studies and art.

This program is also listed in First-Year Programs and Social Science.

Student Originated Studies: Community Development

Fall, Winter, Spring/Group Contract

Faculty: Russ Fox

Enrollment: 25

Prerequisites: Junior or senior standing.

Faculty Signature: Yes, see application details below.

Special Expenses: Depends on the nature of student projects.

Internship Possibilities: Yes

Travel Component: Depends on the nature of student projects.

Advanced students from across the curriculum are invited to form study and project teams of four to eight students to integrate and apply their learning in community-based work. Possibilities include, but are not limited to, research and projects involving community organizations as partners or clients, research and organizing that results in community presentations, research on community issues that leads to professional publication, or collaboration among separate but related internships or research projects. Most projects involving significant community collaboration will require a commitment of more than one quarter. A weekly seminar involving all SOS groups in the program will explore emerging issues in community development and provide for additional critique of each group's work.

Before being accepted into the program, each group must submit a proposal that includes the following: 1) a program description with learning goals, 2) strategies for gaining an in-depth academic perspective of the issues being addressed, developing group process and community research skills, and working with community groups or organizations, 3) a week-by-week syllabus with suggested readings, speakers, field trips, etc., 4) a strategy for documentation and critical reflection, 5) a proposed process of self- and peer evaluation and 6) a draft covenant describing responsibilities and commitments to each other.

SOS group proposals along with questionnaires (available from the faculty or Academic Advising) and recent self and faculty evaluations from each student must be submitted to Russ Fox in Lab I at least three weeks prior to registration. Students are strongly encouraged to begin planning SOS studies a full quarter ahead.

The faculty has taught community development for many years at Evergreen and is actively involved in the local community, working with groups and organizations addressing issues of affordable housing, community-based economics, land use planning, preservation of local agriculture, environmental education and conservation, community-based social services, lifelong learning, and the empowerment of ethnic communities. Student proposals involving other issues are also welcome, but they may necessitate subcontractors to assist with evaluation.

Credit awarded in the area of student work.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in planning, community development, public service, environmental studies and social sciences.

This program is also listed in Social Science.

Sustainable Forestry

Fall, Winter, Spring/Coordinated Study

Faculty: Gabriel Tucker, TBA

Enrollment: 50

Prerequisites: Junior standing, one year of college-level biology, ecology or botany.

Faculty Signature: Yes. Faculty will conduct an interview at the Academic Fair, May 10, 2000, to assess student's background knowledge and interest. Students will fill out a questionnaire as part of the application process available from Gabriel Tucker, The Evergreen State College, Lab I, Olympia, WA 98505 or tuckerg@evergreen.edu. Students will be notified of acceptance on May 11, 2000.

Special Expenses: Food and lodging on extended field trips approximately \$200 per quarter.

Internship Possibilities: Yes, spring quarter, optional.

Travel Component: Overnight field trips.

Sustainable forestry is a land management system, which puts the enhancement and maintenance of a fully-functioning forest ecosystem in a position of overriding importance. Such an approach allows for an economically viable harvest of a modest, but significant, amount of wood and non-timber forest products while improving or maintaining wildlife habitat, particularly for birds and anadromous fish. This program will address the potential of using a portion of the Evergreen campus adjacent to the Organic Farm as an ongoing site where students can experience and take part in sustainable forestry.

Forest ecosystem analysis and management will be presented with a focus on the individual forest or stand-level with strong consideration also for landscape-level issues. Critical readings will be drawn from literature on basic vertebrate zoology, conservation biology, applied forest ecology or silviculture and community or social science perspectives on resource management. Throughout the program, every effort will be made to include the perspectives of American Indians on natural resource management.

Throughout the year, students will participate in seminars on assigned readings, lecture/discussion sessions, field and computer labs and extensive group projects. Early in fall quarter we will take an extended field trip throughout the Pacific Northwest to visit a variety of different forestland managers and experimental forests including the H. J. Andrews Experimental Forest in the central Oregon Cascades. We will then return to campus to collect and analyze data on a variety of different environmental variables. During winter quarter, students will develop a land management plan that will be presented for review by the campus community and third-party certification under the Rain Forest Alliance's SmartWood program. In the spring quarter, students will implement some portion of the land management plan which may include, for example, marking a stand for thinning and writing and administering a contract with a horse-logging contractor. There will also be springtime opportunities for related internships and independent study.

Credit awarded in vertebrate zoology*, ecosystem analysis and management*, applied forest ecology*, conservation biology*, expository writing*, library research* and forestry practicum*.

Total: 16 credits each quarter.

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

Working in Development: Learning From the Past, Creating the Future

Fall, Winter/Coordinated Study

Faculty: Tom Womeldorff, Pat Labine

Enrollment: 50

Prerequisites: Junior or senior standing; some previous work in environmental studies or political economy.

Faculty Signature: No

Special Expenses: Approximately \$100 for two overnight, in-state program retreats. Fees due prior to departure.

Internship Possibilities: No

Travel Component: Two overnight, in-state field trips.

This is an upper-division program for students interested in working for development, either at home or abroad. The program will have both a theoretical and practical focus. In lectures and seminars, we will explore the meanings and history of "development," examine the forces that shape relationships between the North and South and the rich and poor, and consider prospects for sustainability and progressive change in the 21st century. We will make extensive use of case studies material, as well as fiction and nonfiction narratives. Case studies will reflect faculty interest in rural development, agricultural improvement, community and international economics, the urban informal sector and grassroots social change movements.

Workshops will develop skills to help students function with sensitivity in culturally diverse settings and to assist in self-directed community development. Student work will involve critical reading, expository writing and collaborative research projects.

Credit awarded in sustainable development*, agriculture and rural development*, international and community economics* and participatory research methods*.

Total: 16 credits each quarter. Students may enroll in a four-credit language course with faculty signature.

Program is preparatory for careers and future studies in development work, economics, international studies and community planning.

This program is also listed in Social Science.

WINTER QUARTER OFFERINGS

Soil Microbial Ecology

Winter/Coordinated Study

Faculty: Paul Przybylowicz, Michael Beug

Enrollment: 50

Prerequisites: Junior or senior standing. One year of general chemistry.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Soils are the foundations of all terrestrial ecosystems. This program will examine the physical and chemical aspects of soils, as well as the myriad of soil microbes. Students will learn about the nature and properties of soils and the ecology of soil microorganisms through readings, lectures and laboratories. Soils, microbial nutrient cycling and the role of fungi in soils will be major themes. An understanding of some of the processes and organisms within the soil will give students a solid basis for advanced studies in a wide range of disciplines, including: botany, biogeochemistry, field biology, geology, natural history, ecology, environmental policy, mycology, environmental microbiology and agriculture.

Credit awarded in soils* and microbial ecology*.

Total: 16 credits.

Program is preparatory for careers and future studies in environmental sciences, lab and field biology, earth science, forest ecology and agriculture.

SPRING QUARTER OFFERINGS

Applied Geology: Hazards and Resources

Spring/Coordinated Study

Faculty: Ken Tabbutt, Paul Butler

Enrollment: 36 undergraduate students; 16 graduate students

Prerequisites: Junior or senior standing; college-level physical geology course; graduate standing for graduate credit.

Faculty Signature: Yes. Faculty will conduct an interview to assess background knowledge. Special Expenses: Optional Grand Canyon River trip approximately \$1,500; optional one-week field trip to Eastern Washington approximately \$100.

Internship Possibilities: No

Travel Component: Grand Canyon River trip, one-week trip to Eastern Washington (both optional).

Applied Geology will focus on a broad range of interactions between people and the physical environment. The nature of these interactions run the full spectrum from devastating (natural hazards) to beneficial (use of mineral, energy and water resources). In addition, the technological advances of the 20th and 21st centuries, economic and population growth have resulted in significant landscape modification by humans. This landscape modification frequently increases the potential for natural hazards and produces vast quantities of waste that need to be disposed of, now more than ever, in an environmentally responsible manner.

The people and infrastructure of the Pacific Northwest are subject to a variety of natural hazards, as evidenced by the 1980 eruption of Mt. St. Helens, widespread flooding and landslide activity in the '90s, erosion of the coast, and identification of a series of immense earthquakes in the recent geologic past associated with the Cascadia Subduction Zone. The processes that create these hazards will be examined, as well as the manner in which humans have enhanced the severity and/or frequency of these events. Population growth and economic development has placed a growing demand on the energy and mineral resource base. This program will examine these resources, focusing on their genesis, distribution, economics, reserves and the environmental degradation associated with extraction and processing.

Geographic Information Systems (GIS) is a powerful tool for analyzing spatial data. Students will have the opportunity to learn Arc View GIS and use it to develop local hazard maps. This coordinated study program affords both graduate students and advanced undergraduate students an opportunity to investigate the relationship between humans and the natural world, focusing primarily on geologic hazards and mineral and energy resources. In addition to lectures, discussions, problem sets and computer labs, field trips will be an important component of the class. An optional field trip through the Grand Canyon will give students the opportunity to conduct field studies in order to gain an understanding of geologic processes and the evolution of Earth's surface. Those students not going to the Grand Canyon have the option of participating in the one-week field trip to Eastern Washington or enrolling for fewer credits (8 or 12 credits).

Note: Students planning to enroll in the Grand Canyon River trip should contact the faculty no later than December 1, 2000.

Credit awarded in natural hazards*, energy and mineral resources*, geographical information systems (GIS)* and field studies*.

Total: 8, 12 or 16 credits. Graduate students enroll for four-credit elective. Students not participating in the Grand Canyon or Eastern Washington field trips receive 12 credits.

Program is preparatory for careers and future studies in earth science.

Coastal Dune Ecology

Spring/Group Contract

Faculty: Al Wiedemann

Enrollment: 14

Prerequisites: Junior or senior standing. Basic course work in plant biology (especially morphology and taxonomy) and basic geology.

Faculty Signature: Yes. Students must fill out an application available through Al Wiedemann, (360) 866-6000, ext. 6023, or e-mail: wiedemaa@elwha.evergreen.edu beginning February 10, 2001. Faculty will conduct interviews to assess student's background knowledge in the biological sciences and writing skills. Students will be advised of their acceptance prior to the Academic Fair March 7, 2001.

Special Expenses: Students can expect to spend approximately \$270 for travel and lodging (food not included) for four multiple-day field trips to coastal sites in Northern California, Oregon and Washington for a total of about 20 days in the field.

Internship Possibilities: No

Travel Component: Overnight, in-state and out-of-state travel.

Coastal dune systems constitute some of the most valuable landscapes in the world. At the meeting place of land and sea, they have been important for settlement, agriculture, industry, recreation and "coastal defence"—protection from the eroding fury of ocean storms. In many places these uses conflict with one another and the decisions reflecting these uses become highly politicized. What is the nature of these systems and why are they so important? Through a wide variety of reading, and field study of the dunes from northern California to northern Washington, we will learn about dune morphology—the various kinds of dunes and how they are formed. We will also look at dune dynamics—the interaction of ocean currents, sand, wind and vegetation in the creation of the dune systems. And, finally we will examine the nature and complexity of the demands placed on these systems.

Credit awarded in geomorphology of coastal dune systems*, vegetation of coastal dune systems*, dune management and restoration,* and human interactions and aesthetics*.

Total: 16 credits.

Program is preparatory for careers and future studies in ecological research and management, natural history, forestry and wildlife management.

Community-Based Research

Spring/Group Contract

Faculty: Lin Nelson

Enrollment: 25

Prerequisites: Junior or senior standing; previous study of environmental studies, political economy or social science.

Faculty Signature: Yes. Faculty will conduct an interview at the Academic Fair, March 7, 2001, or by appointment between February 26 and March 16, 2001, to assess student readiness and interest.

Special Expenses: No

Internship Possibilities: Yes, four credits with faculty signature.

Travel Component: None

This program will examine and be involved with research about, in and with communities. We will explore and experiment with the philosophies and practices that recognize, support and challenge local knowledge. We will consider how researchers study community life and how research emerges from the life of the community. The foundation for our work will be "participatory research"—when "non-experts" become active researchers in a quest to better understand and respond to conditions around them. Our focus will be on emerging local knowledge about environment . . . in particular, environment in relation to political economy and social justice. We will explore the broad literature—and focused guidebooks and applications—on how people pose questions, acknowledge and deepen local ways of knowing, draw on and challenge official knowledge, and develop broad plans and specific projects. We will be especially interested in how research on, in and with communities reveals the nature of democracy, the practices of science, and how race, class and gender shape patterns of participation. A central issue will be how community and professional researchers do—and don't—collaborate. Case studies, guest researchers and visits to local projects will be crucial to the development of our understanding. Students, in small groups, will work with selected regional organizations on projects—projects which build on local knowledge and reflect substantial efforts toward environmental protection, sustainability and social justice. **Credit awarded in community studies, research methodology, participatory research, environmental policy and social organizations and movements.**

Total: 16 credits.

Program is preparatory for careers and future studies in environmental studies/science, community development, public policy, environmental policy, community organizing/non-governmental organizations and education.

Community-Based Urban Food Systems

Spring/Group Contract

Faculty: Martha Henderson

Enrollment: 25

Prerequisites: Sophomore standing. Introduction to Environmental Studies, Ecological Agriculture, Political Economy and Social Change or equivalent.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trip expenses.

Internship Possibilities: Yes, 8 credits with faculty signature.

Travel Component: None

This program will examine the entities and contextual framework of food systems with specific emphasis on community-based urban food systems. Community-based urban food systems is a broad concept that includes the ecologic, economic, social and physical components of food production and consumption including residual wastes. We will focus on sustainable agricultural practices within communities and agricultural practices in urbanizing areas. We will investigate the South Sound community-based urban food systems with speakers and field trips.

Credit awarded in food systems and community development.

Total: 16 credits.

Program is preparatory for careers and future studies in community development and agriculture.

Lichens and Ascomycetes

Spring/Coordinated Study

Faculty: Michael Beug, Paul Przybylowicz

Enrollment: 40

Prerequisites: Junior or senior standing. One-quarter of taxonomy or equivalent experience.

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$200 for overnight field trips in Washington and Eastern Oregon.

Internship Possibilities: No

Travel Component: Overnight field trips in Washington and Eastern Oregon.

Lichens are a partnership between algae and fungi, usually Ascomycetes. These unique organisms are adapted to widely fluctuating conditions and able to live in extreme environments where neither partner could survive alone. Lichens play very important roles in many different ecosystems, such as old-growth forests, arctic tundra, deserts and exposed rock faces. This program will explore the physiology, taxonomy, biology and ecology of lichens and major groups of lichen-forming fungi—the Ascomycetes. Many of the common spring mushrooms, such as morels and cup fungi, are Ascomycetes. We will spend considerable time in the field and the laboratory, with regular lectures and readings. Students will be expected to complete and present an independent research project during the program.

Credit awarded in lichen biology and ecology*, biology and ecology of Ascomycetes* and library research/technical writing.

Total: 16 credits.

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

The Practice of Sustainable Agriculture

Spring, Summer, Fall/Group Contract

Faculty: Pat Moore

Enrollment: 18

Prerequisites: Junior or senior standing.

Faculty Signature: Yes. To apply, students must fill out a short questionnaire evaluating interest, background and writing skills available from Pat Moore, The Evergreen State College, Lab I, Olympia, WA 98505, or moorepat@elwha.evergreen.edu or the Academic Advising Office during winter quarter and submit it to the faculty prior to or at the Academic Fair, March 7, 2001.

Students will be notified at the Academic Fair or by phone the day after the fair.

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

Internship Possibilities: No

Travel Component: None

This program will provide upper-division 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, orchard systems and more.

Students must fill out a short questionnaire to assess motivation, maturity, communication and writing skills and background in environmental studies. Transfer students must complete the questionnaire and mail a description of college courses taken, related work experience and letters of recommendation no later than March 2, 2001. Pat Moore will contact transfer students about acceptance into the program between March 8–16, 2001. Continuing students should contact faculty at the spring quarter Academic Fair, March 7, 2001. Because spring and summer studies provide the foundation for fall quarter, no new students will be admitted fall quarter.

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

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

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

Expressive Arts

Laurie Meeker and Sean Williams, Planning Unit Coordinators

AFFILIATED FACULTY:

Susan Aurand—Visual Art
Andrew Buchman—Music
Arun Chandra—Music
Sally Cloninger—Film/Video
Doranne Crable—Performance Studies,
Literature
Joe Feddersen—Visual Art
Anne Fischel—Film/Video
Marilyn Frasca—Visual Art
Ariel Goldberger—Scenic Design
Bob Haft—Visual Art, Photography
Lucia Harrison—Visual Art
Ruth Hayes—Animation
Meg Hunt—Dance
Rose Jang—Theatre
Bud Johansen—Dance
Hiro Kawasaki—Art History
Robert Leverich—Visual Art
Ju-Pong Lin—Film/Video
Jean Mandeberg—Visual Arts/Sculpture
Laurie Meeker—Film/Video
Sandie Nisbet—Theatre
Ratna Roy—Dance, African American
Studies, South Asian Studies
Terry Setter—Music
Stephan Simek—Theatre
Paul Sparks—Visual Art, Photography
Lisa Sweet—Visual Art
Gail Tremblay—Fiber Arts,
Creative Writing
Sean Williams—World Music

The Expressive Arts planning unit is primarily concerned with helping students gain skills and experience in the arts with a very deliberate focus on the interplay of theory and practice. In many programs, students have the opportunity to work in more than one art form simultaneously, with collaborative and crossdisciplinary approaches to learning. Program themes are drawn from current aesthetic and ideological interests of the faculty and vary widely from year to year, ensuring that the faculty and curriculum remain vital and relevant. Students should be aware that sequential skills training is not available in most of the arts but a hands-on approach is taken in every program that has Expressive Arts faculty as members of the teaching team. Expressive Arts offerings usually include work in the performing arts (theatre, music and dance), media arts, visual arts and creative writing. In all of these contexts, we are working to create a learning environment that supports a strong multicultural perspective.

The Expressive Arts faculty are committed to the importance of creative work as a central element in a liberal arts education. The skills acquired in Expressive Arts programs will contribute to the work students undertake in future academic programs as well as professionally. The faculty, however, feel it is vital for students primarily interested in the arts to have a broad range of other academic experiences and often require academic work outside the area for admission to certain arts programs. Students should not expect to do all their undergraduate work within the Expressive Arts. They are encouraged to move into and out of the area, taking advantage of study opportunities in other planning areas at Evergreen. While studying in the Expressive Arts, students are also encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students.

Offerings in the Expressive Arts include annual entry-level programs in media arts (Mediaworks), performing arts (Performing Arts in a Cultural Context and Theatre Intensive) and visual arts (Foundations of Visual Arts). These programs are designed to provide an introduction to, 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. Cross-divisional programs that examine several media and are theme-based are also typical. In addition, the area offers some junior- and senior-level programs where students refine particular skills or create new work in a specialized setting.

Students will not be admitted to entry-level programs in visual arts, media or theatre or advanced group contracts in the Expressive Arts if they have not completed at least one year of full-time, interdisciplinary work in a coordinated studies program outside the arts. Exceptions may be made for some transfer students whose academic records demonstrate broad training in the humanities, social sciences or sciences.

Individual contracts and senior thesis projects allow students to do work that suits their own particular needs and abilities. For both these options, eligibility requirements include a minimum of three quarters prior experience in the Expressive Arts. Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements before submitting proposals. Only juniors and seniors are eligible for individual contracts with Expressive Arts faculty or staff. Faculty are also available to support Student Originated Studies contracts for advanced, upper-division students. Students may also enroll in skill-development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for pre-professional work experience.

The senior thesis project in the Expressive Arts is a competitive program involving the production of senior-level work in one or more media; participating students are advised by a thesis committee comprised of three faculty and/or staff. Each spring students may submit proposals; these are reviewed by the Expressive Arts faculty and successful projects are supported by a small stipend.

Advanced Work in Film/Video: Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video or mixed-media piece; writing a script or screenplay; or research on media history or theory. To do an independent contract, students must be at the junior or senior level and 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, courses and modules equivalent to a concentration. Students must have at least three quarters' prior experience in the 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. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

Portfolio for Visual Arts: The following items should be included in the portfolio students submit when seeking entrance into an advanced program in the visual arts: (1) At least six examples from a body of work that examines a particular theme or topic. The theme may be explored using a single medium or through the

use of several different two-dimensional 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 diverse skills that they have developed. (3) Several examples of written work. Assigned papers, creative writing and/or self-evaluations would serve this purpose. These materials should be contained in an easily portable portfolio. They should be arranged in a coherent sequence based on one of the following factors: chronology, medium, theme or the sequences of programs in which the work was completed. Students should contact the relevant faculty or the Academic Advising Office for information concerning the times and places for submission of portfolios.

Air Waves

Fall, Winter, Spring/Group Contract

Faculty: Doranne Crable

Enrollment: 20

Prerequisites: Junior or senior standing. One full year of performance work; one coordinated studies Core program or equivalent.

Faculty Signature: No

Special Expenses: Field trips to commercial and public radio stations.

Internship Possibilities: No

Travel Component: None

This program focuses on radio theatre. Its goal is to study the political, social and performance histories and influences of radio drama in the 20th century. Beginning with research, seminar discussions, field trips, films and work with guests in fall quarter, we will study the works of writers who created drama for radio. Among them: Samuel Beckett, A. Guernsey, Tom Stoppard, Orson Welles, Peter Handke, Eugene Ionesco, Harold Pinter and war effort groups during World War I and World War II. Each participant will research one area of interest in radio, generally, and present that work as part of a small group discussion/project at the end of fall quarter. Studio workshops will include training in voice and acting for radio; studio engineering and radio performance/presentation in KAOS studios; production, management and publicity for radio programming and sound/music composition and writing for radio.

During winter quarter, participants will begin to translate research and training into actual on-air performance, beginning with small group and then full program presentations of already-existing radio dramas by authors listed above. Participants will also create the sound effects, publicity and promotions and other aspects of the work. In addition to plays, we will consider programming for poetry, novels, nonfiction and "children's hours."

In spring quarter, the group will create an original piece—either a series of works or one drama—which will air on KAOS Radio and, possibly, other public radio venues in the Puget Sound area. This collaborative effort will include all aspects of the work: sound effects and music; scripting and acting; promotions and publicity. Co-sponsors will participate as guides and, if the co-learners decide, as participants in whatever area the group deems necessary.

As part of the program, each of us will volunteer in some community service activity. Participation will begin in winter quarter and continue through spring. Details and possibilities will be presented to us in fall quarter by various community service volunteer coordinators. Donating time in some capacity that benefits others will be part of credit accumulation.

One of the exciting parts of the program will be live performance, which will be simultaneously broadcast over KAOS Radio. This will begin in winter quarter. We also will create a "Children's Story Hour," which can possibly be live, on Saturday mornings: details to be worked out with KAOS Radio.

Credit awarded in performance studies, research, social history, literary studies (poetry, drama, fiction and nonfiction prose), writing (expository and creative) and specific skills related work (acting, scripting, engineering, composition, publicity, promotions).

Total: 12 or 16 credits each quarter. Four credits only so long as the course doesn't conflict with program schedules or requirements.

Program is preparatory for careers and future studies in performance, music, audio engineering, history, literature, marketing and promotions for radio and community service.

