

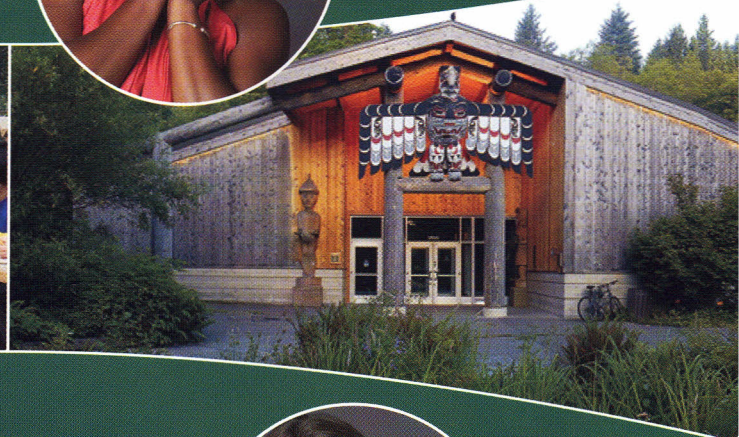


Archives  
The Evergreen State College  
Olympia, Washington 98502



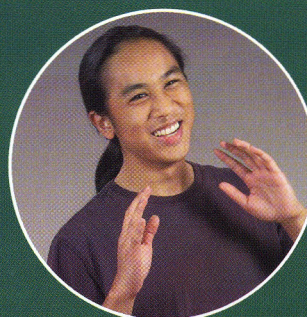
# The Evergreen State College

Undergraduate Catalog 2007–2008



EVERGREEN

THE EVERGREEN STATE COLLEGE  
OLYMPIA, WASHINGTON





# The Evergreen State College

## Catalog 2007-08



Learning at Evergreen is a creative, interactive pursuit where faculty and students develop the knowledge and skills to tackle complex real-world issues. Each year our faculty reimagine programs to enrich your exploration of problems through multiple perspectives. Faculty work closely with students and each other to encourage the development of collaborative skills needed to analyze problems, understand and communicate complex issues and find innovative solutions that respect differences. And you will have the opportunity to take these skills into the community through internships, field studies and service learning.

## **WE BELIEVE. . .**

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

### **Interdisciplinary Study**

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

### **Collaborative Learning**

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

### **Learning Across Significant Differences**

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

### **Personal Engagement**

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

### **Linking Theory with Practical Applications**

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

# EVERGREEN

The Evergreen State College  
Olympia, Washington  
[www.evergreen.edu](http://www.evergreen.edu)



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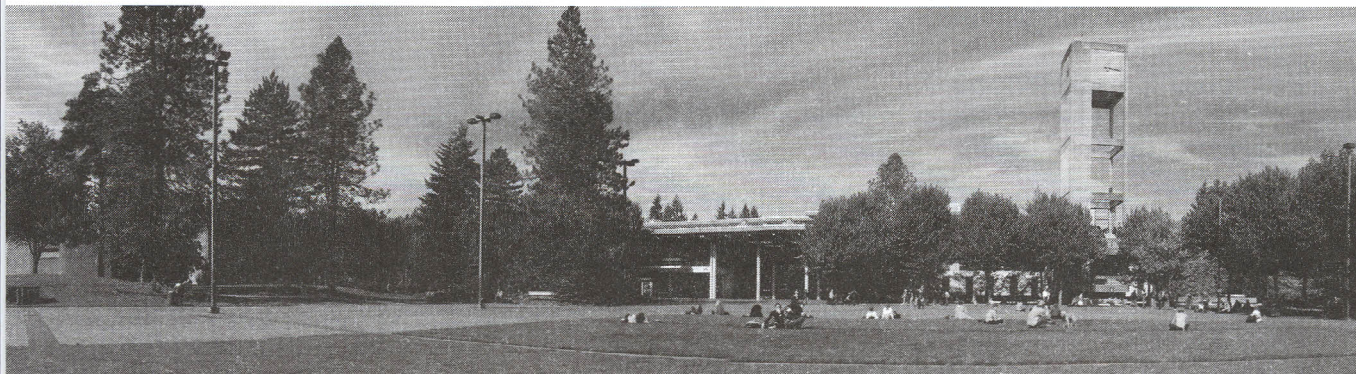
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# Academic Calendar 2007–2008

	Fall 2007	Winter 2008	Spring 2008	Summer	
				First Session	Second Session
<b>Orientation</b>	Sept. 15–23*				
<b>Quarter Begins</b>	Sept. 24	Jan. 7	March 31	June 23	July 28
<b>Evaluations</b>	Dec. 10–14	March 17–21	June 9–13	July 28–Aug. 1	Sept. 1–5
<b>Quarter Ends</b>	Dec. 14	March 21	June 13	Aug. 1	Sept. 5
<b>Vacations</b>	Thanksgiving Break Nov. 19–23	Winter Break Dec. 17–Jan. 6	Spring Break March 24–30		

\* Subject to change

Commencement	Super Saturday
June 13	June 14

## No classes

Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day and Labor Day holidays.

### EQUAL OPPORTUNITY

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

### NON-DISCRIMINATION STATEMENT

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

### ACCREDITATION

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

### DISCLAIMER

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

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for the most current information  
please visit our Web site:  
[www.evergreen.edu/catalog/2007-08](http://www.evergreen.edu/catalog/2007-08).

The information contained in this Catalog  
is available in other media with 24 hours'  
notice. TTY: (360) 867-6834.



# Admissions

Complete and updated information regarding admissions criteria and standards is available on Evergreen's Admissions Web site [www.evergreen.edu/admissions](http://www.evergreen.edu/admissions).

## ELIGIBILITY FOR ADMISSION

Applicants are initially ranked for eligibility using formulas that combine academic factors such as grade point average and/or test scores. Evergreen offers admission to all qualified applicants until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic course work. Grade point average or narrative evaluation progress, and scores from the ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your personal statement, letters of recommendation and essays. Submissions should be limited to one page and should clearly address your academic history and educational goals. Artwork, videos and audio recordings will not be considered.

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

## TO APPLY FOR ADMISSION

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

**Fall Quarter accepting applications from September 1 to March 1**

**Winter Quarter accepting applications from April 1 October 1**

**Spring Quarter accepting applications from June 1 to December 1**

Your application file should have all of the required documents by the priority date for timely admission consideration.

**Note:** If you are unsure whether you meet the admission criteria as a freshman or transfer student, or if you are unsure whether all the credits you earned will be transferable, you should submit all of the materials required for both freshman and transfer applicants. By taking this precaution, you can avoid unnecessary delays and reduce the chance of not completing your file on time.

Use the online application or print the four page application from a PDF file found at [www.evergreen.edu/apply](http://www.evergreen.edu/apply).

## GENERAL TRANSCRIPT INFORMATION

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

## RETENTION OF RECORDS

Credentials, including original documents and official transcripts submitted in support of an application for admission, become the property of the college and cannot be returned or reproduced. Transcripts of students who do not register for the term for which they applied will be held for two years before being destroyed.

## NOTIFICATION AND DEPOSIT

Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to ensure your place at the college for the quarter of admission. The deposit, which is an admissions processing fee, will be credited toward your first quarter's tuition. Admission and deposit do not guarantee your enrollment in a particular program, contract or course.



## ADDITIONAL INFORMATION FOR FRESHMAN APPLICANTS

### ACCEPTABLE COLLEGE PREPARATORY COURSE WORK

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

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

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

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

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

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

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

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

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

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

More information for freshmen applicants can be found at [www.evergreen.edu/admissions/freshman.htm](http://www.evergreen.edu/admissions/freshman.htm)



## ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

### COMMUNITY COLLEGE DEGREES

Designated Transfer Degrees and Direct Transfer Degrees receive the highest transfer admission preference. Applicants who have earned or will earn (prior to enrolling at Evergreen) either of these degrees will be awarded 90 quarter hour credits, which is the equivalent of junior class standing. Each community college has a designated transfer degree and it is your responsibility to consult with the college you attend to ensure that you are registered in the correct course sequence. A complete list of designated degrees can be found at [www.evergreen.edu/transferdegrees](http://www.evergreen.edu/transferdegrees). Evergreen has also identified a variety of vocational or technical associate degrees that will also receive admission preference. A list of these vocational/technical associate degrees may also be found at the same Web address above.

**Students who have already earned a B.A. or B.S.** only need to submit the final official transcript from the institution that awarded the degree, as long as the degree confirmation is indicated on the transcript.

### TRANSFER OF CREDIT

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). A maximum of 90 quarter hours (60 semester hours) of lower division (100–200 level) course work will transfer.

Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable if a minimum 2.0 grade point average or grade of C was received (work completed with a C-minus does not transfer). Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable; others are not. Evergreen abides by the policies outlined in Washington's Policy on Intercollegiate Transfer and Articulation. See the Transfer Student section on the Admissions Web site at [www.evergreen.edu/admissions/transfer.htm](http://www.evergreen.edu/admissions/transfer.htm) for detailed information.

The evaluation of your official transcripts that results in a Transfer Credit Award is conducted after you have been admitted and paid the \$50 nonrefundable tuition deposit. This evaluation is based upon the transcripts submitted for your admission application.

### OTHER SOURCES OF TRANSFER CREDIT

Evergreen accepts credits earned through CLEP, AP and IB work on a case-by-case basis, as long as the credits do not duplicate credit earned at other institutions, including Evergreen. Other national credit-by-examination options are reviewed on a case-by-case basis. To have your CLEP, AP or IB work evaluated for transfer credit, contact the testing company and have official test scores sent to Admissions. CLEP and AP credit are also accepted as part of an associate's degree in a direct transfer agreement with a Washington state community college.

**AP examinations:** a minimum test score of 3 is required to receive credit.

**CLEP** general and subject examination may also generate credit. Minimum test scores vary by subject area.

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

### SPECIAL STUDENTS

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The outreach coordinator for Evening and Weekend Studies is available to assist special students with academic advising and registration information. For additional information, refer to [www.evergreen.edu/admissions/adult\\_student.htm](http://www.evergreen.edu/admissions/adult_student.htm).

### SUMMER QUARTER

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

Students who wish to continue their studies into fall quarter may do so by registering again as a special student or by being admitted to the college through the formal application process.

More information for transfer applicants can be found at [www.evergreen.edu/admissions/transfer.htm](http://www.evergreen.edu/admissions/transfer.htm)



# Tuition and Fees

## RESIDENCY STATUS FOR TUITION AND FEES

To be considered a resident for tuition and fee purposes, you must be (1) a financially independent non-resident, (2) a financially dependent student with a parent residing in Washington state or (3) meet certain conditions as a non-citizen.

As a financially independent non-resident, you must first establish a domicile in the state of Washington in compliance with state regulations. You must also establish your intention to be in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter in which you plan to apply as a resident student.

As a financially dependent student, you must prove dependence as well as proving that your parent has an established domicile in the state of Washington.

As a non-citizen, you must have resided in Washington state for three years immediately prior to receiving a high school diploma, and completed the full senior year at a Washington high school; or completed the equivalent of a high school diploma and resided in the state for the prior three years and continuously resided here since earning the diploma or its equivalent or have a visa status that allows establishment of a domicile.

Contact Evergreen's Office of Registration and Records directly at (360) 867-6180 should you have specific residency questions. Residency information and application for a change of status are available at [www.evergreen.edu/registration](http://www.evergreen.edu/registration) or in the Office of Registration and Records.

Applications to change residency status must be made no earlier than four to six weeks prior to the quarter in which you may become eligible. See Residency application for priority processing dates and deadlines.

## BILLING AND PAYMENT PROCEDURES

The Student Accounts Office 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 pre-registered. Payment 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.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with or mailed to the student. If the student is dependent on someone else for financial support while attending Evergreen, it is his or her responsibility to make sure that the other party is aware of what payments are due and that the payments are made on time. You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information.

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

Students registering as of week two must pay a \$50 late-registration fee.

## REFUNDS/APPEALS

Refunds of tuition and fees are allowed if you withdraw from college or are called into military service. If you change your credit load, the schedule below will determine what refund, if any, you will receive. If you follow proper procedures at the Office of Registration and Records, we refund:

**100 percent to Friday of the first week of the quarter**

**50 percent to the 30th day**

**No refund after the 30th calendar day**

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



ESTIMATED EXPENSES

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2006–07 nine-month academic year.

	RESIDENT	NON-RESIDENT
TUITION AND FEES	\$4,371	\$14,562
BOOKS AND SUPPLIES	924	924
HOUSING AND MEALS	7,140	7,140
PERSONAL NEEDS	1,824	1,824
TRANSPORTATION	1,362	1,623
TOTAL	\$15,621	\$26,070

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

ESTIMATED TUITION AND FEES

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2006–07 academic year. Visit [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition) or call Student Accounts to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	WASHINGTON RESIDENT TUITION*	NONRESIDENT TUITION*
Full-time Undergraduate	10–18 19 20	\$1,457 per quarter \$1,576 \$1,695	\$4,854 per quarter \$5,306 \$5,758
Part-time Undergraduate	9 or fewer	\$145.70 per credit; 2 credit minimum	\$485.40 per credit; 2 credit minimum
Full-time Graduate	8 MPA & MES 16 MIT	\$1,745.60 per quarter \$2,182 per quarter	\$5,328.40 per quarter \$6,660.50 per quarter
Part-time Graduate	9 or fewer**	\$218.20 per credit; 2 credit minimum	\$666.05 per credit; 2 credit 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.

\*\* For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time.



**MISCELLANEOUS FEES**

MANDATORY HEALTH FEE (quarterly)	\$42
MANDATORY BUS PASS (quarterly)	\$1.10 per credit up to \$13.20
CAB RENOVATION FEE	\$5.75 per credit
CLEAN ENERGY FEE	\$1 per credit
WASHPIRG (quarterly, waivable)	\$8
HOUSING/ADMINISTRATIVE FEE	
RENTAL CONTRACT	\$45
UNIT LEASE	\$45
TRANSCRIPT, PER COPY	\$10
ID CARD REPLACEMENT	\$5
WITH MEAL PLAN	\$25
RETURNED CHECK	\$15
APPLICATION FEE (nonrefundable)	\$50
UNDERGRADUATE ADMISSION DEPOSIT (nonrefundable)	\$50
GRADUATE ADMISSION DEPOSIT (NONREFUNDABLE)	\$100
REINSTATEMENT/LATE-REGISTRATION FEE	\$50
GRADUATION FEE	\$25
SPECIALIZED FACILITY USE FEE (varies)	\$5-\$150

PARKING	AUTOMOBILES	MOTORCYCLES
Daily	\$1.25	\$1.25
Quarterly	\$32	\$16
Academic year	\$90	\$45
Full year	\$96	\$48

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



# Registration and Academic Regulations

## NEW AND CONTINUING STUDENT ENROLLMENT PROCESS

Each quarter, prior to the Academic Fair, registration information for the upcoming quarter is available on the Web using the Evergreen Gateway at [www.evergreen.edu/gateway](http://www.evergreen.edu/gateway). You are responsible for looking up your time ticket to register, researching the curriculum information and registering. New students will be asked to participate in an academic advising session. Registration priority is based on class standing. Early registration may increase your chances of getting into the program of your choice. Late registration begins the first week of the quarter and requires a faculty signature. Late fees begin the second week of the quarter for all transactions. Some programs require a faculty interview or audition for entry. For those programs, you will need to obtain faculty approval in the form of an override in order to register using the Evergreen Gateway. You may be required to specify the number of credit hours you are registering for in a term.

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

Changes in enrollment or credits must be done in the Office of Registration and Records and may result in a reassessment of tuition, fees and eligibility for financial aid. Special registration periods are held for those enrolling as non-degree-seeking special students. These special registration periods, which usually follow the registration period for continuing students, are announced in publications distributed on and off campus.

## COLLEGE EMAIL POLICY

All students, including both admitted and "special" (non-admitted) students, will be given an Evergreen email account upon admission (or registration for "special" students.) This email account will be a primary mechanism for official college communications to students, including registration and student account information, announcements of official college policies and general announcements and information. As part of their responsibility to work with the college to manage their business and enrollment issues, students are expected to check their college email account on a regular basis.

## CHANGES IN PERSONAL INFORMATION

It is vital to maintain current information that affects your student records with the Office of Registration and Records. Any change(s) affecting your student record requires acceptable documentation before a change in records can be made. Students can update address information at any time using the Evergreen Gateway. See also Billing and Payment Procedures, page 7.

## TO ADD, CHANGE, OR DROP A PROGRAM

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

Reducing credits or dropping a program must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 7.)

## WITHDRAWAL

You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See Refunds/Appeals, page 7.)

## LEAVE OF ABSENCE

If you have been regularly admitted and completed at least one quarter, you are eligible for a leave of absence of no more than one year. If you are not enrolled in a program or contract by the enrollment deadline, you are considered to be on leave (for up to one year).

## VETERAN STUDENTS

The Evergreen State College's programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.



## ACADEMIC CREDIT

### General Policies

You receive academic credit for meeting your faculty's requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not accept credit twice for the same course work.

### Credit Limit

Students may register for a maximum of 20 credits during any given quarter, and a minimum of 2. A full-time load is considered to be 12 to 16 credits, although well-prepared students may register for an overload up to 20 credits. Students registering for more than 16 credits must follow college policy and complete their registration by the Friday of the first week of the quarter. Additional tuition charges may apply.

Academic programs, independent study contracts and internships will be offered for a maximum of 16 credits each quarter. Students concurrently pursuing coursework at another college may register for a combined maximum of 20 credits. Credits earned beyond this limit will not be accepted.

Registration is prioritized by the number of credits earned, giving seniors first choice, and is organized as follows:

Freshmen	0–44 credits
Sophomores	45–89 credits
Juniors	90–134 credits
Seniors	135 or more credits

## RECORD KEEPING

### Transcripts

Transcripts are the records of your academic achievement at Evergreen, and are maintained by the Office of Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your self-evaluations.

If you decide to write a summative self-evaluation—up to one quarter after graduation—the specific form must be turned in to Registration and Records to be included. (See *Expectations of an Evergreen Graduate*, page 133.)

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

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

When a transcript is requested in writing, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between the time you make your written request and pay the required fee, and the time your transcript is mailed. The transcript request form and current fees are available at [www.evergreen.edu/registration](http://www.evergreen.edu/registration).

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

### Confidentiality of Records

The federal Family Educational Rights and Privacy Act (FERPA) gives students certain rights regarding their education records. You have the right to:

- Inspect and review your educational records within a reasonable time period
- Request an amendment to education records you believe are inaccurate or misleading
- Consent to disclosures of personally identifiable information contained in your records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA

You must contact the Office of Registration and Records in person or by telephone if you want your records kept confidential. These records include your name, address, telephone number and student status.

Questions concerning your rights under FERPA should be directed to the Office of Registration and Records.



ACADEMIC STANDING POLICY

The academic standing of each Evergreen student is carefully monitored to ensure the full development of his or her academic potential. Any student not making satisfactory academic progress, as defined below, is informed of her or his standing and is advised accordingly.

Formal faculty evaluation of student achievement occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit at mid-quarter is so notified in writing by his or her faculty or sponsor. A student making unsatisfactory academic progress will receive an academic warning and may be required to take a leave of absence.

1. Academic warning.

A student who earns less than three-fourths of the number of registered credits in two successive quarters or cumulative credit for multiple term enrollment, will receive an academic warning issued from the Office of Enrollment Services. A student registered for six credits or more who receives no credit in any quarter will receive an academic warning. These warnings urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.

2. Required leave of absence.

A student who has received an academic warning, and while in warning status received either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year.

A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

Dismissal and Readmission

A student who is dismissed from the college for academic reasons will not be allowed to register for any academic program or course at the college during any subsequent quarter. A student who has been dismissed may only be readmitted to the college by successfully petitioning the academic deans. The petition must convince the deans that there are compelling reasons to believe that the conditions that previously prevented the student from making satisfactory academic progress at Evergreen have changed.

GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.
- If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits as an enrolled Evergreen student.
- The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be in advanced subjects.
- Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and application at least one year in advance.
- To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate catalog.

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

ENROLLMENT STATUS

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

(For graduate students' financial aid purposes, 8 credits are considered full time, 7, part time.)



# Planning and Curricular Options

## SELECTING YOUR PROGRAM OF STUDY

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

**Faculty Support** You will discuss your academic plans in an annual reflection with your faculty, usually at your evaluation conference at the end of the program. At the quarterly Academic Fair, you can talk to the faculty directly about the content, style and requirements of the program you are considering. Ask them anything. If one program is not right for you, they may suggest an alternative. Fair dates are found at [www.evergreen.edu/gateway](http://www.evergreen.edu/gateway), Step 5-Registration and Advising Information.

**The Advising Offices** Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to [www.evergreen.edu/advising](http://www.evergreen.edu/advising) for more information on what these offices offer.

**Publications** This catalog contains the full-time curriculum for 2007-08, planned during the spring of 2006. Updates and changes are published under "Review Our Catalog" on the Web Gateway page. Our part-time offerings are published in the *Evening and Weekend Studies Class Listing* and the *Summer Times*. These publications are also accessible through the Gateway page.

## SPECIAL FEATURES OF THE CURRICULUM

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

**Evening and Weekend Studies** The Evening and Weekend Studies area offers a variety of 2- to 12-credit courses and programs with a single or multi-disciplinary focus. Offerings are found in the quarterly class listings or at [www.evergreen.edu/ews](http://www.evergreen.edu/ews). Courses available during summer sessions are listed in the *Summer Times* or at [www.evergreen.edu/summer](http://www.evergreen.edu/summer). For more information about Evening and Weekend Studies, contact the outreach coordinator at (360) 867-6164 or [ews@evergreen.edu](mailto:ews@evergreen.edu).

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

**Individual Learning Contracts and Internships** Typically reserved for junior- and senior-level students, these are student-generated projects where the student works with a faculty sponsor to complete advanced academic work. An internship, which is a way to gain specialized knowledge and real-world experiences, requires a field supervisor as well. Assistance with both types of study, and more information, is available from Academic Advising, [www.evergreen.edu/advising](http://www.evergreen.edu/advising) under "Individual Study."

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

Students are required to complete the Study Abroad Waiver, Release, and Indemnity Agreement, to comply with safety procedures and provide emergency contact information before traveling. For more information and forms, contact the International Programs and Services coordinator in Academic Advising or visit [www.evergreen.edu/advising](http://www.evergreen.edu/advising) under "Study Abroad."

### PLANNING AND CURRICULAR OPTIONS 2007-08 PROGRAMS WITH A STRONG TRAVEL COMPONENT:

America Abroad	p 50
Family: Inspiration of Significant Others	p 112
Illuminations: French Arts, Thought and Cultural History of the Medieval, Renaissance and Early Classical Eras	p 54
Japanese Language and Culture	p 55
Latin American Development: Rhetoric or Reality	p 114
Poetry New York	p 61
Tropical Rainforests	p 72
Rainforest Research	p 75



# Matching Evergreen's Programs to Your Field of Interest

Evergreen's programs are organized into seven Planning Units – academic areas that will help you find current programs which match your needs and interests. The Planning Units are: Programs for Freshmen; Culture, Text and Language; Environmental Studies; Expressive Arts; Native American and World Indigenous Peoples Studies; Scientific Inquiry; and Society, Politics, Behavior and Change.

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Then check the Condensed Curriculum (page 22) to find which quarters the program is offered and the full program description location in this catalog. Another option for matching your interests to Evergreen's programs is to use "Pick Your Program" from Evergreen's home page, [www.evergreen.edu](http://www.evergreen.edu).

## ACTING

Mask and Movement: Symbolic Theater of East and West

## AESTHETICS

The American Eye: A History of America in Photographs and Fiction  
Fashioning the Body: Versions of the Citizen, the Self and the Subject  
Illuminations: French Arts, Thought and Cultural History of the Medieval, Renaissance and Early Classical Eras  
Janus Music and Theater: Looking Forward and Seeing the Past

## AGRICULTURE

Ecological Agriculture  
Practice of Sustainable Agriculture  
Seeds of Change: Food, Culture and Work

## AMERICAN STUDIES

America Abroad  
Colonialism and Decolonization  
Fashioning the Body: Versions of the Citizen, the Self and the Subject  
Literature of the Americas: Brazil and the United States  
Steinbeck's Americans

## ANIMATION

Mediaworks

## ANTHROPOLOGY

Adagio: Dance and Music Inquiry  
All About Me: Writing and Wellness  
America Abroad  
Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin  
Mask and Movement: Symbolic Theater of East and West

## ARCHITECTURE

The Science of Sustainable Buildings  
Shaping: Advanced Sculpture

## ART

Art and Religious Practice  
Art and Science of Light  
Foundations of Visual Art  
HOLLYWOOD  
Made for Contemplation  
Making Space and Using It: Installation and Performance Art  
Mixing Messages: Bringing Art and Science Together for Conservation  
Nature: Image and Object  
Shaping: Advanced Sculpture  
Studio Projects: Painting

## ART HISTORY

Alchemy: Spiritual and Chemical  
The American Eye: A History of America in Photographs and Fiction  
Art and Religious Practice  
Art and Science of Light  
Beyond Words  
Fashioning the Body: Versions of the Citizen, the Self and the Subject  
Foundations of Visual Art  
HOLLYWOOD  
Illuminations: French Arts, Thought and Cultural History of the Medieval, Renaissance and Early Classical Eras  
Janus Music and Theater: Looking Forward and Seeing the Past  
Made for Contemplation  
Making Space and Using It: Installation and Performance Art  
Nature: Image and Object  
Student Originated Studies: Visual Art  
Studio Projects: Painting



**ART/MEDIA THEORY**

Fashioning the Body: Versions of the Citizen, the Self  
and the Subject  
Made for Contemplation  
Mediaworks

**ASIAN STUDIES**

Colonialism and Decolonization  
Japanese Language and Culture  
Mask and Movement: Symbolic Theater of East and West

**ASTRONOMY**

Astronomy and Cosmologies  
Christian Roots: Medieval and Early Modern Science  
The Physicist's World  
Science Seminar

**BIOCHEMISTRY**

Foundations of Health Science  
Molecule to Organism

**BIOLOGY**

All About Me: Writing and Wellness  
Ecology of Harmful Algal Blooms  
Evolving Communication: The Ways Humans and  
Animals Interact  
Field Ecology  
Foundations of Health Science  
Genes and Development  
Introduction to Natural Science: The Structure of Life  
Molecule to Organism  
Plant Ecology and Physiology  
Rainforest Research  
Sustainable Aquatic Ecosystems  
Taking Things Apart: A Scientific and Artistic Exploration  
Temperate Rainforests  
Tropical Rainforests  
Vertebrate Evolution

**BOTANY**

Basic Botany: Plants and People  
Christian Roots: Medieval and Early Modern Science  
Ecology of Harmful Algal Blooms  
Field Ecology  
Plant Ecology and Physiology  
Practice of Sustainable Agriculture  
Temperate Rainforests  
Tropical Rainforests

**BUSINESS**

Business, Culture and the State in the U.S. and Latin America  
Money, Molecules and Meds

**CALCULUS**

Models of Motion

**CELL BIOLOGY**

Genes and Development  
Molecule to Organism

**CHEMICAL INSTRUMENTATION**

Advanced Chemistry  
Molecule to Organism

**CHEMISTRY**

Advanced Chemistry  
Alchemy: Spiritual and Chemical  
Art and Science of Light  
Foundations of Health Science

Introduction to Natural Science: The Structure of Life  
Molecule to Organism  
Money, Molecules and Meds  
The Science of Fat  
Taking Things Apart: A Scientific and Artistic Exploration

**CHOREOGRAPHY**

Adagio: Dance and Music Inquiry

**CIVIL AND MECHANICAL ENGINEERING**

The Science of Sustainable Buildings

**COASTAL NAVIGATION**

The Arts of the Sailor

**COMMUNICATION**

The Arts of the Sailor  
Evolving Communication: The Ways Humans and  
Animals Interact  
Family: Inspiration of Significant Others  
Fashioning the Body: Versions of the Citizen, the Self  
and the Subject  
HOLLYWOOD  
Mediaworks  
Multicultural Counseling  
The Power and Limitations of Dialogue  
Student Originated Studies: Media

**COMMUNITY STUDIES**

America Abroad  
Awakening the Dreamer, Pursuing the Dream  
Local Knowledge: Community, Public Health, Media Activism  
and the Environment

**COMPARATIVE RELIGION**

Awakening the Dreamer, Pursuing the Dream  
Illuminations: French Arts, Thought and Cultural History of the  
Medieval, Renaissance and Early Classical Eras

**COMPUTER SCIENCE**

Algebra, Algorithms and Modeling: An Introduction to  
Mathematics for Science and Computing  
Calculated Fiction  
Computer Science Foundations  
Data and Information: Computational Science  
Designing Languages  
Models of Motion  
Student Originated Software: Designing and Implementing  
Real-World Systems

**CONSCIOUSNESS STUDIES**

Awakening the Dreamer, Pursuing the Dream  
Awareness: Omnia Extares in Hesychia  
Made for Contemplation  
Multicultural Counseling  
Perception, Mind and Reality

**CONSERVATION**

Basic Botany: Plants and People  
Mixing Messages: Bringing Art and Science Together  
for Conservation  
Sustainable Aquatic Ecosystems  
Tropical Rainforests

**CONSTITUTIONAL LAW**

American Indian Sovereignty: Competing Contexts

**CONTEMPLATIVE EDUCATION**

Awareness: Writing and Renunciation  
Made for Contemplation



## CREATIVE WRITING

All About Me: Writing and Wellness  
 Awareness: Omnia Extares in Hesychia  
 Calculated Fiction  
 Poetics and Power  
 Poetry New York  
 Steinbeck's Americans

## CRITICAL REASONING

The Arts of the Sailor  
 Fashioning the Body: Versions of the Citizen, the Self  
 and the Subject  
 Reservation Based/Community Determined  
 War: Consequences and Alternatives

## CROSS-CULTURAL LITERACY

Performing Arts Crossing Borders

## CULTURAL ANTHROPOLOGY

Family: Inspiration of Significant Others

## CULTURAL LANDSCAPES

Basic Botany: Plants and People  
 Native Decolonization in the Pacific Rim

## CULTURAL STUDIES

American Indian Sovereignty: Competing Contexts  
 Awakening the Dreamer, Pursuing the Dream  
 Awareness: Omnia Extares in Hesychia  
 Fashioning the Body: Versions of the Citizen, the Self  
 and the Subject  
 Gender and Culture: Japanese and American Literature and  
 Popular Culture  
 The Gypsy Road: A Study of the Roma  
 HOLLYWOOD  
 Human Rights, Literature, Theory  
 Illuminations: French Arts, Thought and Cultural History of the  
 Medieval, Renaissance and Early Classical Eras  
 Individual and Society: American and Japanese Society,  
 Literature and Cinema  
 Introduction to Environmental Studies: Native Identities,  
 Ecology and Resources in the North American Pacific Basin  
 Japanese Language and Culture  
 Latin American Development: Rhetoric or Reality  
 Literature of the Americas: Brazil and the United States  
 Made for Contemplation  
 Mask and Movement: Symbolic Theater of East and West  
 Perception, Mind and Reality  
 Performing Arts Crossing Borders  
 Performing Arts in the City  
 Poetics and Power  
 Reservation Based/Community Determined  
 Seeds of Change: Food, Culture and Work  
 War: Consequences and Alternatives

## DANCE

Adagio: Dance and Music Inquiry  
 Beyond Words  
 The Gypsy Road: A Study of the Roma  
 Mask and Movement: Symbolic Theater of East and West  
 Performing Arts Crossing Borders  
 Performing Arts in the City

## DESIGN

Making Space and Using It: Installation and Performance Art  
 Shaping: Advanced Sculpture  
 Student Originated Software: Designing and Implementing  
 Real-World Systems

## DEVELOPMENTAL BIOLOGY

Genes and Development

## DIGITAL IMAGING

Fashioning the Body: Versions of the Citizen, the Self  
 and the Subject  
 Student Originated Studies: Media

## DRAWING

Art and Science of Light  
 Beyond Words  
 Foundations of Visual Art  
 Mixing Messages: Bringing Art and Science Together  
 for Conservation  
 Nature: Image and Object  
 Student Originated Studies: Visual Art  
 Studio Projects: Painting  
 Taking Things Apart: A Scientific and Artistic Exploration

## EARTH SCIENCE

Student Originated Studies: Environmental Studies

## ECOLOGY

Ecological Agriculture  
 Ecology of Harmful Algal Blooms  
 Field Ecology  
 Introduction to Environmental Studies: Natural Resources,  
 Oceans and Global Climate  
 Mixing Messages: Bringing Art and Science Together  
 for Conservation  
 Rainforest Research  
 Plant Ecology and Physiology  
 Practice of Sustainable Agriculture  
 Seeds of Change: Food, Culture and Work  
 Sustainable Aquatic Ecosystems  
 Temperate Rainforests  
 Tropical Rainforests

## ECONOMIC DEVELOPMENT

Latin American Development: Rhetoric or Reality

## ECONOMICS

Business, Culture and the State in the U.S. and Latin America  
 Colonialism and Decolonization  
 Introduction to Environmental Studies: Natural Resources,  
 Oceans and Global Climate  
 Looking Backward: America in the 20th Century  
 Money, Molecules and Meds  
 Political Economy and Social Movements

## EDUCATION

Algebra, Algorithms and Modeling: An Introduction to  
 Mathematics for Science and Computing  
 Astronomy and Cosmologies  
 Awareness: Omnia Extares in Hesychia  
 Computer Science Foundations  
 Family: Inspiration of Significant Others  
 Janus Music and Theater: Looking Forward and Seeing the Past  
 Learning About Learning  
 Nature: Image and Object  
 Our Place in Nature

## ENTREPRENEURSHIP

Business, Culture and the State in the U.S. and Latin America

## ENVIRONMENTAL CHEMISTRY

Introduction to Environmental Chemistry



**ENVIRONMENTAL DESIGN**

The Science of Sustainable Buildings  
Shaping: Advanced Sculpture

**ENVIRONMENTAL EDUCATION**

Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate  
Practice of Sustainable Agriculture

**ENVIRONMENTAL HISTORY**

Ecological Agriculture  
Field Ecology  
Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate  
Plant Ecology and Physiology

**ENVIRONMENTAL PLANNING**

Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate

**ENVIRONMENTAL POLICY**

Introduction to Environmental Chemistry  
Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate

**ENVIRONMENTAL SCIENCE**

Ecology of Harmful Algal Blooms  
Energy Systems  
Field Ecology  
Introduction to Environmental Chemistry  
Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate  
Plant Ecology and Physiology  
The Science of Sustainable Buildings  
Science Seminar  
Sustainable Aquatic Ecosystems  
Vertebrate Evolution

**ENVIRONMENTAL STUDIES**

Ecological Agriculture  
Ecology of Harmful Algal Blooms  
Energy Systems  
Field Ecology  
Introduction to Environmental Chemistry  
Introduction to Environmental Studies: Native Identities,  
Ecology and Resources in the North American Pacific Basin  
Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate  
Local Knowledge: Community, Public Health, Media Activism  
and the Environment  
Our Place in Nature  
Plant Ecology and Physiology  
Removing Barriers, Bridging Gaps  
Seeds of Change: Food, Culture and Work  
Student Originated Studies: Environmental Studies  
Sustainable Aquatic Ecosystems

**ETHICS**

All About Me: Writing and Wellness  
War: Consequences and Alternatives

**ETHNIC STUDIES**

Native Decolonization in the Pacific Rim

**EVOLUTION**

Evolving Communication: The Ways Humans and  
Animals Interact  
Introduction to Natural Science: The Structure of Life  
Invertebrate Zoology and Evolution

Rainforest Research  
Sustainable Aquatic Ecosystems  
Tropical Rainforests  
Vertebrate Evolution

**FEMINIST STUDIES**

Awareness: Omnia Extares in Hesychia

**FEMINIST THEORY**

Made for Contemplation

**FILM**

Fashioning the Body: Versions of the Citizen, the Self  
and the Subject  
Gender and Culture: Japanese and American Literature and  
Popular Culture

**HOLLYWOOD**

Human Rights, Literature, Theory  
Individual and Society: American and Japanese Society,  
Literature and Cinema  
Made for Contemplation  
Mediaworks  
Stages of History: Performing Gender and Authority on the  
Shakespearean Stage  
Student Originated Studies: Media

**FILM ANALYSIS AND CRITICISM****HOLLYWOOD****FINANCE**

Business, Culture and the State in the U.S. and Latin America

**FOLKLORE**

Illuminations: French Arts, Thought and Cultural History of the  
Medieval, Renaissance and Early Classical Eras

**FORESTRY**

Plant Ecology and Physiology

**FRENCH**

Illuminations: French Arts, Thought and Cultural History of the  
Medieval, Renaissance and Early Classical Eras

**GENDER STUDIES**

Fashioning the Body: Versions of the Citizen, the Self  
and the Subject  
Gender and Culture: Japanese and American Literature and  
Popular Culture

**GENETICS**

All About Me: Writing and Wellness  
Foundations of Health Science  
Genes and Development

**GIS**

Introduction to Environmental Studies: Native Identities,  
Ecology and Resources in the North American Pacific Basin

**GEOGRAPHY**

500 Years of Globalization  
Introduction to Environmental Studies: Native Identities,  
Ecology and Resources in the North American Pacific Basin  
Landscape Processes  
Native Decolonization in the Pacific Rim  
Student Originated Studies: Environmental Studies  
Temperate Rainforests  
Tropical Rainforests



**GEOLOGY**

Landscape Processes  
 Student Originated Studies: Environmental Studies  
 Temperate Rainforests  
 Tropical Rainforests

**GLOBALIZATION**

500 Years of Globalization

**HEALTH**

All About Me: Writing and Wellness  
 Foundations of Health Science  
 The Science of Fat

**HISTORY**

Adagio: Dance and Music Inquiry  
 Alchemy: Spiritual and Chemical  
 America Abroad  
 American Indian Sovereignty: Competing Contexts  
 The Arts of the Sailor  
 Christian Roots: Medieval and Early Modern Science  
 Family: Inspiration of Significant Others  
 The Gypsy Road: A Study of the Roma  
 Illuminations: French Arts, Thought and Cultural History of the  
 Medieval, Renaissance and Early Classical Eras  
 Looking Backward: America in the 20th Century  
 Our Place in Nature  
 Political Economy and Social Movements  
 Political Economy of Power in American Society  
 Reservation Based/Community Determined  
 Seeds of Change: Food, Culture and Work  
 Stages of History: Performing Gender and Authority on the  
 Shakespearean Stage  
 U.S. Foreign Policy Since Woodrow Wilson: Before and After 9/11

**HISTORY OF MATHEMATICS**

Algebra, Algorithms and Modeling: An Introduction to  
 Mathematics for Science and Computing  
 Mathematical Systems

**HISTORY OF SCIENCE**

Algebra, Algorithms and Modeling: An Introduction to  
 Mathematics for Science and Computing  
 Astronomy and Cosmologies  
 Mathematical Systems  
 The Physicist's World

**HUMAN AND SOCIAL SERVICES**

Learning About Learning  
 Self and Community  
 So You Want to Be a Psychologist

**HYDROLOGY**

Landscape Processes  
 Student Originated Studies: Environmental Studies  
 Sustainable Aquatic Ecosystems  
 Temperate Rainforests

**INDIGENOUS PEOPLES STUDIES**

American Indian Sovereignty: Competing Contexts  
 Colonialism and Decolonization  
 Family: Inspiration of Significant Others  
 Native Decolonization in the Pacific Rim  
 Reservation Based/Community Determined

**INSTALLATION ART**

Making Space and Using It: Installation and Performance Art

**INTERNATIONAL STUDIES**

America Abroad  
 Business, Culture and the State in the U.S. and Latin America  
 Colonialism and Decolonization  
 Individual and Society: American and Japanese Society,  
 Literature and Cinema  
 Latin American Development: Rhetoric or Reality  
 Native Decolonization in the Pacific Rim  
 Rainforest Research  
 Tropical Rainforests  
 U.S. Foreign Policy Since Woodrow Wilson: Before and After 9/11

**JAPANESE**

Japanese Language and Culture

**JOURNALISM**

Poetics and Power

**LANGUAGE STUDIES**

Designing Languages  
 Tropical Rainforests

**LATIN AMERICAN STUDIES**

Business, Culture and the State in the U.S. and Latin America  
 Latin American Development: Rhetoric or Reality  
 Literature of the Americas: Brazil and the United States  
 Political Economy and Social Movements  
 Tropical Rainforests

**LAW AND GOVERNMENT POLICY**

American Indian Sovereignty: Competing Contexts  
 Introduction to Environmental Studies: Native Identities,  
 Ecology and Resources in the North American Pacific Basin

**LEADERSHIP STUDIES**

The Arts of the Sailor  
 Awakening the Dreamer, Pursuing the Dream  
 Removing Barriers, Bridging Gaps

**LESBIAN AND GAY STUDIES**

Human Rights, Literature, Theory

**LINGUISTICS**

Designing Languages  
 Evolving Communication: The Ways Humans and  
 Animals Interact

**LITERARY CRITICISM**

Poetry New York

**LITERATURE**

America Abroad  
 The American Eye: A History of America in Photographs  
 and Fiction  
 The Arts of the Sailor  
 Awareness: Writing and Renunciation  
 Calculated Fiction  
 Colonialism and Decolonization  
 Family: Inspiration of Significant Others  
 Fashioning the Body: Versions of the Citizen, the Self  
 and the Subject  
 Gender and Culture: Japanese and American Literature and  
 Popular Culture  
 The Gypsy Road: A Study of the Roma  
 HOLLYWOOD  
 Human Rights, Literature, Theory  
 Illuminations: French Arts, Thought and Cultural History of the  
 Medieval, Renaissance and Early Classical Eras



Individual and Society: American and Japanese Society,  
Literature and Cinema  
Literature of the Americas: Brazil and the United States  
Looking Backward: America in the 20th Century  
Our Place in Nature  
Performing Arts Crossing Borders  
Poetics and Power  
Poetry New York  
Seeds of Change: Food, Culture and Work  
Stages of History: Performing Gender and Authority on the  
Shakespearean Stage  
Steinbeck's Americans  
Taking Things Apart: A Scientific and Artistic Exploration

### MANAGEMENT

Business, Culture and the State in the U.S. and Latin America  
Money, Molecules and Meds

### MARINE BIOLOGY

Ecology of Harmful Algal Blooms  
Invertebrate Zoology and Evolution

### MARINE SCIENCE

Ecology of Harmful Algal Blooms  
Introduction to Environmental Studies: Natural Resources,  
Oceans and Global Climate

### MATHEMATICAL BIOLOGY

Introduction to Natural Science: The Structure of Life

### MATHEMATICS

Algebra, Algorithms and Modeling: An Introduction to  
Mathematics for Science and Computing  
Calculated Fiction  
Computer Science Foundations  
Data and Information: Computational Science  
Energy Systems  
Introduction to Natural Science: The Structure of Life  
Mathematical Systems  
Models of Motion  
The Physicist's World  
Removing Barriers, Bridging Gaps

### MEDIA

Fashioning the Body: Versions of the Citizen, the Self  
and the Subject  
Gender and Culture: Japanese and American Literature and  
Popular Culture  
Local Knowledge: Community, Public Health, Media Activism  
and the Environment  
Mediaworks  
Removing Barriers, Bridging Gaps  
Student Originated Studies: Media

### MEDITATIVE ARTS

Made for Contemplation

### METALWORKING

Art and Religious Practice

### MICROBIOLOGY

Foundations of Health Science  
Molecule to Organism

### MICROSCOPY

Invertebrate Zoology and Evolution

### MOLECULAR BIOLOGY

Genes and Development  
Molecule to Organism

### MULTICULTURALISM

Multicultural Counseling

### MUSIC

Adagio: Dance and Music Inquiry  
Awakening the Dreamer, Pursuing the Dream  
The Gypsy Road: A Study of the Roma  
Janus Music and Theater: Looking Forward and Seeing the Past  
Perception, Mind and Reality  
Performing Arts in the City

### MYTHOLOGY

Alchemy: Spiritual and Chemical  
Astronomy and Cosmologies  
Awakening the Dreamer, Pursuing the Dream

### NATIVE AMERICAN STUDIES

American Indian Sovereignty: Competing Contexts  
Family: Inspiration of Significant Others  
Introduction to Environmental Studies: Native Identities,  
Ecology and Resources in the North American Pacific Basin  
Native Decolonization in the Pacific Rim

### NATURAL HISTORY

Mixing Messages: Bringing Art and Science Together  
for Conservation  
Nature: Image and Object  
Rainforest Research  
Sustainable Aquatic Ecosystems  
Tropical Rainforests

### NATURAL RESOURCE MANAGEMENT

Introduction to Environmental Studies: Native Identities,  
Ecology and Resources in the North American Pacific Basin

### ORGANIC CHEMISTRY

Foundations of Health Science  
Molecule to Organism

### PAINTING

Foundations of Visual Art  
Student Originated Studies: Visual Art  
Studio Projects: Painting

### PERFORMANCE

Adagio: Dance and Music Inquiry  
Fashioning the Body: Versions of the Citizen, the Self  
and the Subject  
Janus Music and Theater: Looking Forward and Seeing the Past  
Making Space and Using It: Installation and Performance Art  
Mask and Movement: Symbolic Theater of East and West  
Performing Arts Crossing Borders  
Performing Arts in the City  
Poetry New York  
Stages of History: Performing Gender and Authority on the  
Shakespearean Stage

### PHARMACOLOGY

Money, Molecules and Meds

### PHILOSOPHY

Awareness: Writing and Renunciation  
Christian Roots: Medieval and Early Modern Science  
Family: Inspiration of Significant Others  
Illuminations: French Arts, Thought and Cultural History of the  
Medieval, Renaissance and Early Classical Eras  
Marxist Theory  
Our Place in Nature  
The Physicist's World  
The Power and Limitations of Dialogue



**PHILOSOPHY OF SCIENCE**

Astronomy and Cosmologies  
 Data and Information: Computational Science  
 Mathematical Systems  
 The Physicist's World  
 Science Seminar  
 Vertebrate Evolution

**PHOTOGRAPHY**

The American Eye: A History of America in Photographs and Fiction  
 Fashioning the Body: Versions of the Citizen, the Self and the Subject  
 Foundations of Visual Art  
 Student Originated Studies: Visual Art  
 Taking Things Apart: A Scientific and Artistic Exploration

**PHYSICS**

Astronomy and Cosmologies  
 Energy Systems  
 Models of Motion  
 The Physicist's World  
 The Science of Sustainable Buildings  
 Science Seminar

**PHYSIOLOGY**

Foundations of Health Science

**POETICS**

Poetics and Power  
 Poetry New York

**POETRY**

Poetics and Power

**POLITICAL ECONOMY**

500 Years of Globalization  
 Colonialism and Decolonization  
 Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate  
 Latin American Development: Rhetoric or Reality  
 Marxist Theory  
 Our Place in Nature  
 Political Economy and Social Movements  
 Political Economy of Power in American Society  
 The Power and Limitations of Dialogue  
 Seeds of Change: Food, Culture and Work  
 War: Consequences and Alternatives

**POLITICAL PHILOSOPHY**

Marxist Theory

**POLITICAL SCIENCE**

500 Years of Globalization  
 Family: Inspiration of Significant Others  
 Poetics and Power  
 Reservation Based/Community Determined

**POLITICAL THEORY**

American Indian Sovereignty: Competing Contexts  
 Human Rights, Literature, Theory  
 Marxist Theory  
 Political Economy and Social Movements

**POLITICS**

Colonialism and Decolonization  
 Native Decolonization in the Pacific Rim  
 Poetics and Power  
 U.S. Foreign Policy Since Woodrow Wilson: Before and After 9/11

**PRECALCULUS**

Introduction to Natural Science: The Structure of Life

**PRINTMAKING**

Art and Religious Practice  
 Student Originated Studies: Visual Art

**PROGRAMMING**

Data and Information: Computational Science  
 Student Originated Software: Designing and Implementing Real-World Systems

**PSYCHOLOGY**

All About Me: Writing and Wellness  
 Learning About Learning  
 Multicultural Counseling  
 Perception, Mind and Reality  
 Self and Community  
 So You Want to Be a Psychologist

**PUBLIC ADMINISTRATION**

Latin American Development: Rhetoric or Reality

**PUBLIC HEALTH**

Local Knowledge: Community, Public Health, Media Activism and the Environment

**PUBLIC POLICY**

American Indian Sovereignty: Competing Contexts  
 Local Knowledge: Community, Public Health, Media Activism and the Environment  
 Political Economy and Social Movements

**PUPPET THEATER**

Performing Arts Crossing Borders

**QUEER STUDIES**

Fashioning the Body: Versions of the Citizen, the Self and the Subject

**RELIGIOUS AND SPIRITUAL STUDIES**

Art and Religious Practice  
 Christian Roots: Medieval and Early Modern Science  
 Perception, Mind and Reality  
 The Power and Limitations of Dialogue

**RESEARCH METHODS**

Adagio: Dance and Music Inquiry  
 Field Ecology  
 Plant Ecology and Physiology  
 Removing Barriers, Bridging Gaps  
 Temperate Rainforests  
 Vertebrate Evolution

**SCIENTIFIC INQUIRY**

Computer Science Foundations  
 Data and Information: Computational Science  
 Removing Barriers, Bridging Gaps

**SCIENTIFIC WRITING**

Introduction to Environmental Chemistry

**SCULPTURE**

Foundations of Visual Art  
 Shaping: Advanced Sculpture  
 Student Originated Studies: Visual Art

**SEAMANSHIP**

The Arts of the Sailor



**SOCIAL AND CULTURAL HISTORY**

Awareness: Omnia Extares in Hesychia  
 Fashioning the Body: Versions of the Citizen, the Self and the Subject  
 Looking Backward: America in the 20th Century  
 Stages of History: Performing Gender and Authority on the Shakespearean Stage

**SOCIAL CHANGE**

Political Economy of Power in American Society

**SOCIOLOGY**

500 Years of Globalization  
 All About Me: Writing and Wellness  
 Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin  
 Latin American Development: Rhetoric or Reality  
 Perception, Mind and Reality  
 Seeds of Change: Food, Culture and Work  
 Self and Community

**SOFTWARE ENGINEERING**

Student Originated Software: Designing and Implementing Real-World Systems

**SOMATIC STUDIES**

Awareness: Omnia Extares in Hesychia  
 Awareness: Writing and Renunciation  
 Made for Contemplation

**SPANISH**

Tropical Rainforests

**STATISTICS**

Field Ecology  
 Landscape Processes  
 Plant Ecology and Physiology  
 Rainforest Research  
 The Science of Fat  
 Student Originated Studies: Environmental Studies  
 Temperate Rainforests  
 Tropical Rainforests

**SUSTAINABILITY STUDIES**

Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin  
 The Science of Sustainable Buildings  
 Sustainable Aquatic Ecosystems

**TECHNICAL WRITING**

Advanced Chemistry  
 Student Originated Software: Designing and Implementing Real-World Systems

**THEATER**

Fashioning the Body: Versions of the Citizen, the Self and the Subject  
 Janus Music and Theater: Looking Forward and Seeing the Past  
 Making Space and Using It: Installation and Performance Art  
 Mask and Movement: Symbolic Theater of East and West  
 Performing Arts Crossing Borders  
 Stages of History: Performing Gender and Authority on the Shakespearean Stage

**UNITED STATES FOREIGN POLICY**

Political Economy of Power in American Society

**URBAN EDUCATION**

Removing Barriers, Bridging Gaps

**URBAN STUDIES**

Performing Arts in the City  
 Removing Barriers, Bridging Gaps

**VIDEO**

Fashioning the Body: Versions of the Citizen, the Self and the Subject  
 Mediaworks

**VISUAL ARTS**

Mixing Messages: Bringing Art and Science Together for Conservation

**WORLD HISTORY**

500 Years of Globalization  
 Alchemy: Spiritual and Chemical  
 Colonialism and Decolonization  
 Janus Music and Theater: Looking Forward and Seeing the Past  
 Japanese Language and Culture

**WORLD LITERATURE**

Japanese Language and Culture

**WRITING**

Adagio: Dance and Music Inquiry  
 All About Me: Writing and Wellness  
 The Arts of the Sailor  
 Calculated Fiction  
 Family: Inspiration of Significant Others  
 Learning About Learning  
 Looking Backward: America in the 20th Century  
 Our Place in Nature  
 Performing Arts in the City  
 The Physicist's World  
 Removing Barriers, Bridging Gaps  
 Reservation Based/Community Determined  
 Self and Community  
 Stages of History: Performing Gender and Authority on the Shakespearean Stage  
 Steinbeck's Americans  
 War: Consequences and Alternatives

**ZOOLOGY**

Evolving Communication: The Ways Humans and Animals Interact  
 Field Ecology  
 Invertebrate Zoology and Evolution  
 Plant Ecology and Physiology  
 Sustainable Aquatic Ecosystems  
 Temperate Rainforests  
 Vertebrate Evolution



# Condensed Curriculum 2007–2008

These pages feature the program titles and the quarters of the programs planned for the 2007–08 academic year. Each planning unit offers Core programs that are entry-level studies designed for freshmen. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Lower-Division programs include half freshmen and half sophomores. Intermediate programs are geared for sophomores and above with a prerequisite of one year of college. Advanced programs are geared toward juniors and seniors.