Awakening Ireland: From the Power of the Bards to the Call of the Euro

Fall, Winter/Coordinated Study

Faculty: Sean Williams, Patrick Hill, Charles Teske

Enrollment: 75

Prerequisites: Junior or senior standing.

Faculty Signature: Yes. Faculty will conduct interviews with students to assess the strength of the match between students and program. Program syllabus will be available prior to the Academic Fair, May 10, 2000. Students are expected to read and understand the syllabus and covenant as conditions of acceptance to the program available under Awakening Ireland at The Evergreen State College Web site or contact Sean Williams (360) 866-6000, ext. 6623.

Special Expenses: \$50 per quarter for performance fees.

Internship Possibilities: No

Travel Component: None

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, Gaelic language, stories, film, drama, literature. In focusing on pre-Christian and early Christian nature-based spirituality and expressive culture during fall quarter, 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 quite 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, 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.

The faculty of this program expect a great deal from themselves and from the students. We will participate in two seminars each week, lectures and workshops, films, weekly writing assignments, essay-based exams each quarter, and focused reading. In addition, we expect all students to participate, one way or another, in performances of play readings, poetic recitation and song performance in a supportive and safe environment. We expect you to learn enough basic Gaelic to use it as small talk in seminars and outside of class. You should also expect to develop your skills in research and critical analysis to explore theoretical issues verbally and in writing. In requiring a faculty signature for this program, we ask only that you carefully read the syllabus and program covenant (available from Sean Williams by May of 2000), assess your own capabilities and be certain that you see yourself as a good match for this important work.

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

Potential source material for this program includes Joyce's *Dubliners*, Condren's *The Serpent and the Goddess*, McCourt's *Angela's Ashes*, Kinsella's *The Táin*, Collins' *The Cultural Conquest of Ireland*, and poetry by Yeats, Seamus Heaney, Eavan Boland and many others. We will also be viewing such seminal films as "The Field," "The Molly Maguires," "The Last Hurrah," "The Dead," and "The Secret of Roan Inish." In the context of the European Union and the post-Riverdance world, it is only appropriate that we focus in winter quarter on the tremendous upheavals in Irish culture.

In spring quarter, selected participants from the Awakening Ireland program will have the opportunity to study traditional language and culture in Ireland at the Oideas Gael institute in Gleann Cholm Cille, Donegal. See the program titled Irish Spring, page 92, for further information.

Credit awarded in Celtic studies*, literature*, traditional expressive arts*, cultural studies*, history* and Irish language*.

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 and ethnomusicology. This program is also listed in Culture, Text and Language.

Big Technology

Fall, Winter/Group Contract

Faculty: Terry Setter

Enrollment: 25

Prerequisites: Sophomore standing; one year of study in music technology or composition.

Faculty Signature: Yes

Special Expenses: \$75 for concert tickets, travel and retreat expenses.

Internship Possibilities: No

Travel Component: None

This program will familiarize students with the use of audio recording and synthesis technology and their application in music composition during the 20th century. There will be historic, aesthetic and practical components within the program that will place the compositions and technologies studied within stylistic and cultural contexts. Students will present weekly research on topics related to the program content and a concert of original pieces will be presented at the end of winter quarter.

It is strongly advised that students enrolling in this program also take a related course, through Part-Time Studies, such as Music Theory, Piano, Musical Improvisation, Voice, etc., to complete their 16-credit course load. It is not required that students have a background in music technology in order to enroll in this program.

Credit awarded in music technology, audio recording, analog and digital synthesis, music history and aesthetics.

Total: 12 credits each quarter.

Program is preparatory for careers and future studies in music, composition and technology.

Design for the Stage 2000

Fall, Winter, Spring/Coordinated Study

Faculty: Ariel Goldberger, TBA

Enrollment: 50

Prerequisites: Sophomore standing. One year of coordinated studies and previous drawing experience. Portfolio review encouraged.

Faculty Signature: No

Special Expenses: Art supplies approximately

\$200 per quarter, theater tickets approxi-

mately \$30 per quarter, additional shop

expenses depending on the student projects.

Approximately \$120 per student for tickets, lodging and travel during three-day field trip to Oregon Shakespeare Festival spring quarter.

Internship Possibilities: No

Travel Component: An out-of-state, three-day field trip spring quarter.

This program will provide participants interested in design and theatre with an environment to develop theoretical and practical approaches to designing the visual aspects of a performance. Participants will study a variety of theatrical texts and do research into different periods and other writings to generate appropriate visual and design responses that address the scenic, costume and lighting design needs of the stage.

In the fall and winter quarters, students will go through a structured sequence of projects to develop a familiarity with the design process and develop skills. A large component of the class will be dramaturgical research and studies into the history of fine and decorative arts, architecture, culture and theatre. Students will be expected to explore all three areas of study: scenic, costume and lighting design as well as participate in performance laboratories and collaboration workshops. In the spring, we will undertake longer, collaborative projects, to understand the design process in-depth and develop a portfolio for future use.

Students should expect to work very hard and participate in weekly critique sessions to develop familiarity with critical language and collaborative dialogue. Participants could develop skills in many of the following areas, depending on the overall class interests and structure: art history, drawing, sketching, model making, technical drafting and scenic painting, scenic and costume crafts, theory of color, dramatic theory and dramatic literature. Students with interests in theatre, stage design, applications of dramatic theory, performance, architecture and design in general are encouraged to register.

NOTE: The scope of the program may change to reflect the strength of the new faculty member in art history.

Credit awarded in theatre, design, art history, history of architecture and décor, history of costume, scenic design, lighting design, costume design, scenic crafts and technical theatre depending on the focus of student work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts, design professions, history of art, theatre, performance and cultural studies.

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

The Empty Stage: Theatre Intensive

Fall, Winter/Coordinated Study

Faculty: Sandie Nisbet, Rose Jang

Enrollment: 50

Prerequisites: Sophomore standing. One year of coordinated studies or equivalent.

Faculty Signature: No

Special Expenses: Approximately \$50 for admission fees for theatre tickets.

Internship Possibilities: No

Travel Component: None

Our primary focus will be Euro-American theatre tradition: theory, practice and dramatic literature. We will examine different theatrical experiments through history as reflections of social and political change. As we identify common themes in classical Western theatre and contemporary works in America, we will relate them to our creative work. Play readings will span from ancient Greece to Elizabethan England to contemporary America, with particular interest in works of various cultural and ethnic origins. The literature will include drama, comedy and dramatic theory created at pivotal points in the history of Western theatre and will be explored within the context of concurrent artistic movements. The program will culminate with public presentations of performance projects at the end of winter.

In the fall, to build a foundation for such collaborative work, we emphasize theoretical understanding as well as skill building in acting, directing and playwriting. Along with regular workshops, the weekly reading and writing will inform students of the ever-present communicative and experimental nature of theatre. Also, we will invite guest artists to give workshops and talks. Hence, students will develop collaborative skills, theatrical vocabulary, critical thinking and writing skills through a variety of activities.

Winter quarter will continue theoretical exploration, with additional emphasis on technical theatre and rehearsal. Final presentations will emerge from workshops, writing and research over the two quarters. They will be performed by students and directed by faculty. Credit awarded in dramatic literature, theatre history and theory, acting, directing, playwriting and technical theatre.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in theatre, literature, cultural studies and performing arts.

Fiber Arts

Fall/Group Contract

Faculty: Gail Tremblay

Enrollment: 18

Prerequisites: Sophomore standing. Core program required, Foundations of the Visual Arts or work in the visual arts preferred.

Faculty Signature: No

Special Expenses: Students can expect to spend \$50–\$100 for materials and shop fees. Additional expenses for museum and special event fees.

Internship Possibilities: No

Travel Component: None

Students in the Fiber Arts program will study techniques for weaving, felting, embroidery and various types of needle arts and techniques for various kinds of basketry. Students will weave a sampler on the four-harness loom and design and make three pieces of art work and one collaborative project with other students in this group contract. Projects must use or incorporate at least three different techniques we are studying. There will be lectures and films about the history of 20th-century fiber art. All students are expected to do a research paper with illustrations and footnotes and a 10-minute slide presentation about the work of a contemporary fiber artist. Credit awarded in weaving, needlework arts, basketry and felting.

Total: 16 credits.

Program is preparatory for careers and future studies in the visual arts and textile design.

Foundations of the Visual Arts

Fall, Winter, Spring/Coordinated Study
Faculty: Lisa Sweet, Robert Leverich, Joe Feddersen, Gail Tremblay
Enrollment: 44

Prerequisites: Sophomore standing. One year of a coordinated studies program or equivalent.

Faculty Signature: Yes. Faculty will assess basic skill in expository writing and interest in the program. A written application will be available in April, 2000, from the Academic Advising Office. Students wishing to enter FOVA should bring a completed application to Lisa Sweet at the Academic Fair, May 10, 2000, or to the advising sessions held two weeks prior to the fair. Students should contact the program secretary after May 15, 2000, for notification of acceptance into the program.

Special Expenses: \$100–\$200 per quarter for art supplies.

Internship Possibilities: No

Travel Component: None

Foundations of the Visual Arts is a yearlong group contract that offers an introduction to the making of both two-dimensional and three-dimensional art forms in conjunction with a study of aesthetics and the history of art. This program is designed for students who have a passion for art, the ability to take risks and the stamina and patience to work hard for long hours. Students must be open to others' critiques of their work and willing to learn how to be clear, generous and thoughtful in their critique of other students' work. All three quarters students will write analytic papers about art history ideas and issues in contemporary art. Students will be expected to be in class and work in the studio at least 36 hours per week and spend another eight hours studying art history and contemporary movements.

In the fall, students will explore a wide range of drawing methods and materials. It is an opportunity for beginning art students to acquire new skills and form a grounding for future work in the arts. Students will develop a visual arts vocabulary, refine visual analytic capacity, acquire basic mechanical skills and gain a historical perspective through a survey of art history. Everyone will complete weekly studio projects designed to help students learn how to make creative and personal images in response to difficult visual problems. Students will develop a working process whereby they take charge of their own image making. Each week, in addition to studio time, students will participate in weekly drawing classes, monoprinting workshops, critiquing sessions, seeing seminars and art history lectures.

In the winter, students will do intensive work in color theory and design. There will be exercises in painting, printmaking and digital imaging as well as work with paper and other materials made out of fiber. All students will continue the survey of art history and do research and writing about three major figures in contemporary art that analyzes their works and the effects of that work on the culture(s) in which they work. In the second half of the quarter, students will complete and present drawings, paintings, prints and/or mixed media work that demonstrate their ability to combine a variety of techniques for art making with information about color, texture and concept to create powerful and evocative works of art. Students will participate in weekly studio classes, art history lectures, critiquing sessions, seeing seminars and visiting artist lectures.

In the spring, students will continue a survey of art history and develop skills in three-dimensional design and sculpture. They will work with found objects, wood, clay and metal. The first five weeks will emphasize skill building, design concepts and familiarization with equipment. Students will be given weekly design problems and have the opportunity to work on their own themes during the second half of the quarter. They will participate in studio workshops in the wood, metal and ceramics studios; critiquing sessions; art history lectures and seeing seminars.

Credit awarded in drawing, painting, printmaking, mixed media, two- and three-dimensional design, sculpture and art history.

Total: 16 credits each quarter.

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

Mediaworks: Experiments with Light and Sound

Fall, Winter, Spring/Coordinated Study
Faculty: Ruth Hayes, Sally Cloninger
Enrollment: 48

Prerequisites: Sophomore standing; Core program or its equivalent and written application.

Faculty Signature: Yes. Students submit a written application plus copies of previous evaluations and self-evaluations or transcript. Applications will be available by mid-April and can be picked up from the program secretaries in COM 301 or at the Academic Advising Office. Written application is due Friday, May 12, 2000.

Special Expenses: \$250 materials each quarter.

Internship Possibilities: Spring quarter only.

Travel Component: None

Mediaworks is the entry-level moving image program. It is designed to provide students with basic skills in 16mm and digital filmmaking, animation, video and audio production, as well as background in some aspects of film and video history and theory. All moving image programs emphasize the linkage of media theory and practice, focusing on the development of a critical and oppositional perspective for imagemaking and studying the politics of representation, especially with regard to race, class and gender.

In the 2000-01 version of Mediaworks we will focus our theoretical work on the historical, aesthetic and ideological approaches and issues that have influenced the work of experimental imagemakers. We will pay specific attention to media artists who deliberately mix styles, incorporate diverse aesthetic impulses in their work, move across disciplines, critique the dominant corporate media, explore autobiographical themes and attempt to broaden both film language and the perceptual sensibilities of their audience. We will also study seeing and listening. Texts may include: *Technologies of Seeing*, Brian Winston; *Understanding Animation*, Paul Wells; *An Introduction to Film Studies*, Jill Nelmes, ed.; *Resolutions*, Michael Renov and Erika Suderburg, eds.; and *Audio-Vision—Sound on Screen*, Michel Chion. Media artists may include: Germaine Dulac, Norman McLaren, Caroline Leaf, Sergei Eisenstein, Maya Deren, Pratibha Parmar, Robert Breer, Chick Strand, Man Ray, Bruce Conner, Peter Kubelka, Oskar Fischinger, Marjut Rimminen, Isaac Julien, John Cage, Nam June Paik, Michaela Pavlatova, Bill Viola, Ernie Kovaks and so forth.

During fall quarter, students in this program will be introduced to a variety of production skills, including cinematography, basic animation, video production, pre-production design processes, sound recording and editing. Students will be expected to complete a number of design problems in these media and to demonstrate a readiness to proceed to more advanced work in winter. They will also complete critical writing on media, learn and apply media research skills and participate in theoretical discussions and critique groups.

In winter students will continue skill-building in 16mm and digital filmmaking, sound design and animation. They also will be expected to complete their research on a contemporary media artist, design a lecture/presentation with a partner, and present their topic orally and in written form. Their design work will focus on the completion of projects in several media.

In spring students will have the opportunity to produce a short independent project in film, video or animation.

Students should expect to work collaboratively as well as individually, and to design projects consistent with the stated themes of the program. Considerable attention will be given to the process, as well as the product, of media production, with frequent screenings of work in progress and emphasis on group discussion and critique.

Credit will be awarded in film, video and sound production, animation, media history and theory, visual research and independent film/video/animation projects.

Total: 16 credits each quarter.

Program is preparatory for career and future study in media art, visual art and communications.

Shaping Function/Shaping Meaning

Fall, Winter/Group Contract

Faculty: Robert Leverich

Enrollment: 20

Prerequisites: Junior or senior standing.

Foundations of the Visual Arts or equivalent year of study in drawing, painting, art history and introduction to sculpture.

Faculty Signature: Yes. Faculty will assess student knowledge in art history and 3-D design. A written application will be available in April, 2000, from the Academic Advising Office. Students wishing to enter this program should bring a completed application to Robert Leverich at the Academic Fair, May 10, 2000. Students should contact the program secretary after May 15, 2000, for notification of acceptance into the program.

Special Expenses: \$200 for art supplies.

Internship Possibilities: No

Travel Component: None

This advanced 3-D art program is designed for students who want to design and make work that is functional or expressive or both, including tools, furniture, vessels, sculpture and installations.

During fall quarter, students will address functional and expressive design projects and undertake weekly readings that address historical, theoretical and practical issues of functional and expressive object-making. Some projects will be individual efforts, others collaborative. Winter quarter students will conduct independent research and produce a body of work consisting of writings, drawings and three-dimensional work of paper, wood, clay, metal or other materials.

Emphasis throughout both quarters will include understanding and mastery of selected materials and processes, appropriate workmanship and focused use of form and writing (essays and journals) as observational and analytical tools.

The goal of the program is to foster a rigorously informed, reasoned and personal approach to object-making in each student.

Credit awarded in advanced sculpture, design, aesthetics and art history.

Total: 16 credits each quarter.

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

Student Originated Studies: A Practicum for Concentrators

Fall, Winter, Spring/Group Contract

Faculty: Anne Fischel, Ju-Pong Lin

Enrollment: 25

Prerequisites: Junior or senior standing; coordinated studies program and Mediaworks or course equivalent.

Faculty Signature: Yes. Students must submit project proposal and portfolio to Anne at the Academic Fair, May 10, 2000.

Special Expenses: At least \$200 per quarter for materials and project costs.

Internship Possibilities: Yes, winter and spring.

Travel Component: None

This program is designed for intermediate and advanced media students whose goal is to complete portfolio-level project work in film, video, installation, media studies, or (as space permits) photography. It is open to seniors and a few juniors with a strong course background in media.

Our goal is to create a community of artists and critical writers who can help and support each others' work. Project development, work-in-progress sessions and critiques will be strongly emphasized. Critical viewing and research will also play a part in our work. Themes, content and workshops will be shaped by student needs and interests. Students should expect to be active co-creators and teachers in this program and will be asked to do research, present films, coordinate presentations and assist each other in production.

Students have the option to join this program in fall or spring quarters. Students planning to join this program during spring quarter should plan on applying to Ju-Pong Lin at the Academic Fair, March 7, 2001.

If you are accepted in this program for fall 2000, please expect to attend a planning meeting shortly after the May 10, 2000, Academic Fair. Contact Anne (360) 866-6000, ext. 6416, for specific date and time.

Credit awarded in media production* and media studies*, as well as in the area of each student's project work.

Total: 16 credits each quarter.

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

Student Originated Studies: Performing Arts

Fall, Winter/Group Contract
Faculty: Bud Johansen
Enrollment: 12

Prerequisites: Junior or senior standing.

Theatre intensive or equivalent college-level work in music, dance or performance.

Faculty Signature: Yes, performance experience will be assessed at an interview with faculty at the Academic Fair, May 10, 2000.

Special Expenses: Production costs will depend on project; expenditures for such things as costumes, makeup and prop materials may be required.

Internship Possibilities: No

Travel Component: None

This group contract will help students accomplish their goals in the performing arts by providing an all-program seminar and critique of participating students' work.

Each student will make an agreement with the sponsor to focus their work on some form of performance, i.e., musical theatre production, music ensemble, theatre production, dance production, etc.

The faculty will direct the seminar and critique sessions with strong input by the students; will aid and assist in the productions as needed; will have close contact regarding the creative process; and will critique the projects.

Students will need the skills to work collaboratively on projects that they develop and produce. All students share their works in progress each week for reactions and helpful critiques by the group.

Credit awarded in performing arts according to each student's project. Credit will reflect the type of work done by each student and may vary depending on his or her role in the project.

Total: 16 credits each quarter.

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

Student Originated Studies: Visual Arts

Fall, Winter, Spring/Group Contract
Faculty: Paul Sparks
Enrollment: 25

Prerequisites: Junior or senior standing.

Faculty Signature: Yes. Student must submit a writing sample, portfolio and proposal for study to Paul Sparks, The Evergreen State College, Lab II, Olympia, WA 98505, by March 31, 2000.

Special Expenses: Will vary depending on the nature of student projects.

Internship Possibilities: Yes, depending on the nature of student projects.

Travel Component: None

Student Originated Studies (SOS) offers students an alternative to faculty-designed programs. SOS programs vary widely in form and content, but as a general rule students take a leading role in the design of the program and with that, more of the responsibility for its success or failure. The process of putting together an SOS can be time consuming and demanding, but can have big rewards. You will need to do your planning well in advance, and to be aware that there is a strong correlation between the success or failure of a program and how well it is planned. The cohesion and motivation of the SOS group is important and tends to relate to the size of the group. I have worked with successful student-planned programs that had as few as four students and as many as fifteen, but four seems to be a minimum and five or six may be close to an ideal number.

Your proposal for an SOS program has to include the following:

1. A program description and goals statement.
2. A schedule for the first quarter with a listing of times and places for all program activities. These should include: lectures, critiques, studio time, workshops, field trips, etc.

3. A signed draft of a covenant that describes all agreed-on responsibilities and obligations including attendance, credit policy, record keeping and a process for deciding credit and completing peer evaluations.

4. A careful listing of space and/or equipment needs. Proficiencies or the need for proficiencies should be noted where appropriate.

If your group is materially larger than the ideal size suggested above, your proposal will not be dismissed out of hand, but you may be encouraged to consider a collaboratively-designed group contract with a stronger faculty role.

Credit awarded in visual arts and theory depending upon student projects.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in visual arts and humanities

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

Working Small

Fall, Winter/Group Contract

Faculty: Jean Mandeborg

Enrollment: 18

Prerequisites: Junior or senior standing; 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 review and interview at Academic Fair, May 10, 2000.

Transfer students can mail a slide portfolio and statement of interest to Jean Mandeborg, The Evergreen State College, Lab II, Olympia, WA 98505. Students may contact the program secretary after May 11, 2000, for notification of acceptance into the program.

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

Travel Component: None

This is a two-quarter-long program for advanced visual art students interested in the particular demands of making small-scale art. We will be working in jewelrymaking, metalsmithing and mixed media sculpture, combining intensive studio work and critique with design research, writing, weekly seminars and readings on contemporary craft, art and folk art.

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 viewpoint.

Credit awarded in metalsmithing and jewelrymaking, sculpture, issues in contemporary art, art history and three-dimensional design.

Total: Fall: 16 credits; winter: 14 or 16 credits. Winter quarter students may enroll in the two-credit course The Artist's Portfolio.

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

WINTER QUARTER OFFERINGS

Observations: Perceiving the World Around Us

Winter/Coordinated Study

Faculty: Argentina Daley, Joe Feddersen

Enrollment: 50

Prerequisites: Junior or senior standing.

Faculty Signature: Yes. Faculty will assess student writing and art abilities. Student must submit a sample of both writing and artwork. Students should send samples of their work to Argentina Daley, The Evergreen State College, SE 3127, Olympia, WA 98505 or Joe Feddersen, The Evergreen State College, Lab I, Olympia, WA 98505. Students will be notified of acceptance by December 8, 2000.

Special Expenses: Approximately \$200 for art supplies and photocopying costs.

Internship Possibilities: No

Travel Component: None

Students! Here is a way to combine the unique forms of expression of creative writing and visual art into a whole. In this class, we will be creating forms drawn from our own observations of nature, multiple cultures and the cosmos around us. Activities will include creative writing workshops focusing on fiction and poetry, and printmaking, bookmaking and paper-making studio sessions in the art component of the class. We will also have weekly seminars on reading designed to inspire us and complement the foci of our study and creation. Reading will be drawn from texts such as Terry Tempest Williams' *Refuge* and Annie Dillard's *Pilgrim at Tinker Creek*.

An additional emphasis in the program will be the methodology and ideology of exhibiting works from different cultures. To this end, we are planning field trips to investigate the implementation of such concepts. Program activities include lectures, seminars, writing and art workshops and critique sessions.

Credit awarded in studio arts, creative writing and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in art, literature, writing and education.

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

SPRING QUARTER OFFERINGS

Contemporary Issues in Figurative Art

Spring/Group Contract

Faculty: Lisa Sweet

Enrollment: 25

Prerequisites: Junior or senior standing.

Foundations of Visual Art or equivalent year of study in drawing, painting and art history. Faculty Signature: Yes. Lisa will review student portfolio at the Academic Fair, March 7, 2001.

Special Expenses: \$200 for art supplies.

Internship Possibilities: No

Travel Component: None

This advanced two-dimensional art program will include a history of figurative art, a comparison of modern and contemporary approaches in figurative art and controversies over interpretations of and uses of the figure. Students will study advanced life-drawing and develop a body of work in one other medium: painting, printmaking or mixed media. Students will complete weekly seminar readings, write analytic papers, write about their own work and complete independent research about contemporary figurative artists.