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

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

**SPECIAL FEATURES OF THE CURRICULUM**

	pg
Evening and Weekend Studies	
Individual Study	
International Studies and Opportunities to Study Abroad	
Public Service Centers	

**PROGRAMS FOR FRESHMEN**

**Core:**  
**Designed for freshmen**

	pg	
All About Me: Writing and Wellness	28	F W
Art and Religious Practice	28	F W
Art and Science of Light	28	F
Awakening the Dreamer, Pursuing the Dream	29	F W S
Basic Botany: Plants and People	43	S
Calculated Fiction	30	F W
HOLLYWOOD	45	S
Our Place in Nature	37	F W S
Perception, Mind and Reality	37	F W S
Seeds of Change: Food, Culture and Work	39	F W S
Steinbeck's Americans	48	S
Sustainable Aquatic Ecosystems	40	F W S
War: Consequences and Alternatives	48	S

**All-level:**  
**A mix of freshmen, sophomores, juniors and seniors**

	pg	
Algebra, Algorithms and Modeling: An Introduction to Mathematics for Science and Computing	42	S
Awareness: Omnia Extares in Hesychia	43	S
Awareness: Writing and Renunciation	29	F W

Beyond Words	44	S
Christian Roots: Medieval and Early Modern Science	30	F W
Colonialism and Decolonization	31	F W
Computer Science Foundations	40	W S
Data and Information: Computational Science	31	F
Designing Languages	44	S
Family: Inspiration of Significant Others	32	F W S
Foundations of Health Science	32	F W S
Gender and Culture: Japanese and American Literature and Popular Culture	41	W
Individual and Society: American and Japanese Society, Literature and Cinema	33	F
Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin	34	F W
Introduction to Natural Science: The Structure of Life	34	F W S
Invertebrate Zoology and Evolution	45	S
Looking Backward: America in the 20th Century	35	F W S
Made for Contemplation	35	F W
Models of Motion	36	F W S
Nature: Image and Object	47	S
Performing Arts Crossing Borders	38	F W
The Physicist's World	38	F W
The Science of Sustainable Buildings	39	F
So You Want to Be a Psychologist	47	S
Taking Things Apart: A Scientific and Artistic Exploration	41	W S

**Lower-division:**  
**50 percent freshmen and 50 percent sophomores**

	pg	
Alchemy: Spiritual and Chemical	42	S
Introduction to Environmental Chemistry	33	F W



Learning About Learning	46	S
Mask and Movement: Symbolic Theater of East and West	46	S
Money, Molecules and Meds	36	F W
The Science of Fat	47	S

## CULTURE, TEXT AND LANGUAGE

### All-level:

#### A mix of freshmen, sophomores, juniors and seniors

	pg	
Awareness: Omnia Extares in Hesychia	60	S
Awareness: Writing and Renunciation	51	F W
Christian Roots: Medieval and Early Modern Science	51	F W
Designing Languages	61	S
Gender and Culture: Japanese and American Literature and Popular Culture	59	W
Individual and Society: American and Japanese Society, Literature and Cinema	53	F
Looking Backward: America in the 20th Century	56	F W S
Made for Contemplation	56	F W
Performing Arts Crossing Borders	57	F W
The Physicist's World	58	F W
Steinbeck's Americans	62	S

#### Sophomores or above (intermediate level)

	pg	
The American Eye: A History of America in Photographs and Fiction	50	F
Evolving Communication: The Ways Humans and Animals Interact	52	F W
Illuminations: French Arts, Thought and Cultural History of the Medieval, Renaissance and Early Classical Eras	54	F W S
Japanese Language and Culture	55	F W S
Literature of the Americas: Brazil and the United States	55	F
Literature of the Americas: Brazil and the United States	61	S
Performing Arts in the City	57	F W S
Poetics and Power	58	F W
Poetry New York	61	S
The Power and Limitations of Dialogue	60	W
Stages of History: Performing Gender and Authority on the Shakespearean Stage	62	S

#### Juniors or seniors (advanced level)

	pg	
America Abroad	50	F W S
Fashioning the Body: Versions of the Citizen, the Self and the Subject	52	F W
The Gypsy Road: A Study of the Roma	53	F W
Human Rights, Literature, Theory	59	W

## ENVIRONMENTAL STUDIES

### All-level:

#### A mix of freshmen, sophomores, juniors and seniors

	pg	
Christian Roots: Medieval and Early Modern Science	64	F W
Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin	66	F W
Introduction to Natural Science: The Structure of Life	67	F W S
Invertebrate Zoology and Evolution	73	S
The Science of Sustainable Buildings	70	F

### Lower-division:

#### 50 percent freshmen and 50 percent sophomores

	pg	
Money, Molecules and Meds	69	F W
The Science of Fat	75	S

#### Sophomores or above (intermediate level)

	pg	
Evolving Communication: The Ways Humans and Animals Interact	65	F W
Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change	67	F W
Local Knowledge: Community, Public Health, Media Activism and the Environment	68	F W S

#### Juniors or seniors (advanced level)

	pg	
Ecological Agriculture	64	F W S
Ecology of Harmful Algal Blooms	72	S
Field Ecology	73	S
Landscape Processes	74	S
Mixing Messages: Bringing Art and Science Together for Conservation	68	F
Plant Ecology and Physiology	71	W
Practice of Sustainable Agriculture	74	S
Rainforest Research	75	S
Student Originated Studies: Environmental Studies	71	W
Temperate Rainforests	70	F
Tropical Rainforests	72	W
Vertebrate Evolution	76	S



**EXPRESSIVE ARTS**

<b>All-level:</b>			
<b>A mix of freshmen, sophomores, juniors and seniors</b>			
	<b>pg</b>		
Beyond Words	<b>89</b>	S	
Christian Roots:			
Medieval and Early Modern Science	<b>79</b>	F W	
Made for Contemplation	<b>82</b>	F W	
Nature: Image and Object	<b>90</b>	S	
Performing Arts Crossing Borders	<b>84</b>	F W	
The Science of Sustainable Buildings	<b>86</b>	F	
Taking Things Apart:			
A Scientific and Artistic Exploration	<b>88</b>	W S	
<b>Lower-division:</b>			
<b>50 percent freshmen and 50 percent sophomores</b>			
	<b>pg</b>		
Mask and Movement:			
Symbolic Theater of East and West	<b>89</b>	S	
<b>Sophomores or above (intermediate level)</b>			
	<b>pg</b>		
Adagio: Dance and Music Inquiry	<b>78</b>	F W S	
The American Eye: A History of America in Photographs and Fiction	<b>78</b>	F	
Foundations of Visual Arts	<b>80</b>	F W S	
Local Knowledge: Community, Public Health, Media Activism and the Environment	<b>81</b>	F W S	
Making Space and Using It:			
Installation and Performance Art	<b>83</b>	F W S	
Performing Arts in the City	<b>85</b>	F W S	
Student Originated Studies: Visual Art	<b>87</b>	F W S	
Studio Projects: Painting	<b>88</b>	W S	
<b>Juniors or seniors (advanced level)</b>			
	<b>pg</b>		
Fashioning the Body: Versions of the Citizen, the Self and the Subject	<b>79</b>	F W	
The Gypsy Road: A Study of the Roma	<b>80</b>	F W	
Janus Music and Theater:			
Looking Forward and Seeing the Past	<b>81</b>	F W	
Mediaworks	<b>83</b>	F W S	
Mixing Messages: Bringing Art and Science Together for Conservation	<b>84</b>	F	
Shaping: Advanced Sculpture	<b>86</b>	F W	
Student Originated Studies: Media	<b>87</b>	F W S	

**SCIENTIFIC INQUIRY**

<b>All-Level:</b>			
<b>A mix of freshmen, sophomores, juniors and seniors</b>			
	<b>pg</b>		
Algebra, Algorithms and Modeling:			
An Introduction to Mathematics for Science and Computing	<b>103</b>	S	
Christian Roots:			
Medieval and Early Modern Science	<b>92</b>	F W	
Computer Science Foundations	<b>101</b>	W S	
Data and Information: Computational Science	<b>92</b>	F	
Designing Languages	<b>104</b>	S	
Foundations of Health Science	<b>94</b>	F W S	
Introduction to Natural Science:			
The Structure of Life	<b>96</b>	F W S	
Invertebrate Zoology and Evolution	<b>105</b>	S	
Models of Motion	<b>97</b>	F W S	
The Physicist's World	<b>98</b>	F W	
The Science of Sustainable Buildings	<b>99</b>	F	
Taking Things Apart:			
A Scientific and Artistic Exploration	<b>102</b>	W S	
<b>Lower-division:</b>			
<b>50 percent freshmen and 50 percent sophomores</b>			
	<b>pg</b>		
Alchemy: Spiritual and Chemical	<b>103</b>	S	
Introduction to Environmental Chemistry	<b>95</b>	F W	
Money, Molecules and Meds	<b>115</b>	F W	
The Science of Fat	<b>107</b>	S	
<b>Sophomores or above (intermediate level)</b>			
	<b>pg</b>		
Energy Systems	<b>93</b>	F W	
Evolving Communication: The Ways Humans and Animals Interact	<b>93</b>	F W	
Introduction to Environmental Studies:			
Natural Resources, Oceans and Global Climate Change	<b>95</b>	F W	
Mathematical Systems	<b>96</b>	F W S	
Molecule to Organism	<b>97</b>	F W S	
Science Seminar	<b>99</b>	F W S	
<b>Juniors or seniors (advanced level)</b>			
	<b>pg</b>		
Ecology of Harmful Algal Blooms	<b>105</b>	S	
Genes and Development	<b>94</b>	F	
Landscape Processes	<b>106</b>	S	
Rainforest Research	<b>106</b>	S	
Student Originated Software: Designing and Implementing Real-World Systems	<b>100</b>	F W S	
Temperate Rainforests	<b>100</b>	F	
Tropical Rainforests	<b>102</b>	W	
Vertebrate Evolution	<b>107</b>	S	

**SOCIETY, POLITICS, BEHAVIOR AND CHANGE****All-level:****A mix of freshmen, sophomores, juniors and seniors**

	pg	
Christian Roots:		
Medieval and Early Modern Science	111	F W
Colonialism and Decolonization	111	F W
Family: Inspiration of Significant Others	112	F W S
Foundations of Health Science	112	F W S
Looking Backward:		
America in the 20th Century	114	F W S
So You Want to Be a Psychologist	120	S

**Lower-division:****50 percent freshmen and 50 percent sophomores**

	pg	
Latin American Development:		
Rhetoric or Reality	114	F W S
Learning About Learning	119	S
Money, Molecules and Meds	115	F W

**Sophomores or above (intermediate level)**

	pg	
Business, Culture and the State in the U.S. and Latin America	110	F W
Introduction to Environmental Studies:		
Natural Resources, Oceans and Global Climate Change	113	F W
Native Decolonization in the Pacific Rim	116	F W
Political Economy and Social Movements	120	S
Political Economy of Power in American Society	118	W

**Juniors or seniors (advanced level)**

	pg	
500 Years of Globalization	109	F W
American Indian Sovereignty:		
Competing Contexts	109	F W
The Arts of the Sailor	110	F
The Arts of the Sailor	117	W
The Arts of the Sailor	119	S
Marxist Theory	115	F
Multicultural Counseling	116	F W S
Self and Community	117	F W S
U.S. Foreign Policy Since Woodrow Wilson:		
Before and After 9/11	118	W

**NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES****All-level:****A mix of freshmen, sophomores, juniors and seniors**

	pg	
Family: Inspiration of Significant Others	122	F W S
Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin	123	F W

**Sophomores or above (intermediate level)**

	pg	
Native Decolonization in the Pacific Rim	124	F W

**Juniors or seniors (advanced level)**

	pg	
American Indian Sovereignty:		
Competing Contexts	122	F W
Reservation Based/Community Determined	124	F W S

**TACOMA PROGRAM****Juniors or seniors (advanced level)**

	pg	
Removing Barriers, Bridging Gaps	126	F W S



# How to Read a Program Description

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

**MAJOR AREAS OF STUDY**

Indicates subject areas that correspond to traditional disciplines and subjects. Credit may be earned in these areas at completion of the program

**CLASS STANDING**

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

**PREREQUISITES**

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

**FACULTY SIGNATURE**

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

**TOTAL**

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

**ENROLLMENT**

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

**Local Knowledge: Community, Public Health, Media Activism and the Environment**

**Fall, Winter and Spring quarters**

**Major areas of study include** community studies, public health, media production, media analysis, environmental studies, labor studies, popular education and participatory research.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Some community service experience desirable. Faculty signature required (see below).

**Program is preparatory for** careers and future studies in community development, media, public policy, environmental studies, non-profit and social justice groups.

**Faculty:** Anne Fischel (media, community studies), Lin Nelson (public health, environmental studies, community studies)

Local Knowledge is a program focused on the theory and practice of community-based work, using video, oral history, participatory research, and other forms of activist learning. Our goal is to develop frameworks, methodologies, strategies and skills for collaborating with local communities. We hope to work closely with people in the region and support their efforts to sustain and empower their communities. We believe local knowledge is a valuable base from which to construct responses to new challenges, one which we, as collaborators, need to understand and incorporate into our work.

The history and identity of a community are inscribed in stories, documents, images, places, forms of knowing and social practice. The ways communities define problems, envision solutions and plan for ...

*See page 68 for the full description*

**Faculty Signature:** Students must interview with the faculty at the Academic Fair, May 16, 2007, to discuss their interest in the program. Some background in community service or studies is useful, but not required. For information, contact Anne Fischel, (360) 867-6416 or fischela@evergreen.edu or Lin Nelson, (360) 867-6056 or nelsonl@evergreen.edu. Interviews conducted by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** \$150 for project materials, video and possible field trip

**Internship Possibilities:** Spring quarter with faculty approval.

**A similar program is expected to be offered in 2010-11.**

**This program is also listed under** Environmental Studies.

**PROGRAM IS PREPARATORY...**

Suggests that program might be a particularly useful step for future studies or careers.

**FACULTY**

Lists members of the faculty team scheduled to teach the program. See faculty bios page 128.

**PROGRAM DESCRIPTION**

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

**SPECIAL EXPENSES**

Lists expenses in addition to regular tuition and fees.

**INTERNSHIP POSSIBILITIES**

States whether an internship is optional or required.

**SIMILAR PROGRAMS OFFERED**

Gives the next opportunity to join a similar program.



# Programs for Freshmen

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

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

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

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

**Lower-division programs** are designed as entry-level offerings that accept freshmen and sophomores. Lower-division programs include a mix of half freshmen and half sophomores.

**Programs for sophomores and above** may admit a particularly well-qualified freshman. These programs are listed in their respective planning units in the remainder of the catalog. Consult the faculty and Academic Advising if you are interested in one of these programs.





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## All About Me: Writing and Wellness

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### Fall and Winter quarters

**Major areas of study include** human biology and health, developmental psychology, academic and creative writing, literature and ethics.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** the health sciences, writing, social work, anthropology and education.

**Faculty:** Bill Ransom (writing, advanced life-support medic), Betty Kutter (biology, human health and behavior, complementary medicine, bioethics)

This two-quarter, interdisciplinary program explores the many aspects of nature and nurture that converge to create what we think of as *Self*. Science of the body, creativity of the mind and questing of the spirit form the foundation of our inquiry. Students will observe and study their own development of *Self* through lectures, readings, films, experiments, and guest speakers, as well as through expository writing, poetry and creative nonfiction prose. This process will require the coordination of observation, detailed note-taking, lab work, data recovery and quantitative analysis with these written genres to reach a range of audiences with the final results. Writing assignments and quizzes are designed to assess comprehension, to provide review and to prompt focused discussion in both large and small group sessions. We value careful inquiry, effective writing and statements backed with facts.

Areas of study include, but are not limited to, developmental biology, genetics, microbiology, nutrition, individual and community health; writing for science and for mainstream audiences; developmental psychology, cross-cultural sociology, anthropology, folklore and ethics. Students will study themselves and will further this study through the writing of poetry, essays, memoirs and research papers to determine their direction in college and to acquire skills for future academic work.

**Total:** 16 credits each quarter.

**Enrollment:** 46

**Special Expenses:** \$100 for retreat expenses to Camp Bishop.

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## Art and Religious Practice

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### Fall and Winter quarters

**Major areas of study include** art, art history and religion.

**Class Standing:** This Core program is designed for freshmen.

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

**Faculty:** Jean Mandeborg (fine metalworking), Lisa Sweet (printmaking)

One way to look at both art and craft is that they have historically been held in the service of religion in order to capture the fleeting moments of ritual. How can we better understand religion by examining and making images and objects that reflect these rituals? How has visual art encouraged spiritual experience and religious practice?

Two examples of religious objects which have particular meaning and remarkable visual variety are Rosary beads and Torah pointers. Rosary beads are aesthetically considered and crafted objects used in the practice of prayer to help one keep track of the prayers already said. They are symbolic of the rose garden—roses being the symbol of Mary, the mother of Jesus,

in the Christian religion. Torah pointers in Judaism are small sterling silver rods used to follow the reading of Torah and keep the reader from ever touching the sacred scroll. They are one of a number of objects, never merely utilitarian, designed to perform religious commandments in the most beautiful way possible. Rituals often make use of objects like these whose forms are constantly reinterpreted and created by artists.

This program will be based in two visual art studios: printmaking and fine metalworking. Working back and forth between 2-D and 3-D, between image making and object making, we will study basic design, studio skills and art history. Our study of art will provide a lens through which we will look at world religions, focusing on Judaism, Christianity and Islam. Since the purpose of ritual is to repeat and rehearse stories, many of the artworks we will consider will be functional. We will examine the narratives printed in books, painted in frescoes, and carved in stone, as well as sacred images like those on a bishop's cope, a silver chalice, and a common gravestone. In most cases the effect is the same: to see and remember.

This program is designed for freshmen with an interest in studio art, art history, philosophy and religion who are interested in a focused and demanding combination of studio work, writing, reading and seminar discussion. Half of the students' time will be focused on artistic practice; half will be a rigorous study of art history and religion. We will invite visiting scholars in religious studies to complement our expertise in visual art. We hope to work as a community of artists to examine ideas that have a rich historical background as well as pressing contemporary significance.

**Total:** 16 credits each quarter.

**Enrollment:** 40

**Special Expenses:** Studio art supplies, \$250 each quarter.

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## Art and Science of Light

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### Fall quarter

**Major areas of study include** chemistry, art, art history and humanities.

**Class Standing:** This Core program is designed for freshmen.

**Prerequisites:** Strong algebra skills.

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

**Faculty:** Dharshi Bopegedera (physical chemistry), Susan Aurand (studio art, humanities)

This program is a one-quarter, interdisciplinary study of light. We will explore light in art, science, art history and culture. All students will do studio work exploring how light is depicted in art, the phenomenon of color, and light as a tool for creating photographic images. All students will also explore the interaction of light with matter in the classroom as well as in the laboratory. In addition, collectively, we will explore how light has been thought about and depicted in various times and cultures.

This integrated program is designed for students who are eager to explore both art and science in a hands-on way. Our weekly schedule will include studio and science labs, specific skills workshops, lectures and seminars. We will focus on helping students build basic skills in both art and lab science, as well as library research and expository writing skills. As part of our program work, students will have the opportunity to undertake an individual or collaborative interdisciplinary project on a topic related to the theme of light.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$125 for art supplies and tickets to museums.



## Awakening the Dreamer, Pursuing the Dream

### Fall, Winter and Spring quarters

**Major areas of study include** movement, music, leadership studies, cultural studies, research presentation, critical writing and thinking, community studies, holistic education, sailing and philosophy.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** community studies and expressive arts.

**Faculty:** Terry Setter (music, instrument building, media), Cynthia Kennedy (leadership, movement, sailing, cultural studies)

*Our greatest challenge is how to live a humane existence in inhuman times—Joseph Campbell*

Awakening the Dreamer, Pursuing the Dream is designed to help students meet this challenge. To do so, we will focus on the individual's relation to self, society, leadership and the creative process. This program is intended for students who seek to explore and refine their core values in a context where they can act upon them with increasing awareness and integrity.

The faculty recognize that the social and psychological challenges of every era have required people to live their lives in the face of hardships and, often, in the midst of chaos. Therefore, the program will begin by focusing on how people in the past have worked to create a meaningful relationship between themselves and the world around them. We will trace music, dance, stories and images of many creative practices and spiritual traditions, from ancient to modern times. We will examine these in an attempt to discover which of them are relevant to our own lives. As students gain knowledge and skills in these areas, they will develop their own multifaceted approaches to prioritizing and pursuing their dreams.

Throughout the year, the program will make use of cognitive and experiential approaches to learning. Students will engage in their own practice of music, movement (such as dance or yoga), writing, drawing, or theater in order to cultivate the senses as well as the imagination. These practices will help us explore the deeper aspects of the human experience, which is the source of self-leadership, intentional living and change. Students will read mythology, literature and poetry while exploring ideas that continue to shape contemporary culture. We will also look to Indigenous cultures to deepen our appreciation of often-overlooked wisdom and values such as social justice and sustainability. We will seek to develop a broader understanding of contemporary culture as a stepping stone to thinking critically about how today's dreams can become tomorrow's reality.

During fall quarter, we will look at how people have drawn on diverse resources from personal to global in scale including intuition, mythology, psychology, religion, the arts, and nature, in order to be guided to richer, more meaningful lives. We will use a combination of lectures, seminars, collaborative and individual projects, research presentations, critical and creative writing, expressive presentations, and service learning. Weekly workshops will include music, movement and somatic practices. We will also make use of the water and islands of the Puget Sound through field trips, including day and overnight sailing trips. There will be an overnight retreat during week three at which we will work with Native arts practitioners. These activities are designed to help us know ourselves better, to build real-world skills, to develop leadership within small groups, and to intentionally create community within the program.

In the winter, we will begin to build students' skills in incorporating these resources into their own lives. We will continue to draw upon poetry, literature, philosophy, science, music, dance, meditation, and creative collaborations between the students. We will also engage in leadership development

activities and other means to investigate ways in which students can define and pursue their own dreams. By spring quarter, students will develop individual projects for presentation in the many communities of which they are members. These might include (but are not limited to) internships with local support services, working on the "Procession of the Species" (a local artistic pageant where community members celebrate their relationships with each other and with the natural world), volunteering to help various organizations or needy individuals, or creating opportunities for public presentation of art works that reflect the concepts that were contained in the program materials. Possible study materials include works by Joanna Macy, Gabrielle Roth, Margaret Wheatley, David Whyte, Beethoven, W. A. Mathieu, Steven Nachmanovitch, bell hooks, Jon Kabat-Zinn, Joseph Chilton Pierce and John Cage.

*The real voyage of discovery lies not in seeking new landscapes, but in having new eyes. —Marcel Proust*

**Total:** 16 credits each quarter.

**Enrollment:** 46

**Special Expenses:** Approximately \$75 each quarter for field trip and sailing activity expenses.

**Internship Possibilities:** With faculty approval.

## Awareness: Writing and Renunciation

### Fall and Winter quarters

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** any area of pursuit where people enjoy awareness on a daily basis, not for the monetary rewards and not for the "lifelong opportunities" a career or future study might provide, but for the love of being engaged in their work.

**Faculty:** Bill Arney, Sara Huntington (These faculty gave up expertise in favor of attitude. Take the program or not; don't do anything because someone is an expert.)

*"The certainty that I can get along without is one of the most efficacious ways of convincing yourself, no matter where you stand on the intellectual or emotional ladder, that you are free. Renunciation, self-imposed limits are the basis for a practice that prepares people, perhaps even politically, to discuss what kinds of limits do we want to impose on ourselves."—Ivan Illich*

Attend. Paying attention to how events, people, the big wide world in all its tiny manifestations—how they all appear, how they mean anything, how they engage us—that's what we'll do. We'll attend to the terms of our engagement, the costs, the ways we renounce in order to have a modicum of freedom—a freedom that turns out to be so strikingly different from the freedom that we think about, carelessly, as living beyond restraints, limits, duty. The freedom that is the effect of careful craft, discipline and practice—that's what we want to focus on. We'll write a lot, not as a means of self expression, not to find a voice or a self, but to pay attention, to study, commit, love. "Creative writing requires a dual love of language and life, human and otherwise. The storyteller then sculpts these raw loves with acute observation, reflection, creative struggle, allegiance to truth, merciless awareness of the foibles of human beings, and unstinting empathy toward human beings even so." (David James Duncan).

Our inquiry requires attention to ascetic as well as critical practices. We will all participate in mind-body practices, lectio and other communal reading, community service and bookish study. Writing may include socio-historical inquiry, reportage, annotations, comedy, antilamentations, jeremiads, humor,



fictionings of the present, manifestoes, confessions, statistics-based scandals, rants, incautious cautions, sightings or prayers, but no poetry, plays or, especially, plans.

Students should attend this class for two quarters. This program provides continuity for those students enrolled in previous quarters of Awareness and those interested in joining Awareness in the spring. Awareness: Writing and Renunciation, shares interests in contemplative education with the program Made for Contemplation. There are possibilities for collaboration between the two learning communities.

**Total:** 16 credits each quarter.

**Enrollment:** 36

**Special Expenses:** Approximately \$35 each quarter for yoga workshops.

**A similar program is expected to be offered in spring 2008.**

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

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## Calculated Fiction

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### Fall and Winter quarters

**Major areas of study include** mathematics, literature, fiction writing, literary theory and computer science.

**Class Standing:** This Core program is designed for freshmen.

**Prerequisites:** Strong algebra, reading and writing skills are recommended.

**Program is preparatory for careers and future studies in** mathematics, literature, fiction writing, literary theory and computer science.

**Faculty:** Brian L. Walter (mathematics, computer science), TBA (writing)

*"O Godiva, I could be bounded in a nympholepsy and count myself a kingfish of infinite spacemen."*—Hamlet

Mathematical principles can provide the basis for creative writing, from the chance operations that generated the quote above to plot structures, themes, content, and even style. Author Italo Calvino views writing as a combinatorial game, an all but random process of associations and layers of implications that can lead to great works of literature as surely as nonsense. Calvino and others reveal that writing guided by abstract principles, particularly mathematical concepts and constraints, can lead to some of the most wondrous, original, and provocative work. Jorge Luis Borges's stories provide numerous examples. In *The Aleph*, the narrator attempts to describe a location from which all places can be seen simultaneously: "Mystics, faced with the same problem, fall back on symbols: to signify the godhead, one Persian speaks of a bird that somehow is all birds; Alanus De Insulis, of a sphere whose center is everywhere and circumference is nowhere; Ezekiel, of a four-faced angel, who at one and the same time moves east and west, north and south." Works like *The Aleph* not only reflect mathematical concepts but also give them flesh, rendering those abstractions poetic and tangible.

Informed by the work of writers such as Borges and Calvino, we will construct fictional narratives that reflect or are governed by mathematical concepts. In the fall quarter, students will be introduced to a wide range of mathematical and literary principles and practices. Using those tools, students will produce works rigorous in their literary content and thorough in their mathematical precision and depth. In the winter quarter, the primary focus will be on a major writing project, along with the study of computer programming as a tool to aid further investigation of the potential interplay between mathematics and literature. The regular work of the program will include

book seminars, short papers, and workshops in literature, writing, mathematics and computer programming, as well as the aforementioned writing project. Readings will introduce students to relevant historical and philosophical ideas, numerous examples of writing that fuse math and literature, and provocative mathematical concepts. Coursework will emphasize foundations and skill development in mathematics, creative writing, critical reading, argumentative writing, literary theory, and computer programming.

**Total:** 16 credits each quarter.

**Enrollment:** 46

**Special Expenses:** Approximately \$75 each quarter for overnight field trips.

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## Christian Roots: Medieval and Early Modern Science

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### Fall and Winter quarters

**Major areas of study include** European history, history of science, philosophy, European ethnobotany, book arts and expository writing.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** the humanities, education, environmental studies, natural sciences, healing arts and ethnobotany.

**Faculty:** Kevin Francis (history/philosophy of science), Frederica Bowcutt (botany, history of science)

We will explore the medieval and early modern influences on western science. In doing so, we will study the development of European culture between approximately 1100 to 1750 through the prism of astronomy, botany, medicine and natural philosophy. We will also examine the influence of Christianity on early scientific understanding of the world.

This program investigates the following questions. How did classical pagan philosophy and Christianity shape the way medieval and Renaissance Europeans interpreted and represented the world? How did humanism, the rise of science and changing technology transform the way Renaissance Europeans made sense of the world? In what ways, if any, do these earlier forms of understanding nature inform our current practices in art and science? How does the emphasis on the rational, scientific approach to knowing influence our life today? How does our understanding of the natural world influence our beliefs about our spiritual existence? And, finally, how does one comprehend and relate to historical epochs with a set of beliefs and practices that seem, at first glance, very foreign to our own way of understanding and interacting with the world?

In the fall, we will develop a grounding in the precipitating factors, cultural and scientific, that led to the Middle Ages. We will study Greek, Roman and Arabic thinkers such as Hippocrates, Aristotle, Dioscorides, and Avicenna who influenced natural philosophy. We will also examine selected philosophical and theological issues that vexed scholars in Medieval monasteries and universities. Finally, we will examine the practice of European ethnobotany through herbals, horticulture, and medical history. Students will begin a book arts project that continues through winter quarter.

In the winter, we will address the emerging humanism of the Renaissance and its influence on the study of nature, especially in the areas of botany, astronomy and medicine. During the Middle Ages, these sciences were heavily shaped by Christian values and beliefs. With the establishment of institutions of higher learning and numerous translations of classical pagan



works, the seeds for a new scientific enterprise were planted. New technology, global exploration, and artistic movements also contributed to the scientific revolution that took place in the early modern period.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 for art supplies.

**This program is also listed under** Culture, Text and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; and Society, Politics, Behavior and Change.

## Colonialism and Decolonization

### Fall and Winter quarters

**Major areas of study include** economics, education, history and literature.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** education, politics, law and economics.

**Faculty:** Zahid Shariff (political science), Anita Lenges (education)

We will examine the different ways in which the notions of imperialism and colonization can be understood broadly as well as in specific geographic and historical contexts. Focusing on the historical experiences of people of color in Africa, the Middle East and the Americas, we will explore the ways in which imperialism and colonization served as tools for conquest and domination as well as subjugation and exploitation. We will examine the context in which these tools were, and continue to be, employed and the resistance of different kinds with which they have to contend. One context that will be explored throughout the two quarters is the role of schooling in colonialism as well as how some schools work toward decolonization.

One purpose of the program is to make distinctions and identify similarities between the imperialist practices of the past and those that are at work now. Exploring the role of image, representation and knowledge—incentives for their production, and the prospects for their distribution—will be significant elements of the program. Quite often the critique of orientalism will guide us. Another purpose is to explore the resistance offered by the colonized and subjugated people to the colonial and imperial forces. Such resistance has manifested itself in diverse forms and it continues to evolve in creative ways. To accomplish the learning goals, students will read course materials both to understand the authors' perspectives and relate their own perspectives to the authors'. Students will also work collaboratively, learning to discuss ideas with people who hold different perspectives and life experiences from their own. We expect to accomplish these goals through frequent writing assignments and active student participation in seminar facilitation, introduction of films and documentaries and leadership in organizing discussions. Among the writing assignments will be short weekly papers based on the readings and a longer paper on a relevant topic selected by the students. The readings will include such classical texts as Aimé Césaire's *Discourse on Colonialism* as well as more recent works like Linda Smith's *Decolonizing Methodologies*.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**A similar program is expected to be offered in** 2008–09.

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

## Data and Information: Computational Science

### Fall quarter

**Major areas of study include** history and philosophy of science and mathematics, introduction to programming, and information technology and modeling.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** It is strongly recommended that students be able to manipulate algebraic expressions, as from high school algebra or pre-calculus. Some experience using spreadsheets or programming or study in the sciences would also be helpful.

**Program is preparatory for careers and future studies in** computer science, applied mathematics and the physical sciences.

**Faculty:** Judy Cushing (computer science)

For all sciences, whether field-based or where a significant body of theory exists, or in engineering where best practices have been determined, information technology and computational methods help suggest hypotheses, make predictions, or build artifacts. Many scientists and engineers face issues involving the conditions under which scientific models hold, as in ecology, computational chemistry, astronomy, weather prediction, or bridge building. Even scientists whose work is primarily in the laboratory or in the field spend time searching for information on the Web or in data archives, and using predictive models when analyzing and visualizing data and comparing their own data with data collected by others.

Similarly, many computer scientists and mathematicians work on real-world scientific problems that cannot easily be solved using off-the-shelf software or by formulaic mathematical scripts. The scientific domains hold many interesting examples of these problems.

This program will bring together students in the sciences, computer science and mathematics around real world problems in science. It will provide an introduction to the practice, history and process of using information technology and modeling in ways applicable to further study of the sciences, or of the computer and mathematical sciences.

Science students will gain a general understanding of how information technology and computational methods are transforming the study and practice of science. Computer science and math students will learn how to collaborate with scientists and learn about scientific computing. Freshmen and others prepared and motivated to begin studies in computer science or mathematics will prepare for entry-level programs in those areas, e.g., Computer Science Foundations, to be offered winter and spring.

**Total:** 16 credits.

**Enrollment:** 24

**This program is also listed under** Scientific Inquiry.



## Family: Inspiration of Significant Others

### Fall, Winter and Spring quarters

**Major areas of study include** history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies, and areas of study determined by student research projects.

**Class Standing:** This all-level program accepts up to 13 percent freshmen.

**Program is preparatory for careers and future studies in** education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

**Faculty:** David Rutledge (education, Native American studies), Yvonne Peterson (education, Native American studies), Raul Nakasone (education, Native American studies, Latin American studies, Spanish, Peruvian history)

This program is for students who have a research topic (with a major focus on family) in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy that supports this program. Yvonne Peterson will offer a special series of workshops to support the particular academic needs of first- and second-year students.

We will ask students to take a very personal stake in their educational development. Within the program's family theme and subjects, students will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and within their communities. Students will be encouraged to assume responsibility for their choices. Faculty and students together will work to develop habits of worthwhile community interaction in the context of the education process and liberation. The faculty are interested in providing an environment of collaboration where faculty and students will identify family topics of mutual interest and act as partners in the exploration of those topics.

In this program, students develop individual projects (with an academic focus on family) to examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each student's area of interest, we will look at a variety of cultural and historical perspectives and use them to help address issues connected to the program theme. Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies to include historical and political implications of encounters, and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous People of the Americas.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities on the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and Indigenous peoples.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for their chosen questions and do the integrative review of the literature and data collection. Ongoing workshops will allow students to

learn the skills for completing their projects. Late winter and into spring quarter, students will write conclusions, wrap up print/non-print projects, and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

Depending on their individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in creating interactive Web pages and documentaries, as well as I-movie editing and presentations using PowerPoint.

**Total:** 16 credits each quarter.

**Enrollment:** 72

**Special Expenses:** Approximately \$2,000 for an optional five-week study abroad trip to Peru during winter quarter. Cost includes transportation, room and board. A \$150 non-refundable deposit must be paid by September 28, 2007. For information about the study abroad component, contact Raul Nakasone, (360) 867-6065 or nakasonr@evergreen.edu.

**Internship Possibilities:** With faculty approval.

**This program is also listed under** Society, Politics, Behavior and Change and Native American and World Indigenous Peoples Studies.

## Foundations of Health Science

### Fall, Winter and Spring quarters

**Major areas of study include** introductory general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition. All credits are lower-division science credits.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** Students must have ability to use algebra and to work with fractions.

**Program is preparatory for careers and future studies in** health sciences, education, biology, chemistry and public health.

**Faculty:** Rebecca Sunderman (chemistry), Michael Paros (veterinary medicine), Benjamin Simon (biology)

Foundations of Health Science is designed for students contemplating work in the healthcare field, who want to learn more about how the body functions on both a macroscopic and microscopic level, and those who are interested in learning more about science in an integrated and thematic context.

This is a yearlong, laboratory-based program exploring introductory concepts of biology and chemistry with a focus on health and medicine. Over the course of three quarters, we will study general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition. Topics will be spread out over multiple quarters, as content will be organized around themes. We will focus on cancer in fall quarter, obesity in winter quarter and infectious disease in spring quarter.

In our explorations, we will incorporate laboratory work, lectures, group projects, seminars, textbook homework assignments, workshops and field trips. Communication skills, both written and oral, will be emphasized. Concepts and techniques of thesis-driven writing and scientific writing will be studied and applied.



Completion of this program will give students many of the prerequisites they need for allied health careers in nursing, physical therapy, midwifery, athletic training, nutrition, and others. If you intend to pursue a career in medicine, dentistry, veterinary medicine, naturopathy, or pharmacy, you are advised to enroll in the sequence of programs beginning with Introduction to Natural Science followed by Molecule to Organism.

**Total:** 16 credits each quarter.

**Enrollment:** 66

**A similar program is expected to be offered in 2008–09.**

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

### Individual and Society: American and Japanese Society, Literature and Cinema

#### Fall quarter

**Major areas of study include** cultural studies, Japanese literature, American literature, film studies and expository writing.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

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

**Faculty:** Harumi Moruzzi (cultural studies, literature, film studies)

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

When the 18th-century Danish philosopher Søren 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 was. However, in America, the conception of individuals as autonomous and free agents with an inalienable right to pursue happiness seems to have been accepted quite cheerfully, and indeed without much anguish, as a self-evident truism throughout much of its history, manifested variously in the self-acquisitiveness of Benjamin Franklin's *Poor Richard*, to Thoreau's "rugged" self-reliance, to the *Great Gatsby*'s misguided self-creation. True, at times such as the 1950s, some books like William Whyte's *The Organization Man* and David Riesman's *The Lonely Crowd* revealed the conformist tendencies of individuals belonging to some American communities; however, these books 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 from the American ethos, the importance of group cohesion and harmony rather than, to the horror of most Americans, individual rights or happiness, has been stressed throughout much of its history. In fact, Japanese often seemed to consider themselves as the embodiment of concepts such as nationality, gender or family, rather than individuals.

Certainly, the reality is not as simple 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. Program activities will include lectures, workshops, book and film seminars as well as expository writing.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Up to \$30 for a field trip.

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

### Introduction to Environmental Chemistry

#### Fall and Winter quarters

**Major areas of study include** introductory environmental chemistry, scientific writing and student's independent research project.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

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

**Faculty:** Sharon Anthony (environmental chemistry)

This program will provide students with an introduction to chemistry using environmental issues as a motivating theme. We will use chemistry to understand environmental problems such as climate change, the ozone hole and acid rain. We will investigate questions such as: What should we do about global warming? Why does the ozone hole form in the Antarctic spring?

During fall quarter, we will focus on chemistry topics such as stoichiometry and molecular shapes; during winter quarter, we will move to equilibrium and chemical kinetics. Students will be introduced to topics in chemistry primarily through workshops and small-group activities and will also gain lab experience. Each student will choose an environmental problem as a topic for a research project. Scientific writing is a focus of the program, and students will be required to meet weekly with a writing tutor to strengthen their writing skills.

**Total:** 16 credits each quarter.

**Enrollment:** 23

**This program is also listed under** Environmental Studies and Scientific Inquiry.



## Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin

### Fall and Winter quarters

**Major areas of study include** physical geography, cultural and political ecology, anthropology, Native studies and sociology.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** resource management, environmental studies, social services, law, Native policies, environmental studies and Canadian studies.

**Faculty:** Martha Henderson (geography), Gary Peterson (Native studies, sociology), Karen Gaul (anthropology, Native studies, sustainability)

North American Pacific Basin Native and Indigenous peoples perceive the Basin region from a unique set of cultural and physical perspectives. In this program, we will focus on environmental studies through the lenses of Native rights, resources and Native identities. We will emphasize physical geography and cultural and political ecologies from the perspective of political and social histories of Native and Indigenous groups in the region. We will focus on environmental histories, issues of climate change and impacts on Native cultures, tribal, local and global sustainability; Native resource management strategies from historical, cultural and ecological perspectives; and Native identity formation in a rapidly changing world. The program will also include skill building for environmental studies students including field and lab data analysis, Geographic Information Systems (GIS), social data analysis, ethnography and writing for social scientists within environmental work groups. We will work on case studies of different tribal or Native groups. Local field trips will support classroom and seminar investigations.

During fall quarter, we will become familiar with the regional context of the North American Pacific Rim, environmental histories, Native tribal identities and social histories, as well as issues of sustainability. Students will develop research skills including GIS and spatial analysis, policy interpretation, ethnography and writing for social sciences in environmental contexts. During the winter quarter, students will continue their investigation of regional and Native topics from case studies. We will write a case study of individual Native groups from the perspective of social, cultural and environmental relationships using the skills developed during fall quarter. The program will include a series of books for seminar, lectures by faculty, guest speakers and local field trips.

**Total:** 16 credits each quarter.

**Enrollment:** 72

**Special Expenses:** Approximately \$100 for field trip expenses.

**This program is also listed under** Environmental Studies and Native American and World Indigenous Peoples Studies.

## Introduction to Natural Science: The Structure of Life

### Fall, Winter and Spring quarters

**Major areas of study include** biology, chemistry, precalculus and mathematical biology.

**Class Standing:** This all-level program accepts up to 33 percent freshmen.

**Prerequisites:** Strong algebra skills.

**Program is preparatory for careers and future studies in** biology, chemistry, medicine and environmental studies.

**Faculty:** Jim Neitzel (biochemistry), David McAvity (mathematics, physics), Clarissa Dirks (biology)

Our world has been abundant with life since the first single-celled organisms emerged from the chemical soup of early Earth three and a half billion years ago. In the intervening period, life has evolved to an incredible degree of complexity, both in the structure and function of individual organisms, and in the interactions between them. But what is life exactly? What are the physical and chemical processes of life that distinguish it from ordinary matter? Are there mathematical rules that govern the formation and growth of life? And, how does life evolve? These are some of the fundamental questions that we will be looking at in this program.

This is an introductory-level program, designed for students who are prepared to take their first year of college-level science. Specifically, it will include a full year of introductory biology, chemistry and a foundation in mathematics, which will include precalculus during fall quarter and topics in mathematical biology in the winter quarter. Our goal is to equip students with the conceptual, methodological and quantitative tools that they will need to ask and answer questions that integrate these three disciplines.

Program activities will include lectures and small-group problem-solving workshops, where conceptual and technical skills will be developed. We will have significant hands-on lab experience in biology and chemistry. We will also make use of computer software for mathematical modeling investigations. In seminars, we will explore historical ideas about the origins of life, how theories have developed, and the reactions to them in society. During spring quarter, students will have the opportunity to design and carry out their own laboratory investigations, the results of which they will present in talks and papers at the end of the quarter.

This program will prepare students for more advanced work in biology and chemistry, such as in the programs Molecule to Organism and Environmental Analysis.

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

**Enrollment:** 72

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Environmental Studies and Scientific Inquiry.



## Looking Backward: America in the 20th Century

### Fall, Winter and Spring quarters

**Major areas of study include** American history, economic thought, American literature and mass culture.

**Class Standing:** This all-level program accepts up to 50 percent freshmen.

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

**Faculty:** David L. Hitchens (American diplomatic history), Jerry Lassen (economics)

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

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, student panel discussions of assigned topics as well as program-wide symposia. Each end-of-quarter symposium will provide a culmination of the quarter's work. Students will gain valuable experience in public speaking and presentation.

**Total:** 16 credits each quarter.

**Enrollment:** 46

**A similar program will be offered in** 2008–09.

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

## Made for Contemplation

### Fall and Winter quarters

**Major areas of study include** visual arts, media arts, meditative arts, feminist theory, art history, photography and writing.

**Class Standing:** This all-level program accepts up to 50 percent freshmen.

**Program is preparatory for careers and future studies in** visual arts, media arts, meditative arts and feminist theory.

**Faculty:** Laurie Meeker (film, video), Joe Feddersen (visual arts, printmaking), Sarah Williams (feminist theory, somatic studies)

This program is an inquiry into an awareness of the numinous, which Rudolf Otto, amidst the turmoil of WWI, explained as a "non-rational, non-sensory experience or feeling whose primary and immediate object is outside the self." In numinous experience everything but the experience of awareness falls away. Just as lava lamps that were made for contemplation in the 60s inspired renewed interest, Rudolf Otto's articulation of the numinous has also regained popularity. Amidst contemporary global turmoil, we'll be asking what kinds of objects, spaces and practices evoke for us, now, a non-rational, non-sensory experience or feeling that takes us outside the self to that which is "wholly other."

Our study has two parts: we will examine the recognized numinous works of others from global contexts and develop skills to create our own numinous art and experiences. We will explore how artists and practitioners manufacture opportunities for contemplative responses through visual arts, visionary film, experimental video and meditative arts within trans-historical, cross-cultural and gendered contexts. This will lead to experiments in creating our own numinous works through skill development in workshops and collaborative projects in visual arts, media arts, community service and meditative arts, including yoga.

Reflection on the possible inherent disposition of our neurophysiology for numinous experience will be central to our inquiry. Such reflection will require the cultivation of analytic skills as well as the contemplative arts of listening and abiding in silence. We'll cultivate the capacity to pay attention to our awareness of experiences to which the most appropriate response is silence.

Made for Contemplation shares with the program, Awareness: Writing and Renunciation, interests in contemplative education. There are possibilities for collaboration between the two learning communities.

**Total:** 16 credits each quarter.

**Enrollment:** 69

**Special Expenses:** Approximately \$330 each quarter for art and media supplies and yoga workshop fee.

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



## Models of Motion

### Fall, Winter and Spring quarters

**Major areas of study include** physics, calculus and computer programming in Python.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** Precalculus.

**Program is preparatory for careers and future studies in** physics, mathematics, computer science and education.

**Faculty:** TBA (math and physics), TBA (computer science)

Careful observation of the physical world reveals an underlying order. The goal of physics is to build models that explain this order. Crucial among such models are those that explain the interactions between objects and the changes in motion those interactions bring about. With the development of new physical models come new mathematical methods needed for describing them. Calculus, for example, is enormously successful as a tool for analyzing simple models of reality. However, for more complex situations, approximate methods are needed. We can simulate these situations on a computer using numerical methods or algorithms in order to understand their behavior. Learning how to do that efficiently will be one of the goals of this program.

During fall quarter, we will cover introductory topics in physics, calculus and computer programming in Python through small-group workshops, interactive lectures, hands-on laboratory investigations and computer programming labs. Through our study of physics, we will learn about models of motion and change and the process for constructing them. We will also learn how to use calculus to analyze these models mathematically and computer programming to create efficient simulations of them. In winter and spring quarters, our focus will primarily be on physics and calculus, with the goal of completing a full year of university-level physics and calculus by the end of the year. During spring quarter, students will have the opportunity to design and carry out laboratory or computer investigations of topics in physics that interest them.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** Approximately \$125 for graphing calculator.

**A similar program is expected to be offered in 2009–10.**

**This program is also listed under** Scientific Inquiry.

## Money, Molecules and Meds

### Fall and Winter quarters

**Major areas of study include** economics, management, pharmacology and chemistry.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Strong algebra proficiency. High school biology and chemistry recommended.

**Program is preparatory for careers and future studies in** business, education, humanities, law and natural science.

**Faculty:** Glenn Landram (management, statistics), Maria Bastaki (pharmacology), Lydia McKinstry (chemistry)

This program will explore the economic, ethical and scientific impacts of the pharmaceutical industry on global society. We will educate from a variety of angles in order for students to gain an appreciation of the critical issues involved with disease diagnosis, drug development, testing, regulation and production. The program will use an organizing theme that links the chemical and biochemical concepts of drug design and development with the economic, social and legal issues associated with the demand, cost and feasibility of research.

During the fall quarter, we will survey the fundamental principles of chemistry and molecular structure as they relate to drug activity and function. We will also consider the biochemical principles that are important in drug bioavailability, therapeutic efficacy and toxicity. We will explore the definition of disease in the context of pharmaceutical research priorities and the role of the medical profession in disease diagnosis and treatment. The regulatory, political and public policy processes involved in moving a potential drug candidate from the research laboratory through clinical testing and ultimately to the consumer will also be examined.

In the winter quarter, our inquiry will focus on the role of pharmaceutical and biotechnology industries in public health and society, as well as the ways in which these organizations are structured and financed. We will compare the costs and benefits associated with drug development as they apply to the industry and society, including research, testing, production, packaging and marketing. Historical accounts of the discovery, development, testing and regulation of a few specific drugs will be presented along with the resulting public health and public policy impacts. In addition, we will consider the economic, social and geographical factors associated with certain national and global public health care issues.

Program activities will consist of lectures, small-group problem-solving workshops, laboratories, field trips and seminars. Our readings and discussions will be concerned with the economic, ethical and scientific aspects of the pharmaceutical industry as they relate to the global community, as well as individuals. As appropriate, we will use quantitative methods to gain additional insights into these concepts. Students will undertake assignments focused on interpreting and integrating the topics covered. This work will emphasize critical and quantitative reasoning, as well as the development of proficient writing and speaking skills.

**Total:** 16 credits each quarter.

**Enrollment:** 60

**Special Expenses:** Approximately \$25 for field trips to local museums, theaters and legislative sessions.

**This program is also listed under** Environmental Studies; Scientific Inquiry; and Society, Politics, Behavior and Change.



## Our Place in Nature

### Fall, Winter and Spring quarters

**Major areas of study include** environmental studies, philosophy, classical studies, political theory, history and philosophy of science, art history, literature, writing and quantitative reasoning.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** philosophy, literature, history, environmental studies and education.

**Faculty:** Andrew Reece (classical studies), Charles Pailthorp (philosophy), TBA

"Nature" can mean several different things. In one sense, nature is simply "what's out there," the material world—often connoting the parts least affected by people. In another sense, it is the world of living organisms, things that are born, mature and die. This is the notion we detect in the Latin *natura*, with its root in *nascor* ("to be born"). In a third sense, "nature" denotes "essence," as when we speak of "the nature of politics" or "human nature." Whatever we take the word to mean, we are compelled to ask questions about our relationship to the natural environment, to other species of animals and to our own nature as humans. Are humans part of nature? Only in part? Wholly? Not at all? We often imagine that people are rational, moral and political animals. So, how do these qualities distinguish them from, or give them special place within, the natural order? How do these qualities implicate them in, or make them responsible for, the natural order? Clearly, technology shapes how humans understand and deal with the natural order, but how do we determine who is changing what, or what is changing whom?

In this program, we will identify and explore the many tensions that arise among humans, human nature and the natural order: between wilderness and civilization, technology and preservation, public and private claims to the land; between reason and the "animal" passions, substance and accident, the fact of death and our hopes for immortality. We will conduct this exploration with the help of poets, philosophers, historians, artists, scientists and scholars from ancient Greece to the present day.

Although the historical scope of the inquiry is broad, we will focus on three periods when questions about our place in nature have arisen with particular insight or urgency. During fall quarter, we will begin with Greco-Roman antiquity, whose mythical art and literature represents humans as occupying a privileged but precarious position between the animal and the divine, and whose philosophy set forth the problems that Western cosmology, physics, ethics and politics have been trying to solve since. In this period, humans and the natural order were, overall, understood as elements in a purposive, organic cosmos.

In winter quarter, we will move to the later Renaissance and Early Modern periods. The very idea of order moved from a purposive cosmos to a mechanistic, rationally intelligible universe. Developments in navigation, commerce, and the sciences forced an increasingly broad, larger and more complex view of the world and the individual's place in it. These developments led Hobbes, Locke and others to contrast "civil society" with a "state of nature," and propose concepts of property, rights and persons that underlie our political and economic realities today.

During spring quarter, we will study the period stretching from the Industrial Revolution to the present, in which profound changes in land use, energy sources, the sciences, transportation, other technologies, and the economy have altered and continue to alter the natural world and our relationships to it in ways previously impossible to imagine. Again, these developments have transformed and will continue to transform politics and

our conception of what it means to live and govern well, and what is at stake when we don't.

Authors studied will include Homer, Hesiod, Aristotle, Shakespeare, Francis Bacon, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Karl Marx, Thomas Kuhn, Richard White, among others.

Students should expect to complete a great deal of reading and to write and revise many essays and descriptive narratives. We will also work on developing skills of observation and the analysis and interpretation of artistic forms as well as of quantitative data. An early field trip to the Grand Coulee Dam area will introduce us to some of the complex ways in which geological, economic, and technological forces implicate us in the transformation of nature and in ways in which we are transformed by it.

**Total:** 16 credits each quarter.

**Enrollment:** 69

**Special Expenses:** \$100 for a five-day field trip to the Grand Coulee Dam area.

## Perception, Mind and Reality

### Fall, Winter and Spring quarters

**Major areas of study include** Western psychology, ethnomusicology, sociology, Asian psychology, cultural studies, perception, psychophysics, consciousness studies and research.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** psychology, music and sociology.

**Faculty:** Don Middendorf (biophysics), Ryo Imamura (psychology), Sean Williams (ethnomusicology)

This yearlong interdisciplinary program explores the role of perception in our understanding of the nature of reality. Drawing from a variety of fields including psychology, sociology and the arts, we will spend the year engaging ourselves in connections between the mind, body and spirit. What can we learn from our own experiences and the experiences of others, so that we can more fully connect to our families, friends, communities, and world? How do we focus our perceptions so that we do more than simply react with fight-or-flight instincts to what we see, hear or feel? What makes one person's experience more "real" than another's? What if someone is colorblind or tone deaf? We will try to gain access to diverse answers for these questions by putting theory into practice with workshops in psychology and playing music.

During fall quarter, we will begin to explore the basics of Western psychology, cultural studies and music. We'll study perception, memory and learning from perspectives of psychology, biology and psychophysics. In winter quarter, we will expand into the science of music, psychomusicology, dreams and aspects of Asian psychology. In spring quarter, students will choose a faculty with whom to work extensively on more in-depth studies. Possible areas of exploration include Asian-American psychology, consciousness studies, ethnomusicology, transpersonal psychology and library research.

Our work will include lectures, workshops, films, seminars, student-led activities and field trips. In addition, students will work on assignments such as writing preparatory papers for seminars, doing creative work with the aim of uncovering an important insight, researching and writing significant papers in preparation for oral presentations at the end of each quarter, and doing independent research on a topic connected to the program in spring quarter.



This is a rigorous, full-time program. Students are expected to work about 50 hours each week (including class time) and will benefit most from a full year commitment. Students should be prepared to explore challenging and unfamiliar ideas in a cooperative and friendly manner. It will be a lot of work and a lot of fun.

**Total:** 16 credits each quarter.

**Enrollment:** 69

**Special Expenses:** Approximately \$50 each quarter for field trips and concert tickets.

## Performing Arts Crossing Borders

### Fall and Winter quarters

**Major areas of study include** Odissi dance, puppet theater, performance, cultural studies, critical studies, literature, dance and movement, health and somatic studies.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies** in fields that require collaboration, cross-cultural literacy, performance, theater arts, dance, movement, puppet theater, health and somatic studies.

**Faculty:** Ratna Roy (literature, dance, performance, cultural studies), Ariel Goldberger (theater, puppet theater, technical theater/design, performance, dance)

This program will offer students an opportunity to study traditions of performing arts in their native contexts and in the Asian Indian and Balinese Diasporas. Studies will explore issues of dynamism and stasis in traditional arts and the relevance of new influences in existing and evolving ancient traditions. It will study issues of hybridity, borderlands, and cultural crossings, as related to the performing arts, and require students to create performances addressing these issues. Student projects will allow for exploration of issues of appropriation, cultural colonialism, and the influences of economy and globalization.

Students will have the opportunity to focus on specific traditions of puppetry and dance, using different modes of knowledge. These may include experiential modes, master classes, contextual studies and cognitive learning process such as critical readings, creative and analytical writing.

Students will participate in weekly movement, Odissi dance-theater, and puppet theater workshops. The performance aspect of the program will deal with themes related to eco-feminism, politics of self-representation, immigration, national identity, hybridity, borderlands and cultural crossings. At the end of the program, students will participate in presentations of performance skills.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** Ticket fees \$50 each quarter; material fees \$50 each quarter; costume maintenance \$15 each quarter.

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

## The Physicist's World

### Fall and Winter quarters

**Major areas of study include** physics, philosophy, philosophy of science, history of science and quantitative reasoning.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

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

**Faculty:** Tom Grissom (physics), Neal Nelson (mathematics, computer science)

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? How can we know it? Starting with the Presocratic philosophers, we will continue through each of the major developments of 20th-century physics, including the theories of relativity, quantum theory, deterministic chaos, and modern cosmology. We will examine the nature and the origins of the limits that each imposes on our ultimate knowledge of the world.

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

**Total:** 16 credits each quarter.

**Enrollment:** 48

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



## The Science of Sustainable Buildings

### Fall quarter

**Major areas of study include** environmental physics, civil and mechanical engineering, history of world architecture and sustainable building and design. All science content is lower-division science credit.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** There are no specific subject prerequisites, but ability to calculate and read carefully will be essential.

**Program is preparatory for careers and future studies in** applied physical sciences, architecture, sustainability and engineering.

**Faculty:** Rob Knapp (physics, ecological design)

How do buildings stand up? How do you design buildings for earthquakes, solar energy, or good indoor air? How do basic services like electricity or plumbing actually work? What do natural organisms, like plants or animals, have to teach us about good ways to build? These are some of the questions this program will consider. The emphasis will be on sustainable designs that have been proven in real-world projects. The work will cover the basic scientific concepts that affect the structure and operation of buildings and the basic techniques by which they are used in designing or analyzing buildings. The program should be useful both to students considering further study of architecture or engineering, and equally to students who want to learn some college-level science with important real-world applications.

We will study both new and old approaches to building design. Since both high technology and traditional indigenous methods have important insights and examples to contribute, we will try to understand the natural forces and processes at work in all of them. Most topics will include an introduction to the basic estimating techniques used by professionals in this area. We will also consider the values embodied in the various approaches we study, as expressed in the symbolism, aesthetics and political economy associated with them. For example, we may try to understand and evaluate the ways in which southwest England's Eden Project has been shaped by a mix of commercial and environmental values.

Topics will include structures, heating, light, sound, solar and other forms of energy and sustainable materials, and we will use illustrated lectures, skill workshops, site visits and book seminars to address them. There will be assignments to make daylight models, measure household energy use, practice with design estimating techniques and do research on a significant recent building, in addition to weekly readings in a background text as well as related books and articles. Students can expect to build skill in quantitative reasoning, descriptive writing, architectural drawing and sustainable design methods. There will also be some attention to model-building and computer-based graphics.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$25 to \$50 for drawing supplies; approximately \$20 for one overnight field trip in mid-quarter; as well as purchase of a scientific calculator (TI-30XA or equivalent).

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

## Seeds of Change: Food, Culture and Work

### Fall, Winter and Spring quarters

**Major areas of study include** food systems, agricultural ecology, history, political economy, race and labor studies, literature and cultural studies.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** food systems or agriculture, political economy and cultural studies.

**Faculty:** Martha Rosemeyer (agricultural ecology), Tony Zaragoza (political economy), Alice Nelson (Latin American cultural studies)

We all eat to live, but how often do we stop to ask where our food comes from? How was it grown? Who cultivated and harvested it? How did it arrive at our tables? Do we all have the same access to food? How have the migration of workers to harvest food, as well as their movements for social justice, created new forms of culture, from protest songs to *teatro campesino* (farmworkers' theater)?

This program seeks to address these questions by examining the intersections of food ecology, labor history and cultural change. Fall quarter will focus on three specific commodities: apples, bananas and sugar. In each case, we will explore a given crop as it has impacted environmental, economic, social and cultural relationships over time. For example, apples are a crop that symbolizes Washington state nationally and internationally. We will study the ecological conditions for cultivating this crop, its environmental impact, the ways it is harvested and traded, how workers have attempted to organize themselves, and the literature and art that have aided their social movements. We will explore how systems of power—involving race, class and gender, among others—shape work, access to food, governmental policy and environmental sustainability. During a field trip to Eastern Washington, we hope to talk with workers during the fall apple harvest, and hear from local artists and poets about their cultural work relating to agricultural life and social change.

During fall quarter, a typical week will involve lectures, seminar discussions, films and workshops on quantitative reasoning and expository writing. Students will write frequent essays about readings in environmental science, social science and the humanities. Basic concepts in these fields will emerge from our case studies. In addition to the field trips, there will be a few organized opportunities for putting our learning into action through volunteer work with local non-profit groups focusing on food issues.

In winter quarter, we will further develop our understanding of concepts introduced in the fall, moving from specific crops to a larger view of intersecting social and environmental systems. Throughout winter quarter, we will continue to have seminars, lectures and field trips as a program. In addition, students will research crops of their own choosing, developing case studies along the lines we explored together in the fall. During the quarter, there will be workshops in qualitative and quantitative research methods to support students' projects. Students will have the opportunity to present their learning to the larger community, first in the form of posters or short skits about food issues, and later in a more formal research presentation at the quarter's end.

During the spring, students will bridge theory and practice by combining their continuing studies on campus and through field trips with internships at community organizations. Students



will focus on specific topics with faculty and will meet together to discuss their community-based learning.

**Total:** 16 credits each quarter.

**Enrollment:** 69

**Special Expenses:** Approximately \$75 each quarter for field trip expenses.

**Internship Possibilities:** Spring quarter with faculty approval.

## Sustainable Aquatic Ecosystems

### Fall, Winter and Spring quarters

**Major areas of study include** general biology, freshwater ecology, sustainability of aquatic systems, aquatic biology, river restoration and political ecology.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** environmental studies, freshwater biology, political ecology, ichthyology, community ecology and sustainability.

**Faculty:** Amy Cook (aquatic biology), Robert Cole (systems science, sustainability)

Water is one of the most important chemical compounds in our lives. It is the presence of water on our planet that has allowed life to develop here. We could not live without freshwater, but everyday, all over the world people are doing things that degrade the quality of our water resources and reduce the quantity of it that is available for our needs and the needs of other organisms. In Sustainable Aquatic Ecosystems we will study the needs of organisms, including ourselves, for water and how we can act today to assure future generations of humans, fishes, frogs and dragonflies sufficient amounts of high-quality water.

This program will look at a variety of concepts centered on freshwater biology, human impacts on aquatic systems and the sustainable use of our freshwater resources. The primary learning goals for students in the program include the development of a solid grounding in the biology of aquatic organisms and their ecology and evolution, an understanding of the basic hydrological and geological processes at work in watershed structure and function, the development of good writing and observational skills, and an understanding of how humans use and impact water resources and how we can modify that use to provide future generations with safe and plentiful water.

In fall quarter, we will adopt a systems approach to the hydrological cycle, and will focus on watershed structure and function. We will examine the structure, physiology and taxonomy of aquatic organisms through lectures and labs. Students will be introduced to the foundational concepts of field ecology including observations, sampling and measurement. Seminar readings will provide examples of how humans view aquatic ecosystems and how those views impact their interactions with those systems. In winter quarter, we will continue to study the interactions of aquatic organisms and the structure of aquatic communities through ecology and evolutionary biology and learn more advanced field techniques in freshwater biology. We will explore introductory topics in limnology. In spring quarter, we will look at the human-aquatic system interaction in more detail. We will study the major concepts of sustainability and

### OFFERINGS BEGINNING WINTER QUARTER

how these can be applied to watershed management and restoration ecology and its role in rescuing degraded aquatic habitats.

**Total:** 16 credits each quarter.

**Enrollment:** 46

**Special Expenses:** \$175 each quarter for overnight field trips.

### OFFERINGS BEGINNING WINTER QUARTER

## Computer Science Foundations

### Winter and Spring quarters

**Major areas of study include** design of computer programs, algorithms and data structures, discrete mathematics and computer architecture.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** Strong algebra skills.

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

**Faculty:** TBA (computer science, mathematics)

The goal of this program is to lay a firm foundation for advanced work in computer science. Our work will emphasize knowledge of the fundamentals, including discrete mathematics, program design, algorithms and data structures, and computer architecture. Individual and collaborative problem-solving will also be stressed.

The content of this program will be presented in an integrated and synergistic manner that strengthens connections among the various ideas and skills, enabling more rapid progress through immersion.

Program content will be structured around three interwoven themes. The *computational organization* theme will begin with object-oriented programming in Java and the organization of hardware and software into a functional system. The *discrete mathematical* theme will develop the mathematical tools and abstract ideas that support problem solving in computer science. The *history and social implications of technology* theme will explore the context in which quantitative and computerized tools have been developed and applied.

**Total:** 16 credits each quarter.

**Enrollment:** 24

**Special Expenses:** Students can expect expensive textbooks, approximately \$200 each quarter.

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Scientific Inquiry.



## Gender and Culture: Japanese and American Literature and Popular Culture

### Winter quarter

**Major areas of study include** Japanese literature, American literature, cultural studies, film studies, gender studies and expository writing.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

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

**Faculty:** Harumi Moruzzi (cultural studies, literature, film studies)

It is often said that American and Japanese cultures represent diametrically opposed values in many aspects of human behaviors and customs. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives may feel severely undervalued if they are not wage earners. Needless to say, the reality is not as simple as these stereotypical perceptions indicate; nevertheless, this dichotomized cross-cultural frame presents an interesting context in which we can explore many human issues, particularly gender issues. Thus, in this program, we explore the concept of gender through the critical examination of American and Japanese literature, theoretical essays and popular culture.

At the beginning of the quarter, students will be introduced to the rudiments of film analytical terms to develop a more analytical and critical understanding of the film-viewing experience. Early in the quarter the students will also be introduced to the major literary theories in order to become aware of varied approaches to literary analysis and interpretation. After familiarizing themselves with these analytical and theoretical foundations, students will examine representations of gender and culture as well as their interrelationships in American and Japanese literature and popular culture through lectures, workshops, book and film seminars as well as expository writings.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Up to \$30 for a field trip.

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

## Taking Things Apart: A Scientific and Artistic Exploration

### Winter and Spring quarters

**Major areas of study include** biology, drawing, history and philosophy of science, literature and photography.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** One year of high school biology or chemistry. Faculty signature required (see below).

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

**Faculty:** Bob Haft (visual art, photography, expressive arts), Donald Morisato (biology)

Both science and art take things apart. In some instances—like the evisceration of a frog or an overly analytical critique of a poem or a piece of visual art—the process can result in the

loss of the vital force. But in the best scenario, for both art and science, carefully isolating and understanding the individual parts actually reconstitutes the original object of study, bringing a greater appreciation for the whole that is greater than the parts. And sometimes, taking things apart results in an entire paradigm shift in our consciousness: suddenly, the ordinary becomes extraordinary.

In one strand of this program, we will be using a biologist's tool kit and the scientific method to take apart living organisms and to explore how they function. Science relies on making careful observations, formulating predictions, testing hypotheses with experiments, and placing those results within the framework of a conceptual model. We will learn how biology takes apart and studies life at many different levels. In the laboratory, we will examine structures down to the level of individual cells by using microscopes, and even find ways to isolate and visualize the underlying molecules. We will investigate how defects produced by genetic mutations can reveal the function of normal biological processes.

Another strand of the program takes visual art as its point of departure. Here, we will work with different sorts of tools—camera and charcoal pencils, for example—both to take things apart, and to construct new things. We will learn the basics of drawing and photography in order to study life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us. By doing so, we hope to enhance our connection with and appreciation of the mysteries of life.

Finally, there are some ideas for which literature provides a far more sophisticated and satisfying approach than either science or the visual arts. Thus, in a third strand, we will examine how literature depicts and takes apart that complex set of emotional and behavioral interactions that we call "love." Authors that we may read include Shakespeare, Henry James, Milan Kundera, Nadine Gordimer, John Berger, Haruki Murakami and Louise Glück.

Our goal is to weave these three strands together, in the hopes of producing a fabric of understanding about the world that is informed by both cognition and intuition.

**Faculty Signature:** Freshmen who wish to apply must submit a writing sample (either a paper from a literature class or documentation of a major project from a biology or chemistry class). Freshmen must schedule an interview with the faculty in order to obtain a faculty signature. For information, contact Bob Haft, (360) 867-6474 or [haft@evergreen.edu](mailto:haft@evergreen.edu) or Donald Morisato, (360) 867-6026 or [dona1dm@evergreen.edu](mailto:dona1dm@evergreen.edu). Interviews will be held during the Academic Fair, November 28, 2007. Those students who submit their writing sample in advance of the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 to \$200 for art supplies.

**This program is also listed under** Expressive Arts and Scientific Inquiry.



## OFFERINGS BEGINNING SPRING QUARTER

**Alchemy: Spiritual and Chemical****Spring quarter**

**Major areas of study include** chemistry, history of science and art history.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Strong algebra skills.

**Program is preparatory for careers and future studies in** humanities, natural science and education.

**Faculty:** Lydia McKinstry (chemistry), Kevin Francis (history, philosophy of science)

Alchemy was a scientific pursuit that integrated chemistry, astrology, art, metallurgy, medicine and mysticism. The philosophical and practical roots of alchemy span ancient China and India, classical Greece and Rome, Arabia during the Islamic Golden Age, and medieval Europe. Today alchemy is of interest mainly to historians of science. However, the metaphysical and spiritual aspects of alchemy continue to intrigue philosophers, theologians and artists.

In this program, we will explore the origins of both spiritual and chemical alchemy. We will look at the parallel development of these two strands and study their influences on modern science and philosophy. Part of our inquiry will focus on the chemical principles and processes discovered by early alchemists. In addition, we will learn how seemingly magical transformations are now the mainstay of today's chemical industry.

Program activities will include lectures, problem-solving workshops, laboratories, field trips, seminars and independent projects. Most of our readings and discussions will be concerned with the history of alchemy as it relates to modern philosophy and science. Students will undertake assignments focused on interpreting and integrating these themes. This work will emphasize critical and quantitative reasoning, as well as the development of proficient writing and speaking skills.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$40 for field trips to the Tacoma Museum of Glass, other museum exhibits and/or theater performances in Portland, Oregon or Seattle, Washington.

**This program is also listed under** Scientific Inquiry.

**Algebra, Algorithms and Modeling:  
An Introduction to Mathematics for  
Science and Computing****Spring quarter**

**Major areas of study include** algebra, precalculus and computer science.

**Class Standing:** This all-level program accepts up to 40 percent freshmen.

**Program is preparatory for careers and future studies in** the sciences, education and mathematics.

**Faculty:** Neal Nelson (computer science, mathematics)

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models predict the behavior of complex systems, within limitations. Modern computing has significantly magnified the power of mathematical modeling and helped shape new models that increasingly influence 21st-century decisions. This program will explore the ways mathematics and computing are used to construct the scientific models that express our understanding of the natural world. Students will explore computing, study mathematical abstractions and develop the mathematical skills needed to express, analyze and solve problems arising in the sciences.

The common basis for the mathematics we know today arose from ancient Greek philosophies and the scientific revolution of the 17th and 18th centuries when the predictive power of science became a significant influence on the world. An historical component of the program will allow students an opportunity to develop the mathematical concepts and skills of today by expressing, analyzing and solving problems within the original historical contexts in which they arose in the natural sciences.

This program is intended for students who want to gain a fundamental understanding of mathematics and be exposed to computer science before leaving college or pursuing further work in mathematics, teaching or the sciences. The emphasis is on the development of fluency in mathematical thinking and expression while reflecting on the role and influence of mathematics in the history of science. Topics include college algebra and pre-calculus, introduction to modeling, history of science and introductory concepts in programming. This program is not intended for students who have had calculus or are otherwise ready to take calculus.

**Total:** 16 credits.

**Enrollment:** 24

**A similar program is expected to be offered in** 2008–09.

**This program is also listed under** Scientific Inquiry.



## Awareness: Omnia Extares in Hesychia

### Spring quarter

**Major areas of study include** education, consciousness studies, creative writing, social and cultural studies, feminist theory, history and somatic studies.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** education, consciousness studies, creative writing, social and cultural studies, feminist theory and somatic studies.

**Faculty:** Bill Arney, Sarah Williams

Awareness—a program devoted to exploring the complementarity of ascetical and critical studies—has been offered in various forms for the past three years. It has raised questions for the college, faculty and students: What is the value, or the virtue, of contemplative education in modern institutions of higher education? Can we reclaim the virtues of Evergreen's mascot or animal totem—the geoduck's predisposition for stillness (hesychia) and letting it all hang out—as we contemplate anew what is extolled when we sing our alma mater, "Omnia Extares!" at graduation ceremonies? Our collective inquiry will involve a look back—through important texts, student work and evaluations, institutes and retreats, programs at other institutions—to help answer these questions. Join us as we assess, appreciate, and incorporate within our own work together the best of what has been learned about the influence of this curriculum on learning communities as well as on collegiality at the college.

In addition to this core work for everyone in the program, students also will design their own learning experiences. These field studies, which will constitute up to half the work of the quarter, can be anything: walking, reading, sailing, midwifery, writing, gardening, Aikido, hospice care, welding, cooking, meditation, etc. (These may seem mundane activities but any independent work will be undertaken knowing that your work, reflections and study will be conducted in light of the bookish and somatic inquiries of the program.) Each person will answer these questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, what difference will it make?

Learning happens when you have an experience and then reflect on it. Our focus will be on the craft of reflection. Our interest is the relationship between conscious reflection—awareness—and learning.

As a learning community we will participate in mind-body practices, as well as bookish study, that facilitate and enhance our ability to reflect on our current situation in historical, cross-cultural and gendered contexts.

**Total:** 16 credits.

**Enrollment:** 48

**Special Expenses:** \$30 for yoga workshops.

**A similar program is expected to be offered in** 2008–09.

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

## Basic Botany: Plants and People

### Spring quarter

**Major areas of study include** introductory plant science, economic botany, field botany, expository writing and independent research in botany.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** conservation, ecological agriculture, ecological restoration, forestry, herbology, natural resource management, plant ecology, or plant taxonomy.

**Faculty:** Frederica Bowcutt (botany)

Basic Botany: Plants and People is an introductory program in plant science. Our focus will be on developing an understanding of both the natural and cultural dimensions of the kingdom Plantae. We will attempt to address the following questions: How does present form and function inform us about the evolution of various groups of plants? How does the form and function of plants shape animal/plant interactions? People use plants to build houses and to make baskets, furniture and a variety of other material objects. Globally most food and medicines are derived from plants. Why do people use the plants they do? What meaning do people give to plants?

We will work through a botany textbook learning about plant anatomy, morphology, systematics and ecology. Lectures based on the textbook readings will be supplemented with laboratory work. Students will get hands-on experience studying plants under microscopes and in the field. Seminar readings will be on the general theme of plants and people. Readings and films will cover such topics as horticulture, agriculture and ethnobotany including herbology and basket making. In addition, we will explore the religious, folkloric, mythological and historical meanings given to plants. Students will learn library research methods and complete a research project, of their choosing, related to plants and people. Time will be spent helping students improve their ability to write a research paper that is thesis driven and supported with evidence from the scientific literature. Students will also learn basic plant identification of common species. To support their work in the field, students will learn how to maintain a detailed and illustrated field journal.

**Total:** 16 credits.

**Enrollment:** 23

**Special Expenses:** \$200 for field trip.

**Internship Possibilities:** With faculty approval.



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## Beyond Words

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### Spring quarter

**Major areas of study include** drawing, movement, Butoh, art history, dance, anthropology and writing.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** expressive arts therapy, movement theater and visual arts.

**Faculty:** Lisa Sweet (visual arts), doranne crable (performance studies)

The human figure is dynamic and expressive—its gestures in performance, drawings and sculpture speak volumes without utilizing words. Indeed, the belief that art “expresses the inexpressible” hinges on the idea of art’s capacity for transcending common language and text to speak to the heart, mind and soul in another, more complex and focused language.

In *Beyond Words*, we will explore the body’s expressive capacity through movement and life drawing. Our focus will be the *gesture*. One may think of simple gestures absent-mindedly used to communicate on a daily basis: the hailing of a bus, waving at a passing acquaintance, a facial expression of displeasure, the ritual of washing one’s face, or embracing a beloved. The impressionists made much of these small gestures—the picking of peaches, dance rehearsals and images of the bath were among the simple gestures these artists focused on to create works of art. Likewise, the history of dance has been rooted in a broad range of both grand and humble gestures of physical human expression to convey meaning. The gesture as ritual, communication, form and movement will be at the heart of our work.

In drawing, we refer to the gesture in two ways: as the pose of the body, and as a type of loose, quick preliminary drawing that captures the essence of the human figure’s pose. These drawings aim for accuracy of emotion and movement rather than anatomical accuracy. In dance and movement, we refer to the *gesture* as the first element in a phrase (initiation) leading to where the gesture creates movement through full-body posture (follow-through and recuperation). Paralleling the use of gesture in drawing, in dance it serves a similar purpose: it is subtle, often quick, and expresses a moment of memory so that the postural pose can carry forward to reaction or response.

Intensive workshops on life drawing and fundamentals of movement with a focus on Butoh technique will form the core of our work. Students who are self-motivated and are able to commit, without reservation, to collaborative work will benefit from our inquiry. Expect about 50 hours of work in class and outside of class: in studios, out-of-class assignments and reading texts that will enrich our understanding of the body and the expressive power of its movement. Lectures and readings on the use of the body in performance and art history will complement our studio work.

**Total:** 16 credits.

**Enrollment:** 40

**Special Expenses:** Approximately \$40 for drawing materials.

**This program is also listed under** Expressive Arts.

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## Designing Languages

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### Spring quarter

**Major areas of study include** linguistics and computer science.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** linguistics, languages and computer science.

**Faculty:** Susan Fiksdal (linguistics, French), Judy Cushing (computer science)

Have you wondered about the ways languages work? Do you think about how thoughts get translated into language? Have you explored differences between natural languages (such as English or French) and artificial languages (such as computer programming languages)? Do you know in what ways computer languages are similar to natural languages and the ways in which they differ?

In this program, we will explore these questions by studying natural language, learning a computer language, and designing a language. Specifically, students will study the structure and function of human language through an introduction to the field of linguistics. This will involve a study of phonetics, phonology, morphology, syntax, discourse, metaphor and pragmatics. Students will learn LOGO, a computer language that makes pleasing designs using some principles of geometry in a step-by-step process. We will work on the connections between natural and artificial languages and we will consider the implications of language design. Some of these implications include considering other sorts of language such as music and mathematics, writing systems, the intersection of culture and language and the functions of language. Finally, students will work collaboratively to create a language.

**Total:** 16 credits.

**Enrollment:** 48

**Special Expenses:** Approximately \$15 for final project expenses.

**A similar program is expected to be offered in** 2010–11.

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



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## HOLLYWOOD

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### Spring quarter

**Major areas of study include** film analysis and criticism, American film history and political economy, politics of representation, anthropology of visual communication, cultural studies and literature.

**Class Standing:** This Core program is designed for freshmen.

**Prerequisites:** Two quarters of an Evergreen coordinated studies program.

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

**Faculty:** Virginia Darney (literature, American studies), Sally Cloninger (film, television)

Hortense Powdermaker, in her classic 1950 anthropological study of Hollywood, trenchantly observes that the Hollywood system "represents totalitarianism . . . In Hollywood the concept of man [sic] as a passive creature to be manipulated extends to those who work for the studios, to personal and social relationships, to the audiences in the theaters and to the characters in the movies."

HOLLYWOOD will study and critique the 20th-century Dream Factory. We will explore the studio system, the star system and the films that they produced. Beginning with the first silent films, we will engage with specific moments that grew out of the Hollywood cultural and economic system, such as the politics of representation and the work of D. W. Griffith; the Production Code and the Screwball Comedies of the 1930s; the Cold War and science fiction; the "kitchen sink" drama and the House Un-American Activities Committee blacklist of the 1950s; gender politics and sexualized starlets and the casting couch. In addition, we will look at aspects of the American and international film industries that attempted to create alternatives to the Hollywood machine.

Students should expect to analyze, discuss and write about film each week; read fiction, social science, film history and memoirs; complete a series of research projects in several media, from performance to multi-media; develop study guides and facilitate small seminar discussions of films; and conduct significant research on a program theme.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$50 for film research and analysis materials.

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## Invertebrate Zoology and Evolution

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### Spring quarter

**Major areas of study include** invertebrate zoology, invertebrate zoology lab, evolution and microscopy.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Prerequisites:** Two quarters of college-level general biology or Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change.

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

**Faculty:** Erik V. Thuesen (zoology)

Invertebrate animals comprise an extremely diverse group of organisms, and knowledge of invertebrate zoology is a key component to understanding biodiversity on the planet. This program will examine the invertebrate phyla with particular regards to functional morphology, phylogeny and ecology. The evolution of invertebrates will be an underlying theme throughout the course. Students will study the science of evolution through seminar readings and oral presentations.

The proximity of Evergreen's campus to various marine, freshwater and terrestrial habitats provides excellent opportunities to study many diverse groups of invertebrate organisms. Emphasis will be placed on learning the regional invertebrate fauna. Fundamental laboratory and field techniques in zoology will be learned, and students will be required to complete a research project utilizing the available microscopy facilities (light and scanning electron microscopes). This program will include extensive work in both the lab and field.

**Total:** 16 credits. Upper-division science credit will be awarded for upper-division work.

**Enrollment:** 24

**Special Expenses:** Approximately \$175 for overnight field trip; approximately \$10 for dissection tools; above average book costs.

**This program is also listed under** Environmental Studies and Scientific Inquiry.



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## Learning About Learning

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### Spring quarter

**Major areas of study include** educational psychology, socio-cultural context of learning and expository writing.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Program is preparatory for careers and future studies in** education, early childhood education, human services and developmental psychology.

**Faculty:** Sonja Wiedenhaupt (psychology), Anita Lenges (teacher education, cultural anthropology)

Who are we as learners? How do we learn? How does learning involve our physical, thinking, feeling, social and cultural selves? In this program, we will actively explore what biology, developmental psychology and education can contribute to our understanding of the relationship between teaching and learning. We will also actively use the program as a lab to observe our individual learning processes and to experiment with different ways to engage learning.

The program will involve reading, writing, visual representation, public presentation, collaborative group work and other tools we discover that we need to fully understand what we set out to learn. The program will contain a variety of learning laboratories, one of which will include a quarter-long project in which groups work together to learn something of their choice. The function of these learning laboratories is to observe, examine, and apply learning theories and strategies.

This program will be useful to those who are thinking about teaching as a profession. It will also be a very useful program for those who are wondering about how to nurture and maximize their learning as students. And of course, it will be useful to any parent or future parent who wants to support, bring joy to and nurture a sense of empowerment in their child's experience of learning.

**Total:** 16 credits.

**Enrollment:** 46

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

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## Mask and Movement: Symbolic Theater of East and West

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### Spring quarter

**Major areas of study include** theater, dance, performing arts, anthropology, intercultural communication and writing.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Two quarters of a coordinated studies program or freshman composition and writing.

**Program is preparatory for careers and future studies in** theater, dance, performing arts, anthropology and cultural studies.

**Faculty:** Rose Jang (theater); Ratna Roy (dance)

All theaters are symbolic, but in this program, we are trying to explore only those which purposefully incorporate symbolic, abstract physical expressions as major hallmarks of their style. All theaters are symbolic, because the origin of theater can be found in symbolic gesturing and dance movements of the ancient time in direct communication with the spiritual realm. Masks were frequently used in ancient symbolic performances to suggest natural spirits or supernatural powers in possession of the body. Through history and across the globe, theatrical performances focused on the symbolic quality of face and movement and have continued to engage our joy, interest and imagination as both theater goers and practitioners.

In this program, we will study many theaters of East and West whose masterful use of masks or movements or both have kept the flaring sparks and deep spirit of ancient rituals alive. In the Eastern tradition, we will look at such enduring performance and aesthetic practices of symbolism as in Indian dances, Chinese opera and Japanese Noh theater as well as their contemporary metamorphoses in the hands of new theater artists of the East. In the Western tradition, we will study equally powerful and everlasting traditions of stylized movements and mask use tracing through Greek theater, Roman theater, *commedia dell'arte*, mime, theater of carnivals and clownery, all the way to the modern experiments by Peter Brook, Robert Wilson and Ariane Mnouchkine.

Students will read about these traditions and artists, watch films of the works they are studying, and participate in workshops incorporating various different aesthetics and performance styles. After intense reading, reflective writing, viewing and workshop exercises for the first six weeks of the quarter, students will have the opportunity to create their own symbolic theater pieces using masks and movements. Using their works, they will then collaborate to create an end-of-quarter public production, focused more on movement and imagination than on the technical trappings of the stage.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$100 for tickets to theater and dance performances.

**A similar program is expected to be offered in 2009–10.**

**This program is also listed under** Expressive Arts.



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## Nature: Image and Object

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### Spring quarter

**Major areas of study include** drawing, art history, book arts and natural history.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** visual arts, education and natural history.

**Faculty:** Lucia Harrison (visual arts)

This studio-intensive visual art program is designed for beginning art students who would like to combine the close observation of nature and visual art. In a series of lectures and readings, we will explore how artists, in different time periods and cultural traditions, have expressed their relationship with nature. In the studio portion of this program, we will gain skills in making art from natural materials, learn how to draw from observation, and learn how to abstract from our experiences in nature. In addition, we will explore how to sequence text and images in artist books and in three-dimensional objects.

This program will include field trips to view public art, environmental projects and museums, as well as other locations for drawing.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$200 for art supplies.

**This program is also listed under** Expressive Arts.

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## The Science of Fat

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### Spring quarter

**Major areas of study include** chemistry and statistics.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Program is preparatory for careers and future studies in** chemistry, statistics and public health.

**Faculty:** Sharon Anthony (chemistry), Brian L. Walter (mathematics)

What is all the fuss about fat in our diets? In what ways is fat a necessary nutrient and how is it harmful to us? What's the difference between a saturated fat and a trans fatty acid and why should we care? How do researchers use data to create dietary recommendations for the public?

In this program, we will investigate the role of fat in our diets from a chemical perspective, and study how to use statistics to draw conclusions from data about health and diet. With chemistry and statistics as disciplinary backbones, we will investigate what types of fat we should eat as well as whether fat replacements such as Olestra are a healthy alternative. Seminar texts will discuss a range of issues including healthy diets, causes of obesity, perceptions and stereotypes about fatness, and media presentation of diet and health issues. Students will also undertake a significant research project on

a topic related to the content of the program, culminating in a scientific poster and presentation.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$75 for overnight field trip.

**This program is also listed under** Environmental Studies and Scientific Inquiry.

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## So You Want to Be a Psychologist

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### Spring quarter

**Major areas of study include** history and systems of psychology, one discipline area (student's choice of either social, developmental, cognitive, or physiological psychology), foundations of psychology, career explorations in psychology, writing and social science ethics.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

**Program is preparatory for careers and future studies in** psychology, education and social work.

**Faculty:** Carrie M. Margolin (cognitive psychology)

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

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

There's no better way to explore the range of activities and topics that psychology offers, and to learn of cutting edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students will attend the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Irvine, Calif. on April 10-13, 2008.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** The approximate cost of the field trip fee varies between \$262 to \$393, depending upon the type of accommodations you require; this includes WPA membership/registration fees and four nights hotel at the convention site. Transportation and food are additional, and at student's own expense.

**A similar program is expected to be offered in 2008-09.**

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



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**Steinbeck's Americans**


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**Spring quarter**

**Major areas of study include** literature.

**Class Standing:** This all-level program accepts up to 25 percent freshmen.

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

**Faculty:** Tom Grissom (physics, literature, philosophy)

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

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

**Total:** 16 credits.

**Enrollment:** 24

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

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**War: Consequences and Alternatives**


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**Spring quarter**

**Major areas of study include** literature, writing, cultural studies, history, political economy and philosophy/ethics.

**Class Standing:** This Core program is designed for freshmen.

**Program is preparatory for careers and future studies in** literature, writing, cultural studies, history, political economy, philosophy/ethics and education.

**Faculty:** Michael Vavrus (political economy), Bill Ransom (writing)

Throughout history war has been a defining factor of the human condition. In the 21st century, war continues to dominate the international political and social landscape. With its promise to provide populations security in comparison to its actual consequences, war directly and indirectly affects the daily lives of nearly all people on the planet. From antiquity to our contemporary era, the influences of war on people are reflected culturally in many ways: through literature, poetry, film, music, schools, religious institutions, hospitals, economic standards of living and political expressions. Information from military handbooks, accounts from war journalists, the speeches of Martin Luther King, Jr., insights from psychologists, revelations articulated by poets and novelists, films like *The Battle of Algiers*, and perspectives from war veterans and peace advocates all help us to think about the impact of war on human societies, our psychological well-being, and our purpose in life.

This program asks students to think about the rationales for and the outcomes of war through interdisciplinary sources. What are the arguments for and against war? What are political, economic and religious justifications for war? What are the ethical dilemmas surrounding decisions to engage in either war or pacifism? What is it in the human species that has historically attracted us to war? To what extent are humans receptive to forms of pacifism? How are war and pacifism represented and supported or not supported in popular culture?

In this one quarter program, students will explore these multiple perspectives on war with particular attention to the United States. We will examine how war has been ideologically framed and how contemporary institutions such as the United Nations were created with the hope of preventing war among nations. Students will investigate movements and actions that have attempted to counter the enactment of war.

Students will regularly engage in writing assignments. These will include the academic social science essay and creative nonfiction along with writing strategies for note-taking and for critical inquiry. The program will be supplemented with a field trip and guest speakers who represent a variety of perspectives on the topic of war.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$15 for expenses related to field trip/museum fee.

**A similar program is expected to be offered in 2008–09.**



# Culture, Text and Language

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

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

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

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

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

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

## Affiliated Faculty:

**Nancy Allen**  
**William Ray Arney**

**Marianne Bailey**  
French Literature

**Thad Curtz**  
Literature

**Virginia Darney**  
American Studies, Literature,  
Women's Studies

**Stacey Davis**  
European History

**Kathleen Eamon**  
Philosophy

**Susan Fiksdal**  
Linguistics and French

**Thomas Grissom**  
Physics, Literature, Philosophy

**Patrick J. Hill**  
Philosophy

**Virginia Hill**  
**David Hitchens**  
American History

**Sara Huntington**  
**Ernestine Kimbro**  
Interdisciplinary Humanities

**Stephanie Kozick**  
Human Development

**Patricia Krafcik**  
Russian Language,  
Literature and Culture

**David Marr**  
American Studies

**Charles J. McCann**  
**Harumi Moruzzi**  
Cultural Studies,  
Literature, Film Studies

**Greg Mullins**  
Literature and Queer Studies

**Alice A. Nelson**  
Latin American Literature,  
Spanish

**Steven Niva**  
International Politics,  
Political Philosophy

**Charles N. Pailthorp**  
Philosophy

**Rita Pougiales**  
Anthropology

**Bill Ransom**  
Writing

**Andrew Reece**  
Classical Studies

**Therese Saliba**  
International Feminism,  
Middle East Studies, Literature

**Samuel A. Schrager**  
Ethnography,  
American Studies

**Leonard Schwartz**  
Poetics

**Matthew E. Smith**  
Political Science,  
Community Studies

**Nancy Taylor**  
English History and  
Women's Studies

**Setsuko Tsutsumi**  
Japanese Literature,  
History and Language

**Jules Unsel**  
United States History

**Sarah Williams**  
Feminist Theory,  
Somatic Studies

**Elizabeth Williamson**  
English Literature



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## America Abroad

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### Fall, Winter and Spring quarters

**Major areas of study include** American studies, literature, history, anthropology and international studies.

**Class Standing:** Juniors or seniors; transfer students welcome. Exceptions may be made for sophomores on the basis of a writing sample and interview with faculty prior to registration. For information, contact Sam Schrager, (360) 867-6335 or [schrager@evergreen.edu](mailto:schrager@evergreen.edu) or David Marr, (360) 867-6751 or [marrd@evergreen.edu](mailto:marrd@evergreen.edu).

**Program is preparatory for careers and future studies** in the humanities and social sciences, community service, international relations, journalism, law, media and teaching.

**Faculty:** Sam Schrager (American studies), David Marr (American studies)

*Democracy . . . is the rock upon which we toil, and we thrive or wane in the communication of those symbols and processes set in motion in its name.*—Ralph Ellison

To educated Europeans around 1800 the new republic called The United States of America was founded on an incredible idea: that human beings could govern themselves. Uneducated Europeans only a few decades later were struck not so much by this odd idea as by the promise of a new start, the lure of opportunity. The numbers tell a story: the handful of visitors who came to America to see with their own eyes the new land and to witness self-government firsthand versus the 35,000,000 immigrants who crossed the oceans between the 1840s and the close of unrestricted immigration in the 1920s. When foreign observers such as Alexis de Tocqueville and Frances Trollope were finished looking around, they went home. The many millions, though, stayed here, and continue to come.

These complex comings and goings—of people and ideas—underlie Americans' fascination with democracy. Where, we will ask in this program, do these democratic ideas come from? How have they been contested and shaped in the harsh crucible of American history? What have been—and continue to be—their imprints in personal lives? What do our characters as Americans owe to the cultural traditions of racial, ethnic and religious groups who, from the seventeenth century to the present, have constituted the nation's citizenry? And what effects do these ideals have elsewhere in the world, especially now, with the United States an increasingly dominant political and cultural force?

The program will explore questions such as these through close readings of texts, writing, research projects, and internships and field studies either in a foreign country or the U.S. During the first half of the year we will examine works by novelists, historians, ethnographers, essayists, and filmmakers who, like Ralph Ellison, take fresh looks at American experience. Students will learn essentials of ethnographic fieldwork by documenting oral history and community life. From mid-winter to mid-spring they will undertake community-based study here or abroad, including research on an aspect of American culture or comparative values and practices in another society. There will be opportunities for both individual and group work, including language study. In the concluding weeks of spring, the class will review students' work in light of major issues of our inquiry. The program will provide a strong, supportive context for independent projects, internships (with NGOs and other service organizations), and senior theses.

Among the topics we are likely to study: liberty and authority in the American colonies, the emergence of an American empire, the dawn of American literature, foreigners' firsthand observations of the new republic, the creation of community on the moving frontier, 1920s expatriates, war as both agent and enemy of democracy, the permeability and

patrol of geographical and cultural borders, Diasporas and bicultural identities, and remodeling or rejection of aspects of American culture in other societies.

**Total:** 16 credits each quarter; 12 or 14 credit option fall and winter for students taking a foreign language in preparation for study abroad.

**Enrollment:** 50

**Special Expenses:** \$90 for three day fieldtrip. Approximately \$1,500 to \$3,000 for students studying abroad from mid-winter to mid-spring.

**Internship Possibilities:** With faculty approval from mid-winter to mid-spring.

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## The American Eye: A History of America in Photographs and Fiction

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### Fall quarter

**Major areas of study include** American literature and black-and-white photography.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Core program or its equivalent.

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

**Faculty:** Bob Haft (photography)

This program involves both hands-on photography and a study of the American history that helped shape the way photographic images of the United States have looked from the 1850s to the present. We will begin with a short look at the birth of photography in Europe and then how it was used as a tool of documentation for major points in American history, such as the Civil War, the opening of the American West, the Roaring 20s, the Great Depression, World War II, and the 1950s.

In addition to looking at and learning to read photographs by others, we will learn to make photographs (black and white) ourselves as recording devices for our own lives and times. Subsequently, students will learn to become proficient in the use of 35mm cameras, how to correctly expose, develop and print film, and how to discuss images intelligently.

Our main text for the quarter will be *American Photography* by Miles Orvell. We will also read a number of novels including *The Red Badge of Courage*, *The Jungle*, *The Great Gatsby*, *The Grapes of Wrath*, *On the Road*, and *Fear and Loathing in Las Vegas*.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** Approximately \$200 to \$250 for photographic supplies.

**A similar program is expected to be offered in 2009–10.**

**This program is also listed under** Expressive Arts.



## Awareness: Writing and Renunciation

### Fall and Winter quarters

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. Commitment to attend both fall and winter quarters.

**Program is preparatory for careers and future studies in** any area of pursuit where people enjoy awareness on a daily basis, not for the monetary rewards and not for the "lifelong opportunities" a career or future study might provide, but for the love of being engaged in their work.

**Faculty:** Bill Arney, Sara Huntington (These faculty gave up expertise in favor of attitude. Take the program or not; don't do anything because someone is an expert.)

*"The certainty that I can get along without is one of the most efficacious ways of convincing yourself, no matter where you stand on the intellectual or emotional ladder, that you are free. Renunciation, self-imposed limits are the basis for a practice that prepares people, perhaps even politically, to discuss what kinds of limits do we want to impose on ourselves."*—Ivan Illich

Attend. Paying attention to how events, people, the big wide world in all its tiny manifestations—how they all appear, how they mean anything, how they engage us—that's what we'll do. We'll attend to the terms of our engagement, the costs, the ways we renounce in order to have a modicum of freedom—a freedom that turns out to be so strikingly different from the freedom that we think about, carelessly, as living beyond restraints, limits, duty. The freedom that is the effect of careful craft, discipline and practice—that's what we want to focus on. We'll write a lot, not as a means of self expression, not to find a voice or a self, but to pay attention, to study, commit, love. "Creative writing requires a dual love of language and life, human and otherwise. The storyteller then sculpts these raw loves with acute observation, reflection, creative struggle, allegiance to truth, merciless awareness of the foibles of human beings, and unstinting empathy toward human beings even so." (David James Duncan).

Our inquiry requires attention to ascetic as well as critical practices. We will all participate in mind-body practices, *lectio* and other communal reading, community service and bookish study. Writing may include socio-historical inquiry, reportage, annotations, comedy, antlamentations, jeremiads, humor, fictionings of the present, manifestoes, confessions, statistics-based scandals, rants, incautious cautions, sightings or prayers, but no poetry, plays or, especially, plans.

Students should attend this class for two quarters. This program provides continuity for those students enrolled in previous quarters of Awareness and those interested in joining Awareness in the spring. Awareness: Writing and Renunciation shares interests in contemplative education with the program Made for Contemplation. There are possibilities for collaboration between the two learning communities.

**Total:** 16 credits each quarter.

**Enrollment:** 36

**Special Expenses:** Approximately \$35 each quarter for yoga workshops.

**A similar program is expected to be offered in** spring 2008.

**This program is also listed under** Programs for Freshmen.

## Christian Roots: Medieval and Early Modern Science

### Fall and Winter quarters

**Major areas of study include** European history, history of science, philosophy, European ethnobotany, book arts and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the humanities, education, environmental studies, natural sciences, healing arts and ethnobotany.

**Faculty:** Kevin Francis (history/philosophy of science), Frederica Bowcutt (botany, history of science)

We will explore the medieval and early modern influences on western science. In doing so, we will study the development of European culture between approximately 1100 to 1750 through the prism of astronomy, botany, medicine and natural philosophy. We will also examine the influence of Christianity on early scientific understanding of the world.

This program investigates the following questions. How did classical pagan philosophy and Christianity shape the way medieval and Renaissance Europeans interpreted and represented the world? How did humanism, the rise of science and changing technology transform the way Renaissance Europeans made sense of the world? In what ways, if any, do these earlier forms of understanding nature inform our current practices in art and science? How does the emphasis on the rational, scientific approach to knowing influence our life today? How does our understanding of the natural world influence our beliefs about our spiritual existence? And, finally, how does one comprehend and relate to historical epochs with a set of beliefs and practices that seem, at first glance, very foreign to our own way of understanding and interacting with the world?

In the fall, we will develop a grounding in the precipitating factors, cultural and scientific, that led to the Middle Ages. We will study Greek, Roman and Arabic thinkers such as Hippocrates, Aristotle, Dioscorides, and Avicenna who influenced natural philosophy. We will also examine selected philosophical and theological issues that vexed scholars in Medieval monasteries and universities. Finally, we will examine the practice of European ethnobotany through herbals, horticulture, and medical history. Students will begin a book arts project that continues through winter quarter.

In the winter, we will address the emerging humanism of the Renaissance and its influence on the study of nature, especially in the areas of botany, astronomy and medicine. During the Middle Ages, these sciences were heavily shaped by Christian values and beliefs. With the establishment of institutions of higher learning and numerous translations of classical pagan works, the seeds for a new scientific enterprise were planted. New technology, global exploration, and artistic movements also contributed to the scientific revolution that took place in the early modern period.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 for art supplies.

**This program is also listed under** Programs for Freshmen; Environmental Studies; Expressive Arts; Scientific Inquiry; and Society, Politics, Behavior and Change.



## Evolving Communication: The Ways Humans and Animals Interact

### Fall and Winter quarters

**Major areas of study include** biology, linguistics and communications.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies** in evolutionary biology, zoology, linguistics, education and communications.

**Faculty:** Susan Fiksdal (linguistics), Heather Heying (biology)

The search for the origins and evolution of communication is a necessarily interdisciplinary exercise. Where did language come from? How is communication among primates similar to human communication? What do other animals communicate about, and how do they do so? What is the role of communication in evolution? What do we know about interspecies communication? Are there universal expressions? In this program, we will study a wide variety of systems of communication to learn how they work and how they function to maintain life.

Fall quarter our focus will be on the role of verbal and nonverbal communication, and an introduction to the study of non-human communication from a biological perspective. We will study the structure of language from a linguistic point of view including a study of phonetics, phonology, morphology, syntax and discourse. The ways in which we negotiate meaning will be central to this work and we will consider deception and miscommunication as part of this negotiation. In our studies of biology, we will examine evolutionary approaches to communication, including types of signals (e.g. auditory, visual, chemical, tactile); generation and degradation of signals in complex physical and social environments; within-species communication (e.g. territorial and mating calls); and between-species communication (e.g. mutualisms between plants and animals).

Winter quarter we will focus on symbolic behavior and expressive signals indicating cooperation, conflict, interaction, emotion, play and ritual. The linguistic study will focus on sociolinguistics or the ways we use language in everyday life. Our biological investigations will support this work with a focus on game theory and the evolution of cooperation. We will also look for parallels in the ways primates communicate and then turn to the ways primates and humans communicate. For example, one link we will examine is the role of vocal imitation in the communication of songbirds, whales, primates, elephants and humans. Sound labs will allow us to analyze bird song and other local animals' calls.

Throughout the two quarters, we will consider whether humans are truly unique because of our use of language. Students can expect to discuss methodologies in biology and linguistics used in researching communication and to write and present research projects each quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$30 for research and field trips each quarter.

**This program is also listed under** Environmental Studies and Scientific Inquiry.

## Fashioning the Body: Versions of the Citizen, the Self and the Subject

### Fall and Winter quarters

**Major areas of study include** cultural studies, gender studies, cinema studies, photography, humanities, social and cultural history, history of art and visual culture.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Successful experience in at least two of the following areas: film studies, media studies, art history, critical theory, performance studies, or theater history. Faculty signature required (see below).

**Program is preparatory for careers and future studies** in history of art and visual culture, teaching, fine arts, media studies and communications.

**Faculty:** Elizabeth Williamson (English literature), Julia Zay (media production, cinema studies)

Fashioning the Body explores the ways in which Western cultural forces have shaped our bodies and our images of them, as well as our efforts to "fashion" our own identities through the negotiation of these forces. Throughout the program we will move among traditional models of performance, in which actors recreate fictional roles within a theatrical space, a wider range of mediated performances represented in photography, film and video, and the social performances that structure everyday life.

During the early modern period, clothing literally determined the shape of European bodies, especially women's bodies. "Fashion," from the Latin verb *facio* ("to make") actively molded and defined personhood. But because it was detachable, and thus transferable, clothing also provided a space for resistance, allowing the body to function as a site for questions about the relationship between individual identity and social roles.

Bodily fashioning becomes more complicated with the advent of photography and the moving image, but continues to raise questions of how individuals negotiate body imperatives. Early criminology, for instance, relied heavily on photographic portraits to discern motivations and psychology, even moral character. Similarly, early motion studies shot on film were used by scientists to determine the exact gait of a horse or the movement of muscles in an athlete's back. Using these and other examples, we will consider the central role photography and cinema play in molding 20th- and 21st-century ideas about embodied personhood.

Techniques of fashioning the body can mean radically different things in different historical contexts. In contemporary Western societies, individuals have a variety of permanent and non-permanent options for fashioning their own bodies. Some people talk about the phenomenon of bodily alteration as the external expression of an internal essence; others describe the body as an infinitely alterable canvas with no connection to an authentic interiority. Conceptual artists such as Adrian Piper and the French performer "Orlan" explore the tensions between modern and post-modern conceptions of embodied identity in provocative ways, helping to draw our attention to the cultural norms and hypocrisies around discourses of the body. In these and other contemporary examples, resistance is not a simple dynamic of pushing against social norms, but rather reconfiguring a wide range of cultural signifiers.

During fall quarter, we will examine numerous examples of social fashioning and self-fashioning within particular cultural contexts. Students will view films and still images, read important pieces of theoretical literature and learn to engage with various cultural productions as thoughtful, professional critics. Critical reflections will take both written and visual form (essays and



photography), and we will make regular use of online blogs as parallel discussion spaces and places to respond to weekly prompts given by faculty. During winter quarter, students will embark on faculty-guided independent projects, informed by the theoretical models introduced fall quarter, as well as by original research.

**Faculty Signature:** All interested students must submit an application and include sample Evergreen evaluations (unofficial copies are acceptable). In lieu of Evergreen evaluations, transfer students may provide a brief letter from a faculty member addressing their academic preparedness in this area. Application forms will be available in the Program Office, Seminar II A2217, and at Academic Advising, Library 2100V. For more information contact Elizabeth Williamson, (360) 867-6015 or willame@evergreen.edu. Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$25 for field trip expenses and admission fees to museums.

**Internship Possibilities:** With faculty approval. Students are welcome to arrange for an internship at a gallery, a historical society, museum, library or archive as part of their independent project during winter quarter.

**This program is also listed under** Expressive Arts.

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## The Gypsy Road: A Study of the Roma

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### Fall and Winter quarters

**Major areas of study include** European history, the history and culture of the Roma, performance studies and movement studies.

**Class Standing:** Juniors or seniors; transfer students with junior or senior standing welcome.

**Program is preparatory for careers and future studies in** European, East European and Russian history, cultural studies and movement studies.

**Faculty:** Patricia A. Krafcik (Russian, Slavic studies), doranne crable (performance art, 19th-century literature and history, comparative literature)

Who are the Gypsies—more accurately known as the Roma? What are their origins? What are the many myths that surround them? What is the genuine history of this people? What are the elements and the nature of Romani culture, and why is this culture so incredibly powerful? Join us in our journey as we move beyond the myths to explore the dynamic history and rich culture of the Roma.

We will examine the history of Roma migration out of India into East Central Europe (Bulgaria, Slovakia, the Czech Republic, Hungary, Romania), Russia, Western Europe (Spain, Portugal, and Southern France), the Middle East, and to the United States—and experience the variants of Romani culture in these places. With the emergence of their music and dance forms over the centuries, the Roma have possessed an extraordinary presence in Western culture that has impacted literature, music, dance, cinema and the theater. Only recently, though, have scholars taken a fresh and hard look at the centuries-old oppression of the Roma by particular cultural and political movements and because of racism and ethnic and religious prejudice. Within Romani history, we will devote special attention to their tragic fate as victims of Nazi genocide

in World War II and their present struggle to survive as a people in our highly industrialized and technological world.

Among our many readings will be *We Are the Romani People*, Hancock; *Bury Me Standing: The Gypsies and Their Journey*, Fonseca; *A History of the Gypsies of Eastern Europe and Russia*, Crowe; *The Time of the Gypsies*, Stewart; *Gypsies*, Yoor; *The Art of Flamenco*, Pohren; the poetry and drama of Garcia Lorca and the works of Carlos Suarez, as well as other books and selected articles. We will view documentaries and films dealing with or portraying Romani history, culture and society, including *A Time of the Gypsies* and *Latcho Drom*, and will explore the influence of Romani music in the works of Manuel De Falla and Bizet, among others.

Fall quarter will be devoted to intensive reading and study of the history, culture, and rich performance experience of the Roma in order to prepare a foundation for hands-on work during winter quarter. In winter quarter, according to their interests and skills, students will select and participate in workshops in technical theater, dramaturgy, art, music, narrative, and dance. Along with faculty, technical staff advisors, and guest artists, students will work collaboratively to create and produce a performance in the Experimental Theater by the end of the quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 44

**Special Expenses:** Approximately \$80 for art supplies and CDs.

**This program is also listed under** Expressive Arts.

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## Individual and Society: American and Japanese Society, Literature and Cinema

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### Fall quarter

**Major areas of study include** cultural studies, Japanese literature, American literature, film studies and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** Harumi Moruzzi (cultural studies, literature, film studies)

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

When the 18th-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 was. However, in America, the conception of individuals as autonomous and free agents with an inalienable right to pursue happiness seems to have been accepted quite cheerfully, and indeed without much anguish, as a self-evident truism throughout much of its history, manifested variously in the self-acquisitiveness of Benjamin Franklin's *Poor Richard*, to Thoreau's "rugged" self-reliance, to the *Great Gatsby's* misguided self-creation. True, at times such as the 1950s, some books like William Whyte's



*The Organization Man* and David Riesman's *The Lonely Crowd* revealed the conformist tendencies of individuals belonging to some American communities; however, these books 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 from the American ethos, the importance of group cohesion and harmony rather than, to the horror of most Americans, individual rights or happiness, has been stressed throughout much of its history. In fact, Japanese often seemed to consider themselves as the embodiment of concepts such as nationality, gender or family, rather than individuals.

Certainly, the reality is not as simple 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. Program activities will include lectures, workshops, book and film seminars as well as expository writing.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Up to \$30 for a field trip.

**This program is also listed under** Programs for Freshmen.

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### **Illuminations: French Arts, Thought and Cultural History of the Medieval, Renaissance and Early Classical Eras**

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#### **Fall, Winter and Spring quarters**

**Major areas of study include** French cultural history, literature, language, visual arts and philosophy.

**Class Standing:** Sophomores or above; transfer students welcome.

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

**Faculty:** Stacey Davis (French history), Marianne Bailey (French literature)

This program focuses on the literature, art, history and culture of France from the Medieval, Renaissance and Classical eras. A tension of two world views marked intellectual and artistic works as well as French social life during these centuries. On one hand lay a traditional world view rooted in the material, the body and the seasonal cycle, a spirit which valued passion and intuition, communality and immanence. Philosophically Heraclitean, it saw the world as flux and becoming. On the other hand was a world view of platonic, ascending idealism, valuing the immutable over the fleeting, trumpeting reason and hierarchy.

As we explore these tensions, our guiding metaphor will be the notion of "Illumination," which for the Medieval spirit glowed red-gold as the alchemist's athanor, or gems buried deep. By the 16th century, the crucial "Illumination" for French humanists was that of a mirror, whose reflection shed light on the age's inquiries into the inescapably fleeting but glorious human existence. Finally, in the 17th century, the neo-classical world turned its eyes upward: now the illuminating light of truth came from a new type of monarch, that of the reasoning mind.

In this humanities program, we will concentrate our work in the disciplines of cultural history, literature, art history, symbology and philosophy, as well as French language. To a

lesser extent, we will also study music and ritual. This program attempts what the French call the "Histoire des mentalités", and as an example and one of our working paradigms, we will use Michel Foucault's studies of sexuality, discourse and reason/unreason. To this end, we will learn about such phenomena as feudalism, chivalric traditions, the rise of courtly love, and the religious reformation and wars of religion which rocked 16th-century Europe.

We will study peasant practice and myths as well as explore the conflicts between traditional family and community organization, notions of justice and identity, and the increasingly solidified social, political and religious hierarchies of the Catholic Church and French state as the Middle Ages gave way to the early modern era.

We will practice close analysis of literary and philosophical texts (of and about or influenced by these eras); we will read secondary histories and primary texts to see how common people crafted their own identities in light of these changing world views; we will view and interpret imagery of occult, religious and secular traditions; and we will study music and performance rituals. Our readings will include folktales and their earliest transcriptions, including the cycle of the Grail, guest tales, and Marie de France's tales of the conflict between "amour-passion" and duty, or "devoir".

Finally, of particular importance to our work will be the influences of the thought and images of these eras in more modern times, particularly for 19th-century authors like Hugo and Artaud, and 20th-century writers like Ionesco, Beckett and Camus.

To cement this yearlong inquiry into French thought and culture, students will study the French language at one of four levels. Each quarter these language studies, as well as the reading of literature in French, will be an integral part of the program.

In spring quarter, students will have the option to travel to France for ten weeks. There they will study in a Rennes, Brittany language school, visit Paris, and live for several weeks in Lyon (France's most important Renaissance city), as well as make side trips for research and pilgrimages of their own to some of the great French Medieval, Renaissance and early modern sites.

Students who elect not to travel to France are invited to continue their studies in French, and to create a personal project for spring quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$6,000 to \$6,500 for optional ten-week trip to France during spring quarter. A \$250 deposit is due November 1, 2007.