Credit awarded in advanced painting, drawing and printmaking.

Total: 16 credits.

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

From Classic to Modern: A Traveling Seminar in Europe

Spring/Group Contract

Faculty: Bob Haft

Enrollment: 24

Prerequisites: Third quarter freshmen who have successfully completed Myth and Sensibility: A Study of Eastern and Western Cultures, page 51, or sophomore standing.

Faculty Signature: Yes. Bob Haft, (360) 866-6000, ext. 6474, will assess student interest and background in art and classic or modern history (for those not enrolled in Myth and Sensibility) at the Academic Fairs for fall: Sept. 18, 2000, winter: Nov. 29, 2000, and spring: March 7, 2001. Students must also complete a questionnaire after the interview. Students can find out if they have been accepted into the program by calling Bob or his Program Secretary, Pam Udovich (360) 866-6000, ext. 6600, after each Academic Fair: fall: Sept. 20, 2000, winter: Nov. 30, 2000 and spring: March 9, 2001, or after successful completion of the Myth and Sensibility program.

Special Expenses: Students can expect to spend approximately \$3,250 for travel and living expenses.

Internship Possibilities: No

Travel Component: Eight weeks of travel and study in France, Italy and Greece.

This program is being held in tandem with Gordon Beck's program Museums, Monuments and Backpacks: The Prehistoric and Ancient World Museums and Monuments XXII; A Traveling Seminar in Europe. Although we will be meeting and traveling separately, our activities and goals will be roughly the same; we plan to cross paths and share ideas at least once during our respective stays abroad.

This will be an intensive on-site study of the paintings, sculpture and architecture of selected locations in France, Italy and Greece, from the cave paintings at Lascaux to the Acropolis at Athens to the Matisse Museum in Nice. By reading and writing about, as well as drawing and discussing what we see, we will engage ourselves in the process of aesthetic criticism and appreciation.

Our activities include seminars, research reports, informal on-site discussions, image-response writing and individual site research. Our goal is to develop an increased understanding of the nature of artistic activity—both the process and the product—and to discover the similarities and differences between historic and contemporary sensibilities.

To keep expenses low, we will stay in campgrounds and youth hostels. Detailed information will be available at the fall Academic Fair, September 18, 2000. In order to be considered for the program, students will fill out a questionnaire and have a personal interview with the faculty.

Credit awarded in art history, aesthetics and writing.

Total: 16 credits.

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

This program is also listed in First-Year Programs.

The Good Woman of Sichuan: An Experimental Production

Spring/Coordinated Study

Faculty: Arun Chandra, Rose Jang

Enrollment: 50

Prerequisites: Junior or senior standing; Core program in addition to at least two quarters of performing arts experience.

Faculty Signature: Yes. Students may pick up an application from the COM building program secretary beginning February 26, 2001. The application deadline is 5 p.m. on Friday, March 9. See the application form for further details.

Special Expenses: Admission fees for theatre and concert tickets.

Internship Possibilities: No

Travel Component: None

The program will offer students with interest in theatre and music an opportunity to participate in the production of a play, Bertolt Brecht's *The Good Woman of Sichuan*. The production, to be staged at the end of the quarter, will explore the experimental nature of performing arts and will emphasize the dynamic interaction between music, theatre and video. This program will work in collaboration with selective members of a Student Originated Studies program to incorporate video or installation art as integral components of the production. Drawing on the Brechtian concept of alienation effect, the production will challenge the way audience perceives a "performance" and experiment with its sense of "theatrical space." For example, the musical and dramatic happenings may be juxtaposed freely, without any clear definitions or transitions. The performance may move fluently from stage to installation space, from video space to live space, and may cross boundaries between audience and performers.

The Good Woman of Sichuan is chosen for this experimental production based on its potential for exploring relationships between visual, performative and musical forms. We will start the quarter with serious, in-depth study of the play and related works on Brechtian Epic theatre, and move to intense rehearsal and studio work. Students will work on specific areas of interest—which include electronic music, music composition and performance, music recording and engineering, theatre acting, physical movement and dramaturgy—directly applicable to the production. Faculty will direct the production as a whole, but the process will be an interactive collaboration between all participants.

Credit awarded in music composition, music performance, electronic music, theatre acting, experimental theatre, dramaturgy and theatre theory.

Total: 16 credits.

Program is preparatory for careers and future studies in music, theatre and performing arts.

I Want Burning: Ecstatic Poetry and Images

Spring/Group Contract

Faculty: Craig Carlson, Susan Aurand

Enrollment: 50

Prerequisites: Junior or senior standing; Foundations of Visual Art or equivalent studio art experience; some prior experience in poetry or creative writing advised.

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$250-\$300 for art supplies.

Internship Possibilities: No

Travel Component: None

Rumi's poems are the whisperings of two lovers in a crowd—the union of lover and beloved, body and soul. He is more interested in celebration and ecstasy than in explanation or linear meaning. He hears camel bells in the distance, he waits for the beloved to arrive and the first word spoken will coincide exactly with the last word of his last poem. "For Rumi, poetry is what he does in the meantime, a song-and-dance until the greater reality he loves arrives: A melting tear-gift eye-piece to look through, while it and the scene and the eye dissolve," as Coleman Barks explains.

Ecstatic poems such as Rumi's, and images inspired by such poetry, are created not as books or manuscripts or fine art, but as a part of a constant, practical and mysterious dialogue with the spirit. The focus changes from memorializing moments or embodying ideas, to a fluid, constantly self-revising, self-interrupting process. "They are not so much about anything as spoken from within something," as Coleman Barks writes. "Call it enlightenment, ecstatic love, spirit, soul, truth, the ocean of ilm [divine luminous wisdom], or the covenant of alst [the original agreement with God]. Names do not matter. Some resonance of ocean resides in everyone. [It] can be felt as a salt breeze from that, traveling inland."

If Rumi is the Ocean of Sufi poetry, then other Sufi poets such as Rabi'a, Hafiz and Lalla are the Great Rivers. Rumi's spiritual intensity, multidimensional resonance and musical richness balance well with Rubi's asceticism, Hafiz's slyness and Lalla's eroticism. Living as we do in an age when the Greco-Christian denial of Earthly reality has so terribly come to realization, these poets, and their contemporary counterpart poets and artists, offer deep spiritual and cultural lessons. They are antidotes to the times. Mystics tend to seek the universal—the Holy, the Healthy and the Holistic. Seeing the one root of all, they can see the transcendent unity of all living things beyond greed or shallow eclecticism.

Like Rumi, there is in our culture a strain of American poets and artists who celebrate the ecstasy of poetry and art and the hope for spiritual transcendence. Some spark up from the natural world, such as the artist Emily Carr. "This is what life is all about: salamanders, fiddle tunes, you and things, the split and burr of it all, the fizz into particulars," as Annie Dillard writes. Others begin with the physical body; the longing for union—whether physical, natural, spiritual—is a central concern in the work of Mary Oliver:

*—everything else
can wait but not
this thrust
from the root
of the body. What
we know: we are more
than blood—we are more
than our hunger and yet
we belong
to the moon and when the ponds
open, when the burning
begins the most*

In this program we will study, write and perform poetry and see and make images. We will emphasize the skills involved in perceptive reading, listening, seeing and working with two-dimensional media, in particular, painting and drawing. We will try to understand interpretations of cultural influences and change, through cross-cultural comparison of Sufi and American poetry and images. We will make many poems and images of our own. "Let the beauty that you love be the work that you do," as Rumi suggests.

Credit awarded in creative writing*, poetry*, literature*, art history*, drawing*, painting* and cultural studies*.

Total: 16 credits.

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

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

Irish Spring: Living in Rural Ireland

Spring/Coordinated Study

Faculty: Sean Williams, Patrick Hill

Enrollment: 35

Prerequisites: Junior or senior standing; two successful quarters in Awakening Ireland, page 59.

Faculty Signature: Yes. Participation will be determined by the student's work in Awakening Ireland, the submission of a preparatory essay based on two books about Gleann Cholm Cille.

Special Expenses: Students will spend at least five weeks in Ireland. Students can expect to spend approximately \$2,000 for airfare, related instructional costs, room and board. A non-refundable deposit of \$500 is due by February 15, 2001.

Internship Possibilities: No

Travel Component: Five to six weeks in Ireland.

This one-quarter program is intended for selected participants from the Awakening Ireland program. We have the opportunity to study traditional language and culture in Ireland at the Oideas Gael institute in Gleann Cholm Cille, Donegal, one of the few regions where Gaelic is still spoken in Ireland.

We will begin our studies in Ireland during the second week of the program, starting with a single week of focused study in Gaelic language, song, poetry, dance and drama. For several more weeks we will be back in the Gleann, studying language and aspects of traditional culture, including options of archaeology, tapestry weaving, singing, dancing, playing music and performing theatrical works on stage. 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.

All students must return to Evergreen by the end of the ninth week of spring quarter. A summative essay will be due by the end of the tenth week. The two faculty for this program 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.

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

Total: 16 credits.

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

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

Where Spirits Enter: Artistic and Literary Expressions of Religion in African Cultures in the Americas

Spring/Coordinated Study

Faculty: Gail Tremblay, Marianne Bailey

Enrollment: 50

Prerequisites: Sophomore standing. Core program or equivalent.

Faculty Signature: No

Special Expenses: Students can expect to pay special event fees such as museum, music or theatre performances.

Internship Possibilities: No

Travel Component: None

Students in this program will study interrelationships among the various arts of those cultures from the Caribbean basin and Latin America who derive their spiritual world view to a great extent from the cosmologies and religions of West Africa. The arts of the African diaspora in the Americas have been the site of cultural preservation even in the face of the cruelties of slavery and have provided an avenue for resistance and empowerment that has enriched and humanized the culture of the Americas. Even when the statues and images of Catholic saints function as a mask for the ancestral deities, in these powerful expressions of syncretism (or cultural mixing) the ancient traditions of Africa and indigenous peoples thrive and renew themselves.

Art forms influenced by these cultural traditions are infused with possession by spirits that inspire possession theatre, altars, masks, banners, and other objects used in rich multifaceted ceremonial visual arts events. In these cultures literature, music, dance and film become expressions of the sacred. Students will read books about African and diaspora religions as well as works about arts and aesthetics and literature in a variety of genres. They will visit museums, study films and produce a major creative or research project in response to what they learn.

Credit awarded in literature, mixed media arts, comparative religion and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, mixed media arts, comparative religion and cultural studies.

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

Scientific Inquiry

David W. Paulsen, Planning Unit Coordinator

AFFILIATED FACULTY:

Clyde Barlow
Dharshi Bopegedera
John Bullock
John Aikin Cushing
Judy Bayard Cushing
Burton S. Guttman
Paul Jeffries
Linda B. Kahan
Jeffrey J. Kelly
Robert H. Knapp, Jr.
Elizabeth M. Kutter
Albert C. Leisenring
Stuart Matz
Donald V. Middendorf
Frank Motley
James Neitzel
Neal Nelson
Janet Ott
David W. Paulsen
Paula Schofield
Sheryl Shulman
James Stroh
E. J. Zita

Science and technology play an important role in modern America. It is essential that citizens be scientifically informed in order to make responsible decisions, and that scientists be broadly trained in the liberal arts to contribute responsibly to social issues.

The Scientific Inquiry area aims to teach students to think like scientists; that is, to collect and evaluate data, to employ theory, to do quantitative modeling and to use appropriate instruments and technology. This approach is embodied in the study of different scientific domains, including the physical sciences, mathematics, computing and laboratory biology. These subjects are studied in several ways: for their own sake, for their applications in terms of the philosophical issues they raise and for their place in society.

Programs offered by faculty from this area will be useful to those interested in careers or future work in science, those interested in applying science in selected technical areas, as well as those interested in understanding more about science by doing science as part of their general liberal arts education. Students from this area go on to graduate study in a variety of scientific or related areas, enroll in medical school and work in careers requiring scientific, mathematical or computing background. High quality introductory and advanced study provides students with a foundation (in theory and practice) that can enable them to be part of the conversation in these fields, as informed listeners able to effectively communicate the processes and results of scientific inquiry in speech and writing.

Computability and Cognition: The Scope and Limits of Formal Systems

Fall, Winter, Spring/Coordinated Study
Faculty: Al Leisenring, Sheryl Shulman
Enrollment: 50

Prerequisites: Sophomore standing; one year of college and intermediate algebra.
Faculty Signature: Yes. Students must successfully complete a take-home entrance exam obtained from Al Leisenring, The Evergreen State College, L 3220, Olympia, WA 98505 or Sheryl Shulman, The Evergreen State College, SE 3127, Olympia, WA 98505, or the Academic Advising Office.

Special Expenses: No
Internship Possibilities: Yes
Travel Component: None

By Reasoning I mean Computation
— Thomas Hobbes

A variety of beliefs surround the nature of human cognition. For some, like Hobbes, thinking consists of nothing but the manipulation of symbols according to certain rules. For others, thinking is characterized not by a system of rules, but by a network of associations. This program will explore the strength and limits of a variety of computational models of human cognition. We will study the mathematics of formal systems, topics in philosophy and linguistics and recent work in artificial intelligence, as well as various topics in formal computer science.

The mathematics of formal systems constitutes the foundation of the program. Topics in mathematics, such as mathematical logic, theory of computation and formal language theory, will be selected because they have clear implications for computer science and cognitive science. Problem assignments will give students the opportunity to improve their skills in proving theorems and in devising strategies for solving problems. They will have the opportunity to learn at least two programming languages and to do a computer-based spring quarter project.

In addition to these activities in which the student is working within a formal system, we will focus on the limitations of formal systems and in particular examine one of the great intellectual achievements of the 20th century—Gödel's incompleteness theorem, which states that every axiom system for arithmetic is necessarily incomplete or inconsistent. This result and others like it, establish inescapable limits to the power of formal systems in general, and to computer programs in particular.

The seminar will examine a variety of issues in cognitive science. Readings during the year will focus on the intellectual foundations of contemporary debates about the nature of cognition, with particular focus on traditional philosophical debates about the nature of mind and their implications for artificial intelligence. One primary focus of the seminar will be on the current debate between those who favor computational models of the mind that are based on symbol manipulation and those who favor systems that model neural networks.

Beyond intermediate algebra there are no math prerequisites for this program. A more advanced mathematical background is desirable, however, not so much for its content, but for its exposure to the mathematical way of thinking. It will be assumed that students have sufficient aptitude and motivation to think logically and to deal with abstract concepts and symbolic languages. There are no computer science prerequisites.

Credit awarded in mathematical or symbolic logic*, philosophy, computer programming*, discrete mathematics*, formal language theory*, theory of computability* and cognitive science*.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in teaching, mathematics, computer science, philosophy and cognitive science.

Data to Information

Fall, Winter, Spring/Coordinated Study
Faculty: Neal Nelson, TBA
Enrollment: 50

Prerequisites: Sophomore standing. Students must be proficient in high school algebra and have one quarter (or equivalent) of computer programming in some language.

Faculty Signature: Yes. Students will be admitted based on an entrance exam assessing high school-level algebra and problem-solving skills. Entrance exams will be given during the Academic Fairs, May 10, 2000, and September 18, 2000, and during the week before classes begin.

Special Expenses: No
Internship Possibilities: No
Travel Component: None

Are you interested in how your PC or the Internet really works? How Java programs run? Do you like building things, solving puzzles or doing mathematics?

Data to Information is an entry-level program in computing and mathematics with a strong emphasis on individual and collaborative problem solving. The program also emphasizes weekly readings and discussions of books or papers on various topics in society and technology. Data to Information covers material in a core computer science curriculum at a liberal arts college, concentrating on mathematical abstractions and fundamental algorithmic and data modeling concepts. There is an intense hands-on laboratory component of Data to Information where students develop their own logic, programming and design skills.

A primary focus of Data to Information is problem solving, however, real world problems often do not have clear-cut textbook solutions, so throughout the program all students are expected to develop the ability to search out the necessary information and develop the necessary skills to effectively solve mathematical and technical problems. We guide you through this process of "learning how to learn" in the fall and winter quarters.

The name "Data to Information" refers to our study of how bits, bytes and raw numbers gain meaning by having an appropriate structure imposed upon them, thus transforming data to information. Organizing data into different structures can produce different results—through interpretation, correct or incorrect, *raw data* becomes *information*. Thus, with appropriate algorithms and data structures, computers can correctly manipulate data to draw pictures, transmit information around the globe or compute answers to mathematical problems.

The program is organized around four yearlong and interwoven themes. A *computational organization* theme begins with digital logic and machine organization and continues with concepts of software architecture, operating systems and computer networking. A programming language theme concentrates on learning how to program in three major programming paradigms: functional programming, imperative programming and object-oriented programming. Various mathematical abstractions are studied through the year to build mathematical skills and to develop important theoretical foundations of the program. Finally, there is an on-going seminar theme in which we explore social, historical or philosophical topics of society and technology.

Credit awarded in programming, data structures and algorithms, digital logic, computational organization, software architecture and operating systems, discrete mathematics and topics on science and technology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in computer related fields, science and mathematics.

Environmental Analysis: Applications of Chemistry and Geology to Issues of Surface and Ground Water

Fall, Winter, Spring/Coordinated Study
Faculty: Jeff Kelly, Clyde Barlow, James Stroh
Enrollment: 50

Prerequisites: Junior or senior standing.
College chemistry, college algebra and physical geology recommended but not required.

Faculty Signature: No

Special Expenses: Optional two-week field trip, spring quarter, to Southern Nevada and California, approximately \$500 for transportation, logistical support, food, incidentals and personal items.

Internship Possibilities: Yes, under special circumstances with a faculty signature.

Travel Component: Optional two-week field trip to Southern Nevada and California.

This program will engage students in geological and chemical studies of ecosystems, using theoretical and experimental methods. Topics in geology and chemistry will be developed that are appropriate to problems of aquatic and terrestrial pollution. The program will connect themes dealing with geology, hydrology, analytical chemistry and Geographic Information Systems (GIS). Techniques of chemical analysis and instrumental analysis will be developed in an advanced laboratory. Technical writing will be emphasized. Students will participate in projects involving research on geological and chemical issues and problems of ecological and environmental significance.

During fall quarter, the program will address topics in geohydrology, local geological history, analytical chemistry and aquatic chemistry. Students will participate in field trips and laboratories involving analytical chemical techniques, GIS workshops and quantitative data analysis methods.

During winter quarter, the chemistry focus will shift toward instrumental methods of analysis and the geochemistry of surface and ground water along with continued work in geohydrology. Methods and procedures will be developed to analyze for trace materials in the natural environment using atomic absorption spectroscopy, inductively-coupled plasma spectroscopy, polarography, ion chromatography and GC-mass spectrometry. Group projects will be developed that will carry through spring quarter. Computers will be used extensively for data analysis, simulation and control of analytical instrumentation as well as for continued work on GIS.

Spring quarter will be devoted largely to project work. An optional sample-collecting expedition will be undertaken early in the quarter to obtain soil and water samples from arid regions of the U.S. Southwest to assist in ecological analysis. Extensive sample analysis and presentation of results in both oral and written form will occupy the rest of the quarter.

Credit awarded in analytical chemistry*, instrumental analysis*, geohydrology*, Geographic Information Systems*, geochemistry* and environmental research*. Students leaving at the end of fall quarter will receive lower-division credit. Students who strengthen their knowledge by completing at least fall and winter quarters will receive upper-division credit for both quarters.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in geology, hydrology, chemistry, environmental analysis and environmental fieldwork.

This program is also listed in Environmental Studies.

Evolutionary Biology

Fall/Group Contract

Faculty: Linda Kahan

Enrollment: 25

Prerequisites: Junior or senior standing; good reading, writing skills; one course of college-level biology or any Evergreen program that offers the equivalent.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Nothing in biology makes sense except in the light of evolution. — T. Dobzhansky

This program will study several of the most interesting aspects of evolutionary biology, including the evidence for the theory of evolution and important theoretical issues such as adaptationism, rates of evolution and the role of extinction. We will read Darwin's *The Origin of Species* as well as a number of more modern books. The class will be conducted entirely on a seminar basis. One seminar will be devoted to discussion of assigned chapters of a standard text and two others to the discussion of other reading. There will be substantial weekly writing assignments. Each student will also complete an individual research project that will involve reading a series of papers from the primary research literature, writing a review paper and presenting the topic to the class orally in the tenth week.

Credit awarded in evolutionary biology*, philosophy of biology* and independent research in evolutionary biology*.

Total: 12 or 16 credits. Students may enroll in a four-credit course outside of the program.

Program is preparatory for careers and future studies in any field of biology or applied biology and science education.

Health and Human Development

Fall, Winter, Spring/Coordinated Study

Faculty: Elizabeth Kutter, Stuart Matz, Rita Pougiales, TBA

Enrollment: 100

Prerequisites: Sophomore standing. One year of college-level work.

Faculty Signature: No

Special Expenses: \$40 for fall quarter retreat.

Internship Possibilities: Spring quarter only.

Travel Component: None

Attitudes about health reflect the basic world view and values of a culture, such as how we relate to nature, other people, time, being, society versus community, children versus elders, and independence versus dependence.

— Joseph Hartog, M.D. and Elizabeth Ann Hartog, M.A.

We will investigate the biological, cultural, spiritual and social forces that influence healthy human development so that we may develop strong foundations for further work in the areas of health, human services, anthropology and education. Program material will be presented on the basis of two important assumptions. First, health and development are mutually influenced by biological and social forces. Second, culture defines and influences our understanding and facilitation of health.

Drawing particularly from human biology, anthropology, communication and human development theories, the program will examine the interactions of culture, mind, body and spirit in the facilitation of healthy human development. Emphasis will be placed on physical and cognitive development, perception, interpersonal and intercultural communication, mind-body interactions and the influences of nutrition, environment, gender, culture and world view on human health.

An early fall quarter retreat will provide an opportunity to begin forming a learning community. During fall and winter quarters, through workshops, lectures, seminars, guest presentations, group and individual projects, students will develop skills and knowledge to support their selection of a spring quarter project or internship in an area of interest. The program will encourage development in reading, writing, self-awareness, social imagination, research and communication, as well as strategies to facilitate students' own good health.

Credit awarded in human biology, human development, cultural anthropology, theories of human learning, approaches to health, interpersonal and intercultural communication, nutrition and composition.

Total: 16 credits each quarter. Students with strong background in science or those pursuing language study may substitute a four-credit course, (i.e., chemistry, college algebra, statistics, language) with faculty signature.

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

This program is also listed in Culture, Text and Language and Social Science.

Matter and Motion

Fall, Winter, Spring/Coordinated Study

Faculty: John Bullock, TBA

Enrollment: 75

Prerequisites: Sophomore standing. Precalculus math required. Students must be ready to start calculus. High school chemistry or physics recommended.

Faculty Signature: Yes. Students must pass a math entrance exam. Exam will be available March 1, 2000, from the Academic Advising Office. Students will be notified when they pass the exam.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Matter and Motion is an integrated study of chemistry, physics and calculus for the motivated student preparing to do advanced work in the physical and biological sciences. The program is strongly recommended for all pre-med. students. Students will learn computer applications and work in the chemistry and physics laboratory. There will be small-group workshops and seminars plus whole-group lectures in chemistry, physics and calculus. Students should plan on devoting more than 50 hours per week to this program.