**A similar program is expected to be offered in 2009-10.**



## Japanese Language and Culture

### Fall, Winter and Spring quarters

**Major areas of study include** Japanese literature, history, film, arts and language.

**Class Standing:** Sophomores or above; transfer students welcome.

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

**Faculty:** Setsuko Tsutsumi (Japanese literature, history and language)

This program will explore the political and cultural development of Japanese civilization from early times to the evolution of the modern era. We will clarify what makes Japanese culture unique by examining major historical changes over time. We will identify the elements of continuity through the significant changes in Japan's long and distinguished history. Materials will be drawn from literature, history, politics and film. We will have weekly film sessions to complement, illustrate or contrast our weekly program theme. The Japanese language course will be offered in two levels throughout the year to develop insight into the culture.

In the fall, we will examine historical developments from early aristocracy to modernization in the Meiji period focusing on the literary and aesthetic traditions of Japanese culture, which constitute the backbone of modern Japan. We will read major literary works, such as *The Tale of Genji* and *Tale of the Heike*. The themes we will examine are: Japanese views of nature and life; early myths and chronicles; the glory of aristocracy; the rise of the warrior class; the aesthetics of medieval religion and the arts; the flourishing of townsman's culture; the breakdown of feudalism; and the encounter with the West.

During the winter, we will focus on the rise of militarism and the Pacific War. We will explore the American occupation after the war and resulting changes in the structure of society and family. We will pay special attention to the sense of humiliation and loss of self-identity after the war and the changing status of women. Readings will include *The Pacific War* by Ienaga, *Black Rain* by Ibuse, and *The Setting Sun* by Dazai.

In the spring, we will conduct a field trip to Japan. The trip represents the culmination of a yearlong study of Japanese culture. The purpose of the trip is to experience Japanese culture first hand and to further extend and develop students' knowledge and skills through daily contact with Japanese people. Students will study Japanese language at Ooka Gakuen, with whom we have developed a long working relationship, while staying with host families. There will be various field trips and exchanges with students at our affiliated college, Hyogo University. Students will also have a chance to develop their own area of interest in Japanese culture through individual research, taking full advantage of living in the culture. The trip will be contingent upon the number of participants and home stay availability. Students who choose not to go to Japan will be able to continue their language study for 4 credits.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**Special Expenses:** Approximately \$100 for four field trips during fall and winter quarters. Optional study abroad to Japan during spring quarter, approximately \$4,000 for transportation including airfare, room and board, meals, museum and theater fees. Study abroad payment deadline is February 29, 2008.

**A similar program is expected to be offered in 2009-10.**

## Literature of the Americas: Brazil and the United States

### Fall quarter

**Major areas of study include** literature, literary history, literary criticism, film and writing.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One quarter of college writing emphasizing literature. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** cultural studies, literature, writing, education and international studies.

**Faculty:** Greg Mullins (comparative literature)

In the 20th century a great deal of literary scholarship was organized around national literary traditions, but in the 21st century cultural forms increasingly flow through transnational circuits of production and meaning. How can we, as readers, critics, and writers, approach literary history today? How can we leverage comparative studies to provide needed national contexts while questioning nationalism?

We will address these questions by reading key works of fiction from Brazil and the United States, by exploring appropriate methods for comparing the two largest societies in the Americas, and by revisiting the classic phases of literary history in those societies. Students will emerge with a strong foundation in critical studies of the novel through Romanticism, Naturalism, Realism, Modernism, and Postmodernism. Possible authors may include Alencar, Azevedo, Machado de Assis, Rheda, and Santiago from Brazil and Hawthorne, James, Faulkner, Morrison, and Danticat from the United States.

**Faculty Signature:** Students must submit an application and a sample of written work. Application forms are available at the Academic Fair, May 16, 2007, or prior to the fair outside the office of Greg Mullins, Seminar II D3108. For more information contact Greg Mullins, (360) 867-6243 or [mullinsg@evergreen.edu](mailto:mullinsg@evergreen.edu). Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

**A similar program is expected to be offered in spring 2008.**



## Looking Backward: America in the 20th Century

### Fall, Winter and Spring quarters

**Major areas of study include** American history, economic thought, American literature and mass culture.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** David L. Hitchens (American diplomatic history), Jerry Lassen (economics)

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

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, student panel discussions of assigned topics as well as program-wide symposia. Each end-of-quarter symposium will provide a culmination of the quarter's work. Students will gain valuable experience in public speaking and presentation.

**Total:** 16 credits each quarter.

**Enrollment:** 46

**A similar program will be offered in 2008–09.**

**This program is also listed under** Programs for Freshmen and Society, Politics, Behavior and Change.

## Made for Contemplation

### Fall and Winter quarters

**Major areas of study include** visual arts, media arts, meditative arts, feminist theory, art history, photography and writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** visual arts, media arts, meditative arts and feminist theory.

**Faculty:** Laurie Meeker (film, video), Joe Feddersen (visual arts, printmaking), Sarah Williams (feminist theory, somatic studies)

This program is an inquiry into an awareness of the numinous, which Rudolf Otto, amidst the turmoil of WWI, explained as a "non-rational, non-sensory experience or feeling whose primary and immediate object is outside the self." In numinous experience everything but the experience of awareness falls away. Just as lava lamps that were made for contemplation in the 60s inspired renewed interest, Rudolf Otto's articulation of the numinous has also regained popularity. Amidst contemporary global turmoil, we'll be asking what kinds of objects, spaces and practices evoke for us, now, a non-rational, non-sensory experience or feeling that takes us outside the self to that which is "wholly other."

Our study has two parts: we will examine the recognized numinous works of others from global contexts and develop skills to create our own numinous art and experiences. We will explore how artists and practitioners manufacture opportunities for contemplative responses through visual arts, visionary film, experimental video and meditative arts within trans-historical, cross-cultural and gendered contexts. This will lead to experiments in creating our own numinous works through skill development in workshops and collaborative projects in visual arts, media arts, community service and meditative arts, including yoga.

Reflection on the possible inherent disposition of our neurophysiology for numinous experience will be central to our inquiry. Such reflection will require the cultivation of analytic skills as well as the contemplative arts of listening and abiding in silence. We'll cultivate the capacity to pay attention to our awareness of experiences to which the most appropriate response is silence.

Made for Contemplation shares with the program, Awareness: Writing and Renunciation, interests in contemplative education. There are possibilities for collaboration between the two learning communities.

**Total:** 16 credits each quarter.

**Enrollment:** 69

**Special Expenses:** Approximately \$330 each quarter for art and media supplies and yoga workshop fee.

**This program is also listed under** Programs for Freshmen and Expressive Arts.



## Performing Arts Crossing Borders

### Fall and Winter quarters

**Major areas of study include** Odissi dance, puppet theater, performance, cultural studies, critical studies, literature, dance and movement, health and somatic studies.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies** in fields that require collaboration, cross-cultural literacy, performance, theater arts, dance, movement, puppet theater, health and somatic studies.

**Faculty:** Ratna Roy (literature, dance, performance, cultural studies), Ariel Goldberger (theater, puppet theater, technical theater/design, performance, dance)

This program will offer students an opportunity to study traditions of performing arts in their native contexts and in the Asian Indian and Balinese Diasporas. Studies will explore issues of dynamism and stasis in traditional arts and the relevance of new influences in existing and evolving ancient traditions. It will study issues of hybridity, borderlands, and cultural crossings, as related to the performing arts, and require students to create performances addressing these issues. Student projects will allow for exploration of issues of appropriation, cultural colonialism, and the influences of economy and globalization.

Students will have the opportunity to focus on specific traditions of puppetry and dance, using different modes of knowledge. These may include experiential modes, master classes, contextual studies and cognitive learning process such as critical readings, creative and analytical writing.

Students will participate in weekly movement, Odissi dance-theater, and puppet theater workshops. The performance aspect of the program will deal with themes related to eco-feminism, politics of self-representation, immigration, national identity, hybridity, borderlands and cultural crossings. At the end of the program, students will participate in presentations of performance skills.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** Ticket fees \$50 each quarter; material fees \$50 each quarter; costume maintenance \$15 each quarter.

**This program is also listed under** Programs for Freshmen and Expressive Arts.

## Performing Arts in the City

### Fall, Winter and Spring quarters

**Major areas of study include** music, dance, performing arts and cultural studies.

**Class Standing:** Sophomores or above; transfer students welcome.

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

**Faculty:** Andrew Buchman (music), Stephanie Kozick (human development)

Have you ever wondered how living in a city changes a person's consciousness about arts and culture? What is it about urban environments that can promote open, positive and creative attitudes, or burden people with alienation and fear? How do artists grow and learn in cities? What special advantages do they enjoy, and what special problems do they face?

Themes of this program include considerations of individual and group identity, the impact on the planet's ecology of urbanization (90% of which is currently occurring in the developing world), and the phenomenon Alan Lomax called "cultural grey-out." He argued that many art forms, languages and cultures are disappearing—unless we preserve them somehow in a rapidly changing world. Students in this program may find a mission, a research project, and/or a spring internship engaged in this vital work.

As the pace of technological and social change has quickened, cities have become centers for migrants from elsewhere who come together to create new kinds of polycultural artistic forms, cuisines, communities, families and relationships. Old musics blend into new musics, dreams blend with realities, and dance is ever reinvented—all, often, in the cities.

Why is this becoming a globe of urban dwellers? How will inhabitants of cities retain their connections to the natural world and remain conscious of the need to conserve and protect it? What aspects of the interrelated history of the arts and cities offer patterns for our own creative work and our own conceptions of a better world? Thinking about cities engages interdisciplinary learning about history, urban studies, specific arts (movement, music, performance), literature, cultural studies and social movements.

In weekly workshops, we will learn to use our voices, play instruments, stretch, move, compose, choreograph, write and perform dramatic scenarios and dialogues. Students will work regularly in small groups, collaborating to create a series of original performance projects (presented in class) reflecting themes from our studies. We will do lots of writing, too, including play scripts, musical compositions, dance scenarios, expository essays, observational field notes, and research assignments using maps, tables and graphs.

In the fall, we will establish a common base of historical artists, genres, themes, styles and approaches to analyzing performances. Whether students have a little background in the arts or a lot, after this quarter's work they will have acquired new, interdisciplinary perspectives on the performing arts and culture. We will study the role of an artist's cultural time and place in their work, and how cities developed historically. We'll examine contemporary cities in both the industrialized and developing world. For example, we might examine various versions of the Orpheus myth, including contemporary performances set in Paris, New York and Rio de Janeiro.

In the winter, we'll dive into serious studies of the myths and realities of life in Chicago and New York, via evocative works of art and ethnographic studies. We will study the arts and cultures of successive waves of migrants to North America. In addition to discussing exceptional artists, we'll be discussing the role of music and dance in people's everyday lives: in childhood, lifecycle rituals, work, play, worship and politics.



In the spring, all students will be expected to pursue an arts and/or community internship, a major research project and continuing studies of artworks chosen by students as well as the faculty. Group or individual research might involve comparing the modern histories of Beijing and Shanghai, or Chicago and Berlin, or closer to home, examining the needs of Seattle and Portland.

**Total:** 16 credits fall and winter quarter; 8, 12 or 16 credit options spring quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$100 to \$150 each quarter for performance tickets, graphic design materials, costumes, props (for group projects), musical instruments and music paper. Depending on their individual projects, some students may incur additional expenses. Optional independent travel to large American cities to study social artistry, approximately \$500 each week, depending upon student's choice of city.

**Internship Possibilities:** With instructor approval.

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Expressive Arts.

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## The Physicist's World

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### Fall and Winter quarters

**Major areas of study include** physics, philosophy, philosophy of science, history of science and quantitative reasoning.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** Tom Grissom (physics), Neal Nelson (mathematics, computer science)

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? How can we know it? Starting with the Presocratic philosophers, we will continue through each of the major developments of 20th-century physics, including the theories of relativity, quantum theory, deterministic chaos, and modern cosmology. We will examine the nature and the origins of the limits that each imposes on our ultimate knowledge of the world.

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

manuscript has been written for this program, and 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.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.

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## Poetics and Power

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### Fall and Winter quarters

**Major areas of study include** poetics, poetry, literature, political science, cultural studies and creative writing.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** the humanities, social sciences, cultural studies, poetry, journalism and politics.

**Faculty:** Leonard Schwartz (poetics, creative writing), Steve Niva (international politics, political philosophy)

To what extent is political power created, transmitted and/or resisted through language? How do poetry and fiction negotiate with power, reinforcing it or changing its flow? How do linguistic conventions shape political and economic policies, and how can they be challenged? This two-quarter program will examine these and other questions as it explores the function of the written word as a masking agent and a mediator of history, power and violence in a variety of different genres and political contexts.

Poetics and Power will include an examination of 20th-century poetry and poetics in the shadow of world wars, genocide and decolonization, beginning with the visionary poetics of Arthur Rimbaud and critical responses by Paul Celan and Theodore Adorno. We will address the strategies of avant-garde and radical poetics and evaluate several contemporary approaches, including the contemporary "Poets Against the War" project. We will examine realist and anti-representational forms of fiction for their political effects, including the writings of Franz Kafka, J.M. Coetzee and Arundhati Roy. We will also examine how political events and public policies are constituted by various postcolonial discourses, including how "Orientalist" representations of the Middle East as backwards and violent shape U.S. foreign policy, and how the discourse of "underdevelopment" has guided Western economic policies towards the Third World.

The work of the program will be analytical as well as creative. In addition to intensive reading and theoretical analysis, students will be expected to experiment in creating poetry, prose poetry, metafiction and nonfiction.

**Faculty Signature:** Students must submit a portfolio of seven to ten pages of poetry or critical writing to the faculty. For information, contact Leonard Schwartz, (360) 867-5412 or schwartl@evergreen.edu or Steve Niva, (360) 867-5612 or nivas@evergreen.edu. Portfolios received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50



## OFFERINGS BEGINNING WINTER QUARTER

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**Gender and Culture: Japanese and American Literature and Popular Culture**


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**Winter quarter**

**Major areas of study include** Japanese literature, American literature, cultural studies, film studies, gender studies and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** Harumi Moruzzi (cultural studies, literature, film studies)

It is often said that American and Japanese cultures represent diametrically opposed values in many aspects of human behaviors and customs. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives may feel severely undervalued if they are not wage earners. Needless to say, the reality is not as simple as these stereotypical perceptions indicate; nevertheless, this dichotomized cross-cultural frame presents an interesting context in which we can explore many human issues, particularly gender issues. Thus, in this program, we explore the concept of gender through the critical examination of American and Japanese literature, theoretical essays and popular culture.

At the beginning of the quarter, students will be introduced to the rudiments of film analytical terms to develop a more analytical and critical understanding of the film-viewing experience. Early in the quarter the students will also be introduced to the major literary theories in order to become aware of varied approaches to literary analysis and interpretation. After familiarizing themselves with these analytical and theoretical foundations, students will examine representations of gender and culture as well as their interrelationships in American and Japanese literature and popular culture through lectures, workshops, book and film seminars as well as expository writings.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Up to \$30 for a field trip.

**This program is also listed under** Programs for Freshmen.

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**Human Rights, Literature, Theory**


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**Winter quarter**

**Major areas of study include** human rights, political theory, literature and film.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Two quarters of literary study. Faculty signature required (see below).

**Program is preparatory for careers and future studies** in literature, human rights, politics, cultural studies, critical theory, law, education and human and social services.

**Faculty:** Greg Mullins (comparative literature)

In what ways can the theory and practice of human rights enrich our understanding of literature, and how can literary studies broaden our understanding of human rights? We will think about literature as an ethical and political project, and consider what relation, if any, literature has to conventional forms of human rights work. We'll question the emotional impact literature can have on readers, and whether emotions such as empathy have a necessary relation to justice. Finally, we will consider how narrative enables or disables memory, truth telling, and justice in the aftermath of atrocity. Among our selected human rights topics, we will study torture, disappearance, sexual and gender rights, and poverty. Our reading will focus on human rights issues in the United States, with some reading about Sri Lanka, Haiti, Grenada, and possibly South Africa. Among the authors we will probably study are Ondaatje, Danticat, Allison, Brand and Cuadros.

**Faculty Signature:** Students must submit an application and a writing sample. Application forms are available at the Academic Fair, November 28, 2007, or prior to the fair outside the office of Greg Mullins, Seminar II D3108. For more information contact Greg Mullins, (360) 867-6243 or mullinsg@evergreen.edu. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

**A similar program is expected to be offered in 2009-10.**



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## The Power and Limitations of Dialogue

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### Winter quarter

**Major areas of study include** communication, social philosophy, religious studies and political economy.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One year of college-level course work in the humanities and/or social sciences. Training in mediation or conflict resolution is desirable. Faculty signature is required (see below).

**Program is preparatory for careers and future studies** in mediation, conflict resolution, teaching, management, community organizing and most areas of the humanities and social sciences.

**Faculty:** Patrick Hill (history of philosophy, philosophy of community/dialogue, social history)

We will begin our study by exploring the power of dialogue, i.e., the personal skills and the world views that might (were we ready, willing and able) maximize our own contributions to dialogue. Then we will explore the limitations of dialogue (and the attractiveness of alternatives to it) that are manifest in the deep gulfs in the United States and in world society, particularly between (1) the religious right and the secular left, and (2) Palestine and Israel.

While a major focus of the program is on the more or less genuine dialogues of our times, these dialogues are being approached not as exhaustive studies of, e.g., racism or anti-Semitism, but as case studies for understanding the power and limitations of dialogue. Each student will sense over the course of the program that he/she can internalize the dialogical skills as add-ons to one's already existing strategies of survival, and/or as the adoption of fundamentally de-polarizing habits of mind and heart now widely seen as vital to a pluralistic age in need of a more functional understanding of our differences.

This program might well be described as a 10-week experiment in respectful or compassionate listening. Such an experiment is one of a few crucial prerequisites to both assessing the power and limitations of dialogue and to improving our own dialogical skills. The core of this program centers around the learning and the application of concepts central to the attempts to understand persons and groups quite different from us. This program demands an unusual amount of collaborative work, even by Evergreen's standards. Given the nature of the program, students will do a lot of work in small groups and be expected to participate in conversations with classmates and others with whom they would not normally converse. These expectations are crystallized in the program's very unusual Program Covenant.

**Faculty Signature:** The instructor, believing that programs are too frequently chosen casually, is seeking a match between the students' interests/expectations and this curriculum. To that end, a set of preregistration materials has been prepared, which must be read prior to obtaining permission to register. To obtain those materials and then a faculty signature, students must contact Patrick Hill, (360) 867-6595 or hillp@evergreen.edu. Preregistration materials received by the Academic Fair, November 28, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 8, 12 or 16 credits.

**Enrollment:** 15 daytime students, and 15 students from Evening and Weekend Studies.

## OFFERINGS BEGINNING SPRING QUARTER

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### Awareness: Omnia Extares in Hesychia

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#### Spring quarter

**Major areas of study include** education, consciousness studies, creative writing, social and cultural studies, feminist theory, history and somatic studies.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies** in education, consciousness studies, creative writing, social and cultural studies, feminist theory and somatic studies.

**Faculty:** Bill Arney, Sarah Williams

Awareness—a program devoted to exploring the complementarity of ascetical and critical studies—has been offered in various forms for the past three years. It has raised questions for the college, faculty and students: What is the value, or the virtue, of contemplative education in modern institutions of higher education? Can we reclaim the virtues of Evergreen's mascot or animal totem—the geoduck's predisposition for stillness (hesychia) and letting it all hang out—as we contemplate anew what is extolled when we sing our alma mater, "Omnia Extares!" at graduation ceremonies? Our collective inquiry will involve a look back—through important texts, student work and evaluations, institutes and retreats, programs at other institutions—to help answer these questions. Join us as we assess, appreciate, and incorporate within our own work together the best of what has been learned about the influence of this curriculum on learning communities as well as on collegiality at the college.

In addition to this core work for everyone in the program, students also will design their own learning experiences. These field studies, which will constitute up to half the work of the quarter, can be anything: walking, reading, sailing, midwifery, writing, gardening, Aikido, hospice care, welding, cooking, meditation, etc. (These may seem mundane activities but any independent work will be undertaken knowing that your work, reflections and study will be conducted in light of the bookish and somatic inquiries of the program.) Each person will answer these questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, what difference will it make?

Learning happens when you have an experience and then reflect on it. Our focus will be on the craft of reflection. Our interest is the relationship between conscious reflection—awareness—and learning.

As a learning community we will participate in mind-body practices, as well as bookish study, that facilitate and enhance our ability to reflect on our current situation in historical, cross-cultural and gendered contexts.

**Total:** 16 credits.

**Enrollment:** 48

**Special Expenses:** \$30 for yoga workshops.

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Programs for Freshmen.



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## Designing Languages

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### Spring quarter

**Major areas of study include** linguistics and computer science.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** linguistics, languages and computer science.

**Faculty:** Susan Fiksdal (linguistics, French), Judy Cushing (computer science)

Have you wondered about the ways languages work? Do you think about how thoughts get translated into language? Have you explored differences between natural languages (such as English or French) and artificial languages (such as computer programming languages)? Do you know in what ways computer languages are similar to natural languages and the ways in which they differ?

In this program, we will explore these questions by studying natural language, learning a computer language, and designing a language. Specifically, students will study the structure and function of human language through an introduction to the field of linguistics. This will involve a study of phonetics, phonology, morphology, syntax, discourse, metaphor and pragmatics. Students will learn LOGO, a computer language that makes pleasing designs using some principles of geometry in a step-by-step process. We will work on the connections between natural and artificial languages and we will consider the implications of language design. Some of these implications include considering other sorts of language such as music and mathematics, writing systems, the intersection of culture and language and the functions of language. Finally, students will work collaboratively to create a language.

**Total:** 16 credits.

**Enrollment:** 48

**Special Expenses:** Approximately \$15 for final project expenses.

**A similar program is expected to be offered in 2010–11.**

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.

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## Literature of the Americas: Brazil and the United States

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### Spring quarter

**Major areas of study include** literature, literary history, literary criticism, film and writing.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One quarter of college writing emphasizing literature. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** cultural studies, literature, writing, education and international studies.

**Faculty:** Greg Mullins (comparative literature)

In the 20th century a great deal of literary scholarship was organized around national literary traditions, but in the 21st century cultural forms increasingly flow through transnational

circuits of production and meaning. How can we, as readers, critics, and writers, approach literary history today? How can we leverage comparative studies to provide needed national contexts while questioning nationalism?

We will address these questions by reading key works of fiction from Brazil and the United States, by exploring appropriate methods for comparing the two largest societies in the Americas, and by revisiting the classic phases of literary history in those societies. Students will emerge with a strong foundation in critical studies of the novel through Romanticism, Naturalism, Realism, Modernism, and Postmodernism. Possible authors may include Alencar, Azevedo, Machado de Assis, Rheda, and Santiago from Brazil and Hawthorne, James, Faulkner, Morrison, and Danticat from the United States.

**Faculty Signature:** Students must submit an application and a sample of written work. Application forms are available at the Academic Fair, March 5, 2008, or prior to the fair outside the office of Greg Mullins, Seminar II D3108. For more information contact Greg Mullins, (360) 867-6243 or [mullinsg@evergreen.edu](mailto:mullinsg@evergreen.edu). Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

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## Poetry New York

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### Spring quarter

**Major areas of study include** creative writing, poetics, performance studies, literary criticism, American literature and exile literature.

**Class Standing:** Sophomore or above; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** writing, art, editing and publishing.

**Faculty:** Leonard Schwartz (poetics, creative writing)

The goal of Poetry New York will be to immerse students in an intense and various writing community, both as writers of poetry themselves and as critical writers. It is hoped that this daily contact with practicing writers, poets, translators, and publishers will advance each student's writing horizons and range of reading possibilities, demystifying the practice and profession of writing while inspiring students to advance in their own art.

This field study program features an immersion in New York City's poetry, literary and publishing worlds. We will spend two weeks on campus preparing for our trip by way of various readings in New York's literary history and in The New York School of Poets. The program will then fly to New York City for six weeks, where we will take up classroom residency at The Bowery Poetry Club, on Manhattan's Lower East Side. By arrangement with the Club we will use its space as a classroom for daily meetings, as a venue for our own readings and as locale for attending readings. The Bowery Poetry Club is a café, classroom and stage space that currently serves as the center for numerous literary scenes in NYC, including those of an experimental tradition, a spoken word and performance tradition, and various ethnically identified writing scenes.

Students will pursue their own writing, write critical pieces on the poetry they hear, read, interview poets they meet, and be required to attend at least one event a day (or night) across the city: The Bowery Poetry Club, The St. Marks Poetry Project, The Academy of American Poets, The New York Public Library,



and so on, are all options for students to pursue their writing. Local projects might include working on poems to appear in public spaces in the city, working collaboratively on translations of poets in town writing in other languages, or compiling a journal of field notes. Field trips will also be arranged to the offices of various publishers of the instructor's acquaintance to study, close up, the way in which literature is made. Some of these publishers might include: New Directions Publishing Company, The New York Review Of Books, Archipelago Books, Seven Stories Press, etc.

The final two weeks of the quarter will be spent back on campus in Olympia, debriefing, finishing poems and essays, and producing an anthology of our work.

**Faculty Signature:** To obtain a faculty signature, students must submit a ten page portfolio of poetry or critical writing and interview with the faculty. To make an appointment, contact Leonard Schwartz, (360) 867-5412 or schwartl@evergreen.edu. Portfolios received by the Academic Fair, March 5, 2008, will be given priority. Qualified students will be accepted until the program fills.

**Total Credits:** 12 or 16 credits.

**Enrollment:** 25

**Special Expenses:** Approximately \$2,000 for airfare to New York City, food and lodging for six weeks, in addition to some ticket fees for special events. The instructor will have suggestions about living arrangements.

## Stages of History: Performing Gender and Authority on the Shakespearean Stage

### Spring quarter

**Major areas of study include** English history, English Renaissance literature, literary theory, performance and film studies.

**Class Standing:** Sophomores or above, transfer students welcome.

**Prerequisites:** Eight credits in literature.

**Program is preparatory for careers and future studies in** education, literary studies, history and theater studies.

**Faculty:** Elizabeth Williamson (English literature), Nancy Taylor (English history)

Although written early in his career, the history plays demonstrate Shakespeare's highly developed talent for defining, and undermining, the structures of power that operated in his society. We will consider these plays as documents of "performance" in every sense of the word. On the one hand, the plays expose the ways in which the aristocracy performs its authority—as when Henry V, rallying his troops at Agincourt, promises to make every man his brother, knowing full well that the common foot soldiers will suffer the heaviest casualties and will return to their homes richer only in scars. They also demonstrate that gender itself is a performance, as in the case of the dangerously powerful women who figure prominently in *Richard III* and *Henry VI*. On the other hand, these scripts are unique theatrical performances based on existing historical narratives. Shakespeare was careful to depict only events that happened hundreds of years before his birth, but at the same time, his own act of reshaping the chronicles gave the actors a chance to comment upon existing conflicts and controversies. Similarly, theater companies in the 20th and 21st centuries have come to appreciate the searing political relevance of these plays—the histories consistently emphasize what Cornel West

has called "the knife side of history," the blade that threatens to obliterate anyone who ends up on the wrong side of a conflict.

The syllabus will include plays such as *Richard II*, *Richard III*, and *Henry V*, as well as film adaptations of these scripts by directors such as Welles, Olivier and Branagh. We will also question the generic category of "the history" by considering other Shakespearean texts such as *King Lear* or *The Merchant of Venice*. To help us sort out questions of genre and ideology, we will read the work of influential literary critics, but we will also learn to make our own informed decisions about Shakespeare's interpretations of history by reading primary documents, historical monographs and biographies. Most importantly, students will engage directly with the plays as scripts by performing short scenes every week. For us, as for the generations of Shakespearean actors who have reimagined and reinvented these plays, performance will serve as our most powerful tool for interpreting the text.

Students will develop skills in critical thinking, literary and historical analysis, film studies, performance and writing.

**Total:** 16 credits.

**Enrollment:** 50

**Special Expenses:** Approximately \$40 for theater tickets.

## Steinbeck's Americans

### Spring quarter

**Major areas of study include** literature.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** Tom Grissom (physics, literature, philosophy)

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

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

**Total:** 16 credits.

**Enrollment:** 24

**This program is also listed under** Programs for Freshmen.



# Environmental Studies

**The Environmental Studies (ES)** planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas outlined below. Evergreen's unique approach to environmental studies emphasizes hands-on, experiential learning in the field and surrounding communities. Many programs include extended field trips within the U.S. and several programs include fieldwork in Central America.

**Human Communities and the Environment** addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. It includes community studies, ecological agriculture, environmental communication, environmental economics, environmental health, environmental history, environmental law and policy, geography, land-use planning and policy, political economy and sustainability.

**Natural History** focuses on observation, identification and interpretation of flora and fauna using scientific field methods as a primary approach to understanding the natural world. It draws upon botany, ecology, entomology, herpetology, invertebrate zoology, mammalogy, mycology, and ornithology to explore issues in biodiversity.

**Environmental Science** deals with the underlying mechanisms and structures of natural systems, both living and non-living. Environmental science can involve laboratory and field work, including biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology and oceanography as well as issues of global environmental change.

Programs in each of these three thematic areas will be offered each year, although there may be overlap among them. Programs are listed in the following pages, grouped by thematic area. Students should also consider programs in political economy, physical science and mathematics. Any of the Environmental Studies faculty can advise students. **Students should feel free to call or e-mail faculty to seek advice.** Another advising resource is the Environmental Studies coordinator (contact Academic Advising, (360) 867-6312), who will be aware of catalog updates.

For students who intend to pursue graduate studies in environmental studies or environmental science, a minimum of one full year of undergraduate study in biology, chemistry, and statistics is recommended. These subjects may also be prerequisites to some of the advanced environmental studies programs. Students can gain research experience by participating in Advanced Research in Environmental Studies, which can serve as a capstone experience during the senior year.

Environmental Studies offers both repeating and one-of-a-kind programs that respond to unique combinations of interests, events, and synergy. Repeating programs are offered every year or every other year and may vary in content, depending on the particular faculty or foci each year. Conversely, some faculty teach the same topic in different programs each year. For example, introductory plant biology is taught roughly every other year often in interdisciplinary programs of different titles that integrate art, history, non-fiction writing, or economic botany. Two programs, Introduction to Environmental Studies (IES) and Practice of Sustainable Agriculture (PSA) are offered every year. IES is intended for sophomore and transfer students who are new to environmental studies; it is also open to well-prepared freshmen. PSA combines academics with hands-on farming experience. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change. Programs offered in alternate years include Animal Behavior, Ecological Agriculture, Hydrology, Marine Life, Plant Ecology and Taxonomy, Temperate Rainforests and Tropical Rainforests.

The Master of Environmental Study (MES) program shares faculty with the undergraduate curriculum and MES electives, which are taught in the evenings, frequently allow advanced undergraduates to enroll.

## Affiliated Faculty:

### Sharon Anthony

Environmental Chemistry,  
Water Quality

### Maria Bastaki

Environmental Toxicology,  
Risk Assessment

### Frederica Bowcutt

Botany, Environmental History

### Paul Butler

Geology, Hydrology, Statistics

### Gerardo Chin-Leo

Marine Science,  
Plankton Ecology

### Robert Cole

Systems Science, Sustainability

### Amy Cook

Ecology, Vertebrate Biology

### Carolyn Dobbs

Land Use,  
Environmental Planning

### Dylan Fischer

Forest and Plant Ecology

### Russell Fox

Community Development,  
Urban Planning

### Karen Gaul

Cultural/Ecological  
Anthropology, Sustainability

### Martha Henderson

Geography,  
Environmental History

### Heather Heying

Zoology, Behavioral  
Ecology, Evolution

### John Longino

Entomology, Ecology,  
Evolutionary Biology

### Cheri Lucas-Jennings

Environmental Health,  
Law, Policy

### Lee Lyttle

Environmental Policy,  
Research Methods

### Ralph Murphy

Environmental Economics,  
Environmental Policy

### Nalini Nadkarni

Forest Ecology,  
Environmental Outreach

### Lin Nelson

Environmental Health,  
Community, Policy

### John Perkins

Agriculture, Energy,  
Media, Policy

### Paul Przybylowicz

Ecology, Biology,  
Agriculture, Sustainability

### Liza Rognas

American History,  
Research Methods

### Martha Rosemeyer

Ecological Agriculture,  
Food Systems

### Steve Scheuerell

Ecological Agriculture,  
Composting, Sustainability

### Linda Moon Stumpff

Natural Resource  
Policy, Forestry

### Alison Styring

Ornithology, Tropical Ecology

### Ken Tabbutt

Geology, Hydrogeology,  
Geochemistry

### Erik V. Thuesen

Marine Science, Zoology,  
Ecophysiology

### Ted Whitesell

Geography, Political  
Ecology, Conservation

### Tom Womeldorff

Economics



## Christian Roots: Medieval and Early Modern Science

### Fall and Winter quarters

**Major areas of study include** European history, history of science, philosophy, European ethnobotany, book arts and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the humanities, education, environmental studies, natural sciences, healing arts and ethnobotany.

**Faculty:** Kevin Francis (history/philosophy of science), Frederica Bowcutt (botany, history of science)

We will explore the medieval and early modern influences on western science. In doing so, we will study the development of European culture between approximately 1100 to 1750 through the prism of astronomy, botany, medicine and natural philosophy. We will also examine the influence of Christianity on early scientific understanding of the world.

This program investigates the following questions. How did classical pagan philosophy and Christianity shape the way medieval and Renaissance Europeans interpreted and represented the world? How did humanism, the rise of science and changing technology transform the way Renaissance Europeans made sense of the world? In what ways, if any, do these earlier forms of understanding nature inform our current practices in art and science? How does the emphasis on the rational, scientific approach to knowing influence our life today? How does our understanding of the natural world influence our beliefs about our spiritual existence? And, finally, how does one comprehend and relate to historical epochs with a set of beliefs and practices that seem, at first glance, very foreign to our own way of understanding and interacting with the world?

In the fall, we will develop a grounding in the precipitating factors, cultural and scientific, that led to the Middle Ages. We will study Greek, Roman and Arabic thinkers such as Hippocrates, Aristotle, Dioscorides, and Avicenna who influenced natural philosophy. We will also examine selected philosophical and theological issues that vexed scholars in Medieval monasteries and universities. Finally, we will examine the practice of European ethnobotany through herbals, horticulture, and medical history. Students will begin a book arts project that continues through winter quarter.

In the winter, we will address the emerging humanism of the Renaissance and its influence on the study of nature, especially in the areas of botany, astronomy and medicine. During the Middle Ages, these sciences were heavily shaped by Christian values and beliefs. With the establishment of institutions of higher learning and numerous translations of classical pagan works, the seeds for a new scientific enterprise were planted. New technology, global exploration, and artistic movements also contributed to the scientific revolution that took place in the early modern period.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 for art supplies.

**This program is also listed under** Programs for Freshmen; Culture, Text and Language; Expressive Arts; Scientific Inquiry; and Society, Politics, Behavior and Change.

## Ecological Agriculture

### Fall, Winter and Spring quarters

**Major areas of study include** agro ecology, soil science, soil microbiology, history of agriculture, sustainable agriculture and agricultural policy.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Two quarters of college-level general biology, one quarter college-level general chemistry.

**Program is preparatory for careers and future studies in** sustainable agriculture, environmental studies and community studies.

**Faculty:** Steve Scheuerell (organic agriculture), Paul Przybylowicz (soil microbial ecology)

This program provides a broad, interdisciplinary study of agriculture from a critical perspective of social and ecological sustainability. In fall quarter, we will focus on the foundations of agricultural systems—soil science, current farming practices, and the history and present predicament of North American agriculture. We will start off winter quarter by attending the Ecofarm conference in California. We will also examine how farm policy, agro ecology and soil microbiology influence farming systems, as well as consider alternatives and possible futures of agriculture. In spring quarter, students will have the opportunity to apply the knowledge gained in fall and winter in a variety of applied settings on either the Evergreen Organic Farm or other local farms.

We will emphasize hands-on activities—field trips, labs and field experiments—as well as systems thinking, expository and scientific report writing, library research and quantitative reasoning skills. Among the topics we will cover are: ecological principles applied to agro-ecosystems, soil science and fertility management, energy flow and nutrient cycling through farms, crop and livestock management, agricultural history, socioeconomic aspects of agriculture, and regional to global food systems. Labs will provide a hands-on introduction to soil science, soil microbiology, and microscopy. Field trips will allow students to visit farms that are working toward sustainability, and to interact with farmers. Field experiments will focus on topics such as biodiversity and cropping systems for winter production. Seminars will focus on the social, economic, historical, and political aspects of farming and food systems.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** \$75 each quarter for field trips; \$400 in winter for EcoFarm conference.

**Internship Possibilities:** Spring quarter with faculty approval.

**A similar program is expected to be offered in 2009–10.**



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## Energy Systems

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### Fall and Winter quarters

**Major areas of study include** energy, physics, environmental studies, mathematics. Upper-division science credit will be awarded for upper-division work.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One year of college science, strong writing and pre-calculus skills.

**Program is preparatory for careers and future studies** in energy and the environment, natural science, physics, engineering and education.

**Faculty:** E. J. Zita (physics, astronomy)

How is energy created and harvested, stored and transformed, used and abused? Energy Systems is a mathematical and applied study of the ways energy is produced and changed by nature and humans. We will study issues of energy generation and use in society and in the natural world, using intermediate physics and mathematics. One goal is to gain a deeper understanding of issues involved in achieving a sustainable energy society. Another goal is to study interactions between the Earth and Sun, from an energy perspective. We will examine energy science and technology, and related topics such as energy policy and environmental concerns, climate change and global warming. We typically study alternative energy sources such as solar, wind, geothermal, and bio-fuels as well as conventional sources of energy such as hydro, nuclear, gas, and coal.

This is a good program for students interested in environmental science and energy physics. We start with skill building and background study, and finish with research projects related to energy. Classes meet full-time in fall and winter. Students may continue their research projects in spring as an independent learning contract, if they choose.

While calculus is not a prerequisite for Energy Systems, students who know calculus may use it in their coursework or research projects. Students who have not yet learned calculus can do so through a separate coordinated module. A primary goal of this program is to illustrate the power and beauty of physics and mathematics in the context of energy systems.

In the seminar component of Energy Systems, we will explore social, political, and/or economic aspects of energy production and use. Topics may include global warming, environmental concerns, the effects of the Sun on Earth's climate, energy needs of developing countries, the possibilities and requirements for a "hydrogen economy," or similar topics.

Student research projects are a major part of Energy Systems. Students will choose a research question that particularly interests them, and, usually in small teams, design and carry out their research investigations. Research projects involve quantitative analysis as well as hands-on investigations. For example, research could include field work, energy analysis of an existing system (natural or constructed), or design of a new small-scale energy system, possibly with community applications. Past projects have included solar systems for homes, energy generation from waste products, water purification for boats or farm composters, analysis of efficiency of campus buildings, and generation of auroral infrasound from solar magnetic storms.

Students should be willing to work in teams and to use computer-based learning tools, including the Internet. We may have some online seminars using chat-room software. The Energy Systems program will coordinate with students in

environmental studies programs who want to learn more about energy.

Look for program details and updates on the Academic Program Web page, linked to the professor's homepage.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**Special Expenses:** \$15 equipment fee.

**A similar program is expected to be offered in 2009-10.**

**This program is also listed under** Scientific Inquiry.

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## Evolving Communication: The Ways Humans and Animals Interact

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### Fall and Winter quarters

**Major areas of study include** biology, linguistics and communications.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies** in evolutionary biology, zoology, linguistics, education and communications.

**Faculty:** Susan Fiksdal (linguistics), Heather Heying (biology)

The search for the origins and evolution of communication is a necessarily interdisciplinary exercise. Where did language come from? How is communication among primates similar to human communication? What do other animals communicate about, and how do they do so? What is the role of communication in evolution? What do we know about interspecies communication? Are there universal expressions? In this program, we will study a wide variety of systems of communication to learn how they work and how they function to maintain life.

Fall quarter our focus will be on the role of verbal and nonverbal communication, and an introduction to the study of non-human communication from a biological perspective. We will study the structure of language from a linguistic point of view including a study of phonetics, phonology, morphology, syntax and discourse. The ways in which we negotiate meaning will be central to this work and we will consider deception and miscommunication as part of this negotiation. In our studies of biology, we will examine evolutionary approaches to communication, including types of signals (e.g. auditory, visual, chemical, tactile); generation and degradation of signals in complex physical and social environments; within-species communication (e.g. territorial and mating calls); and between-species communication (e.g. mutualisms between plants and animals).

Winter quarter we will focus on symbolic behavior and expressive signals indicating cooperation, conflict, interaction, emotion, play and ritual. The linguistic study will focus on sociolinguistics or the ways we use language in everyday life. Our biological investigations will support this work with a focus on game theory and the evolution of cooperation. We will also look for parallels in the ways primates communicate and then turn to the ways primates and humans communicate. For example, one link we will examine is the role of vocal imitation in the communication of songbirds, whales, primates, elephants and humans. Sound labs will allow us to analyze bird song and other local animals' calls.



Throughout the two quarters, we will consider whether humans are truly unique because of our use of language. Students can expect to discuss methodologies in biology and linguistics used in researching communication and to write and present research projects each quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$30 for research and field trips each quarter.

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

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## Introduction to Environmental Chemistry

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### Fall and Winter quarters

**Major areas of study include** introductory environmental chemistry, scientific writing and student's independent research project.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

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

**Faculty:** Sharon Anthony (environmental chemistry)

This program will provide students with an introduction to chemistry using environmental issues as a motivating theme. We will use chemistry to understand environmental problems such as climate change, the ozone hole and acid rain. We will investigate questions such as: What should we do about global warming? Why does the ozone hole form in the Antarctic spring?

During fall quarter, we will focus on chemistry topics such as stoichiometry and molecular shapes; during winter quarter, we will move to equilibrium and chemical kinetics. Students will be introduced to topics in chemistry primarily through workshops and small-group activities and will also gain lab experience. Each student will choose an environmental problem as a topic for a research project. Scientific writing is a focus of the program, and students will be required to meet weekly with a writing tutor to strengthen their writing skills.

**Total:** 16 credits each quarter.

**Enrollment:** 23

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.

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## Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin

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### Fall and Winter quarters

**Major areas of study include** physical geography, cultural and political ecology, anthropology, Native studies and sociology.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** resource management, environmental studies, social services, law, Native policies, environmental studies and Canadian studies.

**Faculty:** Martha Henderson (geography), Gary Peterson (Native studies, sociology), Karen Gaul (anthropology, Native studies, sustainability)

North American Pacific Basin Native and Indigenous peoples perceive the Basin region from a unique set of cultural and physical perspectives. In this program, we will focus on environmental studies through the lenses of Native rights, resources and Native identities. We will emphasize physical geography and the cultural and political ecologies from the perspective of political and social histories of Native and Indigenous groups in the region. We will focus on environmental histories, issues of climate change and impacts on Native cultures, tribal, local and global sustainability; Native resource management strategies from historical, cultural and ecological perspectives; and Native identity formation in a rapidly changing world. The program will also include skill building for environmental studies students including field and lab data analysis, Geographic Information Systems (GIS), social data analysis, ethnography and writing for social scientists within environmental work groups. We will work on case studies of different tribal or Native groups. Local field trips will support classroom and seminar investigations.

During fall quarter, we will become familiar with the regional context of the North American Pacific Rim, environmental histories, Native tribal identities and social histories, as well as issues of sustainability. Students will develop research skills including GIS and spatial analysis, policy interpretation, ethnography and writing for social sciences in environmental contexts. During the winter quarter, students will continue their investigation of regional and Native topics from case studies. We will write a case study of individual Native groups from the perspective of social, cultural and environmental relationships using the skills developed during fall quarter. The program will include a series of books for seminar, lectures by faculty, guest speakers and local field trips.

**Total:** 16 credits each quarter.

**Enrollment:** 72

**Special Expenses:** Approximately \$100 for field trip expenses.

**This program is also listed under** Programs for Freshmen and Native American and World Indigenous Peoples Studies.



## Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change

### Fall and Winter quarters

**Major areas of study include** environmental studies, ecology, oceanography, environmental policy and economics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** environmental studies, environmental regulation, education, ecology and natural resource management.

**Faculty:** Gerardo Chin-Leo (marine ecology, oceanography), Ralph Murphy (political science, environmental economics, natural resources)

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

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

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

The material will be presented through lectures, seminars, labs, field trips/field work and quantitative methods (statistics) and economics workshops. Labs and field trips will examine microscopic life in aquatic systems, measure water quality and study local terrestrial habitats. Quantitative methods workshops will present the use of computer software such as Excel to

organize and analyze data (statistics). Microeconomic principles and methods will provide the foundation for environmental economic analysis.

**Total:** 16 credits each quarter.

**Enrollment:** 50

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

## Introduction to Natural Science: The Structure of Life

### Fall, Winter and Spring quarters

**Major areas of study include** biology, chemistry, precalculus and mathematical biology.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Strong algebra skills.

**Program is preparatory for careers and future studies in** biology, chemistry, medicine and environmental studies.

**Faculty:** Jim Neitzel (biochemistry), David McAvity (mathematics, physics), Clarissa Dirks (biology)

Our world has been abundant with life since the first single-celled organisms emerged from the chemical soup of early Earth three and a half billion years ago. In the intervening period, life has evolved to an incredible degree of complexity, both in the structure and function of individual organisms, and in the interactions between them. But what is life exactly? What are the physical and chemical processes of life that distinguish it from ordinary matter? Are there mathematical rules that govern the formation and growth of life? And, how does life evolve? These are some of the fundamental questions that we will be looking at in this program.

This is an introductory-level program, designed for students who are prepared to take their first year of college-level science. Specifically, it will include a full year of introductory biology, chemistry and a foundation in mathematics, which will include precalculus during fall quarter and topics in mathematical biology in the winter quarter. Our goal is to equip students with the conceptual, methodological and quantitative tools that they will need to ask and answer questions that integrate these three disciplines.

Program activities will include lectures and small-group problem-solving workshops, where conceptual and technical skills will be developed. We will have significant hands-on lab experience in biology and chemistry. We will also make use of computer software for mathematical modeling investigations. In seminars, we will explore historical ideas about the origins of life, how theories have developed, and the reactions to them in society. During spring quarter, students will have the opportunity to design and carry out their own laboratory investigations, the results of which they will present in talks and papers at the end of the quarter.

This program will prepare students for more advanced work in biology and chemistry, such as in the programs Molecule to Organism and Environmental Analysis.

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

**Enrollment:** 72

**A similar program is expected to be offered in 2008-09.**

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.



## Local Knowledge: Community, Public Health, Media Activism and the Environment

### Fall, Winter and Spring quarters

**Major areas of study include** community studies, public health, media production, media analysis, environmental studies, labor studies, popular education and participatory research.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Some community service experience desirable. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** community development, media, public policy, environmental studies, non-profit and social justice groups.

**Faculty:** Anne Fischel (media, community studies), Lin Nelson (public health, environmental studies, community studies)

Local Knowledge is a program focused on the theory and practice of community-based work, using video, oral history, participatory research, and other forms of activist learning. Our goal is to develop frameworks, methodologies, strategies and skills for collaborating with local communities. We hope to work closely with people in the region and support their efforts to sustain and empower their communities. We believe local knowledge is a valuable base from which to construct responses to new challenges, one which we, as collaborators, need to understand and incorporate into our work.

The history and identity of a community are inscribed in stories, documents, images, places, forms of knowing and social practice. The ways communities define problems, envision solutions and plan for the future are both enabled and limited by this collectively held sense of history and identity. But communities are also shaped by institutions—government, mass media, globalized corporations, and academic and policy expertise—that are far removed from local values and experience. As centers of power and decision-making move out of local reach, community knowledge and experience are marginalized.

What is at stake here is the capacity of local people to be informed and empowered citizens, creatively identifying, confronting and resolving the social, economic, political, cultural and environmental challenges they face. We will learn from locally initiated efforts and participate in ongoing projects that tackle problems local citizens have identified and begun to address.

Through reading, field trips, film screenings, meetings with community mentors and archival research we will develop our knowledge of four local communities: Tacoma, Shelton, Centralia and Olympia. As we shape these case studies, we will ask: What sense of history, identity and common experience guides these communities? What challenges do community members confront, and how are these being defined and evaluated? How does a community's ability to define and represent itself affect its relationship to regional or national policies, issues and debates? How does "expert" information and input affect how communities identify and solve problems? What regional, national, or international networks can offer information or support to local struggles?

Our studies will draw from the literature of popular education, community-based research, environmental studies, public health, political economy and media analysis. We will learn how to conduct research and analyze locally held knowledge, support community initiatives and implement projects for sustainable community development. We will familiarize ourselves with community resources and develop relationships with community members and organizations. We will learn skills in documentary video, media literacy, historical

research, oral history and the use of government documents. We will develop a strong sense of local place, story, history and culture. Through these studies we will build a base for collaborative community work.

In fall everyone will learn the basic skills involved in doing library and archival research, document analysis, oral histories and documentary video. In winter students can choose one or two areas in which to deepen the skills most relevant to their project work. We will develop collaborative projects in winter and spring in response to what we have learned about community needs and interests. The faculty encourage students to focus on one of the following project areas: public health, the environment, labor, immigrant rights and education, food systems, public art and media.

**Faculty Signature:** Students must interview with the faculty at the Academic Fair, May 16, 2007, to discuss their interest in the program. Some background in community service or studies is useful, but not required. For information, contact Anne Fischel, (360) 867-6416 or [fischela@evergreen.edu](mailto:fischela@evergreen.edu) or Lin Nelson, (360) 867-6056 or [nelsonl@evergreen.edu](mailto:nelsonl@evergreen.edu). Interviews conducted by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** \$150 for project materials, video and possible field trip.

**Internship Possibilities:** Spring quarter with faculty approval.

**A similar program is expected to be offered in 2010-11.**

**This program is also listed under Expressive Arts.**

## Mixing Messages: Bringing Art and Science Together for Conservation

### Fall quarter

**Major areas of study include** forest ecology, conservation biology, visual arts and natural history.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Three quarters of organismal biology or three quarters of visual arts. For an alternative to the visual arts prerequisite, students may submit a portfolio (to Lucia Harrison) that demonstrates competence in one or more of the following areas: drawing, photography, painting and sculpture. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** ecology, arts and conservation.

**Faculty:** Nalini Nadkarni (ecology), Lucia Harrison (visual arts)

On the surface, the disciplines of science and art have developed very different approaches and tools to understand the world. Generally, scientists use approaches that increase objectivity, whereas artists often imbue the scene of focus with emotions and personal outlooks. However, the two disciplines share many characteristics: practitioners require sharp powers of observation, adherence to a regime of discipline, and must communicate results to an audience.

Both science and art can be used to inspire awareness of and a sense of protection for the natural world. Some partnerships between scientists and artists have successfully resulted in synergistic campaigns to effect actions that could not have been carried out singly. We will explore how the expressions of these two seemingly disparate modes of inquiry



and communication—art and science—can contribute toward a common goal of promoting conservation. We will draw upon local, regional, national and international examples of how artists and scientists partnered to enhance conservation. Our program will examine how to promote the cross-fertilization of concepts, tools, skills and approaches to better understand forests and trees.

We will emphasize forest ecosystems of the Pacific Northwest, with a focus on The Evergreen State College campus and its surroundings. We will explore methods to represent and understand natural systems, using ecology and visual arts, identify and analyze projects that have brought together artists and scientists for conservation and carry out small group projects that plan for or create materials that enhance conservation. Emphasis will be placed on development of quantitative and analytical skills for the science aspects and observational and technical skills for the visual art aspects. Lectures, workshops, seminars and oral presentations will be offered.

Students can expect one three-day field trip to the Olympic Peninsula to learn about marine and forested environments. In addition, a set of five or six day-long field trips will be included.

**Faculty Signature:** Students must submit the following: a) a one-page letter that describes the student's relevant background activities (classes and work experience) and reasons for wanting to take the program; b) a list of names, telephone numbers and e-mail addresses of contacts for three former faculty, preferably from Evergreen, and c) an alternative to the visual arts prerequisite, students may submit a portfolio (to Lucia Harrison) that demonstrates competence in one or more of the following areas: drawing, photography, painting, sculpture. For more information and submission of application materials, contact Nalini Nadkarni, (360) 867-6621 or nadkarnn@evergreen.edu or Lucia Harrison, (360) 867-6486 or harrisol@evergreen.edu. Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 50

**Special Expenses:** Approximately \$200 for art supplies and field trip expenses.

**This program is also listed under** Expressive Arts.

## Money, Molecules and Meds

### Fall and Winter quarters

**Major areas of study include** economics, management, pharmacology and chemistry.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Strong algebra proficiency. High school biology and chemistry recommended.

**Program is preparatory for careers and future studies in** business, education, humanities, law and natural science.

**Faculty:** Glenn Landram (management, statistics), Maria Bastaki (pharmacology), Lydia McKinstry (chemistry)

This program will explore the economic, ethical and scientific impacts of the pharmaceutical industry on global society. We will educate from a variety of angles in order for students to gain an appreciation of the critical issues involved with disease diagnosis, drug development, testing, regulation and production. The program will use an organizing theme that links the chemical and biochemical concepts of drug design and development with the economic, social and legal issues associated with the demand, cost and feasibility of research.

During the fall quarter, we will survey the fundamental principles of chemistry and molecular structure as they relate to drug activity and function. We will also consider the biochemical principles that are important in drug bioavailability, therapeutic efficacy and toxicity. We will explore the definition of disease in the context of pharmaceutical research priorities and the role of the medical profession in disease diagnosis and treatment. The regulatory, political and public policy processes involved in moving a potential drug candidate from the research laboratory through clinical testing and ultimately to the consumer will also be examined.

In the winter quarter, our inquiry will focus on the role of pharmaceutical and biotechnology industries in public health and society, as well as the ways in which these organizations are structured and financed. We will compare the costs and benefits associated with drug development as they apply to the industry and society, including research, testing, production, packaging and marketing. Historical accounts of the discovery, development, testing and regulation of a few specific drugs will be presented along with the resulting public health and public policy impacts. In addition, we will consider the economic, social and geographical factors associated with certain national and global public health care issues.

Program activities will consist of lectures, small-group problem-solving workshops, laboratories, field trips and seminars. Our readings and discussions will be concerned with the economic, ethical and scientific aspects of the pharmaceutical industry as they relate to the global community, as well as individuals. As appropriate, we will use quantitative methods to gain additional insights into these concepts. Students will undertake assignments focused on interpreting and integrating the topics covered. This work will emphasize critical and quantitative reasoning, as well as the development of proficient writing and speaking skills.

**Total:** 16 credits each quarter.

**Enrollment:** 60

**Special Expenses:** Approximately \$25 for field trips to local museums, theaters and legislative sessions.

**This program is also listed under** Programs for Freshmen; Scientific Inquiry; and Society, Politics, Behavior and Change.



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## The Science of Sustainable Buildings

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### Fall quarter

**Major areas of study include** environmental physics, civil and mechanical engineering, history of world architecture and sustainable building and design. All science content is lower-division science credit.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** There are no specific subject prerequisites, but ability to calculate and read carefully will be essential.

**Program is preparatory for careers and future studies in** applied physical sciences, architecture, sustainability and engineering.