Credit awarded in general chemistry, university physics and calculus.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in any science field and medicine.

Physical Systems

Fall, Winter, Spring/Group Contract

Faculty: Don Middendorff

Enrollment: 25

Prerequisites: Sophomore standing. One year of college calculus and physics.

Faculty Signature: No

Special Expenses: Fall quarter textbooks will cost over \$400 and must be purchased by the second day of class. Additional costs include journal subscriptions and overnight field trip, approximately \$100.

Internship Possibilities: No

Travel Component: None

This yearlong program will examine some of the main models by which we describe and understand the physical world. We will emphasize the unifying concepts and common mathematical structures of several major branches of physics. This approach is necessarily mathematical and the required mathematical methods will be developed as needed and in the context of their use in the physical sciences. Quantitative problem solving will be emphasized, yet a deep conceptual understanding will be the main goal.

The specific subject areas covered are those of standard intermediate-level physics including classical mechanics, electrodynamics, quantum mechanics and topics in contemporary physics. Mathematical topics will include multivariable calculus, linear algebra and differential equations. In order to gain a better understanding of the scientific process and to become aware of current "hot" research areas, students will be required to subscribe to three journals—*Science News*, *Physics Today* and the *American Journal of Physics*. These journals will be used in student presentations about recent developments in all branches of physics as well as for discussions about the philosophy of science and current political issues requiring physics for a better understanding. We will try to understand science as a process of constructing better models and ask about the ramifications of embracing one model over another. We will spend a significant amount of time examining the seemingly bizarre experimental and theoretical results of modern physics. Although we will find many strange and provocative answers, our goal will be to learn to ask even more sophisticated questions about the nature of physical reality.

This program will be challenging and demanding yet fun. Students will need to devote a minimum of 45 hours per week to the academic work.

Credit awarded in dynamics, electrodynamics, quantum mechanics, multivariable calculus, differential equations and philosophy of science. Upper-division science credit is possible for all credits contingent on upper-division performance.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in physical sciences, engineering and applied mathematics.

The Physicist's World

Fall, Winter/Coordinated Study

Faculty: Tom Grissom, Paul Jeffries

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent or 12 first-year students. This program can serve as preparation for the Introduction to Natural Science program offered winter and spring quarters. Students can either choose to enroll for two quarters in The Physicist's World or enroll for one quarter and then register for Introduction to Natural Science.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

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? We will start with the pre-Socratic philosophers and continue through each of the major developments of 20th-century physics, including the theories of relativity, the quantum theory, deterministic chaos, and modern cosmology. We will trace the development of answers to such questions about the physical world, and we will specifically examine the nature and the origins of the limits that our answers impose 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 and think and write about challenging texts and ideas.

This program will cover everything you always wanted to know about physics but were afraid you wouldn't be able to comprehend. We will discover that these ideas are not accessible only to physicists, but are within the grasp of anyone curious about them and willing to work to satisfy that curiosity. We will read primary texts, such as works by the pre-Socratics, Aristotle, Lucretius, Galileo, Newton and Einstein, plus selected contemporary writings on physics. In addition to the other texts, a book-length manuscript has been written for this program that will serve as an extended outline and guide to the works and ideas that we will read and discuss. Fall quarter will concentrate on the period up to the beginning of the 20th century; winter quarter will cover developments during the 20th century.

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 the humanities and sciences.

This program is also listed in First-Year Programs and Culture, Text and Language.

Structure and Function in Biology and Chemistry

Fall, Winter, Spring/Coordinated Study
Faculty: Burton Guttman, James Neitzel, TBA
Enrollment: 75

Prerequisites: Junior or senior standing; general chemistry and good facility in mathematics.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program covers the whole range of topics that we describe as laboratory biology—"indoor" biology, in contrast to field biology and ecology. Based on their strengths and viewpoints, the faculty team will develop an integrated treatment of the topics traditionally called molecular and cellular biology, microbiology, biochemistry, genetics and physiology, along with basic organic chemistry. The boundaries that once separated these topics hardly exist any longer and students will benefit from an integrated study of them. The program will center around the theme of structure and function at a wide range of scales, from the molecules of organic chemistry through the integration and regulation of physiological processes in a large organism. Our studies will always emphasize that organisms are genetic systems that have attained their condition through evolution, are in a continuous state of evolution, and operate within an ecological context.

This is traditionally an intensive program. Its subjects are complex, and the sophisticated understanding we expect to develop requires devoted attention and many hours of work each week. We will use some lectures in this program, but a great deal of learning will also happen in small, student workshops that will require active problem solving and help to develop the ability to clearly explain your solutions to others. Students and faculty members will work together closely to create a supportive, cooperative atmosphere, but students should think twice about enrolling if they are unsure of their commitment or are subject to severe stresses in their lives.

Lab work is central to the program. Students will learn techniques of organic and biochemistry, along with modern molecular genetic methods for studying genes and proteins. We will use microbial systems for most work, probably expanding to work on plant and animal systems later. Spring quarter will probably include options for more intensive study of specific topics, including lab explorations.

Credit awarded in organic chemistry, molecular and cellular biology, biochemistry and genetics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in biology, chemistry, health sciences and environmental studies.

Whole and Holy: Alternative Herstories of Healing

Fall, Winter, Spring/Coordinated Study
Faculty: Janet Ott, Sarah Williams
Enrollment: 25

Prerequisites: Sophomore standing or above
Faculty Signature: Yes. Faculty will assess students' writing skill and degree of interest in the program. To apply, students must submit a writing sample to Janet Ott, The Evergreen State College, Lab I, Olympia, WA 98505, (360) 866-6000, ext. 6019, or Sarah Williams, The Evergreen State College, SE 3127, Olympia, WA 98505, (360) 866-6000, ext. 6561, prior to or at the Academic Fair, May 10, 2000. (See Janet Ott's Web site or call her for writing sample details.) Faculty will conduct phone or in-person interviews. Students will be notified of acceptance prior to fall registration, May 15, 2000.

Special Expenses: \$50 for materials.

Internship Possibilities: Yes

Travel Component: None

To heal: deriving from the same roots as the words whole and holy. We intend to explore healing as that which is whole and holy by examining alternative herstories-forms of healing involving body, mind, spirit and the environment from so-called feminine perspectives. We will learn about the historical roots of the healing practices we use today, our division of mainstream and alternative medicine and the patriarchal and reductionist effects of this division on physiology, emotional literacy and the evolution of the soul. In addition to books, films, lectures and seminars, we will expect each student: (1) to engage in an apprenticeship, community service-learning project, an internship, participatory or collaborative research, (2) to go on a mid-winter retreat, and (3) to develop the discipline of a healing practice (e.g., a martial art, nutritional plan, exercise routine, herbalism, goddess worship, healing touch, yoga, music, gardening or apprenticeship with an indigenous healer).

From witches, midwives and alchemists to their takeover by corporate medicine men, we will examine the historical contexts of healing versus curing. Our studies will be concerned with the contemporary resurrection of traditional healing practices. We will ask ourselves, what does the resurrection of traditional healing practices such as acupuncture, herbalism, body work and other alternative forms of medicine have to do with the energetics of healing and the rise of personal power out of tribal authority?

We want highly motivated, self-directed students who are interested in, and capable of, integrating intellectual work with personal process. We want to develop a student-directed learning community where experiential knowledge is put into conversation with academic scholarship.

Books might include: *Woman as Healer, Emotional Literacy, Why People Don't Heal and How They Can, For Her Own Good, An Illustrated History of the Healing Arts, A Touch of Healing, Molecules of Emotion, The Healing Circle, Mother Mysteries, Man and His Symbols, Ecotherapy, The Healing of America, Anatomy of the Spirit, Gaia and Gaia: An Eco Feminist Theology of Earth and Healing and All Sickness is Homesickness.*

Credit awarded in history, comparative religion, ecofeminism, political theory, physiology, nutrition, anthropology, women's studies and environmental policy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the creative arts, biology, counseling, cultural studies, environmental studies, health sciences, healthcare services, history, religious studies, social work and women's studies.

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

WINTER QUARTER OFFERINGS

Introduction to Natural Science

Winter, Spring/Coordinated Study

Faculty: Linda Kahan, Dharshi Bopegedera,

Paul Jeffries

Enrollment: 75

Prerequisites: Sophomore standing; high school algebra.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Introduction to Natural Science is designed to provide a basic conceptual and methodological background of science for students who want to continue in the natural sciences but who do not have the necessary mathematical preparation to take the calculus-based science in Matter and Motion. It will cover key concepts in physics, chemistry and biology necessary to prepare students for more advanced study in environmental or biological sciences e.g., Marine Life or Molecule to Organism. Program activities will include lectures, laboratories, workshops and seminars. Seminars will focus on the history, philosophy and/or sociology of science, addressing issues such as how scientific ideas are developed and how they change, the relationship of scientific ideas to other intellectual trends in society, the notion of scientific method, fraud and scientific integrity, the nature and composition of the scientific community, etc.

Credit awarded in general physics, general chemistry, introductory biology and history/philosophy/sociology of science.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in natural sciences including environmental sciences and graduate and professional studies in the health sciences and medicine.

SPRING QUARTER OFFERINGS

Astronomy and Cosmologies

Spring/Group Contract

Faculty: E. J. Zita

Enrollment: 24

Prerequisites: Maturity, good thinking skills and facility with algebra. This all-level program will accept up to 25 percent or 6 first-year students.

Faculty Signature: Yes

Special Expenses: \$30 for equipment, \$200-\$300 for binoculars and tripod and \$300 for possible field trip to the Southwest.

Internship Possibilities: No

Travel Component: Possible field trip to the Southwest.

Learn beginning-to-intermediate astronomy through lectures, discussions, interactive workshops and observation, using naked eyes, binoculars and telescopes. Students will build (and take home) learning tools such as celestial spheres and spectrometers, research a topic of interest (in the library and through observations), learn to create a Web page, and share your 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 world views, from ancient peoples to modern astrophysicists.

Students are invited to help organize a field trip to clear skies, perhaps to Chaco Canyon.

Credit awarded in astronomy, physical science and philosophy of science.

Total: 16 credits.

Program is preparatory for careers and future studies in astronomy, physical sciences, history and philosophy of science.

This program is also listed in First-Year Programs.

Concepts of Computing

Spring/Group Contract

Faculty: TBA

Enrollment: 48

Prerequisites: High school-level algebra. This all-level program accepts up to 50 percent or 24 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This spring quarter offering will examine fundamental ideas in computing and mathematics that underlie today's computing technology. There will be hands-on lab work together with an examination of the models, methods and abstract concepts behind software and hardware systems.

The program is intended for students who have an interest, but limited background, in computing. It will be useful for students who want some exposure to computing as a basis for future work in a variety of disciplines that use computing (especially the sciences). This program is also helpful, though not required, for students interested in additional course work in computer science or mathematics.

Topics may include programming, algebra and discrete mathematics, computational organization, the World Wide Web and logic or the historical, philosophical, social or ethical implications of computing.

Credit awarded in mathematics and introductory computing.

Total: 16 credits.

Program is preparatory for careers and future studies in science, mathematics and computing.

This program is also listed in First-Year Programs.

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

Social Science

Laurence R. Geri, Planning Unit Coordinator

AFFILIATED FACULTY:

Don Bantz
Peter G. Bohmer
Priscilla V. Bowerman
Bill Bruner
Stephanie Coontz
Llyn DeDanaan
Elizabeth Diffendal
Carolyn E. Dobbs
Peter Dorman
John Robert Filmer
Theresa L. Ford
George Freeman, Jr.
Laurence R. Geri
Angela Gilliam
José Gómez
Jeanne E. Hahn
Peta M. Henderson
Taylor E. Hubbard
Heesoon Jun
Cynthia Kennedy
Janice Kido
Gerald Lassen
Daniel B. Leahy
Carrie Margolin
Earle W. McNeil
Lawrence J. Mosqueda
Raul Nakasone (Suarez)
Alan Nasser
Dean Olson
Toska Olson
Mark Papworth
Alan R. Parker
Gary Peterson
Yvonne Peterson
Liza Rognas
Zahid Shariff
Niels Skov
Linda Moon Stumpff
Masao Sugiyama
Paul Tamburro
Michael Vavrus
Sherry L. Walton
Gregory Weeks
Sonja Wiedenhaupt

The faculty in the Social Science Planning Unit integrate anthropology, economics, history, law, public policy, labor studies, management, political science, philosophy, sociology, health sciences and psychology as a set of tools for understanding society and the individual's role in society.

The area has a diverse range of faculty who look at ways societies are organized and governed and the ramifications for class, race and gender in global, national and local contexts. Through our various academic offerings, we explore the evolution of historical and contemporary problems: how they are understood, how and why certain decisions are made and what difference various solutions make for the quality of societal and individual existence. We also examine strategies for social change in historical, present and alternative future time frames.

Depending on which programs are undertaken in this area, students can learn management skills, including values and ethics and the public interest; social, psychological and biological forces that affect human health and behavior; and policy formulation and implementation.

Since all major social problems are deeply grounded in cultural, philosophical, social economic and political theories, history and practice, the understanding and integration of these areas will prepare students for solving contemporary problems and anticipating new and changing realities.

This area also works collaboratively with the faculty assigned to the Master in Teaching Program and Graduate Program in Public Administration to develop the curriculum in the social sciences.

Business, Entrepreneurship and Management: Advanced Topics

Fall, Winter, Spring/Group Contract

Faculty: John Filmer

Enrollment: 25

Prerequisites: Junior or senior standing. This program is intended for continuing students who have completed one of the part-time or full-time management programs at Evergreen or elsewhere and desire to learn more about management.

Faculty Signature: Yes. Faculty will assess the level and scope of student understanding of basic management issues and practices. Students must submit a short, written statement describing their management background and expectations of this program to John Filmer, The Evergreen State College, SE 3127, Olympia, WA 98505 or trade@halcyon.com

Special Expenses: Transportation for field trips.

Internship Possibilities: Yes

Travel Component: None

This group contract will be tailored to the needs of students who have previously studied management and desire an opportunity for further study and exploration in management-related topics. The specific content will vary from quarter to quarter depending upon the interests, expertise and preferred direction of the group, faculty and guests. Applications will cover non-profit organizations, for-profit organizations and government organizations. Topics will include leadership, team building, entrepreneurship, marketing, international commerce, communication, global economics, global strategies and public and private sector interaction. Program activities will consist of lectures, workshops, seminars, case studies and group and individual research projects intended to build upon the background and experience of the class and of each student.

Credit awarded in organizational management*, planning*, international business*, marketing*, finance*, public policy*, decision making*, project management* and public relations*. Note: credit may vary depending upon the structure, makeup and focus of each class.

Total: 8 to 16 credits each quarter to accommodate part-time students.

Program is preparatory for careers and future studies in public administration, non-profit organizational management and business management.

Diaspora, A Journey Toward Destiny

Fall, Winter, Spring/Coordinated Study

Faculty: George Freeman Jr., Carrie Margolin

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: Approximately \$60 each quarter for a three-day field trip to Cispus during fall and winter quarters.

Internship Possibilities: No

Travel Component: In-state retreat during fall and winter quarters. Some student research projects may involve travel.

Diaspora, A journey toward destiny

*Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
A long ways from home. A long ways from home.*

Diaspora, A journey toward destiny

*Remember, O Lord,
what is come upon us:
consider, and behold our reproach.
Our inheritance is turned to strangers,
Our houses to aliens.
We are orphans and fatherless,
Our mothers are widows.*

— The Book of Lamentations, Jeremiah 5:1-3

Diaspora, A journey toward destiny

*My heart is in the East and I am at the edge of the West.
How then, can I taste what I eat,
How can I enjoy it?
How can I fulfill my vows and pledges while Zion is
In the domain of Edom
And I am in the bonds of Arabia?
It would be easy for me to leave behind
All the good things of Spain;
It would be glorious to see the dust
Of the ruined Shrine.*

— Yehudah Halevi (1075-1141), Spain.

More often than not, many of us feel a yearning for something or someplace we call home. This yearning is derived in part from a sense of dislocation and "otherness" and speaks to a desire to be at rest. Our program, Diaspora, A Journey Toward Destiny, addresses the patterns of longing and the yearning for a homeland. Through an examination of the forced migrations of two peoples, the Jews and people of African descent, we intend to examine the multiple influences that shape our beliefs about culture, place and time as related to that which we call home and the journey to home.

The first quarter and part of the second quarter of our program explores the African and Jewish diaspora brought about through slave trade, through the exodus of Jews from Europe, and through centuries of intolerance. Referring to specific historical periods, we will examine the factors that shaped these forced migrations and the continual redefining of the concept of home. We will examine the slave trade to Europe and America and the trafficking of people as property. We will explore the factors that led to the extermination of six million Jews during the Holocaust. Along with this search, we will look at how culture both endures and is transformed through its interaction with geographic place. We will examine the dynamic tension of creating a home in hostile lands and of the influence on our current American landscape of these two communities of people.

Using as our foundation a historical understanding of the creation of home by Jews and people of African descent, we then turn our attention to ourselves. The remaining academic year explores our yearning for "home" where no home can be found and no other truly exists. We will develop our understanding of place and identity and how identity formation is associated with place as related to time. This identity, with multiple influences, is blended into the broader American cultural landscape. How does this happen? How do we end up calling any one place home? How do we place ourselves in the overall landscape and make our communities our homes? What roles do education and the media play in creating our cultural sense of home? Our program explores the psychological and sociological structures that support our identity development as an American phenomenon. Diaspora, A Journey Toward Destiny will frame our current challenge to work together as disparate communities affected by this common experience and as a journey toward a common destiny. We will figure out how we can make our lives useful and productive through engagement with one another, community involvement, and through thoughtful and purposeful living. As is true of any journey, the final destination is far less important than the journey itself.

Credit awarded in Judaic studies, African-American studies, history, social science, psychology, and the humanities.

Total: 16 credits each quarter. Students may enroll in language studies components for four credits during fall, winter and spring quarters upon approval of faculty.

Program is preparatory for careers and future studies in education, international studies, the social sciences, humanities and the travel industry.

This program is also listed in First-Year Programs and Culture, Text and Language.

From Public Issues to Public Policy: Environmental Activism and the Welfare State

Fall, Winter, Spring/Coordinated Study
 Faculty: Greg Weeks, Cheri Lucas Jennings
 Enrollment: 50
 Prerequisites: Sophomore standing.
 Faculty Signature: No
 Special Expenses: No
 Internship Possibilities: No
 Travel Component: None

So, hundreds of millions are invested in dredging channels for Weyerhaeuser, at the same time as the endangered Coho salmon are dumb-waitered to a distant inlet. To what extent do environmental issues contend with other public issues such as education, welfare, or economic development? Increasingly, government policies are at cross-purposes as competing issues vie for attention and scarce public resources. Is the Pacific Northwest losing its rich stock of natural resources that once attracted investment capital and prosperity? How can the Washington state legislature possibly accommodate both economic development and the environment? Is a diminishing and slightly impoverished human population a necessary prerequisite to enhanced, sustainable natural resources in the Northwest? How can policy makers reconcile mammoth expenditures toward mutually exclusive goals?

This sophomore-and-above-level program in environmental studies and the social sciences examines these and other questions as it explores the formation, implementation and effects of public policy at all levels. Policy topics will include welfare policy and environmental policy. The program theme will be the tension between social goals (such as clean water or healthy children) and individual rights. An important focus of the program will be the ways public issues or problems evolve into public policies. We will study policy from the viewpoint of the executive and legislative branches of government and at the local, state and federal levels. This program is designed to help students improve their general academic skills and to develop the specific skills of public policy analysis.

Consequently, students will cover statistics, quantitative and qualitative research methods, and expository writing for a policy audience. The fall quarter will emphasize analytical tools that will be used in the winter quarter, when the focus will be the state legislature, and in the spring quarter, when students will develop public policy research projects. The year will conclude with a policy conference featuring panels of policy-makers and students' presentations of their research.

Credit awarded in public policy analysis, economics, environmental policy, political science, statistics, research methods, expository writing and public policy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in public administration, environmental studies, the social sciences, law and social research.

This program is also listed in Environmental Studies.

Growing Up in the 21st Century: Youth, Work and Families

Fall, Winter/Group Contract
 Faculty: Stephanie Coontz
 Enrollment: 25

Prerequisites: Junior or senior standing; some background in history or political economy; upper-division writing skills.

Faculty Signature: Yes. Students must bring a paper from a previous class demonstrating upper-division writing skills to the Academic Fair, May 10, 2000.

Special Expenses: No

Internship Possibilities: This program will provide interested students with internships in the public schools or in child care centers for spring quarter.

Travel Component: None

This advanced two-quarter program will explore the changing demographic, economic, cultural and social context in which American children are born, reared, educated and prepared (or not prepared) for work and adult responsibilities. We will put contemporary family, parenting and youth trends in historical and theoretical perspective, exploring the conceptual issues involved in defining terms, describing social change and analyzing causal relationships. Students will be expected to sort through competing theoretical perspectives and work with statistical material. We will attempt to develop a sophisticated grasp of how race, class and gender interact with general socioeconomic or cultural trends to produce conflict, accommodation and variation in the demands of parenting, the experience of growing up, the interaction of work and family life and the generation or resolution of social problems such as youth violence, educational failure and child neglect.

Reading and writing demands will be heavy, requiring advanced skills in critical reasoning and argumentation. Students will also revise and hone their writing in weekly writing workshops.

Credit awarded in history*, sociology*, gender studies*, multicultural studies* and writing*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in graduate school, family law, education and social services.

Health and Human Development

Fall, Winter, Spring/Coordinated Study

Faculty: Elizabeth Kutter, Stuart Matz, Rita

Pougiales, TBA

Enrollment: 100

Prerequisites: Sophomore standing. One year of college-level work.

Faculty Signature: No

Special Expenses: \$40 for fall quarter retreat.

Internship Possibilities: Spring quarter only.

Travel Component: None

Attitudes about health reflect the basic world view and values of a culture, such as how we relate to nature, other people, time, being, society versus community, children versus elders, and independence versus dependence.

— Joseph Hartog, M.D. and Elizabeth Ann Hartog, M.A.

We will investigate the biological, cultural, spiritual and social forces that influence healthy human development so that we may develop strong foundations for further work in the areas of health, human services, anthropology and education. Program material will be presented on the basis of two important assumptions. First, health and development are mutually influenced by biological and social forces. Second, culture defines and influences our understanding and facilitation of health.

Drawing particularly from human biology, anthropology, communication and human development theories, the program will examine the interactions of culture, mind, body and spirit in the facilitation of healthy human development. Emphasis will be placed on physical and cognitive development, perception, interpersonal and intercultural communication, mind-body interactions and the influences of nutrition, environment, gender, culture and world view on human health.

An early fall quarter retreat will provide an opportunity to begin forming a learning community. During fall and winter quarters, through workshops, lectures, seminars, guest presentations, group and individual projects, students will develop skills and knowledge to support their selection of a spring quarter project or internship in an area of interest. The program will encourage development in reading, writing, self-awareness, social imagination, research and communication, as well as strategies to facilitate students' own good health.

Credit awarded in human biology, human development, cultural anthropology, theories of human learning, approaches to health, interpersonal and intercultural communication, nutrition and composition.