**Faculty:** Rob Knapp (physics, ecological design)

How do buildings stand up? How do you design buildings for earthquakes, solar energy, or good indoor air? How do basic services like electricity or plumbing actually work? What do natural organisms, like plants or animals, have to teach us about good ways to build? These are some of the questions this program will consider. The emphasis will be on sustainable designs that have been proven in real-world projects. The work will cover the basic scientific concepts that affect the structure and operation of buildings and the basic techniques by which they are used in designing or analyzing buildings. The program should be useful both to students considering further study of architecture or engineering, and equally to students who want to learn some college-level science with important real-world applications.

We will study both new and old approaches to building design. Since both high technology and traditional indigenous methods have important insights and examples to contribute, we will try to understand the natural forces and processes at work in all of them. Most topics will include an introduction to the basic estimating techniques used by professionals in this area. We will also consider the values embodied in the various approaches we study, as expressed in the symbolism, aesthetics and political economy associated with them. For example, we may try to understand and evaluate the ways in which southwest England's Eden Project has been shaped by a mix of commercial and environmental values.

Topics will include structures, heating, light, sound, solar and other forms of energy and sustainable materials, and we will use illustrated lectures, skill workshops, site visits and book seminars to address them. There will be assignments to make daylight models, measure household energy use, practice with design estimating techniques and do research on a significant recent building, in addition to weekly readings in a background text as well as related books and articles. Students can expect to build skill in quantitative reasoning, descriptive writing, architectural drawing and sustainable design methods. There will also be some attention to model-building and computer-based graphics.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$25 to \$50 for drawing supplies; approximately \$20 for one overnight field trip in mid-quarter; as well as purchase of a scientific calculator (TI-30XA or equivalent).

**This program is also listed under** Programs for Freshmen; Expressive Arts; and Scientific Inquiry.

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## Temperate Rainforests

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### Fall quarter

**Major areas of study include** forest ecology, ecosystem ecology, landscape processes, weather and climate.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science required.

**Program is preparatory for careers and future studies in** ecology, education, environmental studies and earth science.

**Faculty:** Dylan Fischer (forest ecology), Paul Butler (geology)

What are the structure, composition and function of temperate rainforests? How does this relate to the ecology of other systems, land management and the physical environment? We will explore how diversity and physiology of temperate rainforests relates to these questions. Specific topics will include forest nutrient cycling, ecophysiology, sampling, land management effects on ecosystems and the relationship between forests and the physical environment. Our focus will be on the ecosystem ecology of rainforests of the Olympic Peninsula, but we will also consider their counterparts in other parts of the world.

Weekly seminars will focus on reading primary scientific literature related to the structure, composition, function and management of temperate rainforests to elucidate current scientific knowledge of these systems. We will also investigate interactions between humans and forests to consider the broader impacts of ecological research. Students will undertake organized group projects in ecology and natural history and develop an independent study project that requires the development of research and quantitative skills. We will use The Evergreen State College campus as a field laboratory. The program will also take a field trip to the Olympic Peninsula to study natural history and field ecological aspects of temperate rainforests. In addition, we will work with a local landowner to characterize and evaluate ecological structure and nitrogen cycling in a 200-acre forest that has a diverse mixture of wetlands, riparian zones, mature second growth and recent harvest units.

**Total:** 16 credits.

**Enrollment:** 50

**Special Expenses:** Approximately \$160 for a five-day field trip to the Olympic Peninsula. The deadline for payment of the field trip fee is September 28, 2007.

**A similar program is expected to be offered in** 2009–10.

**This program is also listed under** Scientific Inquiry.



## OFFERINGS BEGINNING WINTER QUARTER

**Plant Ecology and Physiology****Winter quarter**

**Major areas of study include** plant ecology, plant anatomy, plant physiology, plant community ecology and technical writing.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science.

**Program is preparatory for careers and future studies in** forest ecology, botany, biology, education, environmental sciences and ecology.

**Faculty:** Dylan Fischer (forest ecology)

How do plants and plant communities function? How do plants differ in function above ground and below ground? We will closely examine the ecology and physiology of plants and current methods in plant ecology. Our studies will be divided between those that focus on individual plants, on the interactions among plants and with the abiotic environment. Topics will include plant anatomy, physiology, competition ecology, plant water use, photosynthesis, plant growth and form, plant rooting, and the potential effects of large scale disturbances such as global warming on plant communities. We will apply what we learn about plant ecology to better understand current research in the broader field of ecology in general. Our readings will be divided between current widely used texts in plant physiology and ecology and current research papers from technical journals. Day trips, workshops, labs and a multiple-day field trip will allow us to observe field research on plant physiology, restoration, the plant ecology of diverse environments, as well as conduct student-driven research on plant ecology and physiology.

Communication skills will be emphasized, particularly reading scientific articles and writing for scientific audiences. We will also practice skills for communicating to a broader public using non-fiction and technical writing found in major botanical journals.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** \$250 for field trip costs.

**A similar program is expected to be offered in 2009-10.**

**Student Originated Studies: Environmental Studies****Winter quarter**

**Major areas of study include** geology, hydrology, physical geography and statistics.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** environmental studies and earth science.

**Faculty:** Paul Butler (geology)

Student Originated Studies (SOS) offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of winter quarter, interested individual students or small groups of students must consult with the faculty sponsor about their proposed projects. The project is then described in an Independent Learning Contract. The faculty sponsor will support student research in environmental studies that focuses on the physical environment of the Pacific Northwest. Project proposals for work outside this area will be considered on a case by case basis. Students wishing to conduct environmental fieldwork need to demonstrate that they have the appropriate skills.

**Faculty signature:** To enroll, students must develop an Independent Learning Contract in consultation with Paul Butler. Interested students who have a project in mind should send their proposal to Paul Butler and arrange an appointment. For more information, contact Paul Butler, (360) 867-6722 or [butlerp@evergreen.edu](mailto:butlerp@evergreen.edu). Contract proposals received by the Academic Fair, November 28, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 8 to 16 credits.

**Enrollment:** 12



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## Tropical Rainforests

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### Winter quarter

**Major areas of study include** ecology and evolution of tropical ecosystems, statistics for field biology, landscape processes, weather and climate of tropical regions and introductory Spanish. Upper-division science credit will be awarded in all science areas.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Introduction to Environmental Studies or one year of college-level science. Spanish is highly recommended. Faculty signature is required (see below).

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

**Faculty:** John T. Longino (biology), Paul Butler (geology)

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, field ecology, the physical environment, statistical analysis of field data, conservation biology and Latin American culture. The first seven weeks of the program will be held on the Evergreen campus, followed by a three-week field trip to Costa Rica. The on-campus portion will include lectures and labs on global patterns of biological diversity, quantification and analysis of ecological diversity, an overview of major taxa of Neotropical plants and insects, and discussions of the physical environment of tropical regions. This material will be integrated with classes in introductory statistics and conversational Spanish.

During the Costa Rica field trip, we will visit four major field sites, including coastal habitats, tropical dry forest, cloud forest and lowland rainforest. Students will learn about common plants and animals in each area, dominant landforms and ecological processes, conservation issues and current biological research activities. Students will also learn techniques of field research by participating in quantitative field labs, both faculty and student led. In the evenings there will be a series of guest lectures by research scientists. The field trip will require rigorous hiking and backpacking in remote locations.

**Faculty Signature:** Students must submit an application. Assessment will be based primarily on writing skills and background knowledge in the sciences. Application forms are available from John T. Longino, (360) 867-6511, longinoj@evergreen.edu. Applications received by the Academic Fair, November 28, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$2,200 for a three-week field trip to Costa Rica.

**A similar program is expected to be offered in 2009-10.**

**This program is also listed under** Scientific Inquiry.

## OFFERINGS BEGINNING SPRING QUARTER

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## Ecology of Harmful Algal Blooms

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### Spring quarter

**Major areas of study include** marine ecology, marine phycology and oceanography. Upper-division credit will be awarded for upper-division work.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level biology and one quarter of general chemistry.

**Program is preparatory for careers and future studies** in marine sciences, environmental studies, biology and ecology.

**Faculty:** Gerardo Chin-Leo (biological oceanography)

Micro algae account for most of the plant biomass and production in aquatic systems. Recently, coastal waters worldwide have experienced an increase in the occurrence of large concentrations (blooms) of harmful algal species. This increase can be linked to human activities such as the increased input of nutrients into aquatic systems from wastewater and sewage. Blooms of toxic algal species (e.g. red tides) can cause direct mortality of fish and shellfish. Other organisms, including humans, can be indirectly affected through the consumption of contaminated seafood. Large blooms of non-toxic species can also have negative impacts on aquatic habitats by shading benthic plants and by interfering with the activities of other organisms. Furthermore, if these algal blooms are not grazed or diluted, their decomposition can deplete the dissolved oxygen in the water, causing the mortality of plants and animals. This program will examine these interactions.

We will study the taxonomy and ecology of harmful algal species, the environmental factors controlling the abundance and productivity of aquatic algae and the possible role of human activities in causing the increase of harmful algal blooms. In addition, we will examine the efforts of scientists and government agencies to monitor harmful algal blooms and to control their impact on fisheries and public health. The material will be presented through lectures, seminar discussion of books and scientific articles and student research projects. There will be labs to learn methods in phycology, microscopy and seawater analysis as well as field trips to local estuaries.

**Total:** 16 credits.

**Enrollment:** 25

**This program is also listed under** Scientific Inquiry.



## Field Ecology

### Spring quarter

**Major areas of study include** botany, ecosystem science, forest structure, ecological restoration, riparian ecology, fire history, plant-insect interactions, disturbance ecology and biocomplexity. Upper-division science credit will be awarded for upper-division work.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** forest resources, ecology, botany, environmental sciences, education, forest ecology, environmental journalism, science writing and natural history.

**Faculty:** Dylan Fischer (forest, plant ecology)

This program will focus on intensive group and individual field research on current topics in ecology and field biology. Students will be expected to intensively use primary literature and student-driven field research to address observations about ecological composition, structure and function in natural environments. Students will participate in a two-week field trip to a remote field site in the southwestern United States where we will conduct a series of ecological studies. Students will also be expected to develop multiple independent and group research projects in local forests in the South Sound, the Evergreen forest campus, national forests, national parks, state forests and other relevant natural settings. Students are expected to "hit the ground running" and should develop research projects for the entire quarter within the first weeks of the program. These research projects will be formally presented by groups and individuals in the final weeks of the quarter.

Topics of study will include botany, ecosystem science, forest structure, ecological restoration, riparian ecology, fire history, insect-plant interactions, disturbance ecology, and the broad fields of biocomplexity and ecological interactions. These topics and student projects will be crystallized through a series of intensive multi-day paper-writing workshops in which group and individual papers will be produced. We will emphasize identification of original field research problems in diverse habitats, experimentation, data analysis, oral presentation of findings and writing in journal format.

**Faculty Signature:** Students must submit an application. Assessment will be based primarily on previous coursework and experience. Application forms are available from Dylan Fischer, (360) 867-6509 or [fischerd@evergreen.edu](mailto:fischerd@evergreen.edu) or outside his office, Lab II, 3265. Applications received by the Academic Fair, March 7, 2008, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** Approximately \$400 for a two-week field trip to a remote field site.

**A similar program is expected to be offered in 2009-10.**

## Invertebrate Zoology and Evolution

### Spring quarter

**Major areas of study include** invertebrate zoology, invertebrate zoology lab, evolution and microscopy.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Two quarters of college-level general biology or Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change.

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

**Faculty:** Erik V. Thuesen (zoology)

Invertebrate animals comprise an extremely diverse group of organisms, and knowledge of invertebrate zoology is a key component to understanding biodiversity on the planet. This program will examine the invertebrate phyla with particular regards to functional morphology, phylogeny and ecology. The evolution of invertebrates will be an underlying theme throughout the course. Students will study the science of evolution through seminar readings and oral presentations.

The proximity of Evergreen's campus to various marine, freshwater and terrestrial habitats provides excellent opportunities to study many diverse groups of invertebrate organisms. Emphasis will be placed on learning the regional invertebrate fauna. Fundamental laboratory and field techniques in zoology will be learned, and students will be required to complete a research project utilizing the available microscopy facilities (light and scanning electron microscopes). This program will include extensive work in both the lab and field.

**Total:** 16 credits. Upper-division science credit will be awarded for upper-division work.

**Enrollment:** 24

**Special Expenses:** Approximately \$175 for overnight field trip; approximately \$10 for dissection tools; above average book costs.

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.



## Landscape Processes

### Spring quarter

**Major areas of study include** geology and geomorphology. Upper-division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science.

**Program is preparatory for careers and future studies in** earth science, environmental studies, land-use planning and forestry.

**Faculty:** Paul Butler (geology), TBA (geology)

The need to understand landscape processes has gained new urgency as awareness of global climate change has increased. For example, by studying changes in the landscape due to past climatic events, we will be better able to understand and predict the future direction of landscape adjustments that are now underway. In addition, human modification of Earth's surface, whether for agriculture, mining, forestry, or urbanization, is often undertaken without adequate knowledge of Earth's surficial processes, sometimes with dire consequences. Process geomorphology (the processes that make and modify physical landscapes) draws on a number of overlapping physical and biological sciences, which include physics, chemistry, hydrology, soil science, geography, meteorology, climatology and biology. This program will combine text discussion and lab exercises, with the opportunity for separate field studies at selected sites in Washington and the Grand Canyon to gain an understanding of these processes. Our goal is to improve students' ability to make the connection between landscape form and process. The focus of our studies will be on river systems, glaciated regions and coasts.

This program has two travel options available. Students can choose to participate in a 16-day, Grand Canyon field trip, or attend a one-week field trip to Eastern Washington and complete a research project.

**Total:** 12 or 16 credits. Students unable to attend either extended field trip should enroll in the 12 credit option.

**Enrollment:** 50

**Special Expenses:** The Grand Canyon field trip expense is approximately \$1,800. Students planning to participate in this option should contact the faculty no later than February 1, 2008, to obtain the application criteria for the trip. The deadline for payment is February 29, 2008. The Eastern Washington field trip is approximately \$150. The deadline for payment is April 4, 2008.

**This program is also listed under** Scientific Inquiry.

## Practice of Sustainable Agriculture

### Spring, Summer and Fall quarters

**Major areas of study include** practical horticulture and organic farming practices.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** sustainable agriculture, horticulture, farming, environmental studies and environmental education.

**Faculty:** TBA (horticulture, small farm management)

This program integrates the theoretical and practical aspects of small-scale organic farming in the Pacific Northwest throughout the spring, summer and fall quarters. Each week includes eight hours of classroom instruction and twenty hours of hands-on work at Evergreen's Organic Farm. This program is designed to complement the broader and ecological systems focus of the Ecological Agriculture program.

Students will explore basic farm management, which will include seasonal crop production, nutrient management, animal husbandry, irrigation, plant breeding for seed production, weed and pest control, as well as direct and wholesale marketing. Working with state-of-the-art facilities, this program will introduce students to vermiculture, composting and biodiesel production. These topics will provide a framework and foundation for more specific concepts to be explored each season.

In spring, the program will focus on soils, practical horticulture, greenhouse management, crop rotation and equipment maintenance. In summer, students will explore their personal agricultural interests through a research project. The program will also visit a wide range of diverse alternative and conventional organic farms. Summer topics will include reproductive crop biology, fruit production and food preservation, as well as outbuilding construction, with basic workshops on plumbing and electricity.

In fall, we will focus on winter crop production, cover crops, entomology and plant pathology, genetics and seed saving, compost biology, food storage and farm business planning.

After completing the Practice of Sustainable Agriculture program, students will have an understanding of a whole systems approach to small-scale sustainable farm management in the Pacific Northwest.

**Faculty Signature:** Application and interview are required. To apply, contact Melissa Barker, Organic Farm Manager, (360) 867-6160 or [barkerm@evergreen.edu](mailto:barkerm@evergreen.edu) or mail to The Evergreen State College, Organic Farm Manager, Lab I, Olympia, WA 98505, or contact the Academic Advising Office, (360) 867-6312. Applications received by March 5, 2008, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** \$100 each quarter for field trips.

**Internship Possibilities:** Agriculture related with faculty approval.

**A similar program is expected to be offered in 2008–09.**



## Rainforest Research

### Spring quarter

**Major areas of study include** tropical field biology. Upper-division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Temperate Rainforests or Tropical Rainforests or the equivalent. Faculty signature required (see below).

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

**Faculty:** John T. Longino (biology)

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

**Faculty Signature:** Students enrolled in Tropical Rainforests should include a statement in their application regarding interest in the Rainforest Research program. Tropical Rainforests students will be given preference but new students may enroll. New students wishing to enroll should contact John Longino, (360) 867-6511 or longinoj@evergreen.edu, for an interview. Students applying prior to the fall Academic Fair, November 28, 2007, will be given preference. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Students should be prepared to finance their own travel, daily living expenses and project needs. For example, complete room and board for ten weeks at La Selva Biological Station is about \$1,800. Airfare to Costa Rica is often about \$700. Ten days of joint meetings at La Selva Biological Station will be required and should be factored in to your living expenses (\$250 or \$340, depending on long-term or short-term status at La Selva). There is a \$150 study abroad fee payable to Evergreen.

**A similar program is expected to be offered in 2009-10.**

**This program is also listed under** Scientific Inquiry.

## The Science of Fat

### Spring quarter

**Major areas of study include** chemistry and statistics.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Program is preparatory for careers and future studies in** chemistry, statistics and public health.

**Faculty:** Sharon Anthony (chemistry), Brian L. Walter (mathematics)

What is all the fuss about fat in our diets? In what ways is fat a necessary nutrient and how is it harmful to us? What's the difference between a saturated fat and a trans fatty acid and why should we care? How do researchers use data to create dietary recommendations for the public?

In this program, we will investigate the role of fat in our diets from a chemical perspective, and study how to use statistics to draw conclusions from data about health and diet. With chemistry and statistics as disciplinary backbones, we will investigate what types of fat we should eat as well as whether fat replacements such as Olestra are a healthy alternative. Seminar texts will discuss a range of issues including healthy diets, causes of obesity, perceptions and stereotypes about fatness, and media presentation of diet and health issues. Students will also undertake a significant research project on a topic related to the content of the program, culminating in a scientific poster and presentation.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$75 for overnight field trip.

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.



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## Vertebrate Evolution

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### Spring quarter

**Major areas of study include** evolutionary biology, vertebrate zoology, comparative anatomy and philosophy of science.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level biology, preferably two.

**Program is preparatory for careers and future studies in** vertebrate zoology, veterinary medicine and evolutionary biology. Upper-division science credit will be awarded.

**Faculty:** Heather Heying (evolutionary biology)

Evolution provides an explanation for the extraordinary biological diversity on this planet. In this program, we will focus on macro evolutionary processes—specifically speciation and the evidence it leaves behind. In doing so, we will address several philosophical questions including: How do we make claims of knowledge in a historical science such as evolution? We will investigate questions that initially seem simple—for example “What is a species?”—but turn out to have myriad, conflicting answers. It is this complexity, and our attempts as scientists to discern the pattern in that complexity, that will be our focus.

We will use vertebrates as our model to study evolution. Innovations have marked the history of vertebrates, including the origins of cartilage, bone, brains, endothermy and the amniotic egg, which allowed for the invasion of terrestrial habitats. The transformation of existing structures to take on new functions has been another notable feature of vertebrate evolution: from swim bladder into lungs, hands into wings, and scales into both feathers and hair. In the second half of the quarter, we will review the history and diversity of vertebrates.

Classroom work will include workshops and lectures in which active participation by all students will improve the learning community for all. In the wet lab, we will study the comparative anatomy of vertebrate skulls and skeletons, and dissect cats and salamanders. In the computer lab, we will use software designed for systematic character analysis, and students will generate and analyze morphological datasets. Students will present short lectures on topics in anatomy or physiology (e.g. circulatory system, muscle physiology). Students will also conduct extensive research on a current, unresolved topic in vertebrate evolution, and will present that research in both a paper and a poster. In the final week of the quarter, we will go on a multi-day field trip.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** Approximately \$130 for four-day field trip to Oregon and \$50 lab specimen fee.

**A similar program is expected to be offered in** spring 2010.

**This program is also listed under** Scientific Inquiry



# Expressive Arts

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

Programs in the Expressive Arts area include annual entry-level programs in media arts (Mediaworks), performing arts (Foundations of Performing Arts) and visual arts (Foundations of Visual Art). These programs provide an introduction and theoretical foundation for work in one or more arts disciplines. Because of high student demand, enrollment in some of these programs requires the completion of a written application or a portfolio review. Students are admitted to entry-level programs in visual arts, media or theater, or advanced programs in Expressive Arts only when they have completed at least one year of interdisciplinary work outside the arts.

For intermediate and advanced arts students, individual contracts and senior thesis projects are two options for upper-division work. For both of these modes of study, students must have a minimum of three quarters' prior experience in Expressive Arts. Faculty are also available to support Student Originated Studies offerings for advanced students. Students may also enroll in part-time skill-development courses offered through Evening and Weekend Studies to supplement their program work. Finally, internship possibilities are available for pre-professional work experience.

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

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

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

## Affiliated Faculty:

<b>Susan Aurand</b> Visual Art	<b>Lara Evans</b> Art History	<b>Matthew Hamon</b> Visual Art, Photography	<b>Laurie Meeker</b> Film/Video	<b>Lisa Sweet</b> Visual Art
<b>Andrew Buchman</b> Music	<b>Joe Feddersen</b> Visual Art	<b>Lucia Harrison</b> Visual Art	<b>Kabby Mitchell</b> Dance	<b>Gail Tremblay</b> Visual Art, Creative Writing
<b>Arun Chandra</b> Music	<b>Anne Fischel</b> Film/Video	<b>Ruth Hayes</b> Animation	<b>Ratna Roy</b> Dance, African American Studies, South Asian Studies	<b>Sean Williams</b> Ethnomusicology
<b>Sally Cloninger</b> Film/Video	<b>Ariel Goldberger</b> Scenic Design	<b>Rose Jang</b> Theater	<b>Terry Setter</b> Music	<b>Julia Zay</b> Video/Media Studies
<b>doranne crable</b> Performance Studies, Literature	<b>Walter Eugene Grodzik</b> Theater	<b>Robert Leverich</b> Visual Art, Architecture	<b>Paul Sparks</b> Visual Art, Photography	
	<b>Bob Haft</b> Visual Art, Photography	<b>Jean Mandenberg</b> Visual Art, Sculpture		



## Adagio: Dance and Music Inquiry

### Fall, Winter and Spring quarters

**Major areas of study include** beginning dance technique, dance anthropology, Laban Movement Analysis, multicultural movement and non-verbal communication, music and dance history, expository and critical writing, collaborative performance, introduction to choreography and research.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** anthropology, dance, history and music.

**Faculty:** Kabby Mitchell (dance, African American history)

Adagio represents the space of inner reflection between opening and closing movements of a cycle. In Western classical and contemporary dance, it is a central piece of movement that allows for individual expression of kinesthetic and emotional interpretation. In this program, students will experience and explore connections between musical and movement phrasing and analysis.

We will study African, Afro-American and Euro-American dance choreographers who challenged and changed rigid classical form to contemporary expressive form. We will listen to and critique major classical and contemporary musical compositions that were either written for or adapted to dance performance. The composers we will study include: Beethoven, Vivaldi, Stravinsky, Barber, Ellington, Gershwin and Jarrett. Students will choose from these composers, as well as others, to research musical selections used to create improvisational and faculty-choreographed work. The texts students will study and adapt to their individual research include: Nijinsky, Diaghilev, Massine, Laban, Wigman, Ailey, Dunham, Graham, Primus, Duncan, Limon, DeMille, Alonso, the Nicholas Brothers, Balanchine, Brown and Jamison. Students will also participate with guest artists who will explore dance forms as interpretations from their formal training (e.g., trained Western classical dancers who interpret Japanese classical and contemporary dance forms, Hispanic flamenco dancers who have trained in classical Spanish dance, Afro-Cubans who have integrated traditional ritual dance with Euro-Western dance forms, and capoeira as a martial arts/dance form adapted to the Euro-Western body).

One component of this program will be the study of experiential and intellectual uses of dance, specifically movement in general, through the application of dance therapy and authentic movement. Student activities will include: viewing films and live performances, writing critical analysis in journals and meeting with noted guest artists to discuss their work.

During spring quarter, students will prepare for a public performance. Among the requirements will be attendance at a minimum of two dance and/or music performances each quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 20

**Special Expenses:** Approximately \$75 each quarter for performance tickets.

## The American Eye: A History of America in Photographs and Fiction

### Fall quarter

**Major areas of study include** American literature and black-and-white photography.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Core program or its equivalent.

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

**Faculty:** Bob Haft (photography)

This program involves both hands-on photography and a study of the American history that helped shape the way photographic images of the U.S. have looked from the 1850s to the present. We will begin with a short look at the birth of photography in Europe and then how it was used as a tool of documentation for major points in American history, such as the Civil War, the opening of the American West, the Roaring 20s, the Great Depression, World War II, and the 1950s.

In addition to looking at and learning to read photographs by others, we will learn to make photographs (black and white) ourselves as recording devices for our own lives and times. Subsequently, students will learn to become proficient in the use of 35mm cameras, how to correctly expose, develop and print film, and how to discuss images intelligently.

Our main text for the quarter will be *American Photography* by Miles Orvell. We will also read a number of novels including *The Red Badge of Courage*, *The Jungle*, *The Great Gatsby*, *The Grapes of Wrath*, *On the Road*, and *Fear and Loathing in Las Vegas*.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** Approximately \$200 to \$250 for photographic supplies.

**A similar program is expected to be offered in 2009–10.**

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



## Christian Roots: Medieval and Early Modern Science

### Fall and Winter quarters

**Major areas of study include** European history, history of science, philosophy, European ethnobotany, book arts and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the humanities, education, environmental studies, natural sciences, healing arts and ethnobotany.

**Faculty:** Kevin Francis (history, philosophy of science), Frederica Bowcutt (botany, history of science)

We will explore the medieval and early modern influences on western science. In doing so, we will study the development of European culture between approximately 1100 to 1750 through the prism of astronomy, botany, medicine and natural philosophy. We will also examine the influence of Christianity on early scientific understanding of the world.

This program investigates the following questions. How did classical pagan philosophy and Christianity shape the way medieval and Renaissance Europeans interpreted and represented the world? How did humanism, the rise of science and changing technology transform the way Renaissance Europeans made sense of the world? In what ways, if any, do these earlier forms of understanding nature inform our current practices in art and science? How does the emphasis on the rational, scientific approach to knowing influence our life today? How does our understanding of the natural world influence our beliefs about our spiritual existence? And, finally, how does one comprehend and relate to historical epochs with a set of beliefs and practices that seem, at first glance, very foreign to our own way of understanding and interacting with the world?

In the fall, we will develop a grounding in the precipitating factors, cultural and scientific, that led to the Middle Ages. We will study Greek, Roman and Arabic thinkers such as Hippocrates, Aristotle, Dioscorides, and Avicenna who influenced natural philosophy. We will also examine selected philosophical and theological issues that vexed scholars in Medieval monasteries and universities. Finally, we will examine the practice of European ethnobotany through herbals, horticulture and medical history. Students will begin a book arts project that continues through winter quarter.

In the winter, we will address the emerging humanism of the Renaissance and its influence on the study of nature, especially in the areas of botany, astronomy and medicine. During the Middle Ages, these sciences were heavily shaped by Christian values and beliefs. With the establishment of institutions of higher learning and numerous translations of classical pagan works, the seeds for a new scientific enterprise were planted. New technology, global exploration, and artistic movements also contributed to the scientific revolution that took place in the early modern period.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 for art supplies.

**This program is also listed under** Programs for Freshmen; Culture, Text and Language; Environmental Studies; Scientific Inquiry; and Society, Politics, Behavior and Change.

## Fashioning the Body: Versions of the Citizen, the Self and the Subject

### Fall and Winter quarters

**Major areas of study include** cultural studies, gender studies, cinema studies, photography, humanities, social and cultural history, history of art and visual culture.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Successful experience in at least two of the following areas: film studies, media studies, art history, critical theory, performance studies, or theater history. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** history of art and visual culture, teaching, fine arts, media studies and communications.

**Faculty:** Elizabeth Williamson (English literature), Julia Zay (media production, cinema studies)

Fashioning the Body explores the ways in which Western cultural forces have shaped our bodies and our images of them, as well as our efforts to "fashion" our own identities through the negotiation of these forces. Throughout the program we will move among traditional models of performance, in which actors recreate fictional roles within a theatrical space, a wider range of mediated performances represented in photography, film and video, and the social performances that structure everyday life.

During the early modern period, clothing literally determined the shape of European bodies, especially women's bodies. "Fashion," from the Latin verb *facio* ("to make") actively molded and defined personhood. But because it was detachable, and thus transferable, clothing also provided a space for resistance, allowing the body to function as a site for questions about the relationship between individual identity and social roles.

Bodily fashioning becomes more complicated with the advent of photography and the moving image, but continues to raise questions of how individuals negotiate body imperatives. Early criminology, for instance, relied heavily on photographic portraits to discern motivations and psychology, even moral character. Similarly, early motion studies shot on film were used by scientists to determine the exact gait of a horse or the movement of muscles in an athlete's back. Using these and other examples, we will consider the central role photography and cinema play in molding 20th- and 21st-century ideas about embodied personhood.

Techniques of fashioning the body can mean radically different things in different historical contexts. In contemporary Western societies, individuals have a variety of permanent and non-permanent options for fashioning their own bodies. Some people talk about the phenomenon of bodily alteration as the external expression of an internal essence; others describe the body as an infinitely alterable canvas with no connection to an authentic interiority. Conceptual artists such as Adrian Piper and the French performer "Orlan" explore the tensions between modern and post-modern conceptions of embodied identity in provocative ways, helping to draw our attention to the cultural norms and hypocrisies around discourses of the body. In these and other contemporary examples, resistance is not a simple dynamic of pushing against social norms, but rather reconfiguring a wide range of cultural signifiers.

During fall quarter, we will examine numerous examples of social fashioning and self-fashioning within particular cultural contexts. Students will view films and still images, read important pieces of theoretical literature and learn to engage with various cultural productions as thoughtful, professional critics. Critical reflections will take both written and visual form (essays and photography), and we will make regular use of online blogs as parallel discussion spaces and places to respond to weekly prompts given by faculty. During winter quarter, students will



embark on faculty-guided independent projects, informed by the theoretical models introduced fall quarter, as well as by original research.

**Faculty Signature:** All interested students must submit an application and include sample Evergreen evaluations (unofficial copies are acceptable). In lieu of Evergreen evaluations, transfer students may provide a brief letter from a faculty member addressing their academic preparedness in this area. Application forms will be available in the Program Office, Seminar II A2217, and at Academic Advising, Library 2100V. For more information contact Elizabeth Williamson, (360) 867-6015 or [williams@evergreen.edu](mailto:williams@evergreen.edu). Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$25 for field trip expenses and admission fees to museums.

**Internship Possibilities:** With faculty approval. Students are welcome to arrange for an internship at a gallery, a historical society, museum, library or archive as part of their independent project during winter quarter.

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

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## Foundations of Visual Art

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### Fall, Winter and Spring quarters

**Major areas of study include** drawing, painting, sculpture, photography, art history and aesthetics.

**Class Standing:** Sophomores and above; transfer students welcome.

**Prerequisites:** Students should have at least one year of art experience in drawing, painting and art history and should present a portfolio of their work for review. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** art, design, humanities and education.

**Faculty:** Matthew Hamon (photography, visual arts), Susan Aurand (visual arts), TBA

Foundations of Visual Art is the entry-level program for students who are interested in emphasizing the visual arts in their Evergreen education. This yearlong program offers an intensive introduction to making two- and three-dimensional art forms, while studying art history and aesthetics. The primary program goals are to develop visual literacy, to learn to use art materials to express one's ideas and to make a sustained visual investigation of ideas or topics through work in series. This program is designed for students who are passionate about art, open to new ideas and willing to take risks. Students must be able to do focused work for extended periods, to share their work with their peers and to actively support others' learning. The program functions as a community of working artists who are learning together and sharing ideas through intensive in-studio work and art history study.

In fall quarter, students will build skills in drawing, painting and black-and-white photography. During winter quarter, students will advance these skills, begin to develop three-dimensional design and technical skills, and concentrate on developing a visual vocabulary through their own theme work. In spring quarter, students will continue their study of studio art and art history, focusing on developing a sustained body of work of two-dimensional and/or sculptural work in an approach of their choosing.

**Faculty Signature:** To obtain a faculty signature, students must present a portfolio that demonstrates some proficiency in drawing. For more information, contact Susan Aurand, (360) 867-6711 or [aurands@evergreen.edu](mailto:aurands@evergreen.edu). Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 40

**Special Expenses:** Approximately \$300 to \$350 each quarter for art supplies.

**A similar program is expected to be offered in 2008–09.**

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## The Gypsy Road: A Study of the Roma

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### Fall and Winter quarters

**Major areas of study include** European history, the history and culture of the Roma, performance studies and movement studies.

**Class Standing:** Juniors or seniors; transfer students with junior or senior standing welcome.

**Program is preparatory for careers and future studies in** European, East European and Russian history, cultural studies and movement studies.

**Faculty:** Patricia A. Krafcik (Russian, Slavic studies), doranne crable (performance art, 19th-century literature and history, comparative literature)

Who are the Gypsies—more accurately known as the Roma? What are their origins? What are the many myths that surround them? What is the genuine history of this people? What are the elements and the nature of Romani culture, and why is this culture so incredibly powerful? Join us in our journey as we move beyond the myths to explore the dynamic history and rich culture of the Roma.

We will examine the history of Roma migration out of India into East Central Europe (Bulgaria, Slovakia, the Czech Republic, Hungary, Romania), Russia, Western Europe (Spain, Portugal, and Southern France), the Middle East, and to the United States—and experience the variants of Romani culture in these places. With the emergence of their music and dance forms over the centuries, the Roma have possessed an extraordinary presence in Western culture that has impacted literature, music, dance, cinema and the theater. Only recently, though, have scholars taken a fresh and hard look at the centuries-old oppression of the Roma by particular cultural and political movements and because of racism and ethnic and religious prejudice. Within Romani history, we will devote special attention to their tragic fate as victims of Nazi genocide in World War II and their present struggle to survive as a people in our highly industrialized and technological world.

Among our many readings will be *We Are the Romani People*, Hancock; *Bury Me Standing: The Gypsies and Their Journey*, Fonseca; *A History of the Gypsies of Eastern Europe and Russia*, Crowe; *The Time of the Gypsies*, Stewart; *Gypsies*, Yoor; *The Art of Flamenco*, Pohren; the poetry and drama of Garcia Lorca and the works of Carlos Suarez, as well as other books and selected articles. We will view documentaries and films dealing with or portraying Romani history, culture and society, including *A Time of the Gypsies* and *Latcho Drom*, and will explore the influence of Romani music in the works of Manuel De Falla and Bizet, among others.

Fall quarter will be devoted to intensive reading and study of the history, culture, and rich performance experience of the Roma in order to prepare a foundation for hands-on work during winter quarter. In winter quarter, according to their interests and skills,



students will select and participate in workshops in technical theater, dramaturgy, art, music, narrative, and dance. Along with faculty, technical staff advisors, and guest artists, students will work collaboratively to create and produce a performance in the Experimental Theater by the end of the quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 44

**Special Expenses:** Approximately \$80 for art supplies and CDs.

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

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## Janus Music and Theater: Looking Forward and Seeing the Past

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### Fall and Winter quarters

**Major areas of study include** theater and music.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level music or theater study.

**Program is preparatory for careers and future studies in** theater performance, music performance, teaching, liberal arts, aesthetics, performing arts history and theory, world theater and music.

**Faculty:** Arun Chandra (music), Rose Jang (theater)

Performance is an offer made to an audience. It can be a point of teaching, of presenting a question one would like considered, of offering a social situation one would like changed; it can be a way of being an input to society, and not just an output of it.

Composers and writers throughout the world have used performance as a means not just of reporting social problems, but of offering stimulus towards social change; their works look backwards on existing problems to point forwards towards an as-yet-non-existent future—whence the title for our class.

Likewise, every dream of a potential future carries with it, by negation or affirmation, the past it assumes to have been. Music and theater have long been partners, each medium helping the other, in proposing futures and reporting pasts. Our two-quarter class will investigate historical experiments in music and theater from around the world, what they have presented to their audiences, and what techniques they used to do so. We will explore contemporary writers for the theater and for music, and find out how they are presenting information for our time. Lastly, we will encourage students to create performances, in response to faculty provocations, and present them to the class.

During the fall quarter, there will be a strong emphasis on the cultural contexts of theater and music, particularly non-western forms of the arts, such as Asian, African and Middle-Eastern theater. We will read theater works by authors such as Wole Soyinka, Rabindernath Tagore, Dario Fo, Sabina Berman, Gao Xingjian, and others, and investigate the techniques these artists used. Small group projects will be assigned to perform scenes from these different theater traditions. There will be visiting guests, trips to see performances and opportunities to perform.

During the second quarter, students will participate in a full-fledged performance, created by the teachers and students in collaboration, utilizing the techniques we will have studied in the fall quarter. Students will be involved in all technical aspects of the production.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$50 each quarter for tickets to performances.

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## Local Knowledge: Community, Public Health, Media Activism and the Environment

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### Fall, Winter and Spring quarters

**Major areas of study include** community studies, public health, media production, media analysis, environmental studies, labor studies, popular education and participatory research.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Some community service experience desirable. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** community development, media, public policy, environmental studies, non-profit and social justice groups.

**Faculty:** Anne Fischel (media, community studies), Lin Nelson (public health, environmental studies, community studies)

Local Knowledge is a program focused on the theory and practice of community-based work, using video, oral history, participatory research, and other forms of activist learning. Our goal is to develop frameworks, methodologies, strategies and skills for collaborating with local communities. We hope to work closely with people in the region and support their efforts to sustain and empower their communities. We believe local knowledge is a valuable base from which to construct responses to new challenges, one which we, as collaborators, need to understand and incorporate into our work.

The history and identity of a community are inscribed in stories, documents, images, places, forms of knowing and social practice. The ways communities define problems, envision solutions and plan for the future are both enabled and limited by this collectively held sense of history and identity. But communities are also shaped by institutions—government, mass media, globalized corporations, and academic and policy expertise—that are far removed from local values and experience. As centers of power and decision-making move out of local reach, community knowledge and experience are marginalized.

What is at stake here is the capacity of local people to be informed and empowered citizens, creatively identifying, confronting and resolving the social, economic, political, cultural and environmental challenges they face. We will learn from locally initiated efforts and participate in ongoing projects that tackle problems local citizens have identified and begun to address.

Through reading, field trips, film screenings, meetings with community mentors and archival research we will develop our knowledge of four local communities: Tacoma, Shelton, Centralia and Olympia. As we shape these case studies, we will ask: What sense of history, identity and common experience guides these communities? What challenges do community members confront, and how are these being defined and evaluated? How does a community's ability to define and represent itself affect its relationship to regional or national policies, issues and debates? How does "expert" information and input affect how communities identify and solve problems? What regional, national, or international networks can offer information or support to local struggles?

Our studies will draw from the literature of popular education, community-based research, environmental studies, public health, political economy and media analysis. We will learn how to conduct research and analyze locally held knowledge, support community initiatives and implement projects for sustainable community development. We will familiarize ourselves with community resources and develop relationships with community members and organizations. We



will learn skills in documentary video, media literacy, historical research, oral history and the use of government documents. We will develop a strong sense of local place, story, history and culture. Through these studies we will build a base for collaborative community work.

In fall everyone will learn the basic skills involved in doing library and archival research, document analysis, oral histories and documentary video. In winter students can choose one or two areas in which to deepen the skills most relevant to their project work. We will develop collaborative projects in winter and spring in response to what we have learned about community needs and interests. The faculty encourage students to focus on one of the following project areas: public health, the environment, labor, immigrant rights and education, food systems, public art and media.

**Faculty Signature:** Students must interview with the faculty at the Academic Fair, May 16, 2007, to discuss their interest in the program. Some background in community service or studies is useful, but not required. For information, contact Anne Fischel, (360) 867-6416 or [fischela@evergreen.edu](mailto:fischela@evergreen.edu) or Lin Nelson, (360) 867-6056 or [nelsonl@evergreen.edu](mailto:nelsonl@evergreen.edu). Interviews conducted by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** \$150 for project materials, video and possible field trip.

**Internship Possibilities:** Spring quarter with faculty approval.

**A similar program is expected to be offered in 2010–11.**

**This program is also listed under** Environmental Studies.

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## Made for Contemplation

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### Fall and Winter quarters

**Major areas of study include** visual arts, media arts, meditative arts, feminist theory, art history, photography and writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** visual arts, media arts, meditative arts and feminist theory.

**Faculty:** Laurie Meeker (film, video), Joe Feddersen (visual arts, printmaking), Sarah Williams (feminist theory, somatic studies)

This program is an inquiry into an awareness of the numinous, which Rudolf Otto, amidst the turmoil of WWI, explained as a "non-rational, non-sensory experience or feeling whose primary and immediate object is outside the self." In numinous experience everything but the experience of awareness falls away. Just as lava lamps that were made for contemplation in the 60s inspired renewed interest, Rudolf Otto's articulation of the numinous has also regained popularity. Amidst contemporary global turmoil, we'll be asking what kinds of objects, spaces and practices evoke for us, now, a non-rational, non-sensory experience or feeling that takes us outside the self to that which is "wholly other."

Our study has two parts: we will examine the recognized numinous works of others from global contexts and develop skills to create our own numinous art and experiences. We will explore how artists and practitioners manufacture opportunities for contemplative responses through visual arts, visionary film, experimental video and meditative arts within trans-historical, cross-cultural and gendered contexts. This will lead to experiments in creating our own numinous works through skill development in workshops and collaborative projects in visual arts, media arts, community service and meditative arts, including yoga.

Reflection on the possible inherent disposition of our neurophysiology for numinous experience will be central to our inquiry. Such reflection will require the cultivation of analytic skills as well as the contemplative arts of listening and abiding in silence. We'll cultivate the capacity to pay attention to our awareness of experiences to which the most appropriate response is silence.

Made for Contemplation shares with the program, Awareness: Writing and Renunciation, interests in contemplative education. There are possibilities for collaboration between the two learning communities.

**Total:** 16 credits each quarter.

**Enrollment:** 69

**Special Expenses:** Approximately \$330 each quarter for art and media supplies and yoga workshop fee.

**This program is also listed under** Programs for Freshmen and Culture, Text and Language.



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## Making Space and Using It: Installation and Performance Art

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### Fall, Winter and Spring quarters

**Major areas of study include** performance studies, queer studies, directing, actor training, installation art, art history, art theory, costume design and multicultural studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Core program or freshman-level English.

**Program is preparatory for careers and future studies in** art, art history, community activism, performance, design and theater.

**Faculty:** Lara Evans (art history, performance studies), Walter Eugene Grodzik (theater, acting, queer studies), Gail Tremblay (studio art, writer)

This program is designed for students who wish to explore the place of performance art in a social, historical and cultural context with special emphasis on queer, feminist, Native American, African American, Latino and international cultural experiences. Students will learn a variety of installation art skills to create spaces, costumes and props. These installations will serve as sites for performance artworks that they create themselves. Students will also participate in movement, voice and acting workshops to prepare them with techniques needed to successfully realize their performances.

Over the course of this program, we will study the history of installation and performance art, performance theory, and a variety of techniques for creating and analyzing performances. The program features visits by guest performance artists and field trips to performance events.

Fall and winter quarter, students will create two collaborative performance/installation projects as well as participate in weekly performance exercises. Students in spring quarter will create fully developed performances/installations for Arts Walk, an Olympia Arts festival held in April, and a final performance on campus at the end of the quarter. This program will be theoretically intensive and will include reading, writing, and discussions in seminars, as well as physical acting and movement workshops.

**Total:** 16 credits each quarter.

**Enrollment:** 75

**Special Expenses:** Approximately \$250 for program field trips, performance and museum tickets.

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## Mediaworks

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### Fall, Winter and Spring quarters

**Major areas of study include** media arts, media studies and production including animation, film, digital video, media theory and history, sound design and independent media projects.

**Class Standing:** Juniors or seniors will be given priority, however qualified sophomores may apply; transfer students are also welcome to apply. Faculty signature required (see below).

**Prerequisites:** Two quarters of an Evergreen interdisciplinary program or the equivalent interdisciplinary learning community experience at another academic institution. This is a foundation program in media arts that assumes no prior experience in media, but upper-division college-level critical thinking, reading and writing skills are required.

**Program is preparatory for careers and future studies in** media arts, visual arts, education and communications.

**Faculty:** Ruth Hayes (animation, media arts and studies), TBA (media arts and studies)

What does it mean to make moving images in the information age? How do we critically engage the traditions of media practices while pushing beyond established forms? What responsibilities do media artists and producers have to their subjects and audiences? In Mediaworks, students will engage with these and other questions as they gain skills in film/video history, theory, critical analysis and media production.

We will explore a variety of media modes and communication strategies including animation, documentary and experimental film/video, emphasizing the materiality and specific artistic properties of film, digital video and other sound and moving image media, as well as the various strategies artists and media producers have employed to challenge traditional or mainstream media forms. Our emphasis will be on experimental and/or alternative conceptual approaches to production that include nonfiction, autobiography, audio-visual essays, and strategies of image and sound production using digital video, film and sound in live-action and animation. Students will also have opportunities to extend their media experiments into performance and installation modes.

In fall and winter quarters, students will acquire critical and technical skills as they work collaboratively to explore different ways to design moving image works, execute experiments in image-making and sound and "read" films and video tapes. Students will strengthen critical and conceptual skills as they learn to analyze visual material and negotiate the politics of representation through readings in media criticism, film theory and history, seminars, research and critical writing. Students will integrate this theoretical material into their production practices as they develop skills in drawing, animation, cinematography, film and digital video, audio and post-production techniques. Artist statements and project proposals will be developed in preparation for individual or collaborative projects that will be produced in the spring. Throughout the year, students will participate in regular critique sessions, another form of collaboration, through which we help each other evaluate and improve our work.

**Faculty Signature:** Students must submit a written application that includes copies of recent faculty and student self-evaluations, or in the case of transfer students, an unofficial transcript and a letter of recommendation from a previous faculty. Application forms will be available by mid-April, 2007, in the Program Secretaries offices, Communications Building, room 303A and 303B. For more information contact Ruth Hayes, (360) 867-6890 or hayesr@evergreen.edu. Applications received by the Academic Fair,



May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

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

**Enrollment:** 48

**Special Expenses:** Approximately \$200 to \$300 each quarter for media supplies, lab costs and field trip expenses.

**Internship Possibilities:** Spring quarter with faculty approval.

**A similar program is expected to be offered in 2008–09.**

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## Mixing Messages: Bringing Art and Science Together for Conservation

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### Fall quarter

**Major areas of study include** forest ecology, conservation biology, visual arts and natural history.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Three quarters of organismal biology or three quarters of visual arts. For an alternative to the visual arts prerequisite, students may submit a portfolio (to Lucia Harrison) that demonstrates competence in one or more of the following areas: drawing, photography, painting and sculpture. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** ecology, arts and conservation.

**Faculty:** Nalini Nadkarni (ecology), Lucia Harrison (visual arts)

On the surface, the disciplines of science and art have developed very different approaches and tools to understand the world. Generally, scientists use approaches that increase objectivity, whereas artists often imbue the scene of focus with emotions and personal outlooks. However, the two disciplines share many characteristics: practitioners require sharp powers of observation, adherence to a regime of discipline, and must communicate results to an audience.

Both science and art can be used to inspire awareness of and a sense of protection for the natural world. Some partnerships between scientists and artists have successfully resulted in synergistic campaigns to effect actions that could not have been carried out singly. We will explore how the expressions of these two seemingly disparate modes of inquiry and communication—art and science—can contribute toward a common goal of promoting conservation. We will draw upon local, regional, national and international examples of how artists and scientists partnered to enhance conservation. Our program will examine how to promote the cross-fertilization of concepts, tools, skills and approaches to better understand forests and trees.

We will emphasize forest ecosystems of the Pacific Northwest, with a focus on The Evergreen State College campus and its surroundings. We will explore methods to represent and understand natural systems, using ecology and visual arts, identify and analyze projects that have brought together artists and scientists for conservation and carry out small group projects that plan for or create materials that enhance conservation. Emphasis will be placed on development of quantitative and analytical skills for the science aspects and observational and technical skills for the visual art aspects. Lectures, workshops, seminars and oral presentations will be offered.

Students can expect one three-day field trip to the Olympic Peninsula to learn about marine and forested environments. In addition, a set of five or six day-long field trips will be included.

**Faculty Signature:** Students must submit the following:  
a) a one-page letter that describes the student's relevant background activities (classes and work experience) and

reasons for wanting to take the program; b) a list of names, telephone numbers and e-mail addresses of contacts for three former faculty, preferably from Evergreen, and c) an alternative to the visual arts prerequisite, students may submit a portfolio (to Lucia Harrison) that demonstrates competence in one or more of the following areas: drawing, photography, painting, sculpture. For more information and submission of application materials, contact Nalini Nadkarni, (360) 867-6621 or nadkarnn@evergreen.edu or Lucia Harrison, (360) 867-6486 or harrisol@evergreen.edu. Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 50

**Special Expenses:** Approximately \$200 for art supplies and field trip expenses.

**This program is also listed under** Environmental Studies.

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## Performing Arts Crossing Borders

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### Fall and Winter quarters

**Major areas of study include** Odissi dance, puppet theater, performance, cultural studies, critical studies, literature, dance and movement, health and somatic studies.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** fields that require collaboration, cross-cultural literacy, performance, theater arts, dance, movement, puppet theater, health and somatic studies.

**Faculty:** Ratna Roy (literature, dance, performance, cultural studies), Ariel Goldberger (theater, puppet theater, technical theater/design, performance, dance)

This program will offer students an opportunity to study traditions of performing arts in their native contexts and in the Asian Indian and Balinese Diasporas. Studies will explore issues of dynamism and stasis in traditional arts and the relevance of new influences in existing and evolving ancient traditions. It will study issues of hybridity, borderlands, and cultural crossings, as related to the performing arts, and require students to create performances addressing these issues. Student projects will allow for exploration of issues of appropriation, cultural colonialism, and the influences of economy and globalization.

Students will have the opportunity to focus on specific traditions of puppetry and dance, using different modes of knowledge. These may include experiential modes, master classes, contextual studies and cognitive learning process such as critical readings, creative and analytical writing.

Students will participate in weekly movement, Odissi dance-theater, and puppet theater workshops. The performance aspect of the program will deal with themes related to eco-feminism, politics of self-representation, immigration, national identity, hybridity, borderlands and cultural crossings. At the end of the program, students will participate in presentations of performance skills.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** Ticket fees \$50 each quarter; material fees \$50 each quarter; costume maintenance \$15 each quarter.

**This program is also listed under** Programs for Freshmen and Culture, Text and Language.



## Performing Arts in the City

### Fall, Winter and Spring quarters

**Major areas of study include** music, dance, performing arts and cultural studies.

**Class Standing:** Sophomores or above; transfer students welcome.

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

**Faculty:** Andrew Buchman (music), Stephanie Kozick (human development)

Have you ever wondered how living in a city changes a person's consciousness about arts and culture? What is it about urban environments that can promote open, positive and creative attitudes, or burden people with alienation and fear? How do artists grow and learn in cities? What special advantages do they enjoy, and what special problems do they face?

Themes of this program include considerations of individual and group identity, the impact on the planet's ecology of urbanization (90% of which is currently occurring in the developing world), and the phenomenon Alan Lomax called "cultural grey-out." He argued that many art forms, languages and cultures are disappearing—unless we preserve them somehow in a rapidly changing world. Students in this program may find a mission, a research project, and/or a spring internship engaged in this vital work.

As the pace of technological and social change has quickened, cities have become centers for migrants from elsewhere who come together to create new kinds of polycultural artistic forms, cuisines, communities, families and relationships. Old musics blend into new musics, dreams blend with realities, and dance is ever reinvented—all, often, in the cities.

Why is this becoming a globe of urban dwellers? How will inhabitants of cities retain their connections to the natural world and remain conscious of the need to conserve and protect it? What aspects of the interrelated history of the arts and cities offer patterns for our own creative work and our own conceptions of a better world? Thinking about cities engages interdisciplinary learning about history, urban studies, specific arts (movement, music, performance), literature, cultural studies and social movements.

In weekly workshops, we will learn to use our voices, play instruments, stretch, move, compose, choreograph, write and perform dramatic scenarios and dialogues. Students will work

regularly in small groups, collaborating to create a series of original performance projects (presented in class) reflecting themes from our studies. We will do lots of writing, too, including play scripts, musical compositions, dance scenarios, expository essays, observational field notes, and research assignments using maps, tables and graphs.

In the fall, we will establish a common base of historical artists, genres, themes, styles and approaches to analyzing performances. Whether students have a little background in the arts or a lot, after this quarter's work they will have acquired new, interdisciplinary perspectives on the performing arts and culture. We will study the role of an artist's cultural time and place in their work, and how cities developed historically. We'll examine contemporary cities in both the industrialized and developing world. For example, we might examine various versions of the Orpheus myth, including contemporary performances set in Paris, New York and Rio de Janeiro.

In the winter, we'll dive into serious studies of the myths and realities of life in Chicago and New York, via evocative works of art and ethnographic studies. We will study the arts and cultures of successive waves of migrants to North America. In addition to discussing exceptional artists, we'll be discussing the role of music and dance in people's everyday lives: in childhood, lifecycle rituals, work, play, worship and politics.

In the spring, all students will be expected to pursue an arts and/or community internship, a major research project and continuing studies of artworks chosen by students as well as the faculty. Group or individual research might involve comparing the modern histories of Beijing and Shanghai, or Chicago and Berlin, or closer to home, examining the needs of Seattle and Portland.

**Total:** 16 credits fall and winter quarter; 8, 12 or 16 credit options spring quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$100 to \$150 each quarter for performance tickets, graphic design materials, costumes, props (for group projects), musical instruments and music paper. Depending on their individual projects, some students may incur additional expenses. Optional independent travel to large American cities to study social artistry, approximately \$500 each week, depending upon student's choice of city.

**Internship Possibilities:** With instructor approval.

**A similar program is expected to be offered in 2008–09.**

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



## The Science of Sustainable Buildings

### Fall quarter

**Major areas of study include** environmental physics, civil and mechanical engineering, history of world architecture and sustainable building and design. All science content is lower-division science credit.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** There are no specific subject prerequisites, but ability to calculate and read carefully will be essential.

**Program is preparatory for careers and future studies in** applied physical sciences, architecture, sustainability and engineering.

**Faculty:** Rob Knapp (physics, ecological design)

How do buildings stand up? How do you design buildings for earthquakes, solar energy, or good indoor air? How do basic services like electricity or plumbing actually work? What do natural organisms, like plants or animals, have to teach us about good ways to build? These are some of the questions this program will consider. The emphasis will be on sustainable designs that have been proven in real-world projects. The work will cover the basic scientific concepts that affect the structure and operation of buildings and the basic techniques by which they are used in designing or analyzing buildings. The program should be useful both to students considering further study of architecture or engineering, and equally to students who want to learn some college-level science with important real-world applications.

We will study both new and old approaches to building design. Since both high technology and traditional indigenous methods have important insights and examples to contribute, we will try to understand the natural forces and processes at work in all of them. Most topics will include an introduction to the basic estimating techniques used by professionals in this area. We will also consider the values embodied in the various approaches we study, as expressed in the symbolism, aesthetics and political economy associated with them. For example, we may try to understand and evaluate the ways in which southwest England's Eden Project has been shaped by a mix of commercial and environmental values.

Topics will include structures, heating, light, sound, solar and other forms of energy and sustainable materials, and we will use illustrated lectures, skill workshops, site visits and book seminars to address them. There will be assignments to make daylight models, measure household energy use, practice with design estimating techniques and do research on a significant recent building, in addition to weekly readings in a background text as well as related books and articles. Students can expect to build skill in quantitative reasoning, descriptive writing, architectural drawing and sustainable design methods. There will also be some attention to model-building and computer-based graphics.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$25 to \$50 for drawing supplies; approximately \$20 for one overnight field trip in mid-quarter; as well as purchase of a scientific calculator (TI-30XA or equivalent).

**This program is also listed under** Programs for Freshmen; Environmental Studies; and Scientific Inquiry.

## Shaping: Advanced Sculpture

### Fall and Winter quarters

**Major areas of study include** sculpture, drawing and contemporary art history.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Foundations of Visual Art or the equivalent of at least one year of college drawing, one college course in painting or printmaking, and one college course in sculpture or 3-D design. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** fine art, design and the humanities.

**Faculty:** R. T. Leverich (sculpture, architecture, woodworking, furniture design)

Sculpture is profoundly physical and spatial in character. A sculptor creates forms that activate space and engage viewers, from discrete objects for serene contemplation to whole environments for kinesthetic experiences. This two-quarter program is for students who are interested in and prepared for focused work in sculpture and related three-dimensional art forms. Topics to be explored include the character of sculpture as object and experience, interactions with sites and environments, objects for use that function as sculpture, and the sculptor's work in the studio and the community.

Students will be asked to make a daily commitment to sculpture and drawing practice in the studio, to develop strong technical and conceptual skills, and to produce a cohesive body of three-dimensional works over the course of the program. This work will be supported by technical demonstrations in wood, metals and other media, workshops on site selection, environmental concerns, and community engagement, as well as regular critiques. Seminars and readings will address contemporary sculpture and design, scale, craft and technologies, place making, art and environmental issues, public art and professional practice. Students will be asked to write short stance papers as well as artist's statements clarifying their thinking about their own work and process, and to author research papers and presentations on contemporary artists working in sculpture, installation, craft or environmental art.

The goals of the program include understanding and mastery of selected materials and processes in making sculpture, experience in conceiving and developing a personal body of sculptural work, three-dimensional expression, and a well informed, reasoned, and rigorous approach to personal sculptural expression.

**Faculty Signature:** Students must submit a portfolio of examples of their work or slides of previous 2- and 3-D work, at least one sample of written work, and the most recent program evaluation or an unofficial transcript listing college courses taken. Portfolios received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills. For more information, contact R. T. Leverich, (360) 867-6760 or leverich@evergreen.edu or The Evergreen State College, Lab II 3253, Olympia, WA 98505.

**Total:** 16 credits each quarter.

**Enrollment:** 21

**Special Expenses:** \$250 each quarter for equipment and supplies; \$50 each quarter for shop fee; and \$20 each quarter for shared studio resources.

**A similar program is expected to be offered in 2009-10.**



## Student Originated Studies: Media

### Fall, Winter and Spring quarters

**Major areas of study include** media arts, filmmaking, digital media and media theory.

**Class Standing:** Juniors or seniors only; transfer students welcome.

**Prerequisites:** In order to be considered for this advanced program, students should have successfully completed Mediaworks (the entry-level program in media studies at Evergreen) or its equivalent (i.e., approximately a year of media skill training, media history and media theory), or completed another interdisciplinary media program at Evergreen. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** media arts and communications.

**Faculty:** Sally Cloninger (film, video), Julia Zay (digital media)

Students are invited to join this learning community of media artists who are interested in media production, design, writing, history, and theory, and want to collaborate with media faculty. This program is designed for students who share similar skills and common interests to do advanced work that may have grown out of previous academic projects and/or programs. Students will work with faculty during the first few weeks of fall quarter to design small study groups, collaborative projects, or critique groups that will be supported by this year's SOS program.

In addition to the student-centered curriculum, we will explore different themes each quarter. In fall, our focus will be *building media communities*. We will also study Web design in order to create artist's Web sites by the middle of fall quarter, and develop skills in DVD authoring to create portfolio and proposal documentation pieces. The themes for winter and spring will be developed collaboratively with program members.

**Faculty Signature:** Students must submit a portfolio which includes copies of recent faculty evaluations, and a VHS or DVD which contains two examples of your best work in film or video. All prospective students must complete the written application available at Academic Advising, Library 2100V or in the Program Office, Communications 302. For more information contact Sally Cloninger, (360) 867-6059 or [cloninsj@evergreen.edu](mailto:cloninsj@evergreen.edu) or Julia Zay, (350) 867-6051 or [jzay@evergreen.edu](mailto:jzay@evergreen.edu). Portfolios and applications received by the Academic Fair, May 16, 2007, will be given priority. The faculty will be reviewing applications during May, 2007. Qualified students will be accepted until the program fills. Students will be individually notified by e-mail of their acceptance into this program.

**Total:** 12 or 16 credits each quarter.

**Enrollment:** 18

**Special Expenses:** For media production materials, dependent upon the nature of the student project.

**Internship Possibilities:** With faculty approval.

**A similar program is expected to be offered in 2008–09.**

## Student Originated Studies: Visual Art

### Fall, Winter and Spring quarters

**Major areas of study include** the visual arts.

**Class Standing:** Sophomores or above; transfer students are welcome.

**Prerequisites:** Foundations of Visual Art or the equivalent of preparatory college work in the visual arts, including substantial work in drawing. Faculty signature required (see below).

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

**Faculty:** Paul Sparks (visual arts, photography), Lucia Harrison (visual arts, drawing, painting), Joe Feddersen (visual art, printmaking)

This program is designed for students who are thinking of graduate school or professional work in the visual arts and who want to join a learning community of visual artists who are interested in doing advanced work in drawing, painting, photography, printmaking or sculpture.

Students will design their own projects, complete visual research and write papers appropriate to their topic, work intensively in the studio together, produce a significant thematic body of work and participate in demanding weekly critiques.

**Faculty Signature:** Students must complete an application which includes an expository essay, evaluations by a previous faculty member or a transcript for transfer students, and an independent project proposal. The application must be submitted prior to an interview. Students must bring a portfolio of visual work to the interview. Preference will be given to students who interview the week before the Academic Fair, (for fall quarter) May 16, 2007; (for winter quarter) November 28, 2007; (for spring quarter) March 5, 2008. For more information about fall quarter, contact Paul Sparks, (360) 867-6024 or [sparksp@evergreen.edu](mailto:sparksp@evergreen.edu). For winter quarter, contact Lucia Harrison, (360) 867-6486 or [harrisol@evergreen.edu](mailto:harrisol@evergreen.edu). For spring quarter, contact Joe Feddersen, (360) 867-6393 or [feddersj@evergreen.edu](mailto:feddersj@evergreen.edu). Applications received prior to each Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** Students should expect above average expenses for art materials. The specific expenses will vary based upon the student project proposal.



## OFFERINGS BEGINNING WINTER QUARTER

**Studio Projects: Painting****Winter and Spring quarters**

**Major areas of study include** drawing, painting, art history and aesthetics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Students should have completed Foundations of Visual Art or the equivalent introductory work in drawing, painting and art history. Life drawing experience is highly recommended. Faculty signature required (see below).

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

**Faculty:** TBA

Studio Projects: Painting is an intermediate to advanced-level program focusing on the development of studio skills and methods in painting. Students will have the opportunity to expand their technical skills in the use of acrylics and oils, explore mixed media and contemporary approaches to both drawing and painting and learn about the history of painting.

During winter quarter, students will address weekly studio projects in class designed to improve their understanding of color, composition, thematic research and studio methodology. Through winter and spring quarters, each student will create a series of paintings on an individual theme and will research topics in art history related to their work in painting. We will study texts on contemporary art theory and criticism, make visits to galleries and museums and view the works of visiting professional artists.

This program is designed for students who already have a strong work ethic and self-discipline, and who are willing to work long hours in the art studio, on campus, in company with their fellow students.

**Faculty Signature:** To obtain a faculty signature, students must present an artist portfolio that demonstrates proficiency in drawing and some introductory work in painting. For more information, contact Susan Aurand, (360) 867-6711 or [aurands@evergreen.edu](mailto:aurands@evergreen.edu). Portfolios received by the Academic Fair, November 28, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**Special Expenses:** Approximately \$300 to \$350 each quarter for art supplies.

**A similar program is expected to be offered in 2008–09.**

**Taking Things Apart: A Scientific and Artistic Exploration****Winter and Spring quarters**

**Major areas of study include** biology, drawing, history and philosophy of science, literature and photography.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** One year of high school biology or chemistry. Faculty signature required (see below).

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

**Faculty:** Bob Haft (visual art, photography, expressive arts), Donald Morisato (biology)

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

In one strand of this program, we will be using a biologist's tool kit and the scientific method to take apart living organisms and to explore how they function. Science relies on making careful observations, formulating predictions, testing hypotheses with experiments, and placing those results within the framework of a conceptual model. We will learn how biology takes apart and studies life at many different levels. In the laboratory, we will examine structures down to the level of individual cells by using microscopes, and even find ways to isolate and visualize the underlying molecules. We will investigate how defects produced by genetic mutations can reveal the function of normal biological processes.

Another strand of the program takes visual art as its point of departure. Here, we will work with different sorts of tools—camera and charcoal pencils, for example—both to take things apart, and to construct new things. We will learn the basics of drawing and photography in order to study life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us. By doing so, we hope to enhance our connection with and appreciation of the mysteries of life.

Finally, there are some ideas for which literature provides a far more sophisticated and satisfying approach than either science or the visual arts. Thus, in a third strand, we will examine how literature depicts and takes apart that complex set of emotional and behavioral interactions that we call "love." Authors that we may read include Shakespeare, Henry James, Milan Kundera, Nadine Gordimer, John Berger, Haruki Murakami and Louise Glück.

Our goal is to weave these three strands together, in the hopes of producing a fabric of understanding about the world that is informed by both cognition and intuition.

**Faculty Signature:** Freshmen who wish to apply must submit a writing sample (either a paper from a literature class or documentation of a major project from a biology or chemistry class). Freshmen must schedule an interview with the faculty in order to obtain a faculty signature. For information, contact Bob Haft, (360) 867-6474 or [haft@evergreen.edu](mailto:haft@evergreen.edu) or Donald Morisato, (360) 867-6026 or [donaal@evergreen.edu](mailto:donaal@evergreen.edu). Interviews will be held during the Academic



## OFFERINGS BEGINNING SPRING QUARTER

Fair, November 28, 2007. Those students who submit their writing sample in advance of the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 to \$200 for art supplies.

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.

## OFFERINGS BEGINNING SPRING QUARTER

## Beyond Words

### Spring quarter

**Major areas of study include** drawing, movement, Butoh, art history, dance, anthropology and writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** expressive arts therapy, movement theater and visual arts.

**Faculty:** Lisa Sweet (visual arts), doranne crable (performance studies)

The human figure is dynamic and expressive—its gestures in performance, drawings and sculpture speak volumes without utilizing words. Indeed, the belief that art “expresses the inexpressible” hinges on the idea of art’s capacity for transcending common language and text to speak to the heart, mind and soul in another, more complex and focused language.

In *Beyond Words*, we will explore the body’s expressive capacity through movement and life drawing. Our focus will be the *gesture*. One may think of simple gestures absent-mindedly used to communicate on a daily basis: the hailing of a bus, waving at a passing acquaintance, a facial expression of displeasure, the ritual of washing one’s face, or embracing a beloved. The impressionists made much of these small gestures—the picking of peaches, dance rehearsals and images of the bath were among the simple gestures these artists focused on to create works of art. Likewise, the history of dance has been rooted in a broad range of both grand and humble gestures of physical human expression to convey meaning. The gesture as ritual, communication, form and movement will be at the heart of our work.

In drawing, we refer to the gesture in two ways: as the pose of the body, and as a type of loose, quick preliminary drawing that captures the essence of the human figure’s pose. These drawings aim for accuracy of emotion and movement rather than anatomical accuracy. In dance and movement, we refer to the *gesture* as the first element in a phrase (initiation) leading to where the gesture creates movement through full-body posture (follow-through and recuperation). Paralleling the use of gesture in drawing, in dance it serves a similar purpose: it is subtle, often quick, and expresses a moment of memory so that the postural pose can carry forward to reaction or response.

Intensive workshops on life drawing and fundamentals of movement with a focus on Butoh technique will form the core of our work. Students who are self-motivated and are able to commit, without reservation, to collaborative work will benefit from our inquiry. Expect about 50 hours of work in class and outside of class: in studios, out-of-class assignments and reading texts that will enrich our understanding of the body and the expressive power of its movement. Lectures and readings

on the use of the body in performance and art history will complement our studio work.

**Total:** 16 credits.

**Enrollment:** 40

**Special Expenses:** Approximately \$40 for drawing materials.

**This program is also listed under** Programs for Freshmen.

## Mask and Movement: Symbolic Theater of East and West

### Spring quarter

**Major areas of study include** theater, dance, performing arts, anthropology, intercultural communication and writing.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Two quarters of a coordinated studies program or freshman composition and writing.

**Program is preparatory for careers and future studies in** theater, dance, performing arts, anthropology and cultural studies.

**Faculty:** Rose Jang (theater); Ratna Roy (dance)

All theaters are symbolic, but in this program, we are trying to explore only those which purposefully incorporate symbolic, abstract physical expressions as major hallmarks of their style. All theaters are symbolic, because the origin of theater can be found in symbolic gesturing and dance movements of the ancient time in direct communication with the spiritual realm. Masks were frequently used in ancient symbolic performances to suggest natural spirits or supernatural powers in possession of the body. Through history and across the globe, theatrical performances focused on the symbolic quality of face and movement and have continued to engage our joy, interest and imagination as both theater goers and practitioners.

In this program, we will study many theaters of East and West whose masterful use of masks or movements or both have kept the flaring sparks and deep spirit of ancient rituals alive. In the Eastern tradition, we will look at such enduring performance and aesthetic practices of symbolism as in Indian dances, Chinese opera and Japanese Noh theater as well as their contemporary metamorphoses in the hands of new theater artists of the East. In the Western tradition, we will study equally powerful and everlasting traditions of stylized movements and mask use tracing through Greek theater, Roman theater, *commedia dell’arte*, mime, theater of carnivals and clownery, all the way to the modern experiments by Peter Brook, Robert Wilson and Ariane Mnouchkine.

Students will read about these traditions and artists, watch films of the works they are studying, and participate in workshops incorporating various different aesthetics and performance styles. After intense reading, reflective writing, viewing and workshop exercises for the first six weeks of the quarter, students will have the opportunity to create their own symbolic theater pieces using masks and movements. Using their works, they will then collaborate to create an end-of-quarter public production, focused more on movement and imagination than on the technical trappings of the stage.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$100 for tickets to theater and dance performances.

**A similar program is expected to be offered in** 2009–10.

**This program is also listed under** Programs for Freshmen.



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**Nature: Image and Object**

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**Spring quarter**

**Major areas of study include** drawing, art history, book arts and natural history.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** visual arts, education and natural history.

**Faculty:** Lucia Harrison (visual arts)

This studio-intensive visual art program is designed for beginning art students who would like to combine the close observation of nature and visual art. In a series of lectures and readings, we will explore how artists, in different time periods and cultural traditions, have expressed their relationship with nature. In the studio portion of this program, we will gain skills in making art from natural materials, learn how to draw from observation, and learn how to abstract from our experiences in nature. In addition, we will explore how to sequence text and images in artist books and in three-dimensional objects.

This program will include field trips to view public art, environmental projects and museums, as well as other locations for drawing.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$200 for art supplies.

**This program is also listed under** Programs for Freshmen.



# Scientific Inquiry

The world is so full of such marvelous things that humans are drawn to wonder at it and try to understand it. Science is one result of that wonder. The faculty of the Scientific Inquiry planning unit are members of the scientific community—men and women who have devoted their professional lives to personal journeys of discovery as they investigate the world and help their students learn about it. We are committed to the ideal of science education in the context of liberal arts education, and science and mathematics are essential components of the modern liberal arts curriculum. We will help students—whatever their primary interests may be—understand the wonders of nature and also understand science as a force in our technological society.

Because science and technology are so central to our world, citizens must be scientifically informed so they can make informed decisions and participate intelligently in a democratic society. At the same time, scientists must consider the social implications and consequences of their work, and they must know how science has influenced society in the past. Thus, our studies of science itself are combined with studies of the history of science and with philosophical, social and political issues.

Some programs in this planning unit allow you to learn basic science as part of your general liberal arts education, whereas others are designed to help prepare you for a career in science or technology, or in an applied field such as medicine or computer networking. In all of our offerings, however, we emphasize the application of science, and you will use the scientific principles you learn to solve real-world problems.

By engaging in laboratory and group problem-solving exercises, you will learn to think like a scientist: to apply theories to experimental situations, to collect data and analyze them in the light of underlying theory, and to use data to test hypotheses. You will do much of your work with the same high-quality, modern analytical instruments used in research laboratories, and use some of the best modern software available. In addition, you will read current scientific journal articles and learn to write technical reports and papers.

Whether you are a freshman or more advanced, you will find a program that fits with your academic plan. You may choose to follow a pathway that emphasizes a particular science or you may simply want to explore the wonder and application of science in a broader context. There are programs that offer beginning, intermediate and advanced work in all the major scientific disciplines. Programs in Scientific Inquiry are mostly repeating: either every year or alternate years. The main repeating programs are listed below.

Biology	Chemistry	Computer Science	Mathematics	Physics
Foundations of Health Science	Foundations of Health Science	Algebra to Algorithms	Models of Motion	Physicist's World
Introduction to Natural Science	Introduction to Natural Science	Models of Motion	Computer Science Foundations	Models of Motion
Molecule to Organism	Molecule to Organism	Computer Science Foundations	Methods of Applied Math	Astronomy and Cosmologies
Advanced Biology	Environmental Analysis	Computability	Computability	Energy Systems
	Atoms Molecules Research	Student Originated Software	Mathematical Systems	Physical Systems

You should refer to the individual program descriptions for more details about these programs and other programs not listed above.

Advanced science students have many opportunities to do scientific research as part of an ongoing faculty research program. Research students have presented their work at scientific meetings and have become authors on technical papers. Alumni of Scientific Inquiry programs have an excellent record of success in graduate and professional schools, as well as in their chosen fields. The possibilities are limited only by your energy and ambition.

## Affiliated Faculty:

**Clyde Barlow**  
Chemistry

**Dharshi Bopegedera**  
Chemistry

**Andrew Brabban**  
Biology

**John Aikin Cushing**  
Computer Science

**Judy Bayard Cushing**  
Computer Science

**Clarissa Dirks**  
Molecular and Cellular Biology

**Kevin Francis**  
History of Science  
and Technology

**Rachel Hastings**  
Mathematics

**Jeffrey J. Kelly**  
Chemistry

**Robert H. Knapp, Jr.**  
Physics

**Elizabeth M. Kutter**  
Biology

**David McAvity**  
Mathematics and Physics

**Lydia McKinstry**  
Organic Chemistry

**Donald V. Middendorf**  
Physics

**Donald Morisato**  
Biology

**Nancy Murray**  
Biology

**James Neitzel**  
Biochemistry

**Neal Nelson**  
Computer Science

**Janet Ott**  
Biology

**Michael Paros**  
Veterinary Medicine

**David W. Paulsen**  
Cognitive Science

**Paula Schofield**  
Chemistry

**Sheryl Shulman**  
Computer Science

**Benjamin Simon**  
Microbiology

**James Stroh**  
Geology

**Rebecca Sunderman**  
Chemistry

**Brian Walter**  
Mathematics

**E. J. Zita**  
Physics



## Christian Roots: Medieval and Early Modern Science

### Fall and Winter quarters

**Major areas of study include** European history, history of science, philosophy, European ethnobotany, book arts and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the humanities, education, environmental studies, natural sciences, healing arts and ethnobotany.

**Faculty:** Kevin Francis (history/philosophy of science), Frederica Bowcutt (botany, history of science)

We will explore the medieval and early modern influences on western science. In doing so, we will study the development of European culture between approximately 1100 to 1750 through the prism of astronomy, botany, medicine and natural philosophy. We will also examine the influence of Christianity on early scientific understanding of the world.

This program investigates the following questions. How did classical pagan philosophy and Christianity shape the way medieval and Renaissance Europeans interpreted and represented the world? How did humanism, the rise of science and changing technology transform the way Renaissance Europeans made sense of the world? In what ways, if any, do these earlier forms of understanding nature inform our current practices in art and science? How does the emphasis on the rational, scientific approach to knowing influence our life today? How does our understanding of the natural world influence our beliefs about our spiritual existence? And, finally, how does one comprehend and relate to historical epochs with a set of beliefs and practices that seem, at first glance, very foreign to our own way of understanding and interacting with the world?

In the fall, we will develop a grounding in the precipitating factors, cultural and scientific, that led to the Middle Ages. We will study Greek, Roman and Arabic thinkers such as Hippocrates, Aristotle, Dioscorides, and Avicenna who influenced natural philosophy. We will also examine selected philosophical and theological issues that vexed scholars in Medieval monasteries and universities. Finally, we will examine the practice of European ethnobotany through herbals, horticulture, and medical history. Students will begin a book arts project that continues through winter quarter.

In the winter, we will address the emerging humanism of the Renaissance and its influence on the study of nature, especially in the areas of botany, astronomy and medicine. During the Middle Ages, these sciences were heavily shaped by Christian values and beliefs. With the establishment of institutions of higher learning and numerous translations of classical pagan works, the seeds for a new scientific enterprise were planted. New technology, global exploration, and artistic movements also contributed to the scientific revolution that took place in the early modern period.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 for art supplies.

**This program is also listed under** Programs for Freshmen; Culture, Text and Language; Environmental Studies; Expressive Arts; and Society, Politics, Behavior and Change.

## Data and Information: Computational Science

### Fall quarter

**Major areas of study include** history and philosophy of science and mathematics, introduction to programming, and information technology and modeling.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** It is strongly recommended that students be able to manipulate algebraic expressions, as from high school algebra or pre-calculus. Some experience using spreadsheets or programming or study in the sciences would also be helpful.

**Program is preparatory for careers and future studies in** computer science, applied mathematics and the physical sciences.

**Faculty:** Judy Cushing (computer science)

For all sciences, whether field-based or where a significant body of theory exists, or in engineering where best practices have been determined, information technology and computational methods help suggest hypotheses, make predictions, or build artifacts. Many scientists and engineers face issues involving the conditions under which scientific models hold, as in ecology, computational chemistry, astronomy, weather prediction, or bridge building. Even scientists whose work is primarily in the laboratory or in the field spend time searching for information on the Web or in data archives, and using predictive models when analyzing and visualizing data and comparing their own data with data collected by others.

Similarly, many computer scientists and mathematicians work on real-world scientific problems that cannot easily be solved using off-the-shelf software or by formulaic mathematical scripts. The scientific domains hold many interesting examples of these problems.

This program will bring together students in the sciences, computer science and mathematics around real world problems in science. It will provide an introduction to the practice, history and process of using information technology and modeling in ways applicable to further study of the sciences, or of the computer and mathematical sciences.

Science students will gain a general understanding of how information technology and computational methods are transforming the study and practice of science. Computer science and math students will learn how to collaborate with scientists and learn about scientific computing. Freshmen and others prepared and motivated to begin studies in computer science or mathematics will prepare for entry-level programs in those areas, e.g., Computer Science Foundations to be offered winter and spring.

**Total:** 16 credits.

**Enrollment:** 24

**This program is also listed under** Programs for Freshmen.



## Energy Systems

### Fall and Winter quarters

**Major areas of study include** energy, physics, environmental studies, mathematics. Upper-division science credit will be awarded for upper-division work.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One year of college science, strong writing and pre-calculus skills.

**Program is preparatory for careers and future studies** in energy and the environment, natural science, physics, engineering and education.

**Faculty:** E. J. Zita (physics, astronomy)

How is energy created and harvested, stored and transformed, used and abused? Energy Systems is a mathematical and applied study of the ways energy is produced and changed by nature and humans. We will study issues of energy generation and use in society and in the natural world, using intermediate physics and mathematics. One goal is to gain a deeper understanding of issues involved in achieving a sustainable energy society. Another goal is to study interactions between the Earth and Sun, from an energy perspective. We will examine energy science and technology, and related topics such as energy policy and environmental concerns, climate change and global warming. We typically study alternative energy sources such as solar, wind, geothermal, and bio-fuels as well as conventional sources of energy such as hydro, nuclear, gas, and coal.

This is a good program for students interested in environmental science and energy physics. We start with skill building and background study, and finish with research projects related to energy. Classes meet full-time in fall and winter. Students may continue their research projects in spring as an independent learning contract, if they choose.

While calculus is not a prerequisite for Energy Systems, students who know calculus may use it in their coursework or research projects. Students who have not yet learned calculus can do so through a separate coordinated module. A primary goal of this program is to illustrate the power and beauty of physics and mathematics in the context of energy systems.

In the seminar component of Energy Systems, we will explore social, political, and/or economic aspects of energy production and use. Topics may include global warming, environmental concerns, the effects of the Sun on Earth's climate, energy needs of developing countries, the possibilities and requirements for a "hydrogen economy," or similar topics.

Student research projects are a major part of Energy Systems. Students will choose a research question that particularly interests them, and, usually in small teams, design and carry out their research investigations. Research projects involve quantitative analysis as well as hands-on investigations. For example, research could include field work, energy analysis of an existing system (natural or constructed), or design of a new small-scale energy system, possibly with community applications. Past projects have included solar systems for homes, energy generation from waste products, water purification for boats or farm composters, analysis of efficiency of campus buildings, and generation of auroral infrasound from solar magnetic storms.

Students should be willing to work in teams and to use computer-based learning tools, including the Internet. We may have some online seminars using chat-room software. The Energy Systems program will coordinate with students in environmental studies programs who want to learn more about energy.

Look for program details and updates on the Academic Program Web page, linked to the professor's homepage.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**Special Expenses:** \$15 equipment fee.

**A similar program is expected to be offered in 2009-10.**

**This program is also listed under** Environmental Studies.

## Evolving Communication: The Ways Humans and Animals Interact

### Fall and Winter quarters

**Major areas of study include** biology, linguistics and communications.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies** in evolutionary biology, zoology, linguistics, education and communications.

**Faculty:** Susan Fiksdal (linguistics), Heather Heying (biology)

The search for the origins and evolution of communication is a necessarily interdisciplinary exercise. Where did language come from? How is communication among primates similar to human communication? What do other animals communicate about, and how do they do so? What is the role of communication in evolution? What do we know about interspecies communication? Are there universal expressions? In this program, we will study a wide variety of systems of communication to learn how they work and how they function to maintain life.

Fall quarter our focus will be on the role of verbal and nonverbal communication, and an introduction to the study of non-human communication from a biological perspective. We will study the structure of language from a linguistic point of view including a study of phonetics, phonology, morphology, syntax and discourse. The ways in which we negotiate meaning will be central to this work and we will consider deception and miscommunication as part of this negotiation. In our studies of biology, we will examine evolutionary approaches to communication, including types of signals (e.g. auditory, visual, chemical, tactile); generation and degradation of signals in complex physical and social environments; within-species communication (e.g. territorial and mating calls); and between-species communication (e.g. mutualisms between plants and animals).

Winter quarter we will focus on symbolic behavior and expressive signals indicating cooperation, conflict, interaction, emotion, play and ritual. The linguistic study will focus on sociolinguistics or the ways we use language in everyday life. Our biological investigations will support this work with a focus on game theory and the evolution of cooperation. We will also look for parallels in the ways primates communicate and then turn to the ways primates and humans communicate. For example, one link we will examine is the role of vocal imitation in the communication of songbirds, whales, primates, elephants and humans. Sound labs will allow us to analyze bird song and other local animals' calls.

Throughout the two quarters, we will consider whether humans are truly unique because of our use of language. Students can expect to discuss methodologies in biology and linguistics used in researching communication and to write and present research projects each quarter.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$30 for research and field trips each quarter.

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



## Foundations of Health Science

### Fall, Winter and Spring quarters

**Major areas of study include** introductory general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition. All credits are lower-division science credits.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Students must have ability to use algebra and to work with fractions.

**Program is preparatory for careers and future studies in** health sciences, education, biology, chemistry and public health.

**Faculty:** Rebecca Sunderman (chemistry), Michael Paros (veterinary medicine), Benjamin Simon (biology)

Foundations of Health Science is designed for students contemplating work in the healthcare field, who want to learn more about how the body functions on both a macroscopic and microscopic level, and those who are interested in learning more about science in an integrated and thematic context.

This is a yearlong, laboratory-based program exploring introductory concepts of biology and chemistry with a focus on health and medicine. Over the course of three quarters, we will study general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition. Topics will be spread out over multiple quarters, as content will be organized around themes. We will focus on cancer in fall quarter, obesity in winter quarter and infectious disease in spring quarter.

In our explorations, we will incorporate laboratory work, lectures, group projects, seminars, textbook homework assignments, workshops and field trips. Communication skills, both written and oral, will be emphasized. Concepts and techniques of thesis-driven writing and scientific writing will be studied and applied.

Completion of this program will give students many of the prerequisites they need for allied health careers in nursing, physical therapy, midwifery, athletic training, nutrition, and others. If you intend to pursue a career in medicine, dentistry, veterinary medicine, naturopathy, or pharmacy, you are advised to enroll in the sequence of programs beginning with Introduction to Natural Science followed by Molecule to Organism.

**Total:** 16 credits each quarter.

**Enrollment:** 66

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Programs for Freshmen and Society, Politics, Behavior and Change.

## Genes and Development

### Fall quarter

**Major areas of study include** genetics, developmental biology and molecular biology. Upper-division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Successful completion of Molecule to Organism or equivalent (introductory genetics, molecular biology, biochemistry and cell biology).

**Program is preparatory for careers and future studies in** biology and medicine.

**Faculty:** Donald Morisato (biology)

The union of a sperm and egg initiates the process of development in which a single cell—the fertilized egg—eventually produces hundreds of different cell types that form distinctive tissues and organs. If the developmental program is encoded in the genome, how are the key regulatory genes expressed in the right place and at the right time, and what do these genes do? Genetics provides a powerful approach for studying complex biological pathways. By analyzing mutations that result in developmental defects, geneticists can learn not only how normal genes control cell growth and cell communication, but gain insights into the logic of how an organism establishes its major body axes and achieves spatial patterning.

This advanced program will provide an overview of the genetic strategies used to study questions in developmental biology. How do we make and isolate mutations that affect a complex process? How do we analyze the order and location of gene action in developmental pathways? How do we identify the gene that corresponds to a mutant phenotype, and begin to analyze its function at the molecular level? We will focus on several model organisms, including the fruit fly *Drosophila melanogaster*. We will also consider how the method of RNA interference, together with advances in genomics, allows us to carry out functional studies in organisms that are not amenable to classical genetic analysis.

A key aim of this program will be the analysis of experimental design and logic. Emphasis will be placed on reading and interpreting primary research papers, in both seminar discussions and written critiques. There will be a significant laboratory component applying contemporary genetic and molecular biological techniques to the study of development.

**Total:** 16 credits.

**Enrollment:** 25



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## Health and Human Development

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### Fall and Winter quarters

**Major areas of study include** human biology (without lab), lifespan developmental psychology, research methodology, anthropology, human evolution and descriptive statistics. All credit is lower-division.

**Class Standing:** Sophomores or above; transfer students welcome.

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

**Faculty:** Carrie M. Margolin, TBA

Health and Human Development will build a background in human biology and psychology affording students the knowledge to make analytical choices in their own life. We'll look at life-span human development in the fall from prenatal to adolescence and in the winter, from adulthood through aging to mortality. Concurrently, we'll cover development and aging from both biological, psychological and cross-cultural perspectives, as well as human evolutionary development. Attaining good health is a multifaceted process, therefore our exploration of healthy lifestyles will include an exploration of biological, psychological and even financial health.

Humans are spectacularly complex. An average adult's body contains roughly 10 trillion cells, each cell intricate enough to be an organism unto itself. The human nervous system alone contains hundreds of billions of cells, forming trillions of electrical connections. And this biological complexity is only the beginning. We live in highly intricate social units—families, tribes, political, ethnic and religious communities, etc.—each with its own history and structure. In this interdisciplinary program, we will study how these complexities develop over time and interact in healthy human lives.

The program format will include workshops, lectures, films, seminars, guest presentations and group and individual projects. We will focus on clarity in oral and written communication, quantitative skills and the ability to work across significant differences.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$80 to \$100 for a privately obtained physical. Whether you will need to have a physical or not will depend on whether you select a project that requires the physical.

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

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## Introduction to Environmental Chemistry

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### Fall and Winter quarters

**Major areas of study include** introductory environmental chemistry, scientific writing and student's independent research project.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

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

**Faculty:** Sharon Anthony (environmental chemistry)

This program will provide students with an introduction to chemistry using environmental issues as a motivating theme. We will use chemistry to understand environmental problems such as climate change, the ozone hole and acid rain. We will investigate questions such as: What should we do about global warming? Why does the ozone hole form in the Antarctic spring?

During fall quarter, we will focus on chemistry topics such as stoichiometry and molecular shapes; during winter quarter, we will move to equilibrium and chemical kinetics. Students will be introduced to topics in chemistry primarily through workshops and small-group activities and will also gain lab experience. Each student will choose an environmental problem as a topic for a research project. Scientific writing is a focus of the program, and students will be required to meet weekly with a writing tutor to strengthen their writing skills.

**Total:** 16 credits each quarter.

**Enrollment:** 23

**This program is also listed under** Programs for Freshmen and Environmental Studies.

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## Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change

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### Fall and Winter quarters

**Major areas of study include** environmental studies, ecology, oceanography, environmental policy and economics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** environmental studies, environmental regulation, education, ecology and natural resource management.

**Faculty:** Gerardo Chin-Leo (marine ecology, oceanography), Ralph Murphy (political science, environmental economics, natural resources)

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



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

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

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

**Total:** 16 credits each quarter.

**Enrollment:** 50

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

## Introduction to Natural Science: The Structure of Life

### Fall, Winter and Spring quarters

**Major areas of study include** biology, chemistry, precalculus and mathematical biology.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Strong algebra skills.

**Program is preparatory for careers and future studies in** biology, chemistry, medicine and environmental studies.

**Faculty:** Jim Neitzel (biochemistry), David McAvity (mathematics, physics), Clarissa Dirks (biology)

Our world has been abundant with life since the first single-celled organisms emerged from the chemical soup of early Earth three and a half billion years ago. In the intervening period, life has evolved to an incredible degree of complexity, both in the structure and function of individual organisms, and in the interactions between them. But what is life exactly? What are the physical and chemical processes of life that distinguish it from ordinary matter? Are there mathematical rules that govern

the formation and growth of life? And, how does life evolve? These are some of the fundamental questions that we will be looking at in this program.

This is an introductory-level program, designed for students who are prepared to take their first year of college-level science. Specifically, it will include a full year of introductory biology, chemistry and a foundation in mathematics, which will include precalculus during fall quarter and topics in mathematical biology in the winter quarter. Our goal is to equip students with the conceptual, methodological and quantitative tools that they will need to ask and answer questions that integrate these three disciplines.

Program activities will include lectures and small-group problem-solving workshops, where conceptual and technical skills will be developed. We will have significant hands-on lab experience in biology and chemistry. We will also make use of computer software for mathematical modeling investigations. In seminars, we will explore historical ideas about the origins of life, how theories have developed, and the reactions to them in society. During spring quarter, students will have the opportunity to design and carry out their own laboratory investigations, the results of which they will present in talks and papers at the end of the quarter.

This program will prepare students for more advanced work in biology and chemistry, such as in the programs Molecule to Organism and Environmental Analysis.

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

**Enrollment:** 72

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Programs for Freshmen and Environmental Studies.

## Mathematical Systems

### Fall, Winter and Spring quarters

**Major areas of study include** real analysis, abstract algebra, point-set topology, algebraic topology, geometry, history and philosophy of mathematics. Upper-division science credit will be awarded for upper-division work.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One year of calculus.

**Program is preparatory for careers and future studies in** mathematics, physics, education, the history of mathematics, the philosophy of mathematics and the history of science.

**Faculty:** Rachel Hastings (mathematics)

This program involves the intensive study of several fundamental areas of pure mathematics, including a nucleus of real analysis, abstract algebra and topology. Later in the year, students will also have the opportunity to learn other advanced topics, such as combinatorics, geometry and mathematical linguistics. The schedule of study includes introductions to abstract algebra (group theory) and real analysis (advanced calculus) in the fall, continuing with more advanced work in these areas in the winter. Parallel to these studies, point-set topology will be introduced, which, together with abstract algebra, will allow for an investigation of the beautiful theory of algebraic topology.

The work in this advanced-level mathematics program is likely to differ from students' previous work in mathematics (such as calculus) in a number of ways. Our emphasis will be on understanding the careful definitions of mathematical terms and the statement and proofs of the theorems which capture the main conceptual landmarks in the areas we study. Thus, a



major portion of our work will involve the reading and writing of rigorous proofs in axiomatic systems. This skill is valuable not only for continued study of mathematics, but in many areas of thought in which an argument is set forth according to strict criteria of logical deduction. Students will gain experience in articulating their evidence for claims, and expressing their ideas with precise and transparent reasoning.

In addition to work in core areas of advanced mathematics we will devote seminar time to looking at our studies in a broader historical and philosophical context. We will read and discuss work on the history of mathematics, as a way of understanding how the current mode of mathematical thinking came to be developed. We will seek to understand the intellectual threads that came from different cultures and regions and that influenced current theories and approaches. In short, we will be interested in deepening our understanding of what mathematics is today, and how it came to be that way.

This program is designed for students who intend to pursue studies or teach in mathematics and the sciences, as well as for those who want to know more about mathematical thinking. Students will be expected to work independently and in groups, and present some of the course material and solutions to problems to the class. In the spring quarter, students will have the opportunity to work on individual projects.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**A similar program is expected to be offered in 2009–10.**

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## Models of Motion

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### Fall, Winter and Spring quarters

**Major areas of study include** physics, calculus and computer programming in Python.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Precalculus.

**Program is preparatory for careers and future studies in** physics, mathematics, computer science and education.

**Faculty:** TBA (math and physics), TBA (computer science)

Careful observation of the physical world reveals an underlying order. The goal of physics is to build models that explain this order. Crucial among such models are those that explain the interactions between objects and the changes in motion those interactions bring about. With the development of new physical models come new mathematical methods needed for describing them. Calculus, for example, is enormously successful as a tool for analyzing simple models of reality. However, for more complex situations, approximate methods are needed. We can simulate these situations on a computer using numerical methods or algorithms in order to understand their behavior. Learning how to do that efficiently will be one of the goals of this program.

During fall quarter, we will cover introductory topics in physics, calculus and computer programming in Python through small-group workshops, interactive lectures, hands-on laboratory investigations and computer programming labs. Through our study of physics, we will learn about models of motion and change and the process for constructing them. We will also learn how to use calculus to analyze these models mathematically and computer programming to create efficient simulations of them. In winter and spring quarters, our focus will primarily be on physics and calculus, with the goal of completing a full year of university-level physics and calculus by the end of the year. During spring quarter, students will have

the opportunity to design and carry out laboratory or computer investigations of topics in physics that interest them.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** Approximately \$125 for graphing calculator.

**A similar program is expected to be offered in 2009–10.**

**This program is also listed under** Programs for Freshmen.

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## Molecule To Organism

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### Fall, Winter and Spring quarters

**Major areas of study include** organic chemistry, biochemistry, microbiology, cell and molecular biology. Students who remain enrolled in the entire program for all three quarters will receive 48 upper-division science credits.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** One year of general chemistry with lab and one year of general biology with lab.

**Program is preparatory for careers and future studies in** biology, chemistry, education, medicine and health science.

**Faculty:** Paula Schofield (chemistry), Andy Brabban (biology), Nancy Murray (biology).

This program develops and interrelates concepts in experimental (laboratory) biology, organic chemistry and biochemistry, thus providing a foundation for students who plan to continue studies in chemistry, laboratory biology, field biology and medicine. Students will carry out upper-division work in biochemistry, microbiology, cellular, molecular and developmental biology, and organic chemistry in a yearlong sequence.

The program integrates two themes: one at the "cell" level and the other at the "molecule" level. In the cell theme, we start with the cell and microbiology and proceed to the whole organism with the examination of structure/function relationships at all levels. In the molecular theme, we will examine organic chemistry, the nature of organic compounds and reactions and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes continually merge through studies of cellular and molecular processes in biological systems.

Each aspect of the program will contain a significant laboratory component. On a weekly basis, students will be writing papers and maintaining laboratory notebooks. All laboratory work, and approximately one half of the non-lecture time will be spent working in collaborative problem solving groups. This is an intensive program. The subjects are complex, and the sophisticated understanding we expect to develop will require devoted attention and many hours of scheduled lab work each week.

This program will give students the prerequisites needed for the following health careers: medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy. If you intend to pursue a career in an allied health field (e.g. physical therapy, nursing, nutrition), you do not need as many science prerequisites and may want to consider the program Foundations of Health Science instead.

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

**Enrollment:** 75

**A similar program is expected to be offered in 2008–09.**



## Money, Molecules and Meds

### Fall and Winter quarters

**Major areas of study include** economics, management, pharmacology and chemistry.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Strong algebra proficiency. High school biology and chemistry recommended.

**Program is preparatory for careers and future studies in** business, education, humanities, law and natural science.

**Faculty:** Glenn Landram (management, statistics), Maria Bastaki (pharmacology), Lydia McKinstry (chemistry)

This program will explore the economic, ethical and scientific impacts of the pharmaceutical industry on global society. We will educate from a variety of angles in order for students to gain an appreciation of the critical issues involved with disease diagnosis, drug development, testing, regulation and production. The program will use an organizing theme that links the chemical and biochemical concepts of drug design and development with the economic, social and legal issues associated with the demand, cost and feasibility of research.

During the fall quarter, we will survey the fundamental principles of chemistry and molecular structure as they relate to drug activity and function. We will also consider the biochemical principles that are important in drug bioavailability, therapeutic efficacy and toxicity. We will explore the definition of disease in the context of pharmaceutical research priorities and the role of the medical profession in disease diagnosis and treatment. The regulatory, political and public policy processes involved in moving a potential drug candidate from the research laboratory through clinical testing and ultimately to the consumer will also be examined.

In the winter quarter, our inquiry will focus on the role of pharmaceutical and biotechnology industries in public health and society, as well as the ways in which these organizations are structured and financed. We will compare the costs and benefits associated with drug development as they apply to the industry and society, including research, testing, production, packaging and marketing. Historical accounts of the discovery, development, testing and regulation of a few specific drugs will be presented along with the resulting public health and public policy impacts. In addition, we will consider the economic, social and geographical factors associated with certain national and global public health care issues.

Program activities will consist of lectures, small-group problem-solving workshops, laboratories, field trips and seminars. Our readings and discussions will be concerned with the economic, ethical and scientific aspects of the pharmaceutical industry as they relate to the global community, as well as individuals. As appropriate, we will use quantitative methods to gain additional insights into these concepts. Students will undertake assignments focused on interpreting and integrating the topics covered. This work will emphasize critical and quantitative reasoning, as well as the development of proficient writing and speaking skills.

**Total:** 16 credits each quarter.

**Enrollment:** 60

**Special Expenses:** Approximately \$25 for field trips to local museums, theaters and legislative sessions.

**This program is also listed under** Programs for Freshmen; Environmental Studies; and Society, Politics, Behavior and Change.

## The Physicist's World

### Fall and Winter quarters

**Major areas of study include** physics, philosophy, philosophy of science, history of science and quantitative reasoning.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** Tom Grissom (physics), Neal Nelson (mathematics, computer science)

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? How can we know it? Starting with the Presocratic philosophers, we will continue through each of the major developments of 20th-century physics, including the theories of relativity, quantum theory, deterministic chaos, and modern cosmology. We will examine the nature and the origins of the limits that each imposes on our ultimate knowledge of the world.

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

**Total:** 16 credits each quarter.

**Enrollment:** 48

**This program is also listed under** Programs for Freshmen and Culture, Text and Language.



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## The Science of Sustainable Buildings

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### Fall quarter

**Major areas of study include** environmental physics, civil and mechanical engineering, history of world architecture and sustainable building and design. All science content is lower-division science credit.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** There are no specific subject prerequisites, but ability to calculate and read carefully will be essential.

**Program is preparatory for careers and future studies in** applied physical sciences, architecture, sustainability and engineering.

**Faculty:** Rob Knapp (physics, ecological design)

How do buildings stand up? How do you design buildings for earthquakes, solar energy, or good indoor air? How do basic services like electricity or plumbing actually work? What do natural organisms, like plants or animals, have to teach us about good ways to build? These are some of the questions this program will consider. The emphasis will be on sustainable designs that have been proven in real-world projects. The work will cover the basic scientific concepts that affect the structure and operation of buildings and the basic techniques by which they are used in designing or analyzing buildings. The program should be useful both to students considering further study of architecture or engineering, and equally to students who want to learn some college-level science with important real-world applications.

We will study both new and old approaches to building design. Since both high technology and traditional indigenous methods have important insights and examples to contribute, we will try to understand the natural forces and processes at work in all of them. Most topics will include an introduction to the basic estimating techniques used by professionals in this area. We will also consider the values embodied in the various approaches we study, as expressed in the symbolism, aesthetics and political economy associated with them. For example, we may try to understand and evaluate the ways in which southwest England's Eden Project has been shaped by a mix of commercial and environmental values.

Topics will include structures, heating, light, sound, solar and other forms of energy and sustainable materials, and we will use illustrated lectures, skill workshops, site visits and book seminars to address them. There will be assignments to make daylight models, measure household energy use, practice with design estimating techniques and do research on a significant recent building, in addition to weekly readings in a background text as well as related books and articles. Students can expect to build skill in quantitative reasoning, descriptive writing, architectural drawing and sustainable design methods. There will also be some attention to model-building and computer-based graphics.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$25 to \$50 for drawing supplies; approximately \$20 for one overnight field trip in mid-quarter; as well as purchase of a scientific calculator (TI-30XA or equivalent).

**This program is also listed under** Programs for Freshmen; Environmental Studies; and Expressive Arts.

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## Science Seminar

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### Fall, Winter and Spring quarters

**Major areas of study include** environmental studies, physics, astronomy, and history of science.

**Class Standing:** Sophomore or above; transfer students welcome.

**Prerequisites:** Students must have good reading and writing skills. No background in mathematics or science is necessary.

**Program is preparatory for careers and future studies in** environmental studies, natural science, education, cultural studies, history, and philosophy of science.

**Faculty:** E. J. Zita (physics, astronomy)

In Science Seminar, we read popular books and sometimes journal articles on compelling topics in science, generally without math. Student teams prepare for and sometimes facilitate seminars. Individually, students write and respond to short essays.

In fall and winter quarters, we will meet with students from Energy Systems to discuss readings on topics such as global warming, alternative energy, and/or new possibilities for future energy systems.

In spring quarter, we will meet with students from the Astronomy and Cosmologies program to discuss readings on topics such as mythology, cosmologies (how humans have understood the heavens, throughout history and across cultures), and/or modern scientific understanding of the universe.

Learning goals include improved critical thinking, deeper qualitative understanding of science, and improved communication skills, both oral and written. Students must be willing to work in teams and to use computer-based learning tools, including the Internet. We may have some online seminars using chat-room software.

Look for program details and updates on the Academic Program Web page, linked to the professor's homepage.

**Total:** 8 credits each quarter.

**Enrollment:** 20

**A similar program is expected to be offered in 2008–09.**



## Student Originated Software: Designing and Implementing Real-World Systems

### Fall, Winter and Spring quarters

**Major areas of study include** computer science, software engineering, programming and application architecture practicum.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Expertise in 1) computer science, as evidenced by completion of the Data and Information program or the equivalent, or 2) the arts or sciences with demonstrated expertise in computer applications. A successful applicant from the arts or sciences will have one year upper-division work in their area of expertise, including some introductory programming, expert level expertise in one application program from their domain and a software project proposal for their domain. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** computer science and software engineering or technology use and development in an application area.

**Faculty:** Sheryl Shulman (computer science)

The successful completion of large software systems requires strong technical skills, good design and competent management. Critical problems with software systems remain despite the best efforts of many very smart people over the last 50 years. Software is often late, over-budget, socially irresponsible, unable to perform according to user needs, poorly designed, poorly implemented, difficult to maintain or some combination of these. In addition, many applications require substantial domain knowledge. While some of these problems and goals have technical solutions, the art of using these solutions and putting together a large system requires a variety of skills and experiences.

Student Originated Software is intended to help students gain the technical knowledge required to build software in application domains, as well as support students as they develop a substantial project.

Domains of past successful projects include: the sciences, music, visual arts, automobile tuning, education, computer security, databases for small business and local and state agencies. The technical topics covered will be selected from: data structures, algorithm analysis, database systems, object oriented design and analysis, verification techniques and applications architectures. The program seminar will address the history and culture of the software industry—writing verifiably correct programs, programming languages, ergonomics and human-machine interaction and the psychology of computer programming—and other topics as relevant.

**Faculty Signature:** To demonstrate prerequisites, students must complete a questionnaire and if requested, interview with the faculty. Questionnaires are available from the program faculty and from the Academic Advising office. For information, contact Sheryl Shulman, (360) 867-6721 or sherri@evergreen.edu. Questionnaires received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**Internship Possibilities:** With faculty approval.

## Temperate Rainforests

### Fall quarter

**Major areas of study include** forest ecology, ecosystem ecology, landscape processes, weather and climate.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science required.

**Program is preparatory for careers and future studies in** ecology, education, environmental studies and earth science.

**Faculty:** Dylan Fischer (forest ecology), Paul Butler (geology)

What are the structure, composition and function of temperate rainforests? How does this relate to the ecology of other systems, land management and the physical environment? We will explore how diversity and physiology of temperate rainforests relates to these questions. Specific topics will include forest nutrient cycling, ecophysiology, sampling, land management effects on ecosystems and the relationship between forests and the physical environment. Our focus will be on the ecosystem ecology of rainforests of the Olympic Peninsula, but we will also consider their counterparts in other parts of the world.

Weekly seminars will focus on reading primary scientific literature related to the structure, composition, function and management of temperate rainforests to elucidate current scientific knowledge of these systems. We will also investigate interactions between humans and forests to consider the broader impacts of ecological research. Students will undertake organized group projects in ecology and natural history and develop an independent study project that requires the development of research and quantitative skills. We will use The Evergreen State College campus as a field laboratory. The program will also take a field trip to the Olympic Peninsula to study natural history and field ecological aspects of temperate rainforests. In addition, we will work with a local landowner to characterize and evaluate ecological structure and nitrogen cycling in a 200-acre forest that has a diverse mixture of wetlands, riparian zones, mature second growth and recent harvest units.

**Total:** 16 credits.

**Enrollment:** 50

**Special Expenses:** Approximately \$160 for a five-day field trip to the Olympic Peninsula. The deadline for payment of the field trip fee is September 28, 2007.

**A similar program is expected to be offered in 2009–10.**

**This program is also listed under Environmental Studies.**



## OFFERINGS BEGINNING WINTER QUARTER

**Advanced Chemistry****Winter and Spring quarters**

**Major areas of study include** quantum mechanics, advanced inorganic chemistry, instrumentation laboratory, advanced chemistry laboratory and coordination chemistry. Upper division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level chemistry, ability to do integral and differential calculus required for quantum mechanics.

**Program is preparatory for careers and future studies** in chemistry, chemical engineering, chemical physics, medicine, biochemistry and teaching.

**Faculty:** Dharshi Bopegedera (Chemistry)

What do chemists do? In answering this question, this upper-division chemistry program will further students' studies in chemistry and prepare them for graduate studies or a career in chemistry. In all aspects of the program, classroom studies will be connected with the applications chemists encounter in their everyday work. In the lecture component, we will explore topics in quantum mechanics, spectroscopy, descriptive inorganic chemistry and the chemistry of transition elements. Students taking quantum mechanics must be comfortable working with differential and integral calculus.

The laboratory portion of the program will demand a high level of independence from students. In the winter quarter, students will learn to use analytical instruments for chemical analysis. In the spring quarter, students working in small groups will conduct experiments in advanced inorganic and physical chemistry. Technical writing skills will be developed throughout both quarters. Career guidance for those interested in pursuing careers in chemistry will be an important aspect of the program.

**Total:** 6, 12 or 16 credits each quarter. The 6 or 12 credit option requires a faculty signature. For more information, contact Dharshi Bopegedera, (360) 866-6620 or bopegedd@evergreen.edu.

**Enrollment:** 25

**Computer Science Foundations****Winter and Spring quarters**

**Major areas of study include** design of computer programs, algorithms and data structures, discrete mathematics and computer architecture.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Strong algebra skills.

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

**Faculty:** TBA (computer science, mathematics)

The goal of this program is to lay a firm foundation for advanced work in computer science. Our work will emphasize knowledge of the fundamentals, including discrete mathematics, program design, algorithms and data structures, and computer architecture. Individual and collaborative problem-solving will also be stressed.

The content of this program will be presented in an integrated and synergistic manner that strengthens connections among the various ideas and skills, enabling more rapid progress through immersion.

Program content will be structured around three interwoven themes. The *computational organization* theme will begin with object-oriented programming in Java and the organization of hardware and software into a functional system. The *discrete mathematical* theme will develop the mathematical tools and abstract ideas that support problem solving in computer science. The *history and social implications of technology* theme will explore the context in which quantitative and computerized tools have been developed and applied.

**Total:** 16 credits each quarter.

**Enrollment:** 24

**Special Expenses:** Students can expect expensive textbooks, approximately \$200 each quarter.

**A similar program is expected to be offered in 2008-09.**

**This program is also listed under** Programs for Freshmen.



## Taking Things Apart: A Scientific and Artistic Exploration

### Winter and Spring quarters

**Major areas of study include** biology, drawing, history and philosophy of science, literature and photography.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** One year of high school biology or chemistry. Faculty signature required (see below).

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

**Faculty:** Bob Haft (visual art, photography, expressive arts), Donald Morisato (biology)

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

In one strand of this program, we will be using a biologist's tool kit and the scientific method to take apart living organisms and to explore how they function. Science relies on making careful observations, formulating predictions, testing hypotheses with experiments, and placing those results within the framework of a conceptual model. We will learn how biology takes apart and studies life at many different levels. In the laboratory, we will examine structures down to the level of individual cells by using microscopes, and even find ways to isolate and visualize the underlying molecules. We will investigate how defects produced by genetic mutations can reveal the function of normal biological processes.

Another strand of the program takes visual art as its point of departure. Here, we will work with different sorts of tools—camera and charcoal pencils, for example—both to take things apart, and to construct new things. We will learn the basics of drawing and photography in order to study life at a more macroscopic level than in the biology lab. Ultimately, our goal here is the same as that of the scientist: to reconstitute and reanimate the world around us. By doing so, we hope to enhance our connection with and appreciation of the mysteries of life.

Finally, there are some ideas for which literature provides a far more sophisticated and satisfying approach than either science or the visual arts. Thus, in a third strand, we will examine how literature depicts and takes apart that complex set of emotional and behavioral interactions that we call "love." Authors that we may read include Shakespeare, Henry James, Milan Kundera, Nadine Gordimer, John Berger, Haruki Murakami and Louise Glück.