Total: 16 credits each quarter. Students with strong background in science or those pursuing language study may substitute a four-credit course, (i.e., chemistry, college algebra, statistics, language) with faculty signature.

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

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

"How Can You Tell an American?"

Fall, Winter, Spring/Coordinated Study

Faculty: Charles Pailthorp, José Gómez

Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Are we all "Americans" in the same way? Who counts as an "American" has changed rapidly in United States culture, particularly since the U.S. emerged as a world power following the Great War of 1914–18. We have had different varieties of Americans, including hyphenated Americans (Italian-American, African-American . . .) and we have to wonder: What are the qualities that determine who is a "real American" and what does that status ensure? Answers to this complex question must include discussions of gender, ethnic identity, sexual orientation and age. It also must include the real or mythical histories of how one's "people" came to be in this region of North America. How have these processes of identifying and classifying "Americans" developed? How are they proceeding today? Where are they headed? Most importantly, what bearing do they have on our central values of liberty, freedom and equality? Can we still share the ideal of all being "Americans" in a just society?

American identity has been expressed in law, literature, music and image. The law and the arts have had a particular, powerful role in shaping our image of who we are, and of who counts as "we." In this program we will examine instances and critical developments in the law and the arts, and we will examine their important intersection in the tensions which surround the phrase "freedom of expression." Our scrutiny of the arts will include visual art and emphasize music (particularly jazz and musical theater). This work will be a critical analysis based on visual and aural study rather than on the actual creation of music or art.

Students in the program will become members of a community of writers, each writing to her or his peers as an intended audience. In addition to writing essays on a regular basis, students will write critiques of one another's work.

Reading, writing, small group discussion and close study of music and images will be the principal activities of these three quarters. There will be two periods of evaluation: the first midway through winter quarter, the second at the end of the program.

Credit awarded in writing, jurisprudence, social psychology, sociology, philosophy, history of art, American studies, history of music and social and cultural history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities, American studies, history of the arts and social sciences.

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

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

Indigenous Peoples: Identities and Social Transformation

Fall, Winter, Spring/Coordinated Study
Faculty: Carol Minugh, Angela Gilliam, TBA
Enrollment: 75

Prerequisites: Sophomore standing. All students participating in community service at a detention facility for juveniles must have a police clearance.

Faculty Signature: Yes. Students must submit a one-page letter of interest and goals to Carol Minugh, TESC, Lab I, Olympia, WA 98505. A list of accepted students will be posted on Carol's office door, Lab I 1023, after the Academic Fair, May 10, 2000, or students can call Carol for confirmation, (360) 866-6000, ext. 6025.

Special Expenses: Travel expenses to community service project sites and potential overnight field trips.

Internship Possibilities: Yes, spring quarter with faculty signature.

Travel Component: Overnight field trips.

This program is designed for students interested in learning about the cultural, social and political struggles of Native Americans and other indigenous people. The curriculum will focus on identity: "How are these people identified, by themselves and by others?" and "What does it mean to be identified as indigenous to insiders and outsiders?" The program will address the myriad of other social and political issues related to identity and social change experienced by people who have been invaded and colonized. Contemporary issues surrounding indigenous peoples will be addressed along with the economic/political ramifications of colonialism. The linguistic and cultural genocide experienced and the resulting cultural changes will be highlighted throughout the year. Students will be given the opportunity to share what they are learning about other cultures with incarcerated youth.

In addition to the academic program, some students will participate in community service working with incarcerated youth. A major focus of this service will be providing cultural classes, assisting in the "Gateways for Incarcerated Youth" project. Students will take a leading role in identifying opportunities to build on what the youth want to learn as well as strengthen individuals and community through learning about culture and heritage and the stresses between races. One of the project's goals is to bridge the gap between incarceration and college. Students must pass a police clearance to participate.

Credit awarded in Native American studies, cultural anthropology, indigenous studies, modern colonialism and practicum in juvenile justice.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social work, community organizing, juvenile justice, politics, anthropology and cultural studies.

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

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

Fall, Winter, Spring/Group Contract
Faculty: Heesoon Jun
Enrollment: 25

Prerequisites: (1) Senior standing.
(2) Students who have spent at least two quarters at Evergreen with 95 percent attendance records.
(3) Programs or classes covering general principles in psychology, human biology, research methods and statistics, as well as issues of diversity and inclusiveness. Students should have a well-rounded, liberal arts education through the study of multiple disciplines prior to entering the program as the program is a senior-level capstone to their education.

Faculty Signature: Yes. Obtain an application packet for the program from the Program Secretary, Lab II. The application and related materials must be submitted by May 1, 2000. Students will be notified of acceptance by mail beginning May 15, 2000.

Special Expenses: Travel to and from internship site.

Internship Possibilities: 15 to 16 hours per week required for winter and spring quarters.

Travel Component: None

This is a senior-level program involving internships in psychological counseling. Its basic purpose is to allow students to make and test a commitment to work in counseling ethnically and culturally diverse clientele. The goals of the program are: (1) to incorporate multicultural awareness with psychological theories, intervention, assessment, treatment, research interpretation and ethical guidelines and (2) to increase multicultural counseling competency in psychological counseling.

Objectives

1. The effectiveness of existing psychological counseling theories and techniques with individuals of multicultural backgrounds will be examined.
2. Students will explore their own self-knowledge from the standpoint that self-awareness is a prerequisite to any particular technique or skill.
3. Psychological counseling skill-building with cultural empathy will be accomplished through operationalization of conceptual understanding of psychological counseling theories, counseling practice with peers, and videotaping.
4. Students will learn basic techniques of how to interpret research articles and how to incorporate research findings into counseling practice.

5. Ethics in a multicultural setting will be explored through examining "Ethical Principles of Psychologists and Code of Conduct" by the American Psychological Association, "Code of Ethics and Standards of Practice" by the American Counseling Association, "The Law Relating to Psychologists" and "The Law Relating to Counselors" by the Washington State Department of Health.

Internship Requirement

Internships will entail a minimum of 15 to 16 hours per week for six months. They will require:

- (1) supervision by a qualified professional,
- (2) experience with psychological development, mental health, and counseling,
- (3) direct contact with an ethnically diverse clientele,
- (4) working in an area in which the student has not had previous significant experience and
- (5) obtaining placement in an internship is a prerequisite for continuing in the program winter and spring quarters.

Instructional Strategies

Lectures, hands-on workshops, films, seminars, role-playing, group discussions, videotaping, field trips, guest speakers, internship case studies, paper and pencil tests, etc.

Application Process

1. Students must submit a complete portfolio including all Evergreen evaluations (both faculty and self), all college transcripts and two major papers.
2. Students must submit a typed, double-spaced, maximum-of-five-page-essay describing motivation for wanting to enroll and ability to be on time (attendance, weekly assignments and final papers)
3. Submit a completed questionnaire that is attached to a program expectation letter from the faculty.

Credit will be awarded in multicultural counseling theories and culture-bound assessment, multicultural psychological counseling skill-building, advanced abnormal psychology (including use of DSM-IV), advanced life-span developmental psychology, personality theories, ethnic studies, sexual orientation and adoption, studies of "isms" (ageism, classism, racism, sexism), psychological research interpretation, ethics in the helping professions, group process and internship.

Total: 16 credits each quarter.

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.

The New Insecurity: Prosperity's Child

Fall, Winter/Coordinated Study

Faculty: Priscilla Bowerman, Alan Nasser

Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program focuses on transformations that have emerged in the United States since World War II, with particular emphasis on changes since 1975. Today's media commonly acclaim our current "unprecedented period of prosperity." Reportedly, we are enjoying the longest period of economic prosperity in the history of our country. Yet, born of this expansion is a growing insecurity for many people. This program is built on the premise that the expansion and the insecurity are integrally linked: the expansion has been achieved by means that have reduced the circumstances and prospects of many people. The effects have not been merely economic; they have also affected interpersonal relations, family relations, morality and even the ways people experience and see themselves as individuals. In this program students will learn about two kinds of things: (1) what changes in the political economic structure have been fueling this unprecedented period of economic prosperity and (2) what changes have been wrought in our personal and social lives and our prospects.

In order to provide students with a common historical background and with a common vocabulary, we will spend several weeks of the fall term on an introduction to the origins and development of capitalism. Then, we will move directly to studying how changes in American culture over the past 50 years have been affected by changes in the political economy. We will examine conservative, liberal and radical interpretations of these changes.

We will explore changes in social relations within the family and in the workplace. We will study how our sense of time and of space has been altered by the media and information industries. We will explore the new Puritanism which promotes ever-increasing restrictions on personal choice. We will ask how we have come to experience ourselves as vulnerable, victimized, beset by risk and danger. And we will explore how these developments are linked to globalization; to the rising dominance of finance over the production of goods; to changes in corporations that have led to the elimination of many jobs and the alleged gap between the skills people have and available jobs; to the growing inequality of income in the United States and welfare reform; and to changes in U.S. health care policy.

Students who enter the program should have good reading, writing and thinking skills and welcome close study of texts and arguments from philosophy, ethics and social and political theory. They should be eager to entertain and rigorously examine conflicting views on issues.

Credit awarded in sociology, social history, contemporary American history, political economy; contemporary economic problems and political philosophy.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in sociology, government and social services.

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

Political Economy and Social Change: From Colonization to Globalization

Fall, Winter/Coordinated Study

Faculty: Larry Mosqueda, Peter Dorman, Jeanne Hahn

Enrollment: 75

Prerequisites: Sophomore standing or above.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program will examine the nature, development and concrete workings of modern capitalism with the U.S. experience as a central focus. We will also examine the transitions from feudalism in Europe and elsewhere, the foundations of the U.S. political economy and the development of the globalized economy. As such, we will analyze the political and economic relations between the United States and the rest of the world. Other recurring themes will be the relationship between oppression, exploitation and resistance, both nationally and internationally, and how we have understood the interrelationship of democracy and capitalism in the past and how we understand it in the globalized economy.

Specific issues that may be explored include the transatlantic slave trade, the development of markets (e.g., supply and demand), consumption theories and production (theories of the firm and market studies). We will also examine the connections between war, economics and revolution. In examining the modern era, we will examine the role of the corporation, domestically and internationally, and comparative capitalism in Asia and Europe (e.g., the rise and fall of social democracies). As we examine the linkage between the economic core of capitalism to political systems and social structures, we will study the role of such institutions as the World Bank, the International Monetary Fund and other institutions and alliances. In winter quarter, students will engage in a major research project.

Credit awarded in political economy, history, economics and political theory.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in political science, economics, history, law, education and government.

Reinhabitation

Fall, Winter, Spring/Coordinated Study

Faculty: Brian Price, Sonja Wiedenhaupt

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: Students can expect to spend approximately \$800–\$1,000 for six overnight field trips, binoculars, waterproof clothing and footwear and art materials.

Internship Possibilities: Yes, four credits required each quarter.

Travel Component: In-state, overnight trips.

Observing, sensing and perceiving are not simple activities. As we grow up, our experiences are increasingly mediated by the internalization of our cultures and our imbibing of knowledge organized and codified by some one other than ourselves. As a result, our curiosity and creativity, particularly in regard to the specific, concrete places in which we live, are often hijacked, or at least mislaid. Through seminars, workshops, experiments and writing we will examine the complex functions of, and interactions between, seeing and perceiving with the intention of becoming self-reflective about how our curiosity and creativity happen.

Our intention in this program is to gradually move together from being mere residents in our places and in ourselves, to genuine inhabitants of both. We will bring seeing and perceiving, curiosity and creativity outdoors with us, spending significant time in urban, rural and disturbed settings around campus, Olympia and Thurston County, as well as undertaking two, weeklong field trips each quarter. Further, all students will undertake four-credit internships with local organizations within Thurston County with the overt aim of making contributions to the people and places to which they are responsible by virtue of the fact that they live here.

We will read natural history, psychology, nature writing, cultural history and studies of living in place, while developing skills in bird and plant identification, nature writing, cultural analysis and drawing.

Our program will take 12 hours or more per week of program time, at least 10 hours per week of internship time, and at least 40 hours per week of study and preparation. In addition, neither rain, nor hail nor snow will prevent our outdoor work. We expect all students at the outset to seriously commit to the full duration of the program.

Credit awarded in individualized internships, environmental studies, literature, cultural history, natural history, psychology, writing and drawing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in advanced work and careers in environmental studies, psychology, cultural studies and art.

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

Strategic Business Policies for the 21st Century

Fall, Winter, Spring/Coordinated Study

Faculty: Cynthia Kennedy, TBA

Enrollment: 50

Prerequisites: Junior or senior standing.

Faculty Signature: No

Special Expenses: Approximately \$40 each quarter for fall and spring Challenge course and field trip fees.

Internship Possibilities: Yes, spring quarter with faculty signature.

Travel Component: Two overnight retreats.

This program seeks to identify the social, political, economic and environmental issues shaping business policy as we enter the 21st century. It is guided by the belief that liberal arts graduates bring a special talent to the study and practice of business management. They are "big picture" thinkers, skilled at framing the larger issues that often drive strategic thinking in public and private organizations. Evergreen graduates, in particular, learn collaborative processes that enable them to span and build on differences between theory and application, ethnicity, gender and discipline. Liberal arts graduates become strong critical thinkers and active listeners. They communicate ideas clearly and reason about ethical principles and moral outcomes. They know enough about finance, marketing, organizational behavior and other disciplines to know how to get specialized expertise when needed, but will not devote the bulk of their education to one area. Their talent is putting elements together into a comprehensive strategic plan that will be competitively successful and ethically consistent with their sense of what is right, just and fair.

This program aims to make meaningful progress toward these learning objectives: (1) writing clear and well-structured essays and reports, (2) listening actively and reading effectively, (3) expressing ideas clearly and supporting argumentation, (4) developing strategic planning skills, (5) refining small-group interaction skills and (6) defining ethical parameters for business policy-makers.

Fall quarter topics will focus on domestic issues while winter quarter will expand into the international arena. Spring work will emerge from a computer model: student groups will simulate strategic planning and implementation in a competitive industry with operations in several countries. Workshops will focus on reading financial statements and budgets, understanding economic data, interpreting organizational behavior patterns and effective writing. Weekly activities include two seminars, a lecture and discussion period and two workshops. Weekly seminar papers and periodic workshop submittals are required. A research paper is required each quarter (individual submittals in fall and spring quarters and group submittals in winter quarter). Two overnight retreats, one in fall and one in spring, will incorporate the Challenge course's experiential-based activities as a way of developing leadership skills.

Credit awarded in financial management*, international business*, organizational behavior*, strategic planning*, business and society* and business policy*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in business management and nonprofit organizations.

Student Originated Studies: Community Development

Fall, Winter, Spring/Group Contract

Faculty: Russ Fox

Enrollment: 25

Prerequisites: Junior or senior standing.

Faculty Signature: Yes, see application details below.

Special Expenses: Depends on the nature of student projects.

Internship Possibilities: Yes

Travel Component: Depends on the nature of student projects.

Advanced students from across the curriculum are invited to form study and project teams of four to eight students to integrate and apply their learning in community-based work. Possibilities include, but are not limited to, research and projects involving community organizations as partners or clients, research and organizing that results in community presentations, research on community issues that leads to professional publication, or collaboration among separate but related internships or research projects. Most projects involving significant community collaboration will require a commitment of more than one quarter. A weekly seminar involving all SOS groups in the program will explore emerging issues in community development and provide for additional critique of each group's work.

Before being accepted into the program, each group must submit a proposal that includes the following: 1) a program description with learning goals, 2) strategies for gaining an in-depth academic perspective of the issues being addressed, developing group process and community research skills, and working with community groups or organizations, 3) a week-by-week syllabus with suggested readings, speakers, field trips, etc., 4) a strategy for documentation and critical reflection, 5) a proposed process of self- and peer evaluation and a 6) draft covenant describing responsibilities and commitments to each other.

SOS group proposals along with questionnaires (available from the faculty or Academic Advising) and recent self and faculty evaluations from each student must be submitted to Russ Fox in Lab I at least three weeks prior to registration. Students are strongly encouraged to begin planning SOS studies a full quarter ahead.

The faculty has taught community development for many years at Evergreen and is actively involved in the local community, working with groups and organizations addressing issues of affordable housing, community-based economics, land use planning, preservation of local agriculture, environmental education and conservation, community-based social services, lifelong learning, and the empowerment of ethnic communities. Student proposals involving other issues are also welcome, but they may necessitate subcontractors to assist with evaluation.

Credit awarded in the area of student work.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in planning, community development, public service, environmental studies and social sciences.

This program is also listed in Environmental Studies.

Working in Development: Learning From the Past, Creating the Future

Fall, Winter/Coordinated Study
Faculty: Tom Womeldorff, Pat Labine
Enrollment: 50
Prerequisites: Junior or senior standing;
previous academic work in environmental
studies or political economy.
Faculty Signature: No
Special Expenses: Approximately \$100 for
two overnight, in-state program retreats. Fees
due prior to departure.
Internship Possibilities: No
Travel Component: Two overnight, in-state
field trips.

This is an upper-division program for
students interested in working for develop-
ment, either at home or abroad. The program
will have both a theoretical and practical
focus. In lectures and seminars, we will
explore the meanings and history of
"development," examine the forces that
shape relationships between the North and
South and the rich and poor, and consider
prospects for sustainability and progressive
change in the 21st century. We will make
extensive use of case studies material, as well
as fiction and nonfiction narratives. Case
studies will reflect faculty interest in rural
development, agricultural improvement,
community and international economics, the
urban informal sector and grassroots social
change movements.

Workshops will develop skills to help
students function with sensitivity in culturally
diverse settings and to assist in self-directed
community development. Student work will
involve critical reading, expository writing
and collaborative research projects.

Credit awarded in sustainable development*,
agriculture and rural development*,
international and community economics* and
participatory research methods*.

Total: 16 credits each quarter. Students may
enroll in a four-credit language course with
faculty signature.

Program is preparatory for careers and future
studies in development work, economics,
international studies and community
planning.

This program is also listed in Environmental
Studies.

SPRING QUARTER OFFERINGS

The Good Life in the Good Society: Moral, Social and Political Philosophy From Machiavelli to Marx

Spring/Group Contract
Faculty: Alan Nasser
Enrollment: 25
Prerequisites: Junior or senior standing.
Faculty Signature: Yes. The faculty will
conduct an interview at the Academic Fair,
March 7, 2001. During the fair interested
students must submit a writing sample and
past faculty evaluations. Acceptance decisions
will be made at the Academic Fair, based on
the interview and application materials.
Transfer students must be junior standing.
Special Expenses: No
Internship Possibilities: No
Travel Component: None

This program is an examination and
assessment of classical modern moral, social
and political philosophy. It will include the
work of Niccolo Machiavelli, Thomas
Hobbes, John Locke, John Stuart Mill, G. W.
F. Hegel and Karl Marx. We will examine the
work of these philosophers in their historical
and cultural contexts. Particular attention will
be paid to concepts, theories and practices
specific to modernity that serve to distinguish
life and thought in the modern world from
pre-modern (traditional) ways of living and
thinking.

We will examine in detail the concepts of
the individual, individual natural rights,
private property, liberty and freedom, the
modern state, the decline of moral thinking
based in the notion of character, and the rise
of moral philosophies based on rules and
principles, among others. We will pay
particular attention to the influence of these
philosophers on the contemporary neoliberal
orthodoxy.

This is an advanced, demanding, bookish
program with an exclusive focus on the
careful analytical examination of challenging
readings. It will require a considerable degree
of motivation and self-discipline of students.

Credit awarded in ethics, political philosophy
and social philosophy.

Total: 16 credits.

Program is preparatory for careers and future
studies in social science, philosophy, political
philosophy and ethics.

Marxist Theory

Spring/Group Contract
Faculty: Larry Mosqueda
Enrollment: 25
Prerequisites: Junior or senior standing;
equivalent of Political Economy and Social
Change program or one year of political
science, sociology or history.
Faculty Signature: Yes. Faculty will assess
student ability to write at the college level.
Students must submit a past social science
research paper and set up an interview
appointment between February 5 and 28,
2001. Dr. Mosqueda will notify students of
acceptance into the program by March 8,
2001.

Special Expenses: No
Internship Possibilities: No
Travel Component: None

I am not a Marxist — Karl Marx
*Sit down and read. Educate yourself for the
coming conflicts* — Mary Harris "Mother
Jones"

If one believes the current mass media, one
would believe that Marxism is dead and that
the "end of history" is upon us. As Mark
Twain is reported to have said upon news
account of his demise, "The reports of my
death are greatly exaggerated." The same, of
course, is true for Marxist Theory.

Few Americans have read more than The
Communist Manifesto, if that. Very few
"educated" people have a clear understanding
of Marx's concept of alienation, the dialectic
historical materialism, his analysis of labor
and revolutionary change.

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

Credit awarded in Marxist theory* and
theories of social and political change*.

Total: 16 credits.

Program is preparatory for careers and future
studies in political science, history and
education.

Native American and World Indigenous Peoples Studies

AFFILIATED FACULTY:

Carol Minugh
Alan Parker
Gary Peterson
Paul Tamburro

Native American and World Indigenous Peoples Studies (NAWIPS) offers a variety of opportunities for academic work. The area programs focus on the indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers these educational opportunities through campus programs and the reservation-based program that targets community building through designing a curriculum that responds to the educational goals of the Indian Nations they serve. In addition to these two academic programs, emphasis is placed on learning through student involvement in the activities of the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

On-campus, yearly coordinated study programs require that students begin their studies by understanding the basic principles and concepts of the treaty relationship between the Tribal Nations and the U.S. Government. Participants examine political, social, economic and cultural issues related to indigenous history. Their studies explore a continuum that begins in pre-Columbian times and examines the global effects of colonialism and the political and cultural revitalization movements of the contemporary era.

Off campus, the reservation-based program emphasizes community building within Native American communities where the classes are held. The yearlong coordinated study program offers participants opportunity to be effective inside or outside their reservation. Material is taught using the tribal perspective and issues related to tribal communities are often the topics of discussion.

The Longhouse Education and Cultural Center represents a living, contemporary cultural link to the Indigenous Nations of the Pacific Northwest. The purpose and philosophy of the Longhouse Center is based in service and hospitality to students, the college, indigenous communities and the community at large. The primary function of the facility is to provide classroom space on campus, 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 Northwest Indian Applied Research Institute responds to the concerns identified by tribal communities. The institute will provide students opportunities for conducting applied research. The results will be disseminated through workshops, conferences and community interaction. The institute will work with the tribes to find ways to implement (if they choose) the results of the research. In addition, a Web site will be maintained and the information gathered will be made accessible by tribes and Indian organizations in the region.

Indigenous Peoples: Identities and Social Transformation

Fall, Winter, Spring/Coordinated Study
Faculty: Carol Minugh, Angela Gilliam, TBA
Enrollment: 75

Prerequisites: Sophomore standing. All students participating in community service at a detention facility for juveniles must have a police clearance.

Faculty Signature: Yes. Students must submit a one-page letter of interest and goals to Carol Minugh, The Evergreen State College, Lab I, Olympia, WA 98505. A list of accepted students will be posted on Carol's office door, Lab I 1023, after the Academic Fair, May 10, 2000, or students can call Carol for confirmation, (360) 866-6000, ext. 6025.

Special Expenses: Travel expenses to community service project sites and potential overnight field trips.