Our goal is to weave these three strands together, in the hopes of producing a fabric of understanding about the world that is informed by both cognition and intuition.

**Faculty Signature:** Freshmen who wish to apply must submit a writing sample (either a paper from a literature class or documentation of a major project from a biology or chemistry class). Freshmen must schedule an interview with the faculty in order to obtain a faculty signature. For information, contact Bob Haft, (360) 867-6474 or [haftb@evergreen.edu](mailto:haftb@evergreen.edu) or Donald Morisato, (360) 867-6026 or [donaalmd@evergreen.edu](mailto:donaalmd@evergreen.edu). Interviews will be held during the Academic Fair, November 28, 2007. Those students who submit their writing sample in

advance of the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 to \$200 for art supplies.

**This program is also listed under** Programs for Freshmen and Expressive Arts.

## Tropical Rainforests

### Winter quarter

**Major areas of study include** ecology and evolution of tropical ecosystems, statistics for field biology, landscapes processes, weather and climate of tropical regions and introductory Spanish. Upper-division science credit will be awarded in all science areas.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Introduction to Environmental Studies or one year of college-level science. Spanish is highly recommended. Faculty signature is required (see below).

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

**Faculty:** John T. Longino (biology), Paul Butler (geology)

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, field ecology, the physical environment, statistical analysis of field data, conservation biology and Latin American culture. The first seven weeks of the program will be held on the Evergreen campus, followed by a three-week field trip to Costa Rica. The on-campus portion will include lectures and labs on global patterns of biological diversity, quantification and analysis of ecological diversity, an overview of major taxa of Neotropical plants and insects, and discussions of the physical environment of tropical regions. This material will be integrated with classes in introductory statistics and conversational Spanish.

During the Costa Rica field trip, we will visit four major field sites, including coastal habitats, tropical dry forest, cloud forest and lowland rainforest. Students will learn about common plants and animals in each area, dominant landforms and ecological processes, conservation issues and current biological research activities. Students will also learn techniques of field research by participating in quantitative field labs, both faculty and student led. In the evenings there will be a series of guest lectures by research scientists. The field trip will require rigorous hiking and backpacking in remote locations.

**Faculty Signature:** Students must submit an application. Assessment will be based primarily on writing skills and background knowledge in the sciences. Application forms are available from John T. Longino, (360) 867-6511, [longinoj@evergreen.edu](mailto:longinoj@evergreen.edu). Applications received by the Academic Fair, November 28, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Approximately \$2,200 for a three-week field trip to Costa Rica.

**A similar program is expected to be offered in** 2009–10.

**This program is also listed under** Environmental Studies.



## OFFERINGS BEGINNING SPRING QUARTER

**Alchemy: Spiritual and Chemical****Spring quarter**

**Major areas of study include** chemistry, history of science and art history.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Strong algebra skills.

**Program is preparatory for careers and future studies in** humanities, natural science and education.

**Faculty:** Lydia McKinstry (chemistry), Kevin Francis (history, philosophy of science)

Alchemy was a scientific pursuit that integrated chemistry, astrology, art, metallurgy, medicine and mysticism. The philosophical and practical roots of alchemy span ancient China and India, classical Greece and Rome, Arabia during the Islamic Golden Age, and medieval Europe. Today alchemy is of interest mainly to historians of science. However, the metaphysical and spiritual aspects of alchemy continue to intrigue philosophers, theologians and artists.

In this program, we will explore the origins of both spiritual and chemical alchemy. We will look at the parallel development of these two strands and study their influences on modern science and philosophy. Part of our inquiry will focus on the chemical principles and processes discovered by early alchemists. In addition, we will learn how seemingly magical transformations are now the mainstay of today's chemical industry.

Program activities will include lectures, problem-solving workshops, laboratories, field trips, seminars and independent projects. Most of our readings and discussions will be concerned with the history of alchemy as it relates to modern philosophy and science. Students will undertake assignments focused on interpreting and integrating these themes. This work will emphasize critical and quantitative reasoning, as well as the development of proficient writing and speaking skills.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$40 for field trips to the Tacoma Museum of Glass, other museum exhibits and/or theater performances in Portland, Oregon or Seattle, Washington.

**This program is also listed under** Programs for Freshmen.

**Algebra, Algorithms and Modeling:  
An Introduction to Mathematics  
for Science and Computing****Spring quarter**

Major areas of study include algebra, precalculus and computer science.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the sciences, education and mathematics.

**Faculty:** Neal Nelson (computer science, mathematics)

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models predict the behavior of complex systems, within limitations. Modern computing has significantly magnified the power of mathematical modeling and helped shape new models that increasingly influence 21st-century decisions. This program will explore the ways mathematics and computing are used to construct the scientific models that express our understanding of the natural world. Students will explore computing, study mathematical abstractions and develop the mathematical skills needed to express, analyze and solve problems arising in the sciences.

The common basis for the mathematics we know today arose from ancient Greek philosophies and the scientific revolution of the 17th and 18th centuries when the predictive power of science became a significant influence on the world. An historical component of the program will allow students an opportunity to develop the mathematical concepts and skills of today by expressing, analyzing and solving problems within the original historical contexts in which they arose in the natural sciences.

This program is intended for students who want to gain a fundamental understanding of mathematics and be exposed to computer science before leaving college or pursuing further work in mathematics, teaching or the sciences. The emphasis is on the development of fluency in mathematical thinking and expression while reflecting on the role and influence of mathematics in the history of science. Topics include college algebra and pre-calculus, introduction to modeling, history of science and introductory concepts in programming. This program is not intended for students who have had calculus or are otherwise ready to take calculus.

**Total:** 16 credits.

**Enrollment:** 24

**A similar program is expected to be offered in 2008-09.**

**This program is also listed under** Programs for Freshmen.



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## Astronomy and Cosmologies

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### Spring quarter

**Major areas of study include** astronomy, physics, mythology and history of science.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Strong writing and algebra skills.

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

**Faculty:** E. J. Zita (physics, astronomy)

In Astronomy and Cosmologies, we will learn beginning-to-intermediate astronomy through lectures, discussions, interactive workshops, and observations. We will use naked eyes, binoculars, and telescopes. We will build simple astronomical tools such as spectrometers, motion demonstrators, and position finders. We will learn about the structure and evolution of our universe and celestial bodies. Students will research a question that interests them, share research with classmates, and publish their work on our program Web page.

We will also discuss cosmologies: how people across cultures and throughout history have understood the universe and our place in it. We will study creation stories and world views, from those of ancient peoples to modern astrophysicists. We will learn ways in which human understanding and knowledge are constructed.

Students are invited to help organize an optional field trip to a location with clear skies. Students must be willing to work in teams and to use computer-based learning tools, including the Internet. We may have some online seminars using chat-room software.

Look for program details and updates on the Academic Program Web page, linked to the professor's homepage.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** \$15 equipment fee; optional field trip expense is possible.

**A similar program is expected to be offered in 2009–10.**

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## Designing Languages

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### Spring quarter

**Major areas of study include** linguistics and computer science.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** linguistics, languages and computer science.

**Faculty:** Susan Fiksdal (linguistics, French), Judy Cushing (computer science)

Have you wondered about the ways languages work? Do you think about how thoughts get translated into language? Have you explored differences between natural languages (such as English or French) and artificial languages (such as computer programming languages)? Do you know in what ways computer languages are similar to natural languages and the ways in which they differ?

In this program, we will explore these questions by studying natural language, learning a computer language, and designing a language. Specifically, students will study the structure and function of human language through an introduction to the field of linguistics. This will involve a study of phonetics, phonology, morphology, syntax, discourse, metaphor and pragmatics. Students will learn LOGO, a computer language that makes pleasing designs using some principles of geometry in a step-by-step process. We will work on the connections between natural and artificial languages and we will consider the implications of language design. Some of these implications include considering other sorts of language such as music and mathematics, writing systems, the intersection of culture and language and the functions of language. Finally, students will work collaboratively to create a language.

**Total:** 16 credits.

**Enrollment:** 48

**Special Expenses:** Approximately \$15 for final project expenses.

**A similar program is expected to be offered in 2010–11.**

**This program is also listed under** Programs for Freshmen and Culture, Text and Language.



## Ecology of Harmful Algal Blooms

### Spring quarter

**Major areas of study include** marine ecology, marine phycology and oceanography. Upper-division credit will be awarded for upper-division work.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level biology and one quarter of general chemistry.

**Program is preparatory for careers and future studies** in marine sciences, environmental studies, biology and ecology.

**Faculty:** Gerardo Chin-Leo (biological oceanography)

Micro algae account for most of the plant biomass and production in aquatic systems. Recently, coastal waters worldwide have experienced an apparent increase in the occurrence of large concentrations (blooms) of harmful algal species. Blooms of toxic algal species (e.g. red tides) can cause direct mortality of fish and shellfish. Other organisms, including humans, can be indirectly affected through the consumption of contaminated seafood. Large blooms of non-toxic species can also have negative impacts on aquatic habitats by shading benthic plants and by interfering with the activities of other organisms. Furthermore, if these algal blooms are not grazed or diluted, their decomposition can deplete the dissolved oxygen in the water, causing the mortality of plants and animals. This program will examine these interactions.

We will study the taxonomy and ecology of harmful algal species, the environmental factors controlling the abundance and productivity of aquatic algae and the possible role of human activities in causing the increase of harmful algal blooms. In addition, we will examine the efforts of scientists and government agencies to monitor harmful algal blooms and to control their impact on fisheries and public health. The material will be presented through lectures, seminar discussion of books and scientific articles and student research projects. There will be labs to learn methods in phycology, microscopy and seawater analysis as well as field trips to local estuaries.

**Total:** 16 credits.

**Enrollment:** 25

**This program is also listed under** Environmental Studies.

## Invertebrate Zoology and Evolution

### Spring quarter

**Major areas of study include** invertebrate zoology, invertebrate zoology lab, evolution and microscopy.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Two quarters of college-level general biology or Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change.

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

**Faculty:** Erik V. Thuesen (zoology)

Invertebrate animals comprise an extremely diverse group of organisms, and knowledge of invertebrate zoology is a key component to understanding biodiversity on the planet. This program will examine the invertebrate phyla with particular regards to functional morphology, phylogeny and ecology. The evolution of invertebrates will be an underlying theme throughout the course. Students will study the science of evolution through seminar readings and oral presentations.

The proximity of Evergreen's campus to various marine, freshwater and terrestrial habitats provides excellent opportunities to study many diverse groups of invertebrate organisms. Emphasis will be placed on learning the regional invertebrate fauna. Fundamental laboratory and field techniques in zoology will be learned, and students will be required to complete a research project utilizing the available microscopy facilities (light and scanning electron microscopes). This program will include extensive work in both the lab and field.

**Total:** 16 credits. Upper-division science credit will be awarded for upper-division work.

**Enrollment:** 24

**Special Expenses:** Approximately \$175 for overnight field trip; approximately \$10 for dissection tools; above average book costs.

**This program is also listed** under Programs for Freshmen and Environmental Studies.



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## Landscape Processes

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### Spring quarter

**Major areas of study include** geology and geomorphology. Upper-division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level science.

**Program is preparatory for careers and future studies in** earth science, environmental studies, land-use planning and forestry.

**Faculty:** Paul Butler (geology), TBA (geology)

The need to understand landscape processes has gained new urgency as awareness of global climate change has increased. For example, by studying changes in the landscape due to past climatic events, we will be better able to understand and predict the future direction of landscape adjustments that are now underway. In addition, human modification of Earth's surface, whether for agriculture, mining, forestry, or urbanization, is often undertaken without adequate knowledge of Earth's surficial processes, sometimes with dire consequences. Process geomorphology (the processes that make and modify physical landscapes) draws on a number of overlapping physical and biological sciences, which include physics, chemistry, hydrology, soil science, geography, meteorology, climatology and biology. This program will combine text discussion and lab exercises, with the opportunity for separate field studies at selected sites in Washington and the Grand Canyon to gain an understanding of these processes. Our goal is to improve students' ability to make the connection between landscape form and process. The focus of our studies will be on river systems, glaciated regions and coasts.

This program has two travel options available. Students can choose to participate in a 16-day, Grand Canyon field trip, or attend a one-week field trip to Eastern Washington and complete a research project.

**Total:** 12 or 16 credits. Students unable to attend either extended field trip should enroll in the 12 credit option.

**Enrollment:** 50

**Special Expenses:** The Grand Canyon field trip expense is approximately \$1,800. Students planning to participate in this option should contact the faculty no later than February 1, 2008, to obtain the application criteria for the trip. The deadline for payment is February 29, 2008. The Eastern Washington field trip is approximately \$150. The deadline for payment is April 4, 2008.

**This program is also listed under** Environmental Studies.

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## Rainforest Research

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### Spring quarter

**Major areas of study include** tropical field biology. Upper-division science credit will be awarded.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Temperate Rainforests or Tropical Rainforests or the equivalent. Faculty signature required (see below).

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

**Faculty:** John T. Longino (biology)

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

**Faculty Signature:** Students enrolled in Tropical Rainforests should include a statement in their application regarding interest in the Rainforest Research program. Tropical Rainforests students will be given preference but new students may enroll. New students wishing to enroll should contact John Longino, (360) 867-6511 or longinoj@evergreen.edu for an interview. Students applying prior to the fall Academic Fair, November 28, 2007, will be given preference. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** Students should be prepared to finance their own travel, daily living expenses and project needs. For example, complete room and board for ten weeks at La Selva Biological Station is about \$1,800. Airfare to Costa Rica is often about \$700. Ten days of joint meetings at La Selva Biological Station will be required and should be factored in to your living expenses (\$250 or \$340, depending on long-term or short-term status at La Selva). There is a \$150 study abroad fee payable to Evergreen.

**A similar program is expected to be offered in 2009-10.**

**This program is also listed under** Environmental Studies.



## The Science of Fat

### Spring quarter

**Major areas of study include** chemistry and statistics.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Program is preparatory for careers and future studies in** chemistry, statistics and public health.

**Faculty:** Sharon Anthony (chemistry), Brian L. Walter (mathematics)

What is all the fuss about fat in our diets? In what ways is fat a necessary nutrient and how is it harmful to us? What's the difference between a saturated fat and a trans fatty acid and why should we care? How do researchers use data to create dietary recommendations for the public?

In this program, we will investigate the role of fat in our diets from a chemical perspective, and study how to use statistics to draw conclusions from data about health and diet. With chemistry and statistics as disciplinary backbones, we will investigate what types of fat we should eat as well as whether fat replacements such as Olestra are a healthy alternative. Seminar texts will discuss a range of issues including healthy diets, causes of obesity, perceptions and stereotypes about fatness, and media presentation of diet and health issues. Students will also undertake a significant research project on a topic related to the content of the program, culminating in a scientific poster and presentation.

**Total:** 16 credits.

**Enrollment:** 46

**Special Expenses:** Approximately \$75 for overnight field trip.

**This program is also listed under** Programs for Freshmen and Environmental Studies.

## Vertebrate Evolution

### Spring quarter

**Major areas of study include** evolutionary biology, vertebrate zoology, comparative anatomy and philosophy of science.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** One year of college-level biology, preferably two.

**Program is preparatory for careers and future studies in** vertebrate zoology, veterinary medicine and evolutionary biology. Upper-division science credit will be awarded.

**Faculty:** Heather Heying (evolutionary biology)

Evolution provides an explanation for the extraordinary biological diversity on this planet. In this program, we will focus on macro evolutionary processes—specifically speciation and the evidence it leaves behind. In doing so, we will address several philosophical questions including: How do we make claims of knowledge in a historical science such as evolution? We will investigate questions that initially seem simple—for example “What is a species?”—but turn out to have myriad, conflicting answers. It is this complexity, and our attempts as scientists to discern the pattern in that complexity, that will be our focus.

We will use vertebrates as our model to study evolution. Innovations have marked the history of vertebrates, including the origins of cartilage, bone, brains, endothermy and the amniotic egg, which allowed for the invasion of terrestrial habitats. The transformation of existing structures to take on new functions has been another notable feature of vertebrate evolution: from swim bladder into lungs, hands into wings, and scales into both feathers and hair. In the second half of the quarter, we will review the history and diversity of vertebrates.

Classroom work will include workshops and lectures in which active participation by all students will improve the learning community for all. In the wet lab, we will study the comparative anatomy of vertebrate skulls and skeletons, and dissect cats and salamanders. In the computer lab, we will use software designed for systematic character analysis, and students will generate and analyze morphological datasets. Students will present short lectures on topics in anatomy or physiology (e.g. circulatory system, muscle physiology). Students will also conduct extensive research on a current, unresolved topic in vertebrate evolution, and will present that research in both a paper and a poster. In the final week of the quarter, we will go on a multi-day field trip.

**Total:** 16 credits.

**Enrollment:** 25

**Special Expenses:** Approximately \$130 for four-day field trip to Oregon and \$50 lab specimen fee.

**A similar program is expected to be offered in** spring 2010.

**This program is also listed under** Environmental Studies.



# Society, Politics, Behavior and Change

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

**Society:** Many of our programs examine how social groups, such as races, genders, religions and classes, interact to construct a complex society. We also study how society and other social forces affect the experiences and opportunities of the individuals and groups within.

**Politics:** Many of our programs consider how societies and governments are organized to allow collective decision-making. Our study of politics focuses on political economy and the interplay of politics and economics, with an emphasis on the international political economy and its implications for race, gender and class in U.S. society.

**Behavior:** Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty have particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

**Change:** Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

Our **management** programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed. Recognizing that the Puget Sound region has proved to be a rich laboratory for the study of economics and social change, our management programs often integrate the study of leadership development, international business and ocean transportation with our maritime studies program.

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

Our area includes faculty from the following disciplines: anthropology, economics, history, public policy, public administration, labor studies, management, political science, international affairs, philosophy, sociology, health sciences, psychology and teaching and learning.

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

Several of the faculty members in this area teach regularly in the Master in Teaching Program or the Master of Public Administration program. Our entire faculty works collaboratively to develop our undergraduate curriculum.

## Affiliated Faculty:

### Don Bantz

Public Administration

### Peter G. Bohmer

Political Economy

### Priscilla V. Bowerman

Economics, Philosophy

### William Bruner

Economics, Management

### Scott Coleman

Education

### Stephanie Coontz

European/American History,  
History/Sociology of  
Marriage, Family Studies

### Bruce Davies

Public Administration

### Elizabeth Diffendal

Cultural Anthropology,  
Human Services

### Peter Dorman

Economics, Political Economy

### John Robert Filmer

Maritime Studies,  
Business Management

### Terry Ford

Education, Multicultural  
Studies

### George Freeman, Jr

Clinical Psychology

### Laurance R. Geri

Public Non-profit  
Management,  
International Affairs

### Jorge Gilbert

Sociology, International  
Studies

### Angela Gilliam

Anthropology

### José Gómez

Law and Politics

### Amy Gould

Public Administration,  
Political Science

### Zoltán Grossman

Geography, Native  
American Studies

### Jeanne E. Hahn

Political Economy,  
Contemporary India

### Ryo Imamura

Counseling Psychology,  
Buddhist Studies

### Heesoon Jun

Psychology

### Cynthia Kennedy

Leadership

### Mukti Khanna

Psychology, Expressive  
Arts Therapy

### Janice Kido

Inter-cultural Communication,  
Education

### Cheryl Simrell King

Public and Non Profit  
Administration, Community/  
Urban Studies

### Glenn Landram

Management, Statistics

### Gerald Lassen

Economics

### Daniel B. Leahy

Social Movement Theory and  
Practice, Political Economy

### Anita Lenges

Ethnomathematics, Math/  
Science Education

### Carrie M. Margolin

Cognitive Psychology

### Paul McMillin

Information Studies,  
Historical Sociology

### Janet Mobus

Business

### Lawrence J. Mosqueda

Political Economy

### Alan Nasser

Political Economy,  
Foreign Policy

### Toska Olson

Sociology

### Sarah Pedersen

Literature, Maritime Studies

### Yvonne Peterson

Education, Native  
American Studies

### Nelson Pizarro

Business Administration,  
Entrepreneurship

### Zahid Shariff

Public Administration,  
Post-Colonial Studies

### Masao Sugiyama

Mathematics, Education

### Michael Vavrus

Social Foundations of  
Education, Political Economy

### Sherry L. Walton

Education, Literacy

### Sonja Wiedenhaupt

Psychology, Education

### Tony Zaragoza

American Studies,  
Political Economy



## 500 Years of Globalization

### Fall and Winter quarters

**Major areas of study include** world history, globalization, political economy, geography and sociology.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Students must have previous study in political economy, political science and history. Faculty signature is required (see below).

**Program is preparatory for careers and future studies in** the social sciences, law, education and informed citizenship.

**Faculty:** Jeanne Hahn (political economy)

The world is undergoing unprecedented flux and transformation. Some argue we are in the midst of a passage to a qualitatively different world. How do we understand this, historically and in the present? What is the future of the nation-state in the face of the hypermobility of capital, the re-emergence of nationalism, the increasing disparity and similarity between the "first" and "third" worlds, and the United States' attempts to assert global military dominance? Is the public sphere disappearing in the face of privatization and neoliberal policy? These are big questions; every person on earth has a stake in the answers.

In the fall quarter, we will focus on a study of the evolution of historical capitalism and the international political economy to understand the process by which over the past 500 years Europeans (and later Euro-Americans) created capitalism and the nation-state, rewrote the world map through colonialism and imperialism, established the rules of the international system, and initiated the process by which the rest of the world generally became poor and powerless.

In the winter quarter, we will focus on the present and assess the rapidly changing global political economy and recent geostrategic developments. We will explore the relationship between transnational corporations and multilateral institutions, investigate the neoliberal agenda as expressed through public policies in the first world and structural adjustment programs in the third world, and explore changing structures of power through an examination of state-market and regional trading-bloc relationships. We will look directly at the rise of revolutionary (often religious) nationalism, strategies for de-linking from the capitalist world-system, and the nature of global social movements and change. Students will write frequently, engage in a major research project and analyze world developments through the daily *New York Times* and one foreign newspaper.

**Faculty Signature:** Students must interview with the faculty and submit a portfolio of previous work that includes a sample of written work and a sample Evergreen evaluation or previous transcript. For more information, contact Jeanne Hahn, (360) 867-6014 or hahnj@evergreen.edu. Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 25

## American Indian Sovereignty: Competing Contexts

### Fall and Winter quarters

**Major areas of study include** Native American studies, American history, political theory, federal Indian law and policy, legal research and writing, and theory and methodology in the social sciences.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** Native American studies, law, public policy, tribal government and policy.

**Faculty:** Kristina Ackley (Native American studies), José Gómez (constitutional law and politics)

American Indians have a relationship with the federal government unlike that of any other ethnic or political group in the United States. They also have complex understandings of tribal sovereignty that contest all attempts to make them subordinate to colonial powers. In this two-quarter program, we will consider the various ways in which sovereignty has been understood and argued, taking as our broad starting points the two competing contexts of tribal knowledge systems and the U.S. Constitution.

The concept of sovereignty must be placed within a local, historical, cultural and global context. Through theoretical readings and discussion, we will move from nation building in America to Native forms of nationalism. We will examine the historical background and basic doctrines of federal Indian law, including the history of federal Indian policy, the foundations of tribal sovereignty, federal roles in Indian affairs and the complex interplay of federal, tribal and state authorities in Indian country. Students will learn about traditional tribal governmental structures, contemporary tribal governments and the areas in which they exercise authority and proposals for future self-determination. We will also examine the sources and limitations of federal power over Indigenous peoples and tribes, state and federal constraints on tribal authority, and state claims to power over both Indian tribes and non-Indians living or working in Indian country.

In the fall quarter, students will gain an understanding of the legal nature of the relationship between American Indians and the United States. Beginning with the American Constitution and the era of the early republic, the federal-Indian relationship will be discussed in terms of the developing American nation state. Central to this discussion will be an analysis of the retention of tribal sovereignty in the face of political and geographic encroachment justified with arguments over federalism and carried out through treaty making, Indian removal and systematic military campaigns. The origins of modern, legal tribal sovereignty will be contrasted with the implications of the plenary powers doctrine.

In the winter quarter, we will move from this foundational overview to topical issues that have emerged in the 20th and 21st centuries, including early attempts to appeal to international law, conservation efforts and their impacts on treaty rights, tribal interests and subsistence needs of Aboriginal people. We will also examine the rise of modern inter-tribal political organizing in the face of termination, treaty rights and tribal sovereignty. Finally, the emergence of land claims, social welfare issues and economic development as critical areas of study in the late 20th century will be contrasted with the rise in broad-based appeals to other global Indigenous people and the reclamation of traditional voice in a decolonization context in recent years.

In major projects during the fall and winter quarters, students will work on a contemporary issue within Washington



state that is of particular interest to local tribes. This will culminate in writing appellate briefs and presenting arguments in mock court. Alternatively, students may research and write about tribal sovereignty through a case study.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will take as our basic premise in this program that those wishing to know about the history of a particular native group should learn about it with a purpose to be of support to these people today. Students will develop skills as writers and researchers by studying scholarly and imaginative works and by conducting policy research and fieldwork. We will require extensive reading and writing on these topics. There will be films and guest speakers that reflect important aspects of Indigenous experiences.

**Total:** 16 credits each quarter.

**Enrollment:** 50

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

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## The Arts of the Sailor

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### Fall quarter

**Major areas of study include** history, critical reasoning, writing, coastal navigation, communication, leadership and seamanship.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** leadership, management, business, maritime industry and seafaring.

**Faculty:** John Filmer (maritime studies)

This program is intended for students who want to do more than just learn how to sail. It provides an opportunity for students to learn coastal navigation, seamanship and the sailing arts aboard the Yawl Resolute. Students will learn power cruise and sail seamanship, become part of a working crew, learn the "rules of the road," tides and currents, weather, boating safety and regulations, coastal navigation (not celestial) and various sailor's arts including knots, splices, hitches, reefs and the correct use of lines in docking and un-docking. This program will be demanding and include a reading and writing schedule covering the history and development of sail and Northwest maritime history. The development of leadership and teamwork skill is a primary goal.

Sailing days will generally consume a full day. Students must be willing to work hard and engage academically with the material.

**Faculty Signature:** Students must submit a one-page summary of their goals and objectives as well as their expectations of the program. Acceptance into the program will be based on the student's background and aspirations. For information and to schedule a faculty interview, contact John Filmer, (360) 867-6159 or write to The Evergreen State College, Seminar II A2117, Olympia, WA 98505. Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 8 credits.

**Enrollment:** 11

**Special Expenses:** \$500 lab fee to be paid by September 28, 2007.

**This program is also offered in** winter and spring quarters.

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## Business, Culture and the State in the U.S. and Latin America

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### Fall and Winter quarters

**Major areas of study include** business, Latin American studies, management, economics, political science, finance and quantitative methods.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** It is helpful, but not essential, that students have introductory accounting and introductory economics before taking this program.

**Program is preparatory for careers and future studies in** business, management, public administration, law and the social sciences.

**Faculty:** Larry Geri (management, international affairs, economics), William Bruner (economics, management), Nelson Pizarro (business administration, entrepreneurship)

In this two-quarter program, we will combine the study of business practices with an exploration of Latin American culture, politics, business practices and economic development. Over the last two decades, China and much of East Asia experienced remarkable economic growth and improved living standards (though at a significant social and environmental cost), while many of the countries of Latin America struggled to improve the lives of their citizens. Our goal is to gain knowledge and skills in business and management (on topics such as accounting and finance, organizational development, organizational behavior, marketing, economics, business history and ethics) while attempting to answer two questions: What led to this wide difference in social and economic outcomes? What policy options are available for improving such outcomes in this diverse region?

During fall quarter, we will develop analytical frameworks, subject expertise and basic skills in business, management, economics and the study of cultures and political systems. In winter quarter, we will apply these frameworks to an analysis of globalization, culture, and the state, with an emphasis on Latin America. We will examine the complex relationships between the U.S. and countries within the region, and between the state and business, as well as the opportunities and problems associated with increased trade within the Americas. This discussion will emphasize the impacts of the North American Free Trade Agreement and related free-trade proposals.

Students in the program can expect to gain a solid introduction to business and management as a basis for more advanced study, or for jobs in either the public or private sectors. They will also gain an improved understanding of the countries and cultures of Latin America, and insights into the relationship between business and society.

**Total:** 16 credits each quarter.

**Enrollment:** 75



## Christian Roots: Medieval and Early Modern Science

### Fall and Winter quarters

**Major areas of study include** European history, history of science, philosophy, European ethnobotany, book arts and expository writing.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** the humanities, education, environmental studies, natural sciences, healing arts and ethnobotany.

**Faculty:** Kevin Francis (history/philosophy of science), Frederica Bowcutt (botany, history of science)

We will explore the medieval and early modern influences on western science. In doing so, we will study the development of European culture between approximately 1100 to 1750 through the prism of astronomy, botany, medicine and natural philosophy. We will also examine the influence of Christianity on early scientific understanding of the world.

This program investigates the following questions. How did classical pagan philosophy and Christianity shape the way medieval and Renaissance Europeans interpreted and represented the world? How did humanism, the rise of science and changing technology transform the way Renaissance Europeans made sense of the world? In what ways, if any, do these earlier forms of understanding nature inform our current practices in art and science? How does the emphasis on the rational, scientific approach to knowing influence our life today? How does our understanding of the natural world influence our beliefs about our spiritual existence? And, finally, how does one comprehend and relate to historical epochs with a set of beliefs and practices that seem, at first glance, very foreign to our own way of understanding and interacting with the world?

In the fall, we will develop a grounding in the precipitating factors, cultural and scientific, that led to the Middle Ages. We will study Greek, Roman and Arabic thinkers such as Hippocrates, Aristotle, Dioscorides, and Avicenna who influenced natural philosophy. We will also examine selected philosophical and theological issues that vexed scholars in Medieval monasteries and universities. Finally, we will examine the practice of European ethnobotany through herbals, horticulture, and medical history. Students will begin a book arts project that continues through winter quarter.

In the winter, we will address the emerging humanism of the Renaissance and its influence on the study of nature, especially in the areas of botany, astronomy and medicine. During the Middle Ages, these sciences were heavily shaped by Christian values and beliefs. With the establishment of institutions of higher learning and numerous translations of classical pagan works, the seeds for a new scientific enterprise were planted. New technology, global exploration, and artistic movements also contributed to the scientific revolution that took place in the early modern period.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**Special Expenses:** \$150 for art supplies.

**This program is also listed under** Programs for Freshmen; Culture, Text and Language; Environmental Studies; Expressive Arts; and Scientific Inquiry.

## Colonialism and Decolonization

### Fall and Winter quarters

**Major areas of study include** economics, education, history and literature.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, politics, law and economics.

**Faculty:** Zahid Shariff (political science), Anita Lenges (education)

We will examine the different ways in which the notions of imperialism and colonization can be understood broadly as well as in specific geographic and historical contexts. Focusing on the historical experiences of people of color in Africa, the Middle East and the Americas, we will explore the ways in which imperialism and colonization served as tools for conquest and domination as well as subjugation and exploitation. We will examine the context in which these tools were, and continue to be, employed and the resistance of different kinds with which they have to contend. One context that will be explored throughout the two quarters is the role of schooling in colonialism as well as how some schools work toward decolonization.

One purpose of the program is to make distinctions and identify similarities between the imperialist practices of the past and those that are at work now. Exploring the role of image, representation and knowledge—incentives for their production, and the prospects for their distribution—will be significant elements of the program. Quite often the critique of orientalism will guide us. Another purpose is to explore the resistance offered by the colonized and subjugated people to the colonial and imperial forces. Such resistance has manifested itself in diverse forms and it continues to evolve in creative ways.

To accomplish the learning goals, students will read course materials both to understand the authors' perspectives and relate their own perspectives to the authors'. Students will also work collaboratively, learning to discuss ideas with people who hold different perspectives and life experiences from their own. We expect to accomplish these goals through frequent writing assignments and active student participation in seminar facilitation, introduction of films and documentaries and leadership in organizing discussions. Among the writing assignments will be short weekly papers based on the readings and a longer paper on a relevant topic selected by the students. The readings will include such classical texts as Aimé Césaire's *Discourse on Colonialism* as well as more recent works like Linda Smith's *Decolonizing Methodologies*.

**Total:** 16 credits each quarter.

**Enrollment:** 48

**A similar program is expected to be offered in** 2008–09.

**This program is also listed under** Programs for Freshmen.



## Family: Inspiration of Significant Others

### Fall, Winter and Spring quarters

**Major areas of study include** history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies, and areas of study determined by student research projects.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

**Faculty:** David Rutledge (education, Native American studies), Yvonne Peterson (education, Native American studies), Raul Nakasone (education, Native American studies, Latin American studies, Spanish, Peruvian history)

This program is for students who have a research topic (with a major focus on family) in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy that supports this program. Yvonne Peterson will offer a special series of workshops to support the particular academic needs of first- and second-year students.

We will ask students to take a very personal stake in their educational development. Within the program's family theme and subjects, students will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and within their communities. Students will be encouraged to assume responsibility for their choices. Faculty and students together will work to develop habits of worthwhile community interaction in the context of the education process and liberation. The faculty are interested in providing an environment of collaboration where faculty and students will identify family topics of mutual interest and act as partners in the exploration of those topics.

In this program, students develop individual projects (with an academic focus on family) to examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each student's area of interest, we will look at a variety of cultural and historical perspectives and use them to help address issues connected to the program theme. Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies to include historical and political implications of encounters, and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous People of the Americas.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities on the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and Indigenous peoples.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for their chosen questions and do the integrative review of the literature

and data collection. Ongoing workshops will allow students to learn the skills for completing their projects. Late winter and into spring quarter, students will write conclusions, wrap up print/non-print projects, and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

Depending on their individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in creating interactive Web pages and documentaries, as well as I-movie editing and presentations using PowerPoint.

**Total:** 16 credits each quarter.

**Enrollment:** 72

**Special Expenses:** Approximately \$2,000 for an optional five-week study abroad trip to Peru during winter quarter. Cost includes transportation, room and board. A \$150 non-refundable deposit must be paid by September 28, 2007. For information about the study abroad component, contact Raul Nakasone, (360) 867-6065 or nakasonr@evergreen.edu.

**Internship Possibilities:** With faculty approval.

**This program is also listed under** Programs for Freshmen and Native American and World Indigenous Peoples Studies.

## Foundations of Health Science

### Fall, Winter and Spring quarters

**Major areas of study include** introductory general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition. All credits are lower-division science credits.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Prerequisites:** Students must have ability to use algebra and to work with fractions.

**Program is preparatory for careers and future studies in** health sciences, education, biology, chemistry and public health.

**Faculty:** Rebecca Sunderman (chemistry), Michael Paros (veterinary medicine), Benjamin Simon (biology)

Foundations of Health Science is designed for students contemplating work in the healthcare field, who want to learn more about how the body functions on both a macroscopic and microscopic level, and those who are interested in learning more about science in an integrated and thematic context.

This is a yearlong, laboratory-based program exploring introductory concepts of biology and chemistry with a focus on health and medicine. Over the course of three quarters, we will study general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition. Topics will be spread out over multiple quarters, as content will be organized around themes. We will focus on cancer in fall quarter, obesity in winter quarter and infectious disease in spring quarter.

In our explorations, we will incorporate laboratory work, lectures, group projects, seminars, textbook homework assignments, workshops and field trips. Communication skills, both written and oral, will be emphasized. Concepts and



techniques of thesis-driven writing and scientific writing will be studied and applied.

Completion of this program will give students many of the prerequisites they need for allied health careers in nursing, physical therapy, midwifery, athletic training, nutrition, and others. If you intend to pursue a career in medicine, dentistry, veterinary medicine, naturopathy, or pharmacy, you are advised to enroll in the sequence of programs beginning with Introduction to Natural Science followed by Molecule to Organism.

**Total:** 16 credits each quarter.

**Enrollment:** 66

**A similar program is expected to be offered in 2008–09.**

**This program is also listed under** Programs for Freshmen and Scientific Inquiry.

## Health and Human Development

### Fall and Winter quarters

**Major areas of study include** human biology (without lab), lifespan developmental psychology, research methodology, anthropology, human evolution and descriptive statistics. All credit is lower-division.

**Class Standing:** Sophomores or above; transfer students welcome.

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

**Faculty:** Carrie Margolin, TBA

Health and Human Development will build a background in human biology and psychology affording students the knowledge to make analytical choices in their own life. We'll look at life-span human development in the fall from prenatal to adolescence and in the winter, from adulthood through aging to mortality. Concurrently, we'll cover development and aging from both biological, psychological and cross-cultural perspectives, as well as human evolutionary development. Attaining good health is a multifaceted process, therefore our exploration of healthy lifestyles will include an exploration of biological, psychological and even financial health.

Humans are spectacularly complex. An average adult's body contains roughly 10 trillion cells, each cell intricate enough to be an organism unto itself. The human nervous system alone contains hundreds of billions of cells, forming trillions of electrical connections. And this biological complexity is only the beginning. We live in highly intricate social units—families, tribes, political, ethnic and religious communities, etc.—each with its own history and structure. In this interdisciplinary program, we will study how these complexities develop over time and interact in healthy human lives.

The program format will include workshops, lectures, films, seminars, guest presentations and group and individual projects. We will focus on clarity in oral and written communication, quantitative skills and the ability to work across significant differences.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$80 to \$100 for a privately obtained physical. Whether you will need to have a physical or not will depend on whether you select a project that requires the physical.

**This program is also listed under** Scientific Inquiry.

## Introduction to Environmental Studies: Natural Resources, Oceans and Global Climate Change

### Fall and Winter quarters

**Major areas of study include** environmental studies, ecology, oceanography, environmental policy and economics.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** environmental studies, environmental regulation, education, ecology and natural resource management.

**Faculty:** Gerardo Chin-Leo (marine ecology, oceanography), Ralph Murphy (political science, environmental economics, natural resources)

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

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

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

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

**Total:** 16 credits each quarter.

**Enrollment:** 50

**This program is also listed under** Environmental Studies and Scientific Inquiry.



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## Latin American Development: Rhetoric or Reality

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### Fall, Winter and Spring quarters

**Major areas of study include** Latin American studies, economics, sociology, history and demography.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** Latin American studies, political economy, international studies, sociology, diplomacy, cultural studies, public administration, economic development and anthropology.

**Faculty:** Jorge Gilbert (sociologist, international studies), TBA (economics)

During the fall quarter, students will study Latin America from a historical, cultural, economic and political viewpoint. The historical and international context that produced the current socio-political and economic conditions of the region such as colonial structure, dependent state and the current neo-liberal model will also be studied.

In the winter quarter, students will analyze present-day issues such as poverty, foreign debt, migrations, remittances, fair trade, capital flight, unequal competition and Latin America's role in today's globalized world. Finally, within this context the program will evaluate current political events such as Cuba's continuing relevance and its connection to the shifting political-economic paradigm taking place in the region.

Students will have the option to travel to Chile for four to ten weeks during spring quarter. This study abroad opportunity will focus on the study of different aspects of Chilean life. The main subjects will include the particular struggles and issues facing different sectors of the population under Chile's current neoliberal model of economic development, poverty, popular culture, artistic expression, women's issues and environmental concerns of the people. The studies will involve research, observation, and close collaboration with community organizations, cooperatives and public institutions.

In addition, students can enroll in a Spanish language course for four credits through the Evening and Weekend Studies program.

**Faculty Signature.** Students must provide a letter of recommendation from a former faculty. For more information, contact Jorge Gilbert, (360) 867-6740 or gilbertj@evergreen.edu. Materials received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Approximately \$3,150 for an optional, spring quarter, four- to ten-week study abroad component to Chile. The cost includes transportation, including airfare, room and board, and field trip expenses.

**A similar program is expected to be offered in 2008–09.**

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## Looking Backward: America in the 20th Century

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### Fall, Winter and Spring quarters

**Major areas of study include** American history, economic thought, American literature and mass culture.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

**Faculty:** David L. Hitchens (American diplomatic history), Jerry Lassen (economics)

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

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. While exploring these issues, we will use history, economics, sociology, literature, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, student panel discussions of assigned topics as well as program-wide symposia. Each end-of-quarter symposium will provide a culmination of the quarter's work. Students will gain valuable experience in public speaking and presentation.

**Total:** 16 credits each quarter.

**Enrollment:** 46

**A similar program will be offered in 2008–09.**

**This program is also listed under** Programs for Freshmen and Culture, Text and Language.



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## Marxist Theory

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### Fall quarter

**Major areas of study include** political theory, political economy and philosophy, history, race and gender studies.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Political Economy and Social Change program or one year of political science, sociology or history or the equivalent. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** political science, political theory and history.

**Faculty:** Larry Mosqueda (political economy)

*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 accounts 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, dialectics, historical materialism, or his analysis of labor or revolutionary change.

In this program, 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 further study of Marxist analysis.

**Faculty Signature:** Faculty will assess students' ability to write at the college level. Students should submit a past social science research paper and set up an interview with the faculty. For more information, contact Larry Mosqueda, (360) 867-6513 or [mosqueda@evergreen.edu](mailto:mosqueda@evergreen.edu). Application materials received before the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits.

**Enrollment:** 25

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## Money, Molecules and Meds

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### Fall and Winter quarters

**Major areas of study include** economics, management, pharmacology and chemistry.

**Class Standing:** This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

**Prerequisites:** Strong algebra proficiency. High school biology and chemistry recommended.

**Program is preparatory for careers and future studies in** business, education, humanities, law and natural science.

**Faculty:** Glenn Landram (management, statistics), Maria Bastaki (pharmacology), Lydia McKinstry (chemistry)

This program will explore the economic, ethical and scientific impacts of the pharmaceutical industry on global society. We will educate from a variety of angles in order for students to gain an appreciation of the critical issues involved with disease diagnosis, drug development, testing, regulation and production. The program will use an organizing theme that links the chemical and biochemical concepts of drug design and development with the economic, social and legal issues associated with the demand, cost and feasibility of research.

During the fall quarter, we will survey the fundamental principles of chemistry and molecular structure as they relate to drug activity and function. We will also consider the biochemical principles that are important in drug bioavailability, therapeutic efficacy and toxicity. We will explore the definition of disease in the context of pharmaceutical research priorities and the role of the medical profession in disease diagnosis and treatment. The regulatory, political and public policy processes involved in moving a potential drug candidate from the research laboratory through clinical testing and ultimately to the consumer will also be examined.

In the winter quarter, our inquiry will focus on the role of pharmaceutical and biotechnology industries in public health and society, as well as the ways in which these organizations are structured and financed. We will compare the costs and benefits associated with drug development as they apply to the industry and society, including research, testing, production, packaging and marketing. Historical accounts of the discovery, development, testing and regulation of a few specific drugs will be presented along with the resulting public health and public policy impacts. In addition, we will consider the economic, social and geographical factors associated with certain national and global public health care issues.

Program activities will consist of lectures, small-group problem-solving workshops, laboratories, field trips and seminars. Our readings and discussions will be concerned with the economic, ethical and scientific aspects of the pharmaceutical industry as they relate to the global community, as well as individuals. As appropriate, we will use quantitative methods to gain additional insights into these concepts. Students will undertake assignments focused on interpreting and integrating the topics covered. This work will emphasize critical and quantitative reasoning, as well as the development of proficient writing and speaking skills.

**Total:** 16 credits each quarter.

**Enrollment:** 60

**Special Expenses:** Approximately \$25 for field trips to local museums, theaters and legislative sessions.

**This program is also listed under** Programs for Freshmen; Environmental Studies; and Scientific Inquiry.



## Multicultural Counseling

### Fall, Winter and Spring quarters

**Major areas of study include** counseling skills, personality theory, abnormal psychology, expressive arts therapies, and multicultural psychology.

**Class Standing:** Seniors have priority; juniors will be accepted if there is space available.

**Prerequisites:** One year of study in an interdisciplinary liberal arts program with some background in issues of diversity and one year of study covering general principles of psychology. Transfer students are invited to describe their background in psychology, cultural studies and liberal arts education. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** psychological counseling, clinical psychology, expressive arts therapies, social work and multicultural studies.

**Faculty:** Mukti Khanna (clinical psychologist, expressive arts therapist)

We will explore ways psychology can be of service in an increasingly diverse society by addressing concepts of mental health, the mental health system and psychological counseling that are critical to the maintenance of healthy communities and a more just and peaceful world. We will address theoretical and experiential aspects of multicultural and transpersonal psychology in a community context, and how psychology can contribute to the current United Nations Decade of Nonviolence.

In the fall quarter, students will explore personality theory and engage in counseling laboratories. Students will interview for an internship site in the fall and participate in a community based mental health internship during the winter and spring quarters. In the winter quarter, students will study abnormal psychology and social science research that relates to their internship site. In the spring, students will continue to study abnormal psychology and psychological ethics. Studies in multicultural psychology, counseling skills and person-centered expressive arts therapy will occur throughout the program. No previous art or movement experience is required. Students need to be willing to work with psychological theory and self-knowledge through co-counseling, expressive arts, energy psychology and cultural identity work.

**Faculty Signature:** Applications will be available beginning April 1, 2007, in the Program Secretaries office, Lab II 2250. For more information, contact Mukti Khanna, (360) 867-6752 or khannam@evergreen.edu. Applications received by the Academic Fair, May 16, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 16 credits each quarter.

**Enrollment:** 25

**Special Expenses:** \$75 for art supplies.

**Internship Possibilities:** 15 hours a week during winter and spring quarters.

**A similar program is expected to be offered in 2008–09.**

## Native Decolonization in the Pacific Rim

### Fall and Winter quarters

**Major areas of study include** Native American studies, geography and world Indigenous peoples studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Students must have a current, valid passport.

**Program is preparatory for careers and future studies in** Native studies, geography and global studies.

**Faculty:** Frances V. Rains (Native studies, U.S. history), Zoltán C. Grossman (geography, Native studies)

This program examines the dynamics of settler colonization and Native decolonization in a comparative framework, using the Pacific Rim as a geographic focus. By concentrating on a larger region, students will have an opportunity to broaden Indigenous studies beyond the 48 states, and show common processes of Native decolonization in different settler societies.

We will be studying decolonization through treaty relationships, sovereign jurisdiction, and the cultural revitalization of First Nations. In this context, the program will explore the qualitative interaction of human beings and the natural environment. In order to examine the central role of Indigenous peoples in the region's cultural and environmental survival, we will use the lenses of geography, history, art and literature.

In the fall quarter, we will emphasize the complexities and intricacies of Native decolonization by concentrating on a particular region, in this case the First Nations of British Columbia, Canada. These Aboriginal peoples did not sign treaties with the Canadian state, and are today in the forefront of defining and mapping their land base.

In the winter quarter, we will expand the focus to appreciate the similarities and differences of Indigenous experiences in other areas of the Pacific Rim. These may include the Maori in New Zealand (Aotearoa), Aborigines in Australia, Pacific island peoples, Alaskan and Siberian Natives, among others. We will be focusing on common Pacific Rim concerns such as climate change, natural resource control, and the impacts of trade, tourism, militarization and cultural domination.

Students will engage the issues through lectures, book seminars, guest speakers, films and field trips. The program will include a range of research and presentation methodologies such as the production of thematic maps (cartography) and other computer graphics. Students will be expected to integrate readings, lecture notes, and other sources in writing assignments.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Up to \$500 for a field trip to Canada. Students must have a current, valid passport.

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



## Self and Community

### Fall, Winter and Spring quarters

**Major areas of study include** psychology, sociology, human services and writing.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Solid college level reading and writing skills. Commitment to enroll in the program for the entire year and do an internship/volunteer work during winter quarter.

**Program is preparatory for careers and future studies in** psychology, sociology and social work.

**Faculty:** Toska Olson (sociology), Heesoon Jun (psychology), TBA

The major goal of the program is to link theory and practice. Students will have opportunities to understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations. This three-quarter program involves learning psychological and sociological perspectives in fall quarter, applying them to field work in winter quarter, and returning to the classroom in spring quarter to assess what worked and to suggest future improvements.

During fall quarter, students will study psychological and sociological perspectives on identity, society, social problems and human service work. Students will examine questions such as where do I fit within my community? How does my society influence me? How can I have a positive impact on my community and society? Students will explore the reciprocal relationship between self and community through program readings, class activities and fieldwork exercises.

During winter quarter, students will make meaningful service contributions to local, national, or international organizations by participating in an internship or volunteer work for 40 hours a week, the equivalent of 16 credits. Students will communicate electronically with the faculty during winter quarter to ask questions and discuss their learning. In addition, they may meet with faculty and colleagues for seminar discussions.

Students will return to the classroom in spring quarter to reflect on, critically examine and integrate their fall quarter theoretical learning with their winter quarter practical experience. The major project this quarter will be a synthesis paper that details this integration, proposes how to more effectively prepare students for community work and develops effective guidelines for serving the community. In the spring, students may continue their community work for four of the 16 credits.

Studies will encompass lectures, workshops, seminar discussions, reading, writing, research, small group collaboration and student presentations about topics related to self and community. Students who successfully complete this program will gain considerable experience with applied work in the social sciences and human services and with independent scholarly research and writing.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Travel expense during winter quarter is dependent upon the location of the student's chosen community service work.

**Internship Possibilities:** All students are required to participate in an internship or volunteer work for 16 credits during winter quarter. Students may continue their internship for four of the 16 credits during spring quarter.

## OFFERINGS BEGINNING WINTER QUARTER

### The Arts of the Sailor

#### Winter quarter

**Major areas of study include** history, critical reasoning, writing, coastal navigation, communication, leadership and seamanship.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Faculty signature required (see below).

**Program is preparatory for careers and future studies in** leadership, management, business, maritime industry and seafaring.

**Faculty:** John Filmer (maritime studies)

This program is intended for students who want to do more than just learn how to sail. It provides an opportunity for students to learn coastal navigation, seamanship and the sailing arts aboard the Yawl Resolute. Students will learn power cruise and sail seamanship, become part of a working crew, learn the "rules of the road," tides and currents, weather, boating safety and regulations, coastal navigation (not celestial) and various sailor's arts including knots, splices, hitches, reefs and the correct use of lines in docking and un-docking. This program will be demanding and include a reading and writing schedule covering the history and development of sail and Northwest maritime history. The development of leadership and teamwork skill is a primary goal.

Sailing days will generally consume a full day. Students must be willing to work hard and engage academically with the material.

**Faculty Signature:** Students must submit a one-page summary of their goals and objectives as well as their expectations of the program. Acceptance into the program will be based on the student's background and aspirations. For information and to schedule a faculty interview, contact John Filmer, (360) 867-6159 or write to The Evergreen State College, Seminar II A2117, Olympia, WA 98505. Applications received by the Academic Fair, November 28, 2007, will be given priority. Qualified students will be accepted until the program fills.

**Total:** 8 credits.

**Enrollment:** 11

**Special Expenses:** \$500 lab fee to be paid by January 11, 2008.

**This program is also offered** in fall and spring quarters.



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## Political Economy and Social Movements

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### Spring quarter

**Major areas of study include** economics, U.S. social history, political economy, economics, studies in race, class and gender, theory and practice of social movements, globalization and Latin American studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Program is preparatory for careers and future studies in** labor and community organizing, education, economics, politics, public policy, U.S. history, political economy, Latin American studies and labor studies.

**Faculty:** Peter Bohmer (political economy), Dan Leahy (social movement theory and practice)

Political Economy and Social Movements is designed to introduce students to major concepts in neoclassical economics, Marxism and anarchism, and to provide a foundation for more advanced work in political economy and the social sciences. A central goal of this program is to gain a clear understanding of how the U.S. economy has been organized and reorganized over time, how it has been controlled and who has benefited from it, the nature of racism and sexism, and how social movements, particularly those based on race, class and gender, have resisted and shaped its direction.

We will examine the historical construction of the U.S. political economy, the role social movements have played in its development and the future possibilities for social justice. We will also examine the current and future direction of U.S. society, and how various social movements are responding to the changing global order, nationally and globally. We'll look at key issues and economic trends and how they are being addressed in the context of the 2008 Presidential elections.

In particular, our work will center on the interrelationship between the U.S. economy and the changing global system. We will study the causes and consequences of the growing globalization of capital, the role of institutions such as the World Bank, the IMF and the World Trade Organization, the meaning of various trade agreements and the resistance and alternative models being organized by international social movements and nation states, with particular attention paid to Latin America. Films will be shown throughout the program and there will be a substantial amount of reading in a variety of genres. There will be workshops throughout the program in economics and organizing for social change. Students will write a series of short, primarily analytical papers.

**Total:** 16 credits.

**Enrollment:** 50

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## So You Want to Be a Psychologist

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### Spring quarter

**Major areas of study include** history and systems of psychology, one discipline area (student's choice of either social, developmental, cognitive, or physiological psychology), foundations of psychology, career explorations in psychology, writing and social science ethics.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** psychology, education and social work.

**Faculty:** Carrie M. Margolin (cognitive psychology)

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

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

There's no better way to explore the range of activities and topics that psychology offers, and to learn of cutting edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students will attend the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Irvine, Calif. on April 10-13, 2008.

**Total:** 16 credits.

**Enrollment:** 24

**Special Expenses:** The approximate cost of the field trip fee varies between \$262 to \$393, depending upon the type of accommodations you require; this includes WPA membership/registration fees and four nights hotel at the convention site. Transportation and food are additional, and at student's own expense.

**A similar program is expected to be offered in 2008-09.**

**This program is also listed under** Programs for Freshmen.



# Native American and World Indigenous Peoples Studies

**Native American and World Indigenous Peoples Studies (NAWIPS)** programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, as well as a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site at [www.evergreen.edu/nativeprograms](http://www.evergreen.edu/nativeprograms).

On-campus, yearlong coordinated study programs begin with a focus on the basic principles and concepts of the unique treaty relationship between Tribal Nations and the U.S. government. Students explore a continuum from pre-Columbian times to the global effects of colonialism and the political and cultural revitalization movements of the contemporary era, with particular attention given to the tribes of the Pacific Northwest. These programs are grounded in a recognition of the vitality and diversity of contemporary Indigenous communities.

Off campus, the reservation-based program emphasizes community-determined education within the tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work. Learning continues through student involvement in the activities of two of Evergreen's public-service organizations: the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

The Longhouse Education and Cultural Center represents a living cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, Indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings. The Longhouse is one of six public service centers at Evergreen. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP). The program promotes education, cultural preservation and economic development for Native artists and tribes in the Pacific Northwest.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities by initiating applied research around such issues as curriculum development, economic sustainability and natural resource management. The results of student-generated research are realized through workshops, conferences, community interaction and a Web site, [www.evergreen.edu/nwindian](http://www.evergreen.edu/nwindian). NIARI works with the tribes—if they choose—to implement those results.

In addition, a newly established program of advanced studies in tribal government management and administration has also been added to the Master of Public Administration program. A new class of students will begin the two-year program in fall 2007. Students take required courses in public administration and receive 24 graduate credits in tribal government organization, policy development and intergovernmental relations.