Internship Possibilities: Yes, spring quarter with faculty signature.

Travel Component: Overnight field trips.

This program is designed for students interested in learning about the cultural, social and political struggles of Native Americans and other indigenous people. The curriculum will focus on identity: "How are these people identified, by themselves and by others?" and "What does it mean to be identified as indigenous to insiders and outsiders?" The program will address the myriad of other social and political issues related to identity and social change experienced by people who have been invaded and colonized. Contemporary issues surrounding indigenous peoples will be addressed along with the economic/political ramifications of colonialism. The linguistic and cultural genocide experienced and the resulting cultural changes will be highlighted throughout the year. Students will be given the opportunity to share what they are learning about other cultures with incarcerated youth.

In addition to the academic program, some students will participate in community service working with incarcerated youth. A major focus of this service will be providing cultural classes, assisting in the "Gateways for Incarcerated Youth" project. Students will take a leading role in identifying opportunities to build on what the youth want to learn as well as strengthen individuals and community through learning about culture and heritage and the stresses between races. One of the project's goals is to bridge the gap between incarceration and college. Students must pass a police clearance to participate.

Credit awarded in Native American studies, cultural anthropology, indigenous studies, modern colonialism and practicum in juvenile justice.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social work, community organizing, juvenile justice, politics, anthropology and cultural studies.

This program is also listed in Environmental Studies, Culture, Text and Language and Social Science.

Tribal: Reservation-Based/Community-Determined

Fall, Winter, Spring/Coordinated Study
Faculty: Gary Peterson, TBA
Enrollment: 50

Prerequisites: Consult coordinator.

Faculty Signature: Yes

Special Expenses: Expenses related to at least two visits to the Olympia campus each quarter and two visits to the various Reservation sites.

Internship Possibilities: No

Travel Component: Four weekend visits to the campus or Reservation site each quarter.

This community-based and community-determined program seeks tribal members and other students who work or live on a reservation.

The program emphasizes community-building within the Native American communities where classes are held. Students and tribal officials design the curriculum by asking what an educated member of an Indian nation needs to know to contribute to the community. The interdisciplinary approach provides an opportunity for students to participate in seminars while also studying in their individual academic interest areas.

Curriculum development for the academic year begins with community involvement the previous spring. Students and tribal representatives identify educational goals and curriculum topics. A primary goal of this process is the development of students' ability to be effective inside and outside the Native community. Using suggestions received, the faculty develop an interdisciplinary curriculum and texts, methods and resources to assist the learning process. Students make the learning appropriate to their community.

Within the framework of the identified curriculum, the premise is that an educated person needs to have skills in research, analysis and communication. Material is taught using a tribal perspective and issues related to tribal communities are often the topics of discussion. Scholarship and critical thinking skills are assessed as part of student evaluations.

This program is primarily designed for upper-division students seeking a liberal arts degree. Program themes change yearly on a rotating basis. The theme for 2000-01 is leadership. Natural resources is integrated into the program each year.

For program information, call Gary Peterson, program director, The Evergreen State College, Lab 1, Olympia, WA 98505, (360)866-6000, ext. 6021.

Credit distribution relates to specific curricular foci and topics adopted in the program.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in human services, tribal government and management, natural resources, community development, Native American studies and cultural studies.

Tacoma Campus

Director: Dr. W. J. Hardiman

AFFILIATED FACULTY:

W. J. Hardiman
Lowell Kuehn
Willie Parson
Gilda Sheppard
Artee Young

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 urban inner-city environment
- Small class size
- Faculty and student diversity
- Flexible class schedule
- Day and evening classes
- Interdisciplinary studies with linked 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
- Upper-division studies leading to a bachelor of arts degree
- Twenty-year record of student success
- A tradition of employer satisfaction with graduates
- High graduate school placement rate

Who Should Apply

Adult learners who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. 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) 593-5915 or, through the Olympia campus, (360) 866-6000, ext. 6004.

"Enter to learn, depart to serve."

Urban Studies: Institutional Dynamics

Fall, Winter, Spring/Coordinated Study

Faculty: Artee Young, Willie Parson, Joye Hardiman, Gilda Sheppard, Lowell Kuehn, TBA

Enrollment: 170

Prerequisites: Junior standing.

Faculty Signature: Yes. Students may contact the Tacoma Office to schedule an interview (360) 866-6000, ext. 6004.

Special Expenses: No

Internship Possibilities: Yes, spring quarter only.

Travel Component: None

The goal of this yearlong interdisciplinary program is to study urban communities and their institutions. Urban communities have often stood as paradigms for modernity and progress. Nevertheless, contradictions abound within many of the institutions that lie at the center of urban settings. Thus, this program will examine urban communities, looking particularly at the history, organization and dynamics of institutions within these communities.

Fall quarter, the program will focus on communities and their institutions from historical and cross-cultural bases. We will examine the nature of the relationship between people and the organizations that help address essential needs. Winter quarter, our focus will turn toward institutional research, assessment, evaluation and management. We will investigate the issues, problems and concerns when institutions and community conflict. In spring quarter we will develop informational forums and proposals for institutional enhancement and/or change. These efforts will be aimed at combining our research with outreach so that we work with communities and local government to address problems impacting urban areas.

By the end of the program, students will be expected to be able to do advanced-level bibliographic and electronic research, and martial intellectual and corporal resources to develop and implement community-responsive, institution-based programs to address urban problems.

The program format will consist of large-group lectures and dialogues, small-group book seminars, workshops and collaborative research projects. Classes in data collection, textual analysis and oral, written and multimedia presentation will occur each quarter, as will skill development in composition, collaboration and coalition building.

Credit awarded in community and cultural studies*, law and government policy*, public health*, social science research*, organizational development*, research methodology*, media literacy* and multimedia*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in community development, cultural advocacy, organizational development, law and public policy, education, public health, social and human service administration and media arts.

Graduate Study at Evergreen

Master in Teaching (MIT)

Director: Michael Vavrus

Admissions Officer: TBA

Field Services Officer: Lyndel Clark

Graduate Teacher Education

The Master in Teaching Program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MIT degree and Residency Teacher Certification in Washington state. The program is fully accredited by the state Board of Education.

The MIT Program reflects the Evergreen coordinated studies model; the curriculum is organized around integrated themes. An interdisciplinary team of faculty and a cohort of a maximum of 60 full-time students form a community of learners to investigate curricular themes.

The MIT Program is centered around the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values.

The program interrelates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, nearly 70 percent of MIT student time is allocated to direct involvement in K-12 schools.

Year one of each MIT cycle begins according to the Evergreen schedule in late September. Year two begins in late August in accordance with the public school calendar.

Teaching Endorsements

An endorsement identifies the subject matter and grade level an individual may teach in Washington's schools. Before beginning the MIT program, students should have their endorsement course work completed or nearly completed (within 8 quarter hours).

4-12: Subject-area endorsement for teaching grades four through 12 within a departmentalized classroom. MIT applicants must have a primary endorsement and are encouraged to add a supporting endorsement as well.

K-8: "Kindergarten through grade eight endorsement shall be granted in the subject area of elementary education which shall include all subject areas taught in such grades." (Washington Administrative Code.)

Some primary and supporting subject-area endorsements are available through the Evergreen undergraduate curriculum; eligibility for others can be reviewed by a qualified Evergreen staff or faculty member on the basis of a transcript from another institution.

For complete information on endorsements, please consult the current Master in Teaching Catalog.

Academic Advising

Regularly scheduled advising sessions are offered throughout the year by Academic Advising and the MIT Office for any prospective applicant seeking advice about meeting endorsement requirements. Please call the MIT Admissions Officer at (360) 866-6000, ext. 6181, or the Office of Academic Advising at (360) 866-6000, ext. 6312, to sign up for a session or schedule an appointment.

Note: Undergraduate students who intend to apply to the MIT Program are encouraged to attend an advising session in their junior year, if not sooner, to plan a curriculum that will meet credit requirements for their chosen endorsement area(s).

Application Review Process

We urge prospective students to plan ahead and to complete their application as early as possible in order to ensure full consideration. Admission to the MIT Program is competitive and the maximum 60 available spaces are offered to the most qualified candidates as their respective applications are reviewed.

The Admissions Office begins accepting applications in September and our first admissions decisions are based on a review of all applications completed by November 15. Thereafter, applications will be considered as they are received and completed. Application materials must be received by 5 p.m. May 15 to be considered for fall admission. Applications that are not completed by the deadline will be considered on a space available basis.

For complete information on admissions requirements and procedures, please consult the current Master in Teaching Catalog.

The Evergreen Master in Teaching Catalog is available from the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

Prerequisites for MIT Admission

1. A bachelor's degree from a college or university accredited by its regional accrediting body.
2. A 3.0 GPA in the final 90 hours of an undergraduate transcript or the equivalent level of scholarship on narrative transcripts.
3. Graduate Record Examinations (GRE) Writing Assessment scores.
4. General education requirements: Successful completion of the following (successful is equivalent to C level—2.0 on a 4.0 system—or above):
 - 12 quarter hours in college-level writing
 - 4 quarter hours in college-level mathematics (e.g., computation and quantitative reasoning)
 - 8 quarter hours in college-level social science
5. Endorsement requirements: Within eight quarter hours of completion of endorsement requirements (see Master in Teaching Catalog) before beginning the MIT program.

Program Location

The two-year MIT program cycles for 2000-02 and 2001-03 are based in Olympia. Students assume responsibility for finding transportation to and from field sites and other program-related activities.

Graduate Program in Environmental Studies (MES)

Director: John Perkins

The Graduate Program in Environmental Studies (MES Program) combines a deep understanding of ecological and environmental issues with a study of environmental policy development and implementation. The program focuses on the relationship between science and policy, so students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues. Since 1984, the program has prepared students for employment in the public and private sectors or continuing graduate study in related fields.

The MES Program is open to part-time and full-time students. To accommodate working students, course work is concentrated in the evening and late afternoon. Part-time students enroll for eight credits per quarter, while full-time students enroll for 12. The 72-credit completion requirement can be met by part-time students in nine quarters, while full-time students can complete it in as few as six quarters. Students are expected to have recent course work in the social and natural sciences and in statistics before entering the program.

The MES Program consists of three parts: required core courses, elective course work and a thesis. The core is taught by an interdisciplinary team of faculty, representing the natural and social sciences. The core sequence is eight credits per quarter and runs for four quarters: Political Economic and Ecological Processes (fall); Population, Energy, and Resources (winter); Case Studies: Environmental Assessment, Policy, and Management (spring); and Quantitative Analysis and Research Methods for Environmental Studies (fall).

Electives are in-depth, four-credit courses that focus on specific topics of environmental analysis and problem solving. Part-time students enroll in electives after completing core courses. Full-time students enroll in both core courses and electives. Typically, three or four elective courses are offered each quarter.

All students are required to complete a thesis. The MES Program offers an eight- and 16-credit thesis option. The eight-credit thesis is completed during winter and spring quarter. Students selecting the eight-credit thesis option complete the MES degree with 32 credits of core courses, 32 credits of elective course work and eight credits of thesis. The 16-credit thesis option offers students the opportunity for extended research, data collection and analysis. Students selecting the 16-credit thesis complete the MES degree with 32 credits of core, 24 credits of electives, and 16 credits of thesis.

Questions concerning the MES/MPA Programs should be directed to the MES/MPA Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

Graduate Program in Public Administration (MPA)

Director: Linda Moon Stumpff

The primary commitment of the Graduate Program in Public Administration (MPA Program) is to challenge and thoroughly prepare students to seek democratic, equitable, practical solutions to problems facing public, private and non-profit sectors and citizens in the Pacific Northwest.

The program welcomes students intending to pursue a public sector career as well as those already working for government or organizations involved in public issues. We also encourage students with career interests in the non-profit or private sectors to consider the MPA Program. Most MPA students are employed full time in the public, non-profit or private sectors. A few plan further doctoral work. To accommodate working students, classes are offered in the evenings.

A student can complete the 60-credit degree requirement in six to eight academic quarters. Students lacking significant public-sector experience are expected to complete an internship for at least one quarter. Students are required to have recently completed course work in statistics and micro/macro economics. Both are offered in Evergreen's summer school.

To satisfy the degree requirement, a student must participate in a sequence of six core programs and complete 12 hours of elective courses. Each core program is interdisciplinary and team-taught by two or three faculty.

The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to instill in students the habit of examining the political and economic context of public administration and policy-making, addressing the ethical dimension of administration and policy and attending to issues of race and gender in the workplace and in public policy.

The MPA core curriculum includes: The Political and Economic Context of Public Administration; Research Methods for the Public Sector; Understanding Public Organizations; Fiscal Policy; Public Policy and Its Administrative Implications; and the Applications Project.

The eight-credit applications project is completed during spring quarter of the second year. It is typically a group-authored research effort with practical impact for current public policy issues. Topic, form and content will vary with students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

Elective courses allow a student to broaden the study of public administration beyond the range of the core programs. A special series of electives on the topic of Tribal Governance will be offered in spring and/or summer.

MES and MPA Program Procedures

The MES/MPA Graduate Catalog

The MES/MPA Graduate Catalog contains a full description of the curriculum, academic policies, admissions procedures and requirements for both programs, plus an application form. Please consult the MES/MPA Graduate Catalog before applying for admission. Individuals interested in receiving a copy or applying to either program should contact the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

Admissions

First admissions decisions are made on applications completed by February 15. After that date, applications will be considered as they are completed until the programs are filled.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the MES/MPA Graduate Catalog for complete details regarding these procedures):

1. MES/MPA application for admission
2. Official academic transcripts certifying receipt of a bachelor's degree
3. Statement of interest
4. Letters of recommendation
5. Brief essay by the applicant (MPA only)
6. GRE score (MES only)

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers the applicant's academic preparation as well as his or her professional accomplishments or other public activities and may require an interview with faculty.

Financial Aid

Limited financial aid is available in the form of fellowships, assistantships, scholarships, tuition waivers, work-study assistance and guaranteed student loans. The Free Application for Federal Student Aid (FAFSA) must be completed before any financial aid decision can be made. The FAFSA should be mailed to the central processor by February 15, 2000; the deadline for MES/MPA financial aid is May 15. Later applicants who qualify for financial aid will compete for remaining monies. In some cases, the MPA or MES programs can assist a student in obtaining part-time public-sector employment. Information on financial aid is available from the assistant director for the MES/MPA Student Services and the Financial Aid Office.

Trustees, Administration and Faculty

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Dean of Student and Academic
Support Services

This is a listing of Evergreen's faculty
as of summer 1999.

A more extensive description of
Evergreen faculty members' areas of
expertise can be found in the Student
Advising Handbook, available at
Academic Advising.

Richard W. Alexander, Emeritus, English and
Literature, 1970; Assistant Academic Dean,
1980-82; B.A., English, Emory University,
1956; M.A., English, Tulane University, 1961;
Ph.D., English, University of Illinois, 1966.

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.

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 Tübingen, West
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.

Don Bantz, Public Administration, 1988; B.A.,
Management/Marketing, 1970; M.P.A.,
University of Southern California, 1972;
D.P.A., University of Southern California,
1988.

Clyde Barlow, Chemistry, 1981; B.S.,
Chemistry, Eastern Washington University,
1968; Ph.D., Chemistry, Arizona State
University, 1973.

Gordon Beck, Emeritus, Art History and
Archaeology, 1971; A.B., Speech, Bowling
Green University, 1951; M.A., Drama, Western
Reserve University, 1952; Ph.D., Theater,
University of Illinois, 1964.

Michael W. Beug, Chemistry, 1972; Academic
Dean, 1986-92; B.S., Chemistry, Harvey Mudd
College, 1966; Ph.D., Chemistry, University of
Washington, 1971.

Peter G. Bohmer, Economics, 1987; B.S.,
Economics and Mathematics, Massachusetts
Institute of Technology, 1965; Ph.D., Econom-
ics, University of Massachusetts, 1985.

Dharshi Bopegedera, Physical Chemistry, 1991;
B.S., Chemistry, University of Peradeniya, Sri
Lanka, 1983; Ph.D., Physical Chemistry,
University of Arizona, 1989.

Frederica Bowcutt, Ecology, 1996; B.A.
Botany, University of California, Berkeley,
1981; M.S., Botany, University of California
Davis, 1989; Ph.D., Ecology, University of
California, Davis, 1996.

Priscilla V. Bowerman, Economics, 1973;
Director of Graduate Program in Public
Administration, 1986-89; Academic Dean,
1990-94; A.B., Economics, Vassar College,
1966; M.A., Economics, Yale University,
1967; M. Philosophy, Yale University, 1971.

Richard B. Brian, Emeritus, Mathematics,
1970; B.S., Physics, Grove City College, 1953;
M.A., Mathematics, University of Maryland,
1959; Ph.D., Mathematics Education,
University of Maryland, 1966.

Jovana J. Brown, Emerita, Natural Resource
Policy, 1974; Dean of Library Services, 1974-
81; A.B., Political Science, University of
California, Riverside, 1959; M.L.S., University
of California at Berkeley, 1965; M.A., Political
Science, University of California Berkeley,
1967; Ph.D., Library and Information Studies,
University of California Berkeley, 1971.

William H. Brown, Emeritus, Geography,
1974; B.A., Geography, Antioch College,
1956; M.A., Geography, University of
California Berkeley, 1967; Ph.D., Geography,
University of California Berkeley, 1970.

Bill Bruner, Economics, 1981; Dean of Library
Services, 1992-present; B.A., Economics and
Mathematics, Western Washington University,
1967.

Andrew Buchman, Music, 1986; Certificate,
School of Musical Education, 1971; B.A.,
Liberal Arts, The Evergreen State College,
1977; M.M., Music Composition, University
of Washington, 1982; D.M.A., Music
Composition, University of Washington, 1987.

John P. Bullock, Inorganic Chemistry, 1999;
B.S., Chemistry, State University of New York
College at Plattsburgh, 1985; Ph.D., Inorganic
Chemistry, University of Minnesota, 1990.

Paul R. Butler, Geology and Hydrology, 1986;
A.B., Geography, University of California,
Davis, 1972; M.S., Geology, University of
California Berkeley, 1976; Ph.D., Geology,
University of California Davis, 1984.

Craig B. Carlson, Communications, 1973;
B.A., English, College of William and Mary,
1965; Ph.D., English, University of Exeter,
England, 1972.

Richard A. Cellarius, Emeritus, Plant Biology,
Biophysics and Environmental Policy, 1972;
Director of Graduate Program in Environmen-
tal Studies 1994-99; B.A., Physics, Reed
College, 1958; Ph.D., Biological Sciences,
Rockefeller University, 1965.

Arun Chandra, Music Performance, 1998;
B.A., Composition and English Literature,
Franconia College, 1978; M.M., Guitar
Performance, University of Illinois at Urbana/
Champaign, 1983; D.M.A., Composition,
University of Illinois at Urbana/Champaign,
1989.

- Gerardo Chin-Leo**, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.
- Caryn Cline**, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri, Columbia, 1976; M.A., English, University of Missouri, Columbia, 1978.
- Sally J. Cloninger**, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.
- Robert Cole**, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.
- Stephanie Coontz**, History and Women's Studies, 1974; B.A., History, University of California Berkeley, 1966; M.A., European History, University of Washington, 1970.
- Doranne Crable**, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies and Laban Movement Theory and Practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.
- Thad B. Curtz**, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California Santa Cruz, 1969; Ph.D., Literature, University of California Santa Cruz, 1977.
- John Aikin Cushing**, Computer Science, 1976; Director of Computer Services, 1976-84; Academic Dean, 1993-present; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.
- Judith Bayard Cushing**, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.
- Argentina Daley**, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.
- Virginia Darney**, Literature and Women's Studies, 1978; Academic Dean, 1994-present; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.
- Leo Daugherty**, Emeritus, Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.
- Stacey Davis**, European History, 1998; B.A., History, Princeton University, 1992; M.A., History, Yale University, 1993; M. Philosophy, History, 1996; Ph.D., History, Yale University, 1998.
- Llyn DeDanaan**, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal**, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.
- George E. Dimitroff**, Emeritus, Mathematics, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.
- Carolyn E. Dobbs**, Urban Planning, 1971; Academic Dean, 1987-91; Interim Vice President for Student Affairs, 1991-92; Academic Dean, 1992-94; Director of Graduate Program in Public Administration 1994-98; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.
- Kenneth Dolbeare**, Emeritus, Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar, Denmark, 1989-90.
- Peter Dorman**, Political Economy, 1998; B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.
- Fred Dube**, Emeritus, Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.
- Larry L. Eickstaedt**, Emeritus, Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.
- Betty R. Estes**, Emerita, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.
- Joe Feddersen**, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal**, Linguistics and Languages, 1973; Academic Dean, 1996-present; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer**, Management and International Business, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.
- Anne Fischel**, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.
- Thomas H. Foote**, Education and Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Theresa L. Ford**, M.I.T., 1997; B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.
- Russell R. Fox**, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Marilyn J. Frasca**, Art, 1972; B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.
- George Freeman, Jr.**, Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Laurance R. Geri**, Master of Public Administration, 1997; B.A., Economics, University of Washington, 1980; M.P.A., Policy Analysis and Evaluation, George Washington University, 1982; D.P.A., University of Southern California, 1996.
- Jorge Gilbert**, Sociology, 1988; Licenciado en Sociologia, Universidad de Chile; M.A., Sociology in education, University of Toronto, 1975; Ph.D., Sociology in education, University of Toronto, 1980.
- Angela Gilliam**, Anthropology, 1988; B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., The Union Graduate School, 1975; Fulbright Scholar, 1994.
- Ariel Goldberger**, Theatrical Design, 1996; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- José Gómez**, Social Sciences and Law, 1988; Assistant Academic Dean, 1988-90; Associate Academic Dean 1990-96; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Margaret H. Gribskov**, Emerita, Journalism and Education, 1973; Ph.D., Education, University of Oregon, 1973.

- Thomas Grissom**, Physics, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.
- Burton S. Guttman**, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.
- Bob Haft**, Expressive Arts, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.
- Jeanne E. Hahn**, Political Science, 1972; Assistant Academic Dean, 1978–80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- W. Joye Hardiman**, Literature and Humanities, 1975; Director, Tacoma Campus, 1990–present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate studies, Literature, State University of New York at Buffalo, 1968–70; Ph.D., Literature and Education, The Union Institute, 1986.
- Phillip R. Harding**, Emeritus, Architecture, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California Berkeley, 1970.
- Lucia Harrison**, Public Administration, 1981; Director, Graduate Program in Public Administration, 1990–93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab**, Emeritus, Environmental Design, 1974; B., Architecture, University of California Berkeley, 1965; M., Architecture, University of California Berkeley, 1970.
- Ruth Hayes**, Animation, 1997; B.A., Animation, Harvard and Radcliffe Colleges, 1978; MFA, Experimental Animation, California Institute of the Arts, 1992.
- Martha Henderson**, Geography, 1995; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.
- Peta M. Henderson**, Emerita, Anthropology, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- Steven G. Herman**, Biology, 1971; B.S., Zoology, University of California Davis, 1967; Ph.D., Zoology, University of California Davis, 1973.
- Patrick J. Hill**, Philosophy, 1983; Provost and Academic Vice President, 1983–90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.
- Virginia Hill**, Communications, 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- David Hitchens**, History, 1970; Campus Adjudicator, 1987–89; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard**, Library Science, 1986; B.A., History/Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California Los Angeles, 1969.
- Margaret I. Hunt**, Dance, 1976; B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.
- Ryo Imamura**, Psychology, 1988; B.A., Mathematics, University of California Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Winifred Ingram**, Emerita, Consultant to M.I.T. Program, 1991–92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971–72.
- Ren-Hui (Rose) Jang**, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Paul C. Jeffries**, Philosophy of Science, 1999; B.A., Physics, Princeton University, 1990; M.A., Philosophy, Cornell University, 1995.
- Bernard Johansen**, Emeritus, Dance, 1972.
- Heesoon Jun**, Clinical/Counseling Psychology, 1997; B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.
- Linda B. Kahan**, Biology, 1971; A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.
- Kazuhir Kawasaki**, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.
- Jeffrey J. Kelly**, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California Berkeley, 1968.
- Cynthia C. Kennedy**, Management, 1999; B.S., Business and French, The Pennsylvania State University, 1985; M.B.A., The Pennsylvania State University, 1988.
- Janice Kido**, Communication, 1991; Director, Master in Teaching Program, 1991–95; B.Ed., Secondary Speech Education, University of Hawaii at Manoa, 1965; M.A., Speech/Communication, University of Hawaii at Manoa, 1970; Ph.D., Communication: Cross-Cultural Communication, The Union Institute, 1995.
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- Robert H. Knapp, Jr.**, Physics, 1972; Academic Dean, 1996–99; Assistant Academic Dean, 1976–79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.
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- Kaye V. Ladd**, Emerita, Inorganic Chemistry, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.
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- Eric H. Larson**, Emeritus, Anthropology, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
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- Mark A. Levensky**, Philosophy, 1972; B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.
- Robert T. Leverich**, 3-D Art, 1999; B.A., University of Minnesota at Minneapolis, 1978; Master of Architecture, University of Minnesota at Minneapolis, 1979; M.F.A., Rochester Institute of Technology, 1990.
- P. Ju-Pong Lin**, Experimental Video, 1999; B.A. Comparative Literature with Certificate in Film Studies, Indiana University, 1985; M.A., Intermedia Arts, Video/Performance, The University of Iowa, 1995; M.F.A., Intermedia Arts, Video/Performance, The University of Iowa, 1996.
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- Cheri Lucas-Jennings**, Public Policy, 1999; B.A., Political Economy/Graphic Design, San Francisco State University, 1974; M.A., Political Science, Women's Studies and Public Law, University of Hawaii at Manoa, 1978; Ph.D., Public Legislation and Public Health, University of Hawaii at Manoa, 1984.
- Lee Lyttle**, Library Sciences, 1992; Academic Dean 1998–present; B.F.A., Architecture, University of New Mexico, 1974; M. Urban Planning, University of Washington, 1985; M. Library Sciences, University of Hawaii, 1991.
- Jean Mandeborg**, Fine Arts, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.
- Carrie Margolin**, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.
- David Marr**, American Studies and English, 1971; Academic Dean, 1984–87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.
- S. R. Martin, Jr.**, Emeritus, English and American/African-American Studies, 1970; Academic Dean, 1973–76; A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.
- John Marvin**, Emeritus, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.
- Stuart P. Matz**, Human Biology, 1999; B.A., Philosophy, University of California, San Diego, 1986; Ph.D., Biology, University of Oregon, 1994.
- Charles J. McCann**, Emeritus, English, 1968; President, 1968–77; B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.
- Earle W. McNeil**, Emeritus, Sociology, 1971; Academic Advisor, 1983–86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Laurie Meeker**, Film and Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.
- Helena Meyer-Knapp**, Politics and Government, 1998; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.
- Donald V. Middendorf**, Physics and Biophysics, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.
- David H. Milne**, Biology, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.
- Maxine Mimms**, Emerita, Social Services, 1972; Director, Tacoma Program, 1973–90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, The Union Graduate School, West, 1977.
- Carol Minugh**, Environmental Studies (Native American Community-Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.
- Harumi Moruzzi**, Intercultural Communication, 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.
- Lawrence J. Mosqueda**, Political Science, 1989; B.S., Political Science with minors in Sociology and Economics, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.
- Frank Motley**, Librarianship, 1978; Head of Library Reference, 1972–79; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.
- Arthur Mulka**, Emeritus, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
- Greg A. Mullins**, American Studies, 1998; A.B., English, Stanford University, 1985; Ph.D., English, University of California Berkeley, 1997.
- Ralph W. Murphy**, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988–95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Nalini Nadkarni**, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.
- Raul Nakasone (Suarez)**, Education, 1991; Credentials for Secondary Education in Mathematics, Physics, and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.
- Alan Nasser**, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel**, Chemistry, 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson**, Spanish Language and Culture, 1992; A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification, Latin American Studies, Duke University, 1992; Ph.D., Spanish, Duke University, 1994.
- Lin Nelson**, Environmental Health, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, Pennsylvania State University, 1975; Ph.D., Sociology, Pennsylvania State University, 1981.
- Neal N. Nelson**, Computing and Mathematics, 1998; B.A., Mathematics, Washington State University, 1974; M.S., Computer Science, Washington State University, 1976; Ph.D., Computer Science, Oregon Graduate Institute, 1995.
- Charles T. Nisbet**, Emeritus, Economics, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Sandra Lewis Nisbet**, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.
- Steven M. Niva**, Middle Eastern Studies, 1999; B.A., Foreign Affairs, Middle East Politics and Political Philosophy, University of Virginia, 1988; Ph.D., Political Science, Columbia University, 1999.
- Dean Olson**, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
- Toska Olson**, Sociology and Social Problems, 1998; B.A., Anthropology, University of Washington, 1989; M.A., Sociology, University of Washington, 1991; Ph.D., Sociology, University of Washington, 1997.
- Janet Ott**, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.
- Charles N. Pailthorp**, Philosophy, 1971; Academic Dean, 1988–92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
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Ratna Roy, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.

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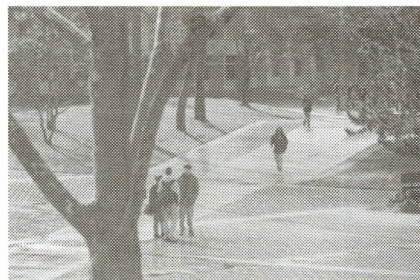
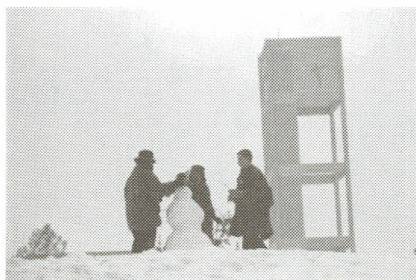
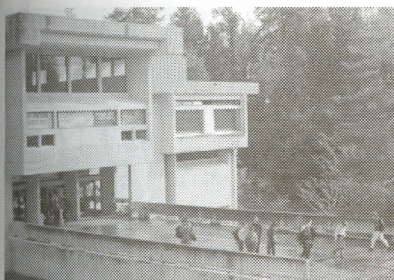
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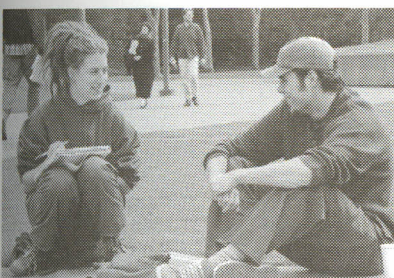
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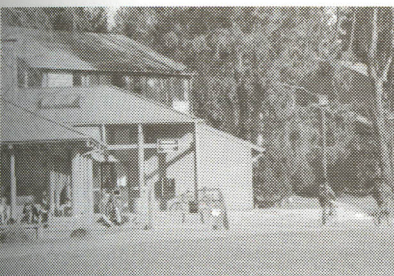
- Gregory Stuewe-Portnoff**, Emeritus, Psychology, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- Linda Moon Stumpff**, Natural Resource Policy, 1997; Director of Graduate Program in Public Administration 1999–present; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.
- Masao Sugiyama**, Mathematics, 1988; Academic Dean, 1994–98; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.
- Lisa Sweet**, 2-D Art, 1999; B.F.A., Ceramics and Drawing, Grand Valley State University, 1989; M.F.A., Printmaking, University of Wisconsin, Madison, 1997.
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- Kenneth D. Tabbutt**, Environmental Geology, 1997; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College; Ph.D., Geology, Dartmouth College.
- Paul R. Tamburro**, Native American Studies, 1997; B.A., Social Service and Sociology, University of New Hampshire, 1980; M.A., English Language and Linguistics, University of New Hampshire, 1982; M.S.W., Child and Family Services, Salem State College, 1990.
- Nancy Taylor**, History and Education, 1971; Academic Dean 1999–present; B.A., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
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- Charles B. Teske**, Emeritus, Literature, 1970; Academic Dean, 1970–75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.
- Kirk Thompson**, Emeritus, Psychology and Political Science, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California Berkeley, 1965; Postdoctoral studies, Psychology, C. G. Jung Institute, 1975–77 and University of Washington, 1986–87.
- Erik V. Thuesen**, Zoology, 1993; B.S. Biology, Antioch College, Yellow Springs, 1983; M. A., Fisheries, Ocean Research Institute, University of Tokyo, 1988; Ph.D., Biological Sciences, University of California Santa Barbara, 1992.
- Gail Tremblay**, Creative Writing, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.
- Setsuko Tsutsumi**, Japanese Language and Culture, 1985; B.A., Psychology; Teaching License in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.
- Gabriel F. Tucker**, Natural Resources, 1996; B.S., Forest Management, Oregon State University, 1976; M.S., Forest Resources, University of Washington, 1983; Ph.D., Natural Resources, Cornell University, 1990.
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- Sherry L. Walton**, Education, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.
- Gregory Weeks**, Economics, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
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- David W. Whitener**, Emeritus, Native American Studies, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- Edward A. Whitesell**, Geography, 1998; B.A., Environmental Biology, University of Colorado at Boulder, 1973; M.A., Geography, University of California Berkeley, 1988; Ph.D., Geography, University of California Berkeley, 1993.
- Alfred M. Wiedemann**, Biology, 1970; B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.
- Sonja Wiedenhaupt**, Social Psychology, B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California Berkeley, expected 2000.
- Ainara D. Wilder**, Emerita, Theater and Drama, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.
- Sarah Williams**, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California Santa Cruz, 1991.
- Sean Williams**, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.
- William C. Winden**, Emeritus, Music, 1972; Assistant Academic Dean, 1976–78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.
- Thomas Womeldorff**, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- York Wong**, Emeritus, Management/Computer Sciences, 1975; Director of Computer Services, 1973–75; Assistant Academic Dean, 1979–81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.
- Artee F. Young**, Law and Literature, 1996; B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.
- E.J. Zita**, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D. Physics, University of Wisconsin-Madison, 1993.



The heart of the Evergreen campus is Red Square, where students gather when the weather is nice (which happens more often than locals are prone to admit). Most buildings are clustered around the square within easy walking distance of one another—even after an unusual snowfall.



Learning extends outside the classroom. Everywhere you turn—from comfortable sitting areas in the hallways to Red Square to large venues like the Lecture Halls and the Gymnasium—students discuss and debate classroom concepts and current issues.



Housing offers an array of rooms with a view, wooded walkways, a community center, recreational opportunities and much more, all a short walk from the central campus. You can even purchase food and other items at The Branch.

SPEAKING OF EVERGREEN: A GLOSSARY

A few words about Evergreen, a college built on the philosophy that teachers should focus on the educational experience of each individual student. Free of distractions created by academic departments, grades and majors, Evergreen is a college truly unlike any other. A few words commonly used on campus help describe this educational experience. We share them with you here, as you begin to explore all that Evergreen has to offer.

Academic Advising A key part of the student support services available in the Student Advising Center, Academic Advising offers up-to-date information on internships, academic programs, faculty and academic services. Advisors provide valuable advice for planning your education. You'll also receive advising services—formal or informal, individual or group—on an ongoing basis from faculty in your programs and areas of interest.

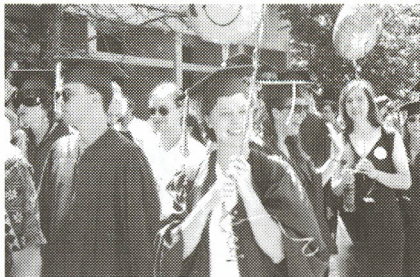
All-level programs These allow freshmen to work alongside sophomores, juniors and seniors. Like Core programs, they offer freshmen college-level skills.

Academic Fair A mass gathering of faculty, student services staff and students held in the Library Lobby at the beginning of each academic year and near the end of fall, winter and spring quarters. It is a great opportunity to get information about upcoming programs, explore possible contracts and get help with your planning. Check with Advising, Admissions or Registration & Records for dates and times.

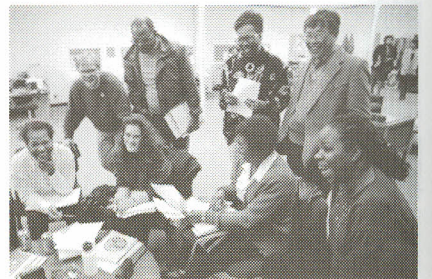
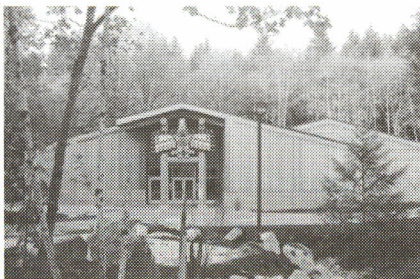
Academic Pathways The way to specialize in a particular field of study is to plan an academic or career "pathway." Talk with an advisor or a faculty member teaching in your field of interest to find out how to plan your own academic pathway.



Students congregate in the College Activities Building to eat, relax, work and study. "The CAB" also houses the college Bookstore, your source for art materials, office supplies, computers and software, sundries, gifts and, of course, books. Upstairs, students staff the offices of more than 50 student organizations.



Evergreen's festive outdoor graduation ceremony is attended by family and friends of approximately a thousand graduates. The day after graduation is Super Saturday, the largest one-day festival in Washington state. More than 25,000 people a year enjoy the music, crafts and food at this free gathering.



The Longhouse Education and Cultural Center, which incorporates the architecture of Pacific Coast tribes, reflects Evergreen's commitment to multicultural education. Evergreen also offers programs on Native American reservations and its Tacoma Campus provides upper-division programs for urban adults.

CAB Unless you're calling a taxi, CAB refers to the College Activities Building.

Chaos Around here, it's spelled KAOS and it's the college's community radio station.

Contracts Evergreen offers three kinds of academic contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. Talk to an academic advisor or faculty member to learn more.

Coordinated Study Programs Academic programs with a team of two to five faculty and 40 to 100 students. Primarily full time and one or more quarters in length, they focus on interdisciplinary study and research on a particular theme or topic.

Core Programs Coordinated studies for beginners. Participants study several disciplines while improving college-level skills.

Courses Part-time courses, each with a single disciplinary focus, supplement the main curriculum. They can be combined with programs, contracts and internships.

CPJ It's the *Cooper Point Journal*, the college's student newspaper.

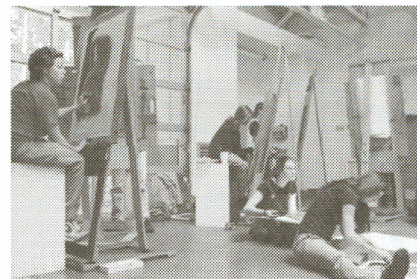
Credits Full-time students at Evergreen earn 12 to 16 credits. The amount of credit earned in a program is clearly specified at the end of the evaluation of the student's academic performance.

DTF Disappearing Task Forces. Evergreen's planners, hoping to avoid permanent committees, created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate. Contact the Office of the Vice President for Student Affairs.

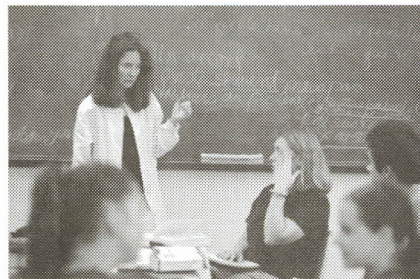
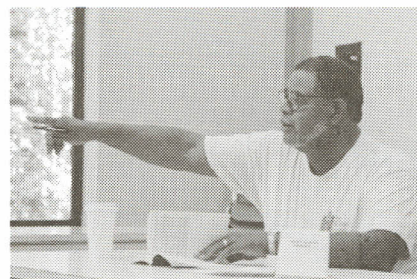
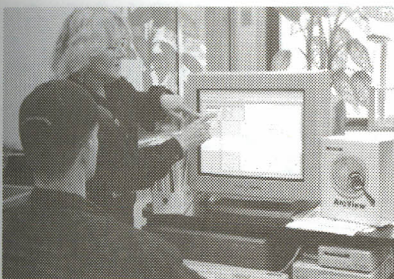
EARS Evergreen's Automated Registration System lets currently admitted students register for classes over the phone. Appointment information will be mailed to you each quarter.



Evergreen students learn by doing; in the arts, doing means performing live. Students display sculpture, produce plays, perform on the college's Indonesian gamelan and much more. And a host of artists, from the thriving local scene and from around the world, appear on campus and at Olympia-area venues.



Evergreen has a wealth of specialized facilities where students put theory into practice. These include editing studios for media work, research laboratories and art studios for painting and drawing, metalworking, woodworking, pottery, printmaking and glass blowing.



Whether lecturing, participating in seminars, or working with students one-on-one, Evergreen faculty spend more time with students than their peers at most comparable colleges and universities. Faculty members work full time each quarter with one group of 23 to 25 students.

Equivalencies The approximate course titles and credit hours listed at the end of the program descriptions. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history, mathematics, science and writing for your work in a single coordinated studies program.

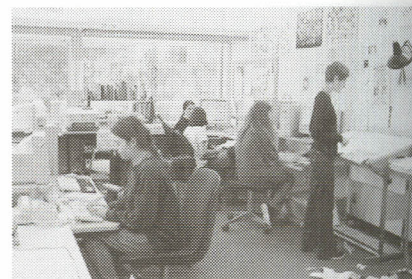
Evaluation Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become part of the faculty member's official portfolio.

Evaluation Conference A quarterly conference in which a faculty member and a student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the 11th and final week of each quarter.

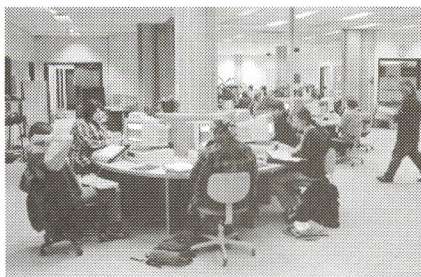
Faculty Sponsor A student's primary instructor during a quarter in a group contract, individual contract or internship.

Field Trips Trips off campus are often integrated into the schedule of program activities—just like lectures, seminars, etc.

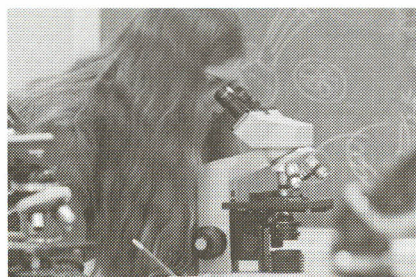
First Peoples At Evergreen, First Peoples refers to people of color—often referred to as minorities. The name recognizes the unique indigenous heritages of all people of color. See First Peoples' Advising Services on page 21 and the First Peoples' Recruitment staff on page 28.



At KAOS Community Radio, students line up to create an eclectic mix of weekly shows. And if print is your medium of choice, there's the *Cooper Point Journal*, the weekly student newspaper, and *Slightly West*, the literary magazine.



Day and night, the Computer Center buzzes with quiet intensity as students pursue projects on more than 100 Macintosh and PC computers. In the Graphics Imaging Lab, students manipulate digital images. In the Computer Applications Lab, they use computers as scientific tools, acquiring and crunching data and building maps from databases.



Evergreen prides itself on providing resources for student research and projects—whether that involves searching through books, periodicals, films, recordings and on-line databases in the Library, staring down the barrel of a microscope in the science labs or making a documentary with equipment from Media Loan.

Geoduck The campus mascot—a legacy from our early humorists—is an oversized clam native to this area and noted for digging deep and fast.

Governance An ongoing demonstration of our commitment to working together to make decisions. Students participate in governance along with staff and faculty members, usually through a DTF.

Greener Short for Evergreener.

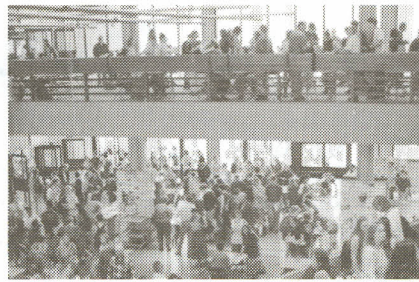
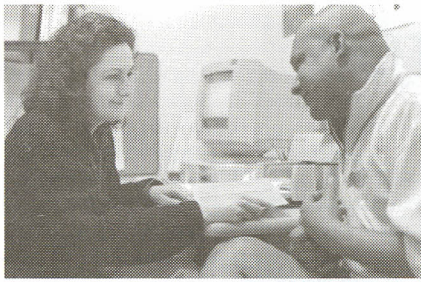
Individual Learning Contract An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, photography, painting, field studies and research—whatever suits your academic needs and interests. Requires well-defined goals, self-discipline, lots of motivation and the ability to work with minimal supervision. For advanced students and available only in limited numbers.

Interdisciplinary Study Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. You may find yourself learning about science and art in the same program, or about social science and human development, or combining history with exploration of literature.

Internships Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through Academic Advising.

Part-Time Programs Half-time (8-credit) evening and weekend programs designed for working adults and others who cannot attend daytime classes to earn credit toward a bachelor's degree.

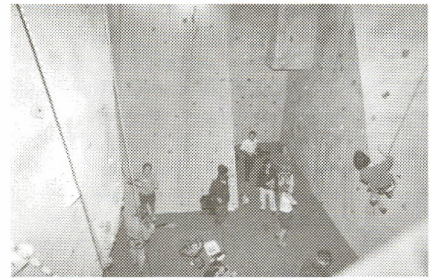
Part-Time Studies Evening and weekend offerings that include half-time interdisciplinary programs and two-, four- and six-credit courses on specific subjects.



Charting your own course doesn't mean going it alone. Evergreen faculty and the advisors at Academic Advising will help you design an academic pathway. And at Academic Fairs you can meet with faculty members to gather information about their programs.



From the central campus, where buildings never rise above the surrounding trees, you can follow forested trails to the beach or the Organic Farm. Or board a college sailboat to explore Puget Sound. Forest, Sound and farm are all living laboratories (and the Farmhouse is an inviting venue for potlucks and other events).



Student athletes enjoy intercollegiate competition in soccer, basketball, swimming and tennis, plus intramural sports leagues and club rugby. Recreation opportunities include climbing walls, a swimming pool and diving well, weight rooms, racquetball courts, sailing and kayaking. Rental equipment is available for outdoor pursuits.

Planning Unit An interdisciplinary grouping of Evergreen faculty interested in a specific set of disciplines or issues. Faculty in each Planning Unit meet regularly to plan curriculum and often teach together.

Prior Learning From Experience Also known as PLE. Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit.