## Affiliated Faculty:

**Kristina Ackley**  
Oneida/Bad River Chippewa  
**Michelle Aguilar-Wells**  
Luiseno/Soboba  
**Jeff Antonelis-Lapp**

**Joe Feddersen**  
Colville Confederated Tribes  
**Zoltán Grossman**  
Raul Nakasone

**Alan Parker**  
Chippewa-Cree  
**Gary Peterson**  
Skokomish

**Frances Rains**  
Choctaw/Cherokee  
**David Rutledge**  
**Linda Moon Stumpff**  
San Carlos Apache

**Gail Tremblay**  
Onondaga/Micmac



## American Indian Sovereignty: Competing Contexts

### Fall and Winter quarters

**Major areas of study include** Native American studies, American history, political theory, federal Indian law and policy, legal research and writing, and theory and methodology in the social sciences.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Program is preparatory for careers and future studies in** Native American studies, law, public policy, tribal government and policy.

**Faculty:** Kristina Ackley (Native American studies), José Gómez (constitutional law and politics)

American Indians have a relationship with the federal government unlike that of any other ethnic or political group in the United States. They also have complex understandings of tribal sovereignty that contest all attempts to make them subordinate to colonial powers. In this two-quarter program, we will consider the various ways in which sovereignty has been understood and argued, taking as our broad starting points the two competing contexts of tribal knowledge systems and the U.S. Constitution.

The concept of sovereignty must be placed within a local, historical, cultural and global context. Through theoretical readings and discussion, we will move from nation building in America to Native forms of nationalism. We will examine the historical background and basic doctrines of federal Indian law, including the history of federal Indian policy, the foundations of tribal sovereignty, federal roles in Indian affairs and the complex interplay of federal, tribal and state authorities in Indian country. Students will learn about traditional tribal governmental structures, contemporary tribal governments and the areas in which they exercise authority and proposals for future self-determination. We will also examine the sources and limitations of federal power over Indigenous peoples and tribes, state and federal constraints on tribal authority, and state claims to power over both Indian tribes and non-Indians living or working in Indian country.

In the fall quarter, students will gain an understanding of the legal nature of the relationship between American Indians and the United States. Beginning with the American Constitution and the era of the early republic, the federal-Indian relationship will be discussed in terms of the developing American nation state. Central to this discussion will be an analysis of the retention of tribal sovereignty in the face of political and geographic encroachment justified with arguments over federalism and carried out through treaty making, Indian removal and systematic military campaigns. The origins of modern, legal tribal sovereignty will be contrasted with the implications of the plenary powers doctrine.

In the winter quarter, we will move from this foundational overview to topical issues that have emerged in the 20th and 21st centuries, including early attempts to appeal to international law, conservation efforts and their impacts on treaty rights, tribal interests and subsistence needs of Aboriginal people. We will also examine the rise of modern inter-tribal political organizing in the face of termination, treaty rights and tribal sovereignty. Finally, the emergence of land claims, social welfare issues and economic development as critical areas of study in the late 20th century will be contrasted with the rise in broad-based appeals to other global Indigenous people and the reclamation of traditional voice in a decolonization context in recent years.

In major projects during the fall and winter quarters, students will work on a contemporary issue within Washington

state that is of particular interest to local tribes. This will culminate in writing appellate briefs and presenting arguments in mock court. Alternatively, students may research and write about tribal sovereignty through a case study.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will take as our basic premise in this program that those wishing to know about the history of a particular native group should learn about it with a purpose to be of support to these people today. Students will develop skills as writers and researchers by studying scholarly and imaginative works and by conducting policy research and fieldwork. We will require extensive reading and writing on these topics. There will be films and guest speakers that reflect important aspects of Indigenous experiences.

**Total:** 16 credits each quarter.

**Enrollment:** 50

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

## Family: Inspiration of Significant Others

### Fall, Winter and Spring quarters

**Major areas of study include** history of the Americas, political science, ethnography, cultural anthropology, Indigenous studies, and areas of study determined by student research projects.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies in** education, social sciences, the arts, multicultural studies, social work, human services and the humanities.

**Faculty:** David Rutledge (education, Native American studies), Yvonne Peterson (education, Native American studies), Raul Nakasone (education, Native American studies, Latin American studies, Spanish, Peruvian history)

This program is for students who have a research topic (with a major focus on family) in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy that supports this program. Yvonne Peterson will offer a special series of workshops to support the particular academic needs of first- and second-year students.

We will ask students to take a very personal stake in their educational development. Within the program's family theme and subjects, students will pay special attention to what individual and group work they plan on doing, how they plan to learn, how they will know they learned it, and what difference the work will make in their lives and within their communities. Students will be encouraged to assume responsibility for their choices. Faculty and students together will work to develop habits of worthwhile community interaction in the context of the education process and liberation. The faculty are interested in providing an environment of collaboration where faculty and students will identify family topics of mutual interest and act as partners in the exploration of those topics.

In this program, students develop individual projects (with an academic focus on family) to examine what it means



to live in a pluralistic society at the beginning of the 21st century. Through each student's area of interest, we will look at a variety of cultural and historical perspectives and use them to help address issues connected to the program theme. Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies to include historical and political implications of encounters, and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to Indigenous People of the Americas.

Students whose research could be enriched by being immersed in a foreign culture will have the opportunity to live in Peru for five weeks or more during winter quarter. Our access to rural communities on the Peruvian northern coast offers students the opportunity to experience volunteer community work by learning in a safe and healthy pueblo environment. Learning about Latin America through Peru will expand the concept of Native American and Indigenous peoples.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for their chosen questions and do the integrative review of the literature and data collection. Ongoing workshops will allow students to learn the skills for completing their projects. Late winter and into spring quarter, students will write conclusions, wrap up print/non-print projects, and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

Depending on their individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in creating interactive Web pages and documentaries, as well as I-movie editing and presentations using PowerPoint.

**Total:** 16 credits each quarter.

**Enrollment:** 72

**Special Expenses:** Approximately \$2,000 for an optional five-week study abroad trip to Peru during winter quarter. Cost includes transportation, room and board. A \$150 non-refundable deposit must be paid by September 28, 2007. For information about the study abroad component, contact Raul Nakasone, (360) 867-6065 or nakasonr@evergreen.edu.

**Internship Possibilities:** With faculty approval.

**This program is also listed under** Programs for Freshmen and Society, Politics, Behavior and Change.

## Introduction to Environmental Studies: Native Identities, Ecology and Resources in the North American Pacific Basin

### Fall and Winter quarters

**Major areas of study include** physical geography, cultural and political ecology, anthropology, Native studies and sociology.

**Class Standing:** This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

**Program is preparatory for careers and future studies** in resource management, environmental studies, social services, law, Native policies, environmental studies and Canadian studies.

**Faculty:** Martha Henderson (geography), Gary Peterson (Native studies, sociology), Karen Gaul (anthropology, Native studies, sustainability)

North American Pacific Basin Native and Indigenous peoples perceive the Basin region from a unique set of cultural and physical perspectives. In this program, we will focus on environmental studies through the lenses of Native rights, resources and Native identities. We will emphasize physical geography and cultural and political ecologies from the perspective of political and social histories of Native and Indigenous groups in the region. We will focus on environmental histories, issues of climate change and impacts on Native cultures, tribal, local and global sustainability; Native resource management strategies from historical, cultural and ecological perspectives; and Native identity formation in a rapidly changing world. The program will also include skill building for environmental studies students including field and lab data analysis, Geographic Information Systems (GIS), social data analysis, ethnography and writing for social scientists within environmental work groups. We will work on case studies of different tribal or Native groups. Local field trips will support classroom and seminar investigations.

During fall quarter, we will become familiar with the regional context of the North American Pacific Rim, environmental histories, Native tribal identities and social histories, as well as issues of sustainability. Students will develop research skills including GIS and spatial analysis, policy interpretation, ethnography and writing for social sciences in environmental contexts. During the winter quarter, students will continue their investigation of regional and Native topics from case studies. We will write a case study of individual Native groups from the perspective of social, cultural and environmental relationships using the skills developed during fall quarter. The program will include a series of books for seminar, lectures by faculty, guest speakers and local field trips.

**Total:** 16 credits each quarter.

**Enrollment:** 72

**Special Expenses:** Approximately \$100 for field trip expenses.

**This program is also listed under** Programs for Freshmen and Environmental Studies.



## Native Decolonization in the Pacific Rim

### Fall and Winter quarters

**Major areas of study include** Native American studies, geography and world Indigenous peoples studies.

**Class Standing:** Sophomores or above; transfer students welcome.

**Prerequisites:** Students must have a current, valid passport.

**Program is preparatory for careers and future studies in** Native studies, geography and global studies.

**Faculty:** Frances V. Rains (Native studies, U.S. history), Zoltán C. Grossman (geography, Native studies)

This program examines the dynamics of settler colonization and Native decolonization in a comparative framework, using the Pacific Rim as a geographic focus. By concentrating on a larger region, students will have an opportunity to broaden Indigenous studies beyond the 48 states, and show common processes of Native decolonization in different settler societies.

We will be studying decolonization through treaty relationships, sovereign jurisdiction, and the cultural revitalization of First Nations. In this context, the program will explore the qualitative interaction of human beings and the natural environment. In order to examine the central role of Indigenous peoples in the region's cultural and environmental survival, we will use the lenses of geography, history, art and literature.

In the fall quarter, we will emphasize the complexities and intricacies of Native decolonization by concentrating on a particular region, in this case the First Nations of British Columbia, Canada. These Aboriginal peoples did not sign treaties with the Canadian state, and are today in the forefront of defining and mapping their land base.

In the winter quarter, we will expand the focus to appreciate the similarities and differences of Indigenous experiences in other areas of the Pacific Rim. These may include the Maori in New Zealand (Aotearoa), Aborigines in Australia, Pacific island peoples, Alaskan and Siberian Natives, among others. We will be focusing on common Pacific Rim concerns such as climate change, natural resource control, and the impacts of trade, tourism, militarization and cultural domination.

Students will engage the issues through lectures, book seminars, guest speakers, films and field trips. The program will include a range of research and presentation methodologies such as the production of thematic maps (cartography) and other computer graphics. Students will be expected to integrate readings, lecture notes, and other sources in writing assignments.

**Total:** 16 credits each quarter.

**Enrollment:** 50

**Special Expenses:** Up to \$500 for a field trip to Canada. Students must have a current, valid passport.

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

## Reservation Based/Community Determined

### Fall, Winter and Spring quarters

**Major areas of study include** Indigenous culture and knowledge, Native American history, political science, critical thinking, technology and writing.

**Class Standing:** Juniors or seniors only. Students with less than 90 credits are encouraged to participate in the Grays Harbor College bridge program (mramon@ghc.edu).

**Prerequisites:** Students must have family or professional ties to tribal communities and/or one of the reservation sites: Lower Elwha, Muckleshoot, Nisqually, Port Gamble, Quinault or Skokomish. Faculty signature required (see below).

**Program is preparatory for careers and future studies in** human services, tribal government/administration, cultural studies and education.

**Faculty:** Michelle Aguilar-Wells (public administration), Jeff Antonelis-Lapp (education), TBA

The Reservation Based/Community Determined program is a yearly offering designed specifically for place-bound students at reservation sites that include: Lower Elwha, Muckleshoot, Nisqually, Port Gamble, Quinault and Skokomish. Students meet each week at their respective sites to build and sustain a learning community on the reservation. In addition, students from all sites meet regularly for Saturday classes at the "House of Welcome," the Longhouse Education and Cultural Center, on The Evergreen State College campus. Tribes help to design the curriculum by considering those topics and skills that an educated member of an Indian tribe needs in order to contribute to his/her community. The interdisciplinary approach allows students to participate in seminars, and do participatory research while also studying in their individual academic areas of interest. This year's theme is Cultural Traditions in Transition: The Foundation for Sustainable Tribal Nations.

Students will engage in work that allows them to study culture in all of its manifestations from around the world and in Indian communities, specifically their own. The program content will focus on areas of study that include history, anthropology, political science, literature, economics, spirituality and the influence of change on traditions and society.

**Faculty Signature:** New students must submit an essay and an intake interview form signed by a program co-director. No signature is required for students continuing in the program from the previous year. To obtain the intake interview form and make an appointment, contact Michelle Aguilar-Wells, (360) 867-6286 or aguilarm@evergreen.edu or Jeff Antonelis-Lapp, (360) 867-6286 or lappj@evergreen.edu.

**Total:** 12 or 16 credits each quarter.

**Enrollment:** 75

**Special Expenses:** Travel expenses to The Evergreen State College campus four times each quarter.

**Internship Possibilities:** With faculty approval.



# Tacoma Program

The Tacoma program is committed to providing its students with an interdisciplinary, reality-based, community-responsive liberal arts education. The program operates from a 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 program seeks to provide a catalytic climate for intellectual, cultural and social growth.

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

Our emphases—interdisciplinary understanding and analysis, collaborative learning, cross-cultural communication, problem-solving 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.

## Features and Benefits

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

## Who Should Apply

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

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

## Executive Director:

Dr. W. J. Hardiman

## Affiliated Faculty:

Eddy Brown  
 W. J. (Joye) Hardiman  
 Lowell (Duke) Kuehn  
 Paul McCreary  
 Gilda Sheppard  
 Tyrus Smith  
 Artee Young



## Removing Barriers, Bridging Gaps

### Fall, Winter and Spring quarters

**Major areas of study include** leadership studies, urban education, scientific and mathematical inquiry, research methodology, interdisciplinary studies and media arts.

**Class Standing:** Juniors or seniors; transfer students welcome.

**Prerequisites:** Formal admission to the Tacoma program. Prospective students must attend an intake interview. For information about admission and the application process, call (253) 680-3000.

**Program is preparatory for careers and future studies in** community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies and public health.

**Faculty:** Gilda Sheppard (sociology, media literacy), Tyrus Smith (environmental studies), Artee Young (law, literature), Paul McCreary (mathematics), Duke Kuehn (organizational development), TBA

This year's program is designed to help students discover new understandings of capacity building and the various issues associated with effective leadership. We will focus on individual and community capacity building and the role that humanities, social sciences, mathematics, science, media and technological illiteracies play in informing our understanding of the world around us. A major emphasis of this program will be the examination of internal and external factors that influence one's ability to access, overcome and excel in spite of personal and institutional barriers. The expectation is that students will be able to demonstrate understanding, action and leadership in their areas of interest.

This program takes a holistic approach to capacity building and systemic change at the community level. For example, one area we will address is that of math, science and writing phobia. Communities need citizens who can advocate for their children, parents who can navigate and understand the law and caregivers and teachers who can assist our youth in understanding subject matter presented to them in the classrooms.

Evergreen students who anticipate careers in education will be provided with a solid grounding in the humanities, science and math. This grounding will allow them to obtain endorsements for further studies in education and prerequisites for graduate school. Students will also have an opportunity to work with an award winning and nationally recognized after school youth program.

During fall quarter, students will study historical notions of leadership, leadership theories, leadership styles and contemporary views of leaders and followers. Students will also focus on their personal experiences and the world around them in order to understand those internal and external factors that have limited or encouraged them to achieve, to take on leadership roles and in civic engagement.

During winter quarter, based upon work done in the fall, students will identify, develop, and explore models of educational leadership that have led to capacity building and systemic change. Students will enhance their knowledge of contemporary leadership theory and work actively toward the application of leadership principles through collaborative research projects.

In spring quarter, students will bridge the gap between theory and practice. To that end, they will utilize a variety of expansive methods, from writing to media, in order to demonstrate and communicate their perceptions and findings to a wider audience.

Students will present their collaborative research projects publicly. The information presented will be directed toward benefiting individual and community capacity as well as communicating a wider understanding of their findings to enhance their own lives, the lives of those in their community, and the world that we all share.

**Total:** 16 credits each quarter.

**Enrollment:** 225

**Special Expenses:** Approximately \$50 to \$100 for media, lab and/or storage supplies.

**Internship Possibilities:** In spring quarter, with program coordinator and faculty advisor approval.

**A similar program is expected to be offered in 2011-12.**



# Graduate Studies

## MASTER OF ENVIRONMENTAL STUDIES (MES)

**Edward A. (Ted) Whitesell, Director**  
**J.T. Austin, Assistant Director**  
 (360) 867-6225 or [austinj@evergreen.edu](mailto:austinj@evergreen.edu)

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

For complete information on admissions requirements and procedures, please consult the current catalogue of the Graduate Program on the Environment or visit [www.evergreen.edu/mes](http://www.evergreen.edu/mes).

## MASTER OF PUBLIC ADMINISTRATION (MPA)

**Cheryl Simrell King, Director**  
**Mary McGhee, Associate Director**  
 (360) 867-6554 or [mcgheem@evergreen.edu](mailto:mcgheem@evergreen.edu)

The Masters Program in Public Administration provides high-quality professional education to students pursuing careers within government agencies, nonprofits, tribal governments, and research and advocacy organizations. Hundreds of program graduates work in responsible positions throughout Washington state, the Northwest, and beyond. Through the program, students gain important knowledge and skills and learn how to be effective advocates for change. Evergreen's MPA program is unique, due to our emphasis on social change and democratic governance, and the College's innovative approach to education.

For more information on the MPA program, please consult the current Master of Public Administration catalog or visit [www.evergreen.edu/mpa](http://www.evergreen.edu/mpa). For information on the MPA track in Tribal Governance, contact Associate Director Mike McCanna at (360) 867-6262, or via email at [mccannam@evergreen.edu](mailto:mccannam@evergreen.edu).

## JOINT MES/MPA DEGREE

The Master in Environmental Study and Master in Public Administration programs also offer a combined MES/MPA degree. This joint program is designed both for environmental professionals who wish to improve their administrative skills and for public administrators who want to gain expertise in the analysis of environmental issues. Students must complete a total of 96 credits in both programs to obtain the degree. For more information, contact the assistant MES director or the associate MPA director.

## MASTER IN TEACHING (MIT)

**Sherry Walton, Director**  
**Maggie Foran, Admissions and Advising**  
 (360) 867-6559 or [foranm@evergreen.edu](mailto:foranm@evergreen.edu)

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

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



# Faculty

The following is a list of Evergreen's faculty as of summer 2006. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: [www.evergreen.edu/advising](http://www.evergreen.edu/advising).

**Kristina Ackley**, *Native American Studies*, 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, 2001.

**Michelle Aguilar-Wells**, *Reservation-Based/Community-Determined*, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.

**Nancy Allen, Emerita**, *Literature and Languages*, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

**Sharon Anthony**, *Environmental Chemistry*, 1998; A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

**Jeff Antonelis-Lapp**, *Reservation-Based/Community-Determined*, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

**Theresa A. Aragon**, *Management*, 1999; B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

**William Ray Arney**.

**Susan M. Aurand**, *Art*, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

**Marianne Bailey**, *Languages and Literature*, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.

**Don Bantz**, *Public Administration*, 1988; Academic Dean, 2000–03; Provost and Academic Vice President, 2004–present; 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.

**Maria Bastaki**, *Environmental Health*, 2005; B.S., Science, University of Patras, 1988; Ph.D., Pharmacology of Angiogenesis, University of Patras, 1994.

**Marcella Benson-Quaziana**, *Psychology*, 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

**Peter G. Bohmer**, *Economics*, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Bopegedera**, *Physical Chemistry*, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**Frederica Bowcutt**, *Ecology*, 1996; B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

**Priscilla V. Bowerman, Emerita**, *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.

**Andrew Brabban**, *Molecular Biology*, 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

**Eddy Brown**, *Writing*, 2001; Academic Dean, 2004–present; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, The University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

**Bill Bruner**, *Economics*, 1981; Dean of Library Services, 1992–2001; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman**, *Music*, 1986; Certificate, School of Musical Education, 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.

**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.

**Arun Chandra**, *Music Performance*, 1998; B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois, 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.

**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, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Scott Coleman**, *Master in Teaching Director*, 2001; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

**Amy Cook**, *Fish Biology*, 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.

**Stephanie Coontz**, *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, University of Edinburgh, U.K., 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, 1993–2000; 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.

**Virginia Darney, Emerita**, *Literature and Women's Studies*, 1978; Academic Dean, 1994–2002; 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.

**Bruce Davies**, *Public Administration Tribal Governance*, 2006; B.A., College of Letters, Wesleyan University, 1974; J.D., University of Denver, 1979.

**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.

**Elizabeth Diffendal, Emerita**, *Applied Anthropology*, 1975; Academic Dean, 1981–85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California, Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.



- Clarissa Dirks, *Biology*, 2006;** B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001.
- 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.
- Peter Dorman, *Political Economy*, 1998;** B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.
- Kathleen Eamon, *Philosophy*, 2006;** B.A., Liberal Arts, St. John's College, 1997; M.A., Philosophy, Vanderbilt University, 2004.
- Lara Evans, *Art History*, 2005;** B.A., Studio Art, Scripps College, 1994; M.A.I.S., Studio Art (Painting) and Art History, Oregon State University, 1998; Ph.D., Art History, specializing in Native American Art, University of New Mexico, 2005.
- 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, 1996–2001; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- 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, Amherst, 1986; Ph.D., Communication, University of Massachusetts, Amherst, 1992.
- Dylan Fischer, *Forest Ecology*, 2005;** B.S., Environmental Science, Oregon State University, 1998; M.S., Forest Science, Northern Arizona University, 2001; Ph.D., Forest Science, Northern Arizona University, 2005.
- Teresa L. Ford, *Master in Teaching*, 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 Dean, 2001–present; Director of Center for Community Development, 1983–86; B.A., Mathematics, University of California, Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Kevin J. Francis, *Philosophy of Science*, 2004;** B.A., Biology, Reed College, 1993; Ph.D., History of Science and Technology, University of Minnesota, 2002.
- George Freeman, Jr., *Clinical Psychology*, 1991;** B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Karen Gaul, *Sustainability Studies*, 2006;** B.A. Theology and Philosophy, Carroll College, 1984; M.T.S., Harvard Divinity School, 1987; M.A., Anthropology, University of Massachusetts, 1989; Ph.D., Anthropology, University of Massachusetts, 1994.
- 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 Sociología, Universidad de Chile; M.A., Sociology in Education, University of Toronto, 1975; Ph.D., Sociology in Education, University of Toronto, 1980.
- 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.
- Amy Gould, *Public Administration*, 2005;** B.A., Public Policy and Management, University of Oregon, 1997; M.S., Public Affairs, University of Oregon, 2000; Ph.D., Political Science, Northern Arizona University, 2005.
- 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.
- Walter Eugene Grodzik, *Theater*, 2002;** B.A., Research and Theater Studies, Hiram College, 1977; M.A., Speech/Theater, Kent State University, 1983; M.F.A., Directing, Wayne State University, 1984; Fulbright Scholar, 1984–86; Ph.D., Drama, University of Washington, expected.
- Zoltan Grossman, *Native American Studies*, 2005;** B.A. and B.S., History and Geography, University of Wisconsin, 1984; M.S., Geography, University of Wisconsin, 1998; Ph.D., Geography, University of Wisconsin, 2002.
- 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; Ph.D. (ABD), Political Science, Chicago, 1968.
- Matthew Hamon, *Photography*, 2006;** B.A., Studio Art, Humboldt State University, 1999; Secondary Art Education, Humboldt State University, 2000; M.F.A., Photography, University of Washington, 2002.
- W. J. (Joye) Hardiman, *Literature and Humanities*, 1975;** Director, Tacoma Campus, 1990–present; B.A., Literature, State University of New York, Buffalo, 1968; Graduate studies, Literature, State University of New York, Buffalo, 1968–70; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986.
- 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, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.
- Mark Harrison, *Theater*, 2004;** B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.
- Rachel Hastings, *Mathematics*, 2005;** B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, Cornell University, 1998; Ph.D., Linguistics, Cornell University, 2004.
- Ruth Hayes, *Animation*, 1997;** B.A., Animation, Harvard and Radcliffe Colleges, 1978; M.F.A., 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.
- Heather E. Heying, *Vertebrate Natural History*, 2002;** B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.
- 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, *Emerita, 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.
- Karen Hogan, *Environmental Science*, 2001;** B.S., Biology, Michigan State University, 1979; M.S., Botany, University of Illinois, 1982; Ph.D., Plant Biology, University of Illinois, 1986.
- Sara Huntington, *Librarianship*, 1987;** B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Ryo Imamura, *Psychology*, 1988;** B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1981; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- 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.



# Faculty

The following is a list of Evergreen's faculty as of summer 2006. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: [www.evergreen.edu/advising](http://www.evergreen.edu/advising).

**Kristina Ackley**, *Native American Studies*, 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, 2001.

**Michelle Aguilar-Wells**, *Reservation-Based/Community-Determined*, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.

**Nancy Allen**, *Emerita, Literature and Languages*, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

**Sharon Anthony**, *Environmental Chemistry*, 1998; A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

**Jeff Antonelis-Lapp**, *Reservation-Based/Community-Determined*, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

**Theresa A. Aragon**, *Management*, 1999; B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

**William Ray Arney**.

**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, Germany.

**Don Bantz**, *Public Administration*, 1988; Academic Dean, 2000–03; Provost and Academic Vice President, 2004–present; 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.

**Maria Bastaki**, *Environmental Health*, 2005; B.S., Science, University of Patras, 1988; Ph.D., Pharmacology of Angiogenesis, University of Patras, 1994.

**Marcella Benson-Quaziana**, *Psychology*, 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

**Peter G. Bohmer**, *Economics*, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Bopegedera**, *Physical Chemistry*, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**Frederica Bowcutt**, *Ecology*, 1996; B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

**Priscilla V. Bowerman**, *Emerita, 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.

**Andrew Brabban**, *Molecular Biology*, 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

**Eddy Brown**, *Writing*, 2001; Academic Dean, 2004–present; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, The University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

**Bill Bruner**, *Economics*, 1981; Dean of Library Services, 1992–2001; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman**, *Music*, 1986; Certificate, School of Musical Education, 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.

**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.

**Arun Chandra**, *Music Performance*, 1998; B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois, 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.

**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, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Scott Coleman**, *Master in Teaching Director*, 2001; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

**Amy Cook**, *Fish Biology*, 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.

**Stephanie Coontz**, *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, University of Edinburgh, U.K., 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, 1993–2000; 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.

**Virginia Darney**, *Emerita, Literature and Women's Studies*, 1978; Academic Dean, 1994–2002; 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.

**Bruce Davies**, *Public Administration Tribal Governance*, 2006; B.A., College of Letters, Wesleyan University, 1974; J.D., University of Denver, 1979.

**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.

**Elizabeth Diffendal**, *Emerita, Applied Anthropology*, 1975; Academic Dean, 1981–85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California, Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.



- Clarissa Dirks, *Biology*, 2006;** B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001.
- 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.
- Peter Dorman, *Political Economy*, 1998;** B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.
- Kathleen Eamon, *Philosophy*, 2006;** B.A., Liberal Arts, St. John's College, 1997; M.A., Philosophy, Vanderbilt University, 2004.
- Lara Evans, *Art History*, 2005;** B.A., Studio Art, Scripps College, 1994; M.A.I.S., Studio Art (Painting) and Art History, Oregon State University, 1998; Ph.D., Art History, specializing in Native American Art, University of New Mexico, 2005.
- 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, 1996–2001; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- 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, Amherst, 1986; Ph.D., Communication, University of Massachusetts, Amherst, 1992.
- Dylan Fischer, *Forest Ecology*, 2005;** B.S., Environmental Science, Oregon State University, 1998; M.S., Forest Science, Northern Arizona University, 2001; Ph.D., Forest Science, Northern Arizona University, 2005.
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- George Freeman, Jr., *Clinical Psychology*, 1991;** B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Karen Gaul, *Sustainability Studies*, 2006;** B.A. Theology and Philosophy, Carroll College, 1984; M.T.S., Harvard Divinity School, 1987; M.A., Anthropology, University of Massachusetts, 1989; Ph.D., Anthropology, University of Massachusetts, 1994.
- 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 Sociología, Universidad de Chile; M.A., Sociology in Education, University of Toronto, 1975; Ph.D., Sociology in Education, University of Toronto, 1980.
- 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.
- Amy Gould, *Public Administration*, 2005;** B.A., Public Policy and Management, University of Oregon, 1997; M.S., Public Affairs, University of Oregon, 2000; Ph.D., Political Science, Northern Arizona University, 2005.
- 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.
- Walter Eugene Grodzik, *Theater*, 2002;** B.A., Research and Theater Studies, Hiram College, 1977; M.A., Speech/Theater, Kent State University, 1983; M.F.A., Directing, Wayne State University, 1984; Fulbright Scholar, 1984–86; Ph.D., Drama, University of Washington, expected.
- Zoltan Grossman, *Native American Studies*, 2005;** B.A. and B.S., History and Geography, University of Wisconsin, 1984; M.S., Geography, University of Wisconsin, 1998; Ph.D., Geography, University of Wisconsin, 2002.
- 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; Ph.D. (ABD), Political Science, Chicago, 1968.
- Matthew Hamon, *Photography*, 2006;** B.A., Studio Art, Humboldt State University, 1999; Secondary Art Education, Humboldt State University, 2000; M.F.A., Photography, University of Washington, 2002.
- W. J. (Joye) Hardiman, *Literature and Humanities*, 1975;** Director, Tacoma Campus, 1990–present; B.A., Literature, State University of New York, Buffalo, 1968; Graduate studies, Literature, State University of New York, Buffalo, 1968–70; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986.
- 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, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.
- Mark Harrison, *Theater*, 2004;** B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.
- Rachel Hastings, *Mathematics*, 2005;** B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, Cornell University, 1998; Ph.D., Linguistics, Cornell University, 2004.
- Ruth Hayes, *Animation*, 1997;** B.A., Animation, Harvard and Radcliffe Colleges, 1978; M.F.A., 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.
- Heather E. Heying, *Vertebrate Natural History*, 2002;** B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.
- 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, *Emerita, 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.
- Karen Hogan, *Environmental Science*, 2001;** B.S., Biology, Michigan State University, 1979; M.S., Botany, University of Illinois, 1982; Ph.D., Plant Biology, University of Illinois, 1986.
- Sara Huntington, *Librarianship*, 1987;** B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Ryo Imamura, *Psychology*, 1988;** B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1981; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Ren-Hui (Rose) Jang, *Theater*, 1988;** B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.



**Heesoon Jun, *Clinical/Counseling Psychology*, 1997;** B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.

**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.

**Mukti Khanna, *Developmental Psychology*, 2000;** B.A., Human Biology, Stanford University, 1983; Ph.D., Clinical Psychology, University of Tennessee-Knoxville, 1989.

**Janice Kido, *Emerita, Communication*, 1991;** Director, Master in Teaching Program, 1991–95; B.Ed., Secondary Speech Education, University of Hawaii, Manoa, 1965; M.A., Speech/Communication, University of Hawaii, Manoa, 1970; Ph.D., Communication: Cross-cultural Communication, The Union Institute, 1995.

**Ernestine Kimbro, *Librarianship*, 1987;** B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

**Cheryl Simrell King, *Master in Public Administration*, 2000;** B.A., Psychology/Sociology, University of Texas, 1981; M.A., Experimental/Testing Psychology, University of Colorado, 1987; Ph.D., Public Administration, University of Colorado, 1992.

**Robert H. Knapp, Jr., *Physics*, 1972;** Academic Dean, 1996–99; Assistant Academic Dean, 1976–79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, U.K., 1968.

**Stephanie Kozick, *Education*, 1991;** B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.

**Patricia Krafcik, *Russian Language and Literature*, 1989;** B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.

**Lowell (Duke) Kuehn, *Sociology and Public Administration*, 1975;** Acting Director, Washington State Institute for Public Policy, 1984–85; Director of Graduate Program in Public Administration, 1983–84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

**Elizabeth M. Kutter, *Biophysics*, 1972;** B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

**Glenn G. Landram, *Business Management*, 2004;** B.S., Mathematics, University of Puget Sound, 1978; M.S., Statistics, Oregon State University, 1983; Ph.D., Management Science, University of Washington, 1990.

**Gerald Lassen, *Public Administration*, 1980;** B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

**Daniel B. Leahy, *Public Administration*, 1985;** Director of Labor Center, 1987–95; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.

**Anita Lenges, *Teacher Education*, 2005;** B.A., Mathematics and Anthropology, University of Washington, 1986; Teaching Certification, University of Washington, 1990; M.A., Curriculum and Instruction, University of Washington, 1994; Ph.D., Curriculum and Instruction, University of Washington, 2004.

**Robert T. Leverich, *3-D Art*, 1999;** B.A., University of Minnesota, Minneapolis, 1978; Master of Architecture, University of Minnesota, Minneapolis, 1979; M.F.A., Rochester Institute of Technology, 1990.

**John T. Longino, *Zoology*, 1991;** B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.

**Cheri Lucas-Jennings, *Public Policy*, 1999;** B.A., Political Economy/Graphic Design, San Francisco State University, 1974; M.A., Political Science, Women's Studies and Public Law, University of Hawaii, Manoa, 1978; Ph.D., Public Legislation and Public Health, University of Hawaii, Manoa, 1984.

**Lee Lyttle, *Library Sciences*, 1992;** Dean of Library Services, 2001–present; Academic Dean, 1998–2001; 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., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, 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.

**Allen Mauney, *Mathematics*, 2001;** B.S., The Evergreen State College, 1988; M.S., Mathematics, Western Washington University, 1990.

**David McAvity, *Mathematics*, 2000;** B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Tripos, Cambridge University, 1989; Ph.D., Mathematics, Cambridge University, 1993.

**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.

**Paul McCreary, *Mathematics*, 2006;** B.S., Political Science, Massachusetts Institute of Technology, 1970; M.A.T., Education, Harvard, 1971; M.S. Computational Mathematics, University of Illinois at Urbana-Champaign, 1984; Ph.D., Mathematics, University of Illinois at Urbana-Champaign, 1998.

**Lydia McKinstry, *Organic Chemistry*, 2004;** B.S., Cellular and Molecular Biology, Fort Lewis College, 1989; Ph.D., Organic Chemistry, Montana State University, 1994.

**Paul McMillin, *Reference Librarian*, 2005;** B.A., Philosophy, Cornell University, 1987; M.A., Sociology, Binghamton University, 1994; M.L.I.S., Library and Information Science, University of Texas, 2001.

**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, Cornell University, 1984.

**Kabby Mitchell III, *Dance*, 2000;** A.A., Contra Costa College, 1979; M.F.A., Dance, University of Iowa, 1998.

**Janet Mobus, *Business*, 2006;** B.A., Economics, University of California, Davis, 1974; M.B.A., Accounting, San Diego State University, 1984; Ph.D., Business Administration, University of North Texas, 1997.

**Donald Morisato, *Genetics/Molecular Biology*, 2002;** B.A., Biology, The Johns Hopkins University, 1979; Ph.D., Biochemistry and Molecular Biology, Harvard University, 1986.

**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, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.

**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.

**Nancy Murray, *Developmental Biology*, 2001;** B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.

**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, *Emeritus, 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.
- 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.
- Allen Olson**, *Computer Studies*, 2003; B.A., Physics, University of Chicago, 1990; M.S., Mechanical Engineering, University of Washington, 1992.
- 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. Pailthorpe**, *Philosophy*, 1971; Academic Dean, 1988–92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
- Alan R. Parker**, *Native American Policy*, 1997; B.A., Philosophy, St. Thomas Seminary, 1964; J.D., University of California, Los Angeles, 1972.
- Nancy Parkes**, *Literature and Writing*, 1998; B.A., The Evergreen State College, 1978; M.F.A., Creative Writing, Goddard College, 1996.
- Michael Paros**, *Health Science*, 2006; B.A., Molecular Biology, University of California, San Diego, 1989; Ph.D., Veterinary Medicine, Washington State University, 1993.
- David Paulsen**, *Philosophy and Computing*, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Sarah Pedersen**, *English Literature and Library Science*; Dean of Library, 1986–92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins**, *Biology, History of Technology and Environment*, 1980; Director of Graduate Program in Environmental Studies, 1999–present; Academic Dean, 1980–86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.
- Gary W. Peterson**, *Northwest Native American Studies*, 1999; B.A., Human Services, Western Washington University, 1992; M.S.W., University of Washington, 1995.
- Yvonne Peterson**, *Education*, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Nelson Pizarro**, *Business*, 2006; B.A., Business, Washington State University, 2003; M.S., Business Administration, University of Florida, 2005.
- Rita Pougiales**, *Anthropology and Education*, 1979; Academic Dean, 1985–88 and 2002–present; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.
- Susan Preciso**, *Literature and Writing*, 1998; B.A., English, Portland State University, 1986; M.A., English, Portland State University, 1988.
- Paul Przybylowicz**, *Environmental Studies Generalist*, 1998; B.S., Forest Entomology, State University of New York College of Environmental Science and Forestry, 1978; Ph.D., Plant Pathology, Oregon State University, 1985.
- Frances V. Rains**, *Native American Studies/Reservation-Based Program*, 2002; B.S., Elementary Education/American Indian Education, Indiana University, Bloomington, 1978; M.S., Elementary Education/Mathematics, 1987; Ph.D., Curriculum and Instruction/ Curriculum Theory/ Multicultural Education-Elementary Education, Indiana University, Bloomington, 1995.
- Bill Ransom**, *Creative Writing, English, Sociology, Education*, 1997; B.A., Education/ Sociology, University of Washington, 1970; M.A., English, Utah State University.
- Andrew Reece**, *Classical Studies*, 2003; A.B., Classical Studies, Earlham College, 1991; M.A., Classical Studies, Indiana University, 1993; Ph.D., Classical Studies, Indiana University, 1998.
- Liza R. Rognas**, *Library Faculty/Reference Librarian*, 1999; B.A., History, Washington State University, 1991; M.A., American/ Public History, Washington State University, 1995; M.A., Information Resources and Library Science, University of Arizona, 1998.
- Martha Rosemeyer**, *Ecological Agriculture*, 2001; B.S., Plant Pathology, University of Wisconsin, Madison, 1978; M.S., Plant Sciences-Horticulture, University of Arizona, 1982; Ph.D., Biology-Agroecology, University of California, Santa Cruz, 1990.
- Ratna Roy**, *Dance and English*, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge**, *Psychology*, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Sarah F. Ryan**, *Labor Studies*, 1999; B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers-The State University of New Jersey, 1999.
- Therese Saliba**, *English*, 1995; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.
- Steven Scheuerell**, *Ecological Agriculture*, 2005; B.S., Ecology, Behavior and Evolution, University of California, San Diego, 1992; Ph.D., Botany and Plant Pathology, Oregon State University, 2002.
- Paula Schofield**, *Organic Chemistry*, 1998; B.S., Chemistry, Manchester Metropolitan University, 1990; Ph.D., Polymer Chemistry, University of Liverpool, 1995.
- Samuel A. Schrager**, *Folklore*, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.
- Douglas Schuler**, *Computer Science*, 1998; B.A., The Evergreen State College, 1976; B.A., Mathematics, Western Washington University, 1978; M.S., Software Engineering, Seattle University, 1985; M.S., Computer Science, University of Washington, 1996.
- Leonard Schwartz**, *Creative Writing*, 2003; B.A., Creative Writing and Literature, Bard College, 1984; M.A., Philosophy, Columbia University, 1986.
- Terry A. Setter**, *Music and Audio*, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.
- Zahid Shariff**, *Public Administration*, 1991; Director of Graduate Program in Public Administration, 2001–02; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- Gilda Sheppard**, *Cultural Studies/Media Literacy*, 1998; B.A., Sociology, Mercy College of Detroit, 1972; M.S.W., University of Washington, 1983; Ph.D., Sociology/ Cultural and Media Studies, The Union Graduate School, 1995.
- Sheryl Shulman**, *Computer Science*, 1997; B.A., Natural Science, Shimer College, 1973; M.S., Computer Science, Illinois Institute of Technology, 1977; Ph.D., Computer Science, Oregon Graduate Institute, 1994.
- Benjamin Simon**, *Health Science*, 2006; B.S., Biological Sciences and Fisheries Biology, Colorado State University, 1993; Ph.D., Microbiology, Oregon State University, 2001.
- Barbara L. Smith**, *Emerita, Political Science*, 1978; Academic Dean, 1978–94; Director, Washington Center for Improving the Quality of Undergraduate Education, 1985–94; Provost and Academic Vice President, 1994–2001; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- Matthew E. Smith**, *Political Science*, 1973; Academic Dean, 1987–90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Tyrus L. Smith**, *Urban Environmental Science*, 2002; B.S., Environmental Policy and Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D. (ABD), Environmental Science and Public Policy, George Mason University.



**Oscar H. Soule**, *Emeritus, Biology*, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981–86; Associate Academic Dean, 1972–73; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

**Paul J. Sparks**, *Emeritus, Art and Photography*, 1972; B.A., Art, San Francisco State College, 1968; M.A., Art-Photography, San Francisco State College, 1971.

**Ann Storey**, *Art History*, 1998; B.A., Art History, The Pennsylvania State University, 1973; M.A., Art History, University of Washington, 1993; Ph.D., Art History, University of Washington, 1997.

**James Stroh**, *Geology*, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

**Linda Moon Stumpff**, *Natural Resource Policy*, 1997; Director of Graduate Program in Public Administration, 1999–2001; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.

**Alison Styring**, *Mammalogy and Ornithology*, 2005; B.A., Biology, Indiana University, 1994; Ph.D., Biological Sciences, Louisiana State University, 2002.

**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.

**Rebecca Sunderman**, *Physical Inorganic Chemistry*, 2003; B.S., Chemistry, Eastern Oregon State College, 1996; Ph.D., Inorganic/Physical Chemistry, Oregon State University, 2001.

**Lisa Sweet**, *2-D Art*, 1999; B.F.A., Ceramics and Drawing, Grand Valley State University, 1989; M.F.A., Printmaking, University of Wisconsin, Madison, 1997.

**Kenneth D. Tabbutt**, *Environmental Geology*, 1997; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

**Nancy Taylor**, *Emerita, History and Education*, 1971; Academic Dean, 1999–2002; B.A., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

**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, certified in English and Guidance and Counseling, Waseda University, Tokyo, Japan, 1965; M.A., English, Michigan State University, 1978; Ph.D., Comparative Literature, University of Washington, 1997.

**Jules Unsel**, *Librarian*, 2006; B.A., U.S. History, University of Kentucky, 1991; M.A., U.S. History, University of Kentucky, 1993; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

**Michael Vavrus**, *Instructional Development and Technology*, 1995; Director, Graduate Program in Teaching, 1996–2001; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.

**Brian L. Walter**, *Mathematics*, 2002; B.S., Symbolic Systems, Stanford University, 1995; M.A., Mathematics, University of California, Los Angeles, 1998; C. Phil., Mathematics, University of California, Los Angeles, 2001; Ph.D., Mathematics, University of California, Los Angeles, 2002.

**Sherry L. Walton**, *Education*, 1987; 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.

**Edward A. Whitesell**, *Geography*, 1998; B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D., Geography, University of California, Berkeley, 1993.

**Sonja Wiedenhaupt**, *Social Psychology*, 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California, Berkeley, 2002.

**Sarah Williams**, *Feminist Theory*, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghamton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.

**Sean Williams**, *World Music*, 1991; B.A., Music, University of California, Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

**Elizabeth Williamson**, *Renaissance Literature*, 2005; B.A., English Literature, Princeton University, 1999; M.A., English Literature, University of Pennsylvania, 2001; Ph.D., English Literature, University of Pennsylvania, 2005.

**Thomas Womeldorff**, *Economics*, 1989; Academic Dean, 2002–present; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

**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.

**Tony Zaragoza**, *Political Economy of Racism*, 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Ph.D. (ABD), American Studies, Washington State University.

**Julia Zay**, *Digital Mixed Media*, 2005; A.B., Art and Media Theory and Practice, Vassar College, 1993; M.A., Media Studies, Northwestern University, 1995; M.F.A., Video, The School of the Art Institute of Chicago, 2000.

**E. J. Zita**, *Physics*, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.

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# Evergreen's Mission Statement

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

## PRINCIPLES THAT GUIDE EVERGREEN'S EDUCATIONAL PROGRAMS:

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

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

# Expectations of an Evergreen Graduate

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

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



# Public Service At Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

**The Center for Community-Based Learning and Action**, Evergreen's newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It serves as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center supports scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.

[www.evergreen.edu/communitybasedlearning](http://www.evergreen.edu/communitybasedlearning)

**The Evergreen Center for Educational Improvement** focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education. [www.evergreen.edu/ecei](http://www.evergreen.edu/ecei)

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

**The "House of Welcome" Longhouse Education and Cultural Center's** primary work as a public service center is the administration of the Native Economic Development Arts Program (NEDAP). The mission of NEDAP is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest. The Longhouse, designed to incorporate the Northwest indigenous nations' philosophy of hospitality, provides classroom space as well as a place for cultural ceremonies, conferences, performances, art exhibits and community events. [www.evergreen.edu/longhouse](http://www.evergreen.edu/longhouse)

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

**The Washington Center for Improving the Quality of Undergraduate Education** was established in 1985 and includes 52 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning. [www.evergreen.edu/washcenter](http://www.evergreen.edu/washcenter)

**The Washington State Institute for Public Policy**, established in 1983, has a mission to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington state. The institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions. Current areas of staff expertise include: education, criminal justice, welfare, children and adult services, health, utilities, and general government. The institute also collaborates with faculty in public and private universities and contracts with other experts to extend our capacity for studies on diverse topics. [www.wsipp.wa.gov](http://www.wsipp.wa.gov)



# Diversity and Community

## COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students.

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

Over the past three decades, Evergreen students and faculty have worked on a remarkable number of significant community-based research, organizational development, education and advocacy projects. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

A few of the hundreds of examples of community-based projects embedded in coordinated studies programs have been: helping the city of North Bonneville plan and design its new town when forced to relocate; working with concerned citizens to plan for a shelter for abused women and children; helping oyster growers research the impact of upland development on tidelands; creating community gardens; helping small farmers research and implement direct marketing strategies for their produce; helping neighborhood organizations and community groups learn how to effectively participate in growth management and other policy discussions; and assisting public school teachers to develop innovative curricula in environmental education and the arts.

## SEEKING DIVERSITY, SUSTAINING COMMUNITY

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

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

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



# Services And Resources

Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.

## Student Affairs

Art Costantino, Vice President

LIB 3236, (360) 867-6296

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 and Athletics, and Police Services.

[www.evergreen.edu/studentaffairs](http://www.evergreen.edu/studentaffairs)

## Academic Advising

LIB 2nd floor, (360) 867-6312

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment—whichever best suits your schedule. We also have evening and Saturday advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

[www.evergreen.edu/advising](http://www.evergreen.edu/advising)

## Access Services for Students with Disabilities

LIB 2nd floor, (360) 867-6348, TTY: 867-6834

Welcome to Evergreen! Access Services for Students with Disabilities provides support and services to students with documented disabilities to ensure equal access to Evergreen's programs, services and activities. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. We invite you to stop by and see us, or contact us any time if you have questions or would like more information about how our office can assist you.

[www.evergreen.edu/access](http://www.evergreen.edu/access)

## Athletics and Recreation

CRC 210, (360) 867-6770

Evergreen offers a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountaineering, skiing, rafting, kayaking and mountain biking are also available.

[www.evergreen.edu/athletics](http://www.evergreen.edu/athletics)

## Career Development Center

LIB 2nd floor, (360) 867-6193

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career

exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

[www.evergreen.edu/career](http://www.evergreen.edu/career)

## Center for Mediation Services

LIB 3209, (360) 867-6732 or (360) 867-6656

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

## Centers for Active Student Learning (CASL)

### Quantitative and Symbolic Reasoning Center

LIB 2304, (360) 867-5547

### Writing Center

LIB 2304, (360) 867-6420

Evergreen's innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. Evergreen Tutoring Center includes the Quantitative and Symbolic Reasoning (QuASR) Center and the Writing Center. The QuASR Center assists students in all programs with regard to quantitative and symbolic reasoning, math and science; the Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. The Writing Center also sponsors additional activities such as Scrabble-icious and the Writers' Guild. Please check our Web sites for more detailed information.

[www.evergreen.edu/mathcenter](http://www.evergreen.edu/mathcenter)

[www.evergreen.edu/writingcenter](http://www.evergreen.edu/writingcenter)



**Counseling and Health Centers****Counseling:** SEM I, 4126, (360) 867-6800**Health:** SEM I, 2110, (360) 867-6200

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

[www.evergreen.edu/health](http://www.evergreen.edu/health)**Financial Aid****LIB 1st floor** (360) 867-6205**Email:** [finaid@evergreen.edu](mailto:finaid@evergreen.edu)

The goal of the Financial Aid Office is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). While the paper version of the FAFSA can be obtained at the Financial Aid Office, it is recommended that you file your FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Because funds are limited, you should submit your 2006-2007 FAFSA to the federal processor as soon after January 1, 2006 as you can. Evergreen must receive your processed FAFSA information on or before March 15, 2006 in order for you to receive full consideration for all available campus-based financial aid. Please stop by and see us, or contact us anytime with questions regarding your financial aid options.

[www.evergreen.edu/financialaid](http://www.evergreen.edu/financialaid)**First Peoples' Advising Services****LIB 2nd floor**, (360) 867-6467

First Peoples' Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.

[www.evergreen.edu/multicultural](http://www.evergreen.edu/multicultural)**Housing and Food Service****Bldg. A, Room 301**, (360) 867-6132

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

[www.evergreen.edu/housing](http://www.evergreen.edu/housing)**KEY Student Support Services****LIB 2nd floor**, (360) 867-6464

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

[www.evergreen.edu/key](http://www.evergreen.edu/key)**Police Services****SEM I, 2150**, (360) 867-6140

Evergreen's officers, who are state-certified and hold the same authority as county and municipal officers, see themselves as part of the college educational process and are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers also assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime for the past three years, is available from the Vice President for Student Affairs or [www.evergreen.edu/policeservices/crimestatistics.htm](http://www.evergreen.edu/policeservices/crimestatistics.htm).

[www.evergreen.edu/policeservices](http://www.evergreen.edu/policeservices)**Student Activities****CAB 320**, (360) 867-6220

At Evergreen, learning doesn't end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.

[www.evergreen.edu/activities](http://www.evergreen.edu/activities)**Student and Academic Support Services****LIB 2nd floor**, (360) 867-6034

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

[www.evergreen.edu/studentsservices](http://www.evergreen.edu/studentsservices)**USEFUL URLS**FAFSA — [www.fafsa.ed.gov](http://www.fafsa.ed.gov)Sexual Harassment Policy — [www.evergreen.edu/policies](http://www.evergreen.edu/policies)Student Accounts — [www.evergreen.edu/studentaccounts](http://www.evergreen.edu/studentaccounts)Student Conduct Code — [www.evergreen.edu/policies](http://www.evergreen.edu/policies)Tuition Rates — [www.evergreen.edu/tuition](http://www.evergreen.edu/tuition)



# Evergreen's Social Contract

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

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

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

## THE SOCIAL CONTRACT— A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM

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

### PURPOSE

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

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

## STUDENT CONDUCT CODE — GRIEVANCE AND APPEALS PROCESS

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

The Student Conduct Code is available at [www.evergreen.edu/policies/governance.htm](http://www.evergreen.edu/policies/governance.htm). More information is available from the campus grievance office at ext. 5052.

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

### FREEDOM AND CIVILITY:

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.



**INDIVIDUAL AND INSTITUTIONAL RIGHTS:**

Each member of the community must protect: the fundamental rights of others in the community as citizens; the rights of each member of the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

**SOCIETY AND THE COLLEGE:**

Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by an individual or group.

Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

**PROHIBITION AGAINST DISCRIMINATION:**

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

**RIGHT TO PRIVACY:**

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

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

Evergreen does not stand in loco parentis for its members.

**INTELLECTUAL FREEDOM AND HONESTY:**

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

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

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

**OPEN FORUM AND ACCESS TO INFORMATION:**

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

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

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

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

**POLITICAL ACTIVITIES:**

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



# Campus Regulations

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

## ALCOHOLIC BEVERAGES

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

## USE OF COLLEGE PREMISES

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

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

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

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

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

## FIREARMS

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

## PETS

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

## BICYCLES

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

## SMOKING

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

In campus housing, smoking is allowed within apartments, with roommates' permission, and outside the buildings only. Smoking is not permitted in all public areas, including lobbies, balconies, the Housing Community Center, laundry rooms, elevators, enclosed entryways and hallways. Residents and guests must abstain from smoking in Smoke Free Housing. Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.



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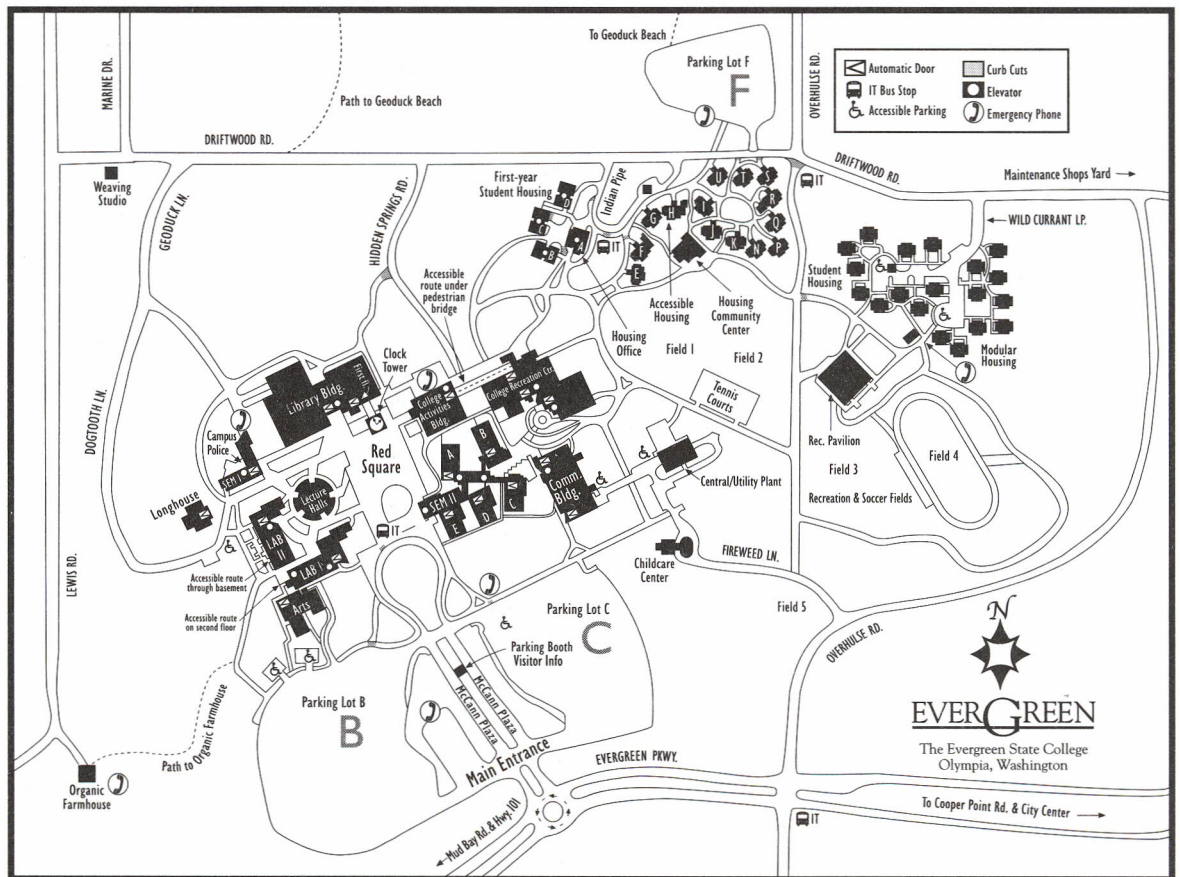
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