Programs To distinguish our multidisciplinary and full- or half-time offerings from courses or classes at other institutions, we use the term "programs."

Retreat Many academic programs go on retreats, often off campus, for secluded work on a particular project or the finale to an entire year's studies.

Self-evaluation Your evaluation of your academic work as measured against your objectives for the quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

Seminars A central experience of an Evergreen education. Seminar participants meet to discuss assigned readings. The group, a faculty member and 22 to 25 students, prepares by reading and analyzing the material to be discussed.

Social Contract Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See page 23.

The Student Advising Handbook Published by Academic Advising, this handbook is an invaluable source of information and a tool for planning your career at Evergreen and beyond.

www.
evergreen.edu

Campus Services and Resources

Access for Students With Disabilities

Evergreen welcomes students with disabilities. The primary responsibility of Access Services for Students with Disabilities is to ensure that all students with documented disabilities are reasonably accommodated. We are committed to providing equal access to all activities, facilities and programs offered at Evergreen. This office will be happy to meet with you to answer any questions you may have and to discuss specific accommodations necessary for you to make the most of your Evergreen experience.

Please contact this office as soon as possible upon your admission to the college to ensure accommodations can be made in a timely manner. Written documentation of a disability must be received prior to the provision of services.

Campus tours are available upon request.

Offices that will assist you:

Access Services, Library 1407D
(360) 866-6000, ext. 6348, TDD: 866-6834

Union for Students With Disabilities
CAB 320, (360) 866-6000, ext. 6092

Campus Bookstore

The Evergreen Bookstore, in the College Activities Building, is the place to find all program books and materials. The Bookstore also features general reading and reference books; video, computer and software sales; film processing; ticket sales; novelty items and the latest in Geoduck leisure wear. For late-night needs, including books, magazines, snacks and school supplies, check out the Branch, a subsidiary of the Bookstore in Housing's Community Center.

Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows:

	Automobiles	Motorcycles
Daily	\$1	\$1
Quarterly	\$25	\$12.50
Academic Year	\$65	\$35
Full Year	\$75	\$37

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term permits can be purchased at the Parking Office, Seminar 2150. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver.

The college does not assume responsibility for any vandalism or theft while vehicles are parked on campus.

Convenient parking is available for persons with disabilities. A Washington state disabled parking permit must be displayed when a vehicle is parked in a disabled parking space. Persons with temporary disabilities may obtain a permit through the Parking Office. Additionally, an Evergreen daily parking pass or parking permit must be purchased and displayed.

For more information on campus parking, call (360) 866-6000, ext. 6352.

Campus Police Services

The Campus Police Services staff is responsible for providing services that enhance the safety and welfare of Evergreen community members and maintain the security of campus buildings and property, both public and private. Campus Police Services will also assist students, staff and faculty with personal property identification and will register bicycles at no charge.

Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner can be easily identified.

The Campus Police Services Office is open 24 hours a day, seven days a week and is staffed by state-commissioned police officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works with the grievance officer and the administration to resolve issues using the college's Social Contract whenever possible. The office is located in Seminar 2150. Reach them by telephone at (360) 866-6000, ext. 6140 or 866-6832.

Center for Mediation Services

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. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available.

For more information, call (360) 866-6000, ext. 6656.

Child Care Center

The Child Care Center is licensed by the Washington State Department of Social and Health Services. It is also accredited by the National Academy of Early Childhood Programs. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program.

The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (18 months to six years). Student rates depend on family size and income level; please contact the center for more information at (360) 866-6000, ext. 6060.

Computing Services

Academic Computing encourages students and faculty to use computers throughout the curriculum for writing evaluations, working with still or motion or sound media, or solving complex statistical, scientific or computer science problems.

The Computer Center, Library 2408, provides no-cost resources to students, including three microcomputer laboratories with video and audio projection equipment, clusters of microcomputers, workstations and minicomputers. These offer a diversity of application software (such as Word Perfect, Excel, MS Works, graphics packages, and SPSSx) as well as computer languages (such as Pascal, C, COBOL, Prolog, LISP and BASIC). These facilities also provide access to world wide information resources through the Internet.

Equipment for the physically challenged is also available in the Computer Center (scanners, sound synthesizers, image enlargements), as are application manuals, specially designed reference materials and workshops to help you make the best use of the facilities.

The Computer Applications Lab (CAL), Lab II, 1223, supports the Evergreen scientific community with Pentium-based workstations and peripherals supporting scientific research, lab equipment, data collection and analysis and geographic information systems (GIS). A wide array of scientific application software are supported in the CAL, including Labview and Vernier software for data acquisition, MathCAD, Matlab, SPSS, Stella for environmental modeling, and a host of GIS software from ARC/INFO to Idrisi.

The Graphics Imaging Lounge (GIL), Library 1314, is Evergreen's digital multimedia lab. Open to the entire campus community, they offer computers, up-to-date media applications and training in an environment designed to foster creativity and artistic expression.

The music technology labs provide students with MIDI sequencing, audio-sampling, synthesis and recording resources for composition and production. The animation labs provide 2-D and 3-D capturing, editing and compositing stations with lights, set support and video interfacing.

The Tacoma Campus contains a general-purpose 20-station computer lab based on Pentium systems supporting word processing, spreadsheets, statistics and science applications. The campus also has a graphics lab based on Pentium and Power Mac platforms.

All labs are networked to share printing, peripherals, the Internet, WEB server and application resources and provide students with graphics, word processing, imaging and scanning and desktop publishing capabilities for academic projects.

Evergreen has been able to maintain state-of-the-art computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital and others.

Evergreen has established microcomputer purchase plans for students at substantial educational discounts through the college Bookstore. We encourage you to consider purchase of a computer for your academic work at Evergreen.

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.

Responsibility for protecting this commitment 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 employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, Library 3103. For information on equal opportunity contact Paul Gallegos, special assistant to the president for equal opportunity, (360) 866-6000, ext. 6368. Persons who believe they have been discriminated against at Evergreen are urged to contact Lee Lambert, special assistant to the president for civil rights and legal affairs, (360) 866-6000, ext. 6386 or TDD: (360) 866-6834.

Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

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. However, 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) 866-6000, ext. 6192.

Reservations for space and/or facilities are made through Space Management, ext. 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 are provided tables for a \$2 fee. For private vendors and alumni, the fee is \$20. Nonstudent 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.

Food Services

Located in the College Activities Building, the dining services are designed to meet your food-service needs. The Deli, the Greenery and burrito and espresso carts offer a wide variety of food choices for your pleasure and convenience. You may purchase items in any of the food-service locations with either a Geobuck card or cash.

A Geobuck card is a declining-balance credit card that allows freedom of choice without carrying cash. A Geobuck card can be purchased at the Food Services Office, CAB 107.

Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment) more than 240,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches and 2,000 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more materials through interlibrary loan and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call (360) 866-6000, ext. 6252, or drop in and talk to any Library staff member.

Mail Services

Mail service for campus residents is provided Monday through Saturday. Students moving into campus housing may send their belongings in advance to Receiving and Mail. Labels should be addressed as follows:

Name

The Evergreen State College

Box number

Building letter and room number

Building street address

Olympia WA 98505

A self-service postal unit, maintained by the U.S. Postal Service, is located on the first floor of the College Activities Building for outgoing mail needs. Direct questions to Receiving and Mail, Library 1321, (360) 866-6000, ext. 6326.

Public Service at Evergreen

Evergreen operates four 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's principal foci are curriculum development through integration, classroom assessment of learning and organizational change.

The Evergreen State College Labor Education and Research Center, established in 1987, offers credit and non-credit classes in labor education, labor economics, political economy and labor organizing to undergraduate students, union members and residents of Washington state. The center designs and implements union-initiated and center-sponsored programs throughout the year. The center also provides internships for students interested in working in the labor movement and sponsors a part-time labor studies class on Saturdays. The Labor Center is located in Library 2102, (360) 866-6000, ext. 6525.

The Northwest Indian Applied Research Institute was established in 1999 by The Evergreen State College, with authorization from the state Legislature, in response to the interest of tribal communities. The Institute 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 recruited to assist in these 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.

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 48 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center focuses on higher-education reform and helps institutions share and more effectively utilize existing resources by supporting the development of interdisciplinary "learning community" programs and other curriculum-reform projects; facilitating faculty exchanges; holding workshops and conferences; and providing technical assistance on effective approaches to teaching and learning.

The Washington State Institute for Public Policy, established in 1983, undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of applied research on key public-policy issues to the Washington State Legislature and state agencies.

Student Governance

There has never been a permanent student governance structure at The Evergreen State College. Nevertheless, students have played an important role in the ongoing governance of the college. Through participation in "disappearing task forces" and standing committees students ensure that their voices and thoughts are included in decisions made by the college.

Students interested in being informed of and involved with such efforts may contact the Office of the Vice President for Student Affairs, Library 3236, (360) 866-6000, ext. 6296.

Student Organizations

In addition to providing financial support to the College Recreation Center, Child Care Center, KAOS-FM and the Student Activities Administration, Service and Activities fees fund a broad range of student organizations. These student groups enhance the college community with the many social, cultural, recreational, spiritual and educational services and activities sponsored throughout the academic year. Student groups active on campus as of May 1999, include:

Advocate for Improving Salmon Habitat (AFISH)
American Indian Science and Engineering Society
Amnesty International
Asian Solidarity in Action
Bike Shop
Camarilla
Community Gardens
Cooper Point Journal (CPJ)
Environmental Resource Center (ERC)
Evergreen Animal Rights Network (EARN)
Evergreen Community Food Pantry
Evergreen Math and Science Network
Evergreen Medieval Society
Evergreen Political Information Center (EPIC)
Evergreen Queer Alliance (EQA)
Evergreen Swing Club
Freaks of Nature
Gaming Guild
Giant Robot Appreciation Society
Masters in Environmental Studies
Masters in Public Administration
Masters in Teaching
Jewish Cultural Center
Latin American Solidarity Organization
McChA
Men's Center
Middle East Resource Center
Mindscreen
Native Student Alliance
Peer Health Advocacy Team (PHAT)
Percussion Club
Prison Action Committee
S&A Board
Sexual Harassment Assault Prevention Education (SHAPE)
Slightly West Literary Magazine
Student Arts Council
Student CD Project
Students at Evergreen for Ecological Design (SEED)
Students for a Free Tibet
Students of Color Anthology
Talking about Race
The Ninth Wave (Evergreen Celtic Cultural League)
Umoja
Unified Graduate Student Association
Union of Student Workers
Union of Students with Disabilities
Women of Color Coalition
Women's Resource Center

The Student Activities Office, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the College Activities Building.

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 underlie 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.

Campus Profile

FACULTY	174
Ph.D. or terminal degree	86%
Female	45%
Male	55%
Faculty of color	26%
Olympia campus	24%
Tacoma campus	71%
Instructional student/faculty ratio	22:1
STAFF	423

STUDENTS (fall quarter 1998)	4,194
Undergraduate	3,932 94%
Graduate	262 6%
Female	2,478 59%
Male	1,716 41%
Full-time	85%
Part-time	15%
18-24 age group	63%
25-29 age group	14%
30-39 age group	11%
40+ age group	12%
Students of color	17%
Asian/Pacific Islander	5%
Black/African American	4%
Mexican/Latino/Hispanic	4%
Native American/Indian	4%
Students with disabilities	10%

Olympia campus	4,006
Undergraduate	93%
Graduate	7%
Female	58%
Male	42%
Students of color	14%
Students living on campus	975
Tacoma campus	156
Undergraduate	100%
Female	72%
Male	28%
Students of color	60%
Tribal program	32
Female	81%
Male	19%
Native American	97%
Entering class	1,725
Applicants, degree seeking	3,726
Admitted	3,215 86%
Enrolled	1,521
Nondegree-seeking enrollment	204
Washington residents	1,231
Residents of other states	474
Residents of other countries	20
Financial aid recipients	
Students receiving aid	2,450
Average award	\$9,300
GRADUATES (1998 graduate placement after one year)	
Employed	78%
Graduate school	15%
Other or no response	7%

GPA AND SAT SCORES (distribution for students admitted and enrolled for fall 1998)

FIRST-YEAR STUDENTS	GPA	2.00–2.49	2.50–2.99	3.00–3.49	3.50–4.00	
Admitted		8%	28%	36%	28%	
Enrolled		10%	32%	35%	23%	
	SAT Verbal	200–349	350–499	500–649	650–800	No SAT
Admitted		0%	13%	50%	25%	12%
Enrolled		1%	13%	46%	24%	16%
	SAT Math	200–349	350–499	500–649	650–800	No SAT
Admitted		1%	22%	53%	12%	12%
Enrolled		2%	24%	51%	7%	16%
TRANSFER STUDENTS	GPA	2.00–2.49	2.50–2.99	3.00–3.49	3.50–4.00	
Admitted		15%	30%	33%	22%	
Enrolled		15%	32%	33%	20%	

Index

Picking an academic program? Two indexes elsewhere in this catalog are specifically designed to help you identify academic programs that meet your interests and needs. The Condensed Curriculum, on page 39, lists programs by the Planning Groups that offer them and the type of students they are geared toward. Matching Evergreen's Programs to Your Field of Interest, on page 41, lists programs according to traditional academic subjects areas.

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2000-01 Academic Calendar

	FALL 2000	WINTER 2001	SPRING 2001	SUMMER	
				First Session	Second Session
Orientation	Sept. 18-24				
Quarter Begins	Sept. 25	Jan. 8	April 2	June 25	July 30
Evaluations	Dec. 11-15	March 19-23	June 11-15	July 30-Aug. 3	Sept. 3-7
Quarter Ends	Dec. 15	March 23	June 15	Aug. 3	Sept. 7
Vacations	Thanksgiving Break Nov. 19-26	Winter Break Dec. 16-Jan. 7	Spring Break March 4-April 1	Commencement June 15	Super Saturday June 16

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

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 estimates for the 2000-2001 academic year. For other fees, see the Miscellaneous Fees chart on page 32.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10-16	\$952 per quarter	\$3,370 per quarter
Part-time undergraduate	9 or fewer	\$95.20 per credit; 2 credits minimum	\$337.00 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10-12 MPA, MES	\$1,522 per quarter	\$4,621 per quarter
Part-time graduate	9 or fewer	\$152.20 per credit; 2 credits minimum	\$462.10 per credit; 2 credits minimum

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

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

The Evergreen State College Catalog Production Team
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Contacting Evergreen

Inquiries about admission should be directed to:

Office of Admissions
The Evergreen State College
Olympia, Washington 98505
or (360) 866-6000, ext. 6170

E-mail: admissions@evergreen.edu

Direct other correspondence to the appropriate office.

Dial (360) 866-6000, then dial or ask for the extension or name listed.

Academic Advising	ext. 6312
Academic Deans	ext. 6870
Admissions	ext. 6170
Financial Aid	ext. 6205
Housing	ext. 6132
Part-Time Studies	ext. 6164
President's Office	ext. 6100
Recreation Center	ext. 6530
Registration and Records	ext. 6180
Student Accounts	ext. 6447
Student Advising Center	ext. 6312
Tacoma Campus	ext. 6004
Vice President for Student Affairs	ext. 6296

Campus Location

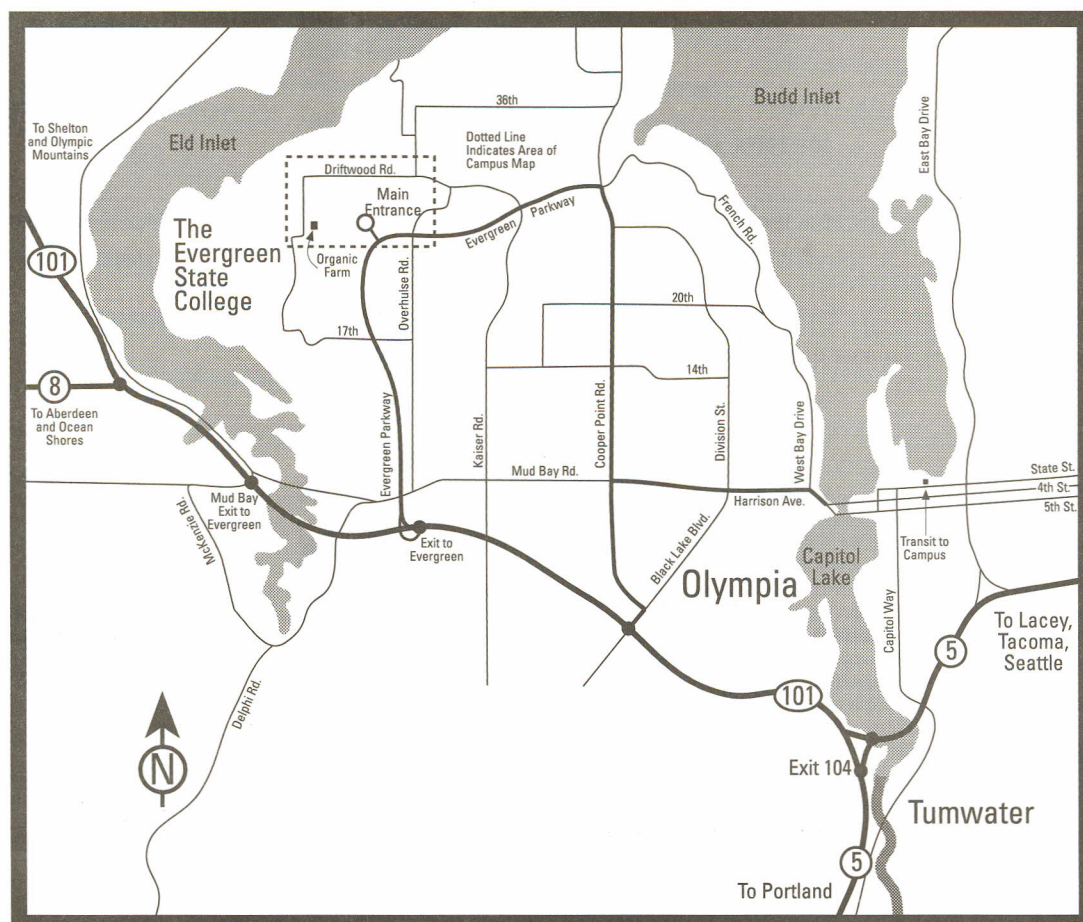
The Evergreen State College is an hour's drive from Seattle-Tacoma International airport. Olympia is also served by the Greyhound and Trailways bus companies and Amtrak. Evergreen and the state capital are just a short, scenic drive from most Western Washington cities and major points of interest.

How to Get Here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit and go another two miles on Evergreen Parkway to the campus entrance (on the left).

Evergreen on the Web

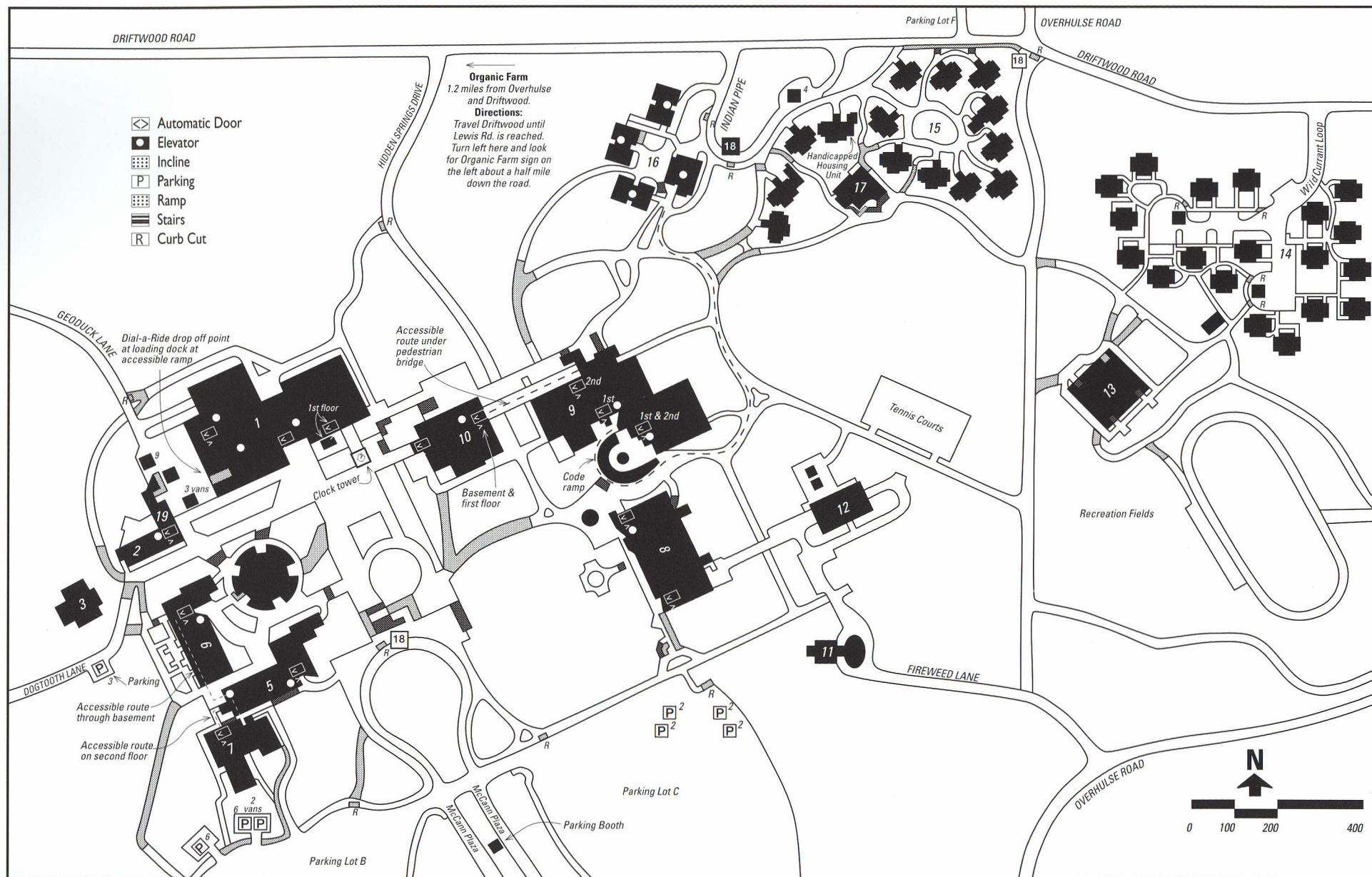
You can also find The Evergreen State College in cyberspace. On the World Wide Web, direct your browser to www.evergreen.edu.



Campus Map

Key

- | | | | | | |
|------------------|------------------------------|----------------------------|---------------------------------------|---------------------|--------------------------|
| 1. Library (LIB) | 4. Lecture Hall (LH) | 7. Arts Annex (Lab Annex) | 10. College Activities Building (CAB) | 13. Pavilion | 16. Residence Halls |
| 2. Seminar (SEM) | 5. Arts and Sciences (LAB 1) | 8. Communications (COM) | 11. Childcare Center | 14. Modular Housing | 17. Community Center |
| 3. Longhouse | 6. Arts and Sciences (LAB 2) | 9. Recreation Center (CRC) | 12. Central Plant | 15. Student Housing | 18. IT Bus Stop |
| | | | | | 19. Campus Public Safety |



EVERGREEN

Admissions Office
The Evergreen State College
Olympia, WA 98505
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