



2014-2015

CATALOG

the
evergreen
state
college
olympia, washington

A distinctive liberal arts and sciences college in the Pacific Northwest

The Five Foci

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

1 INTERDISCIPLINARY STUDY

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

2 COLLABORATIVE LEARNING

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

3 LEARNING ACROSS SIGNIFICANT DIFFERENCES

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

4 PERSONAL ENGAGEMENT

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

5 LINKING THEORY WITH PRACTICAL APPLICATIONS

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

Expectations of an Evergreen Graduate

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

- Articulate and assume responsibility for your own work.
- Participate collaboratively and responsibly in our diverse society.
- Communicate creatively and effectively.
- Demonstrate integrative, independent, critical thinking.
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- 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.

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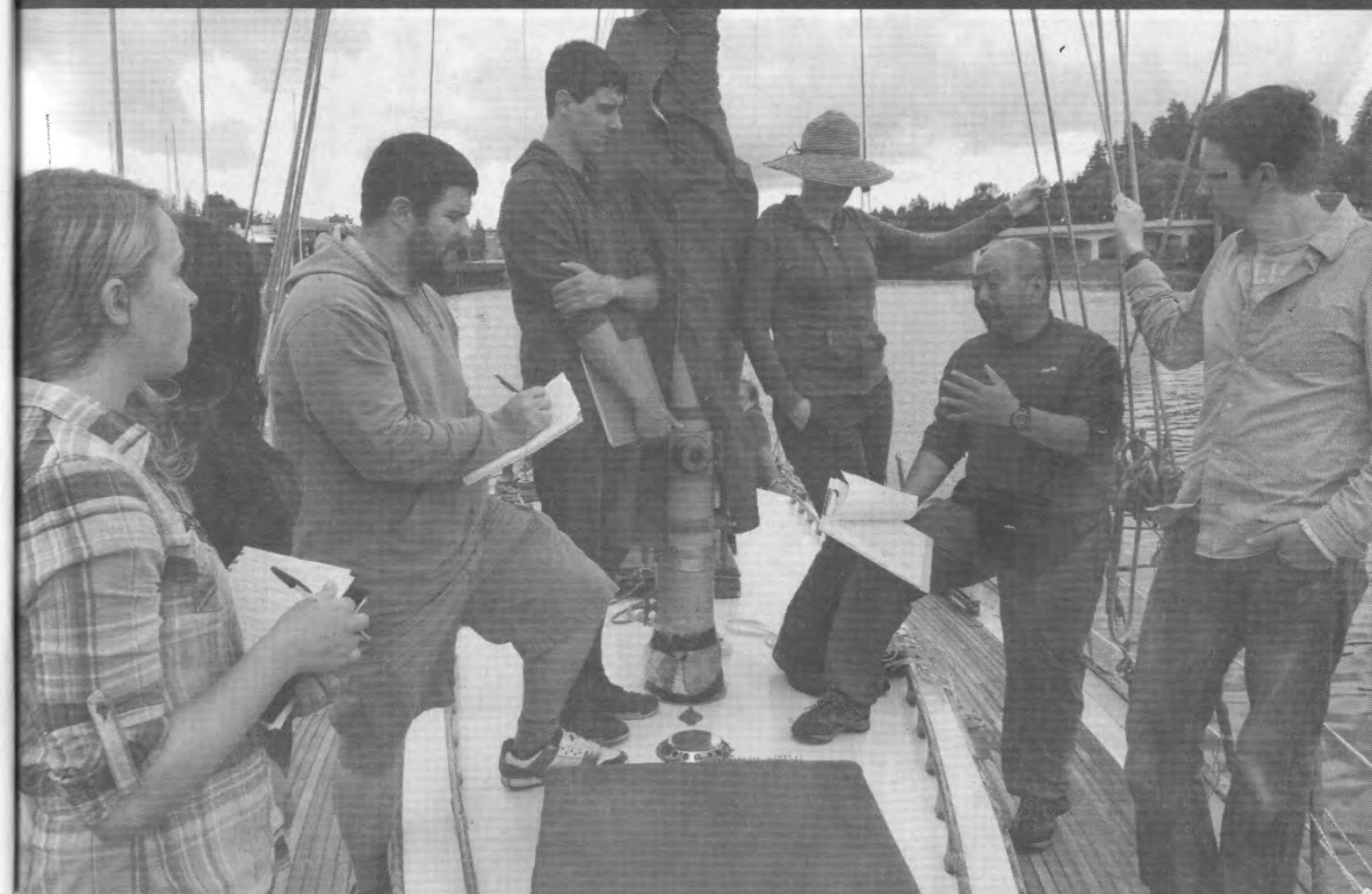
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This catalog is updated regularly; for the most current information please visit our Web site:
www.evergreen.edu/catalog/2014-15.





Academic Calendar 2014-2015

	Fall 2014	Winter 2015	Spring 2015	Summer 2015	
				First Session	Second Session
Orientation	September 22 – 26*				
Tuition Deadline	October 3	January 9	April 3	June 28	June 28
Quarter Begins	September 29	January 5	March 30	June 22	July 27
Evaluations	December 15 – 20	March 16 – 21	June 8 – 13	July 27 – Aug 1	Aug 31 – Sept 5
Quarter Ends	December 20	March 21	June 13	August 1	September 5
Vacations	Thanksgiving Break November 24 – 30	Winter Break Dec. 22 – Jan. 4	Spring Break March 23 – 29	No classes Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day, Labor Day and Veterans Day holidays.	

* Subject to change

Commencement: June 12, 2015

EQUAL OPPORTUNITY & NON-DISCRIMINATION

The Evergreen State College expressly prohibits discrimination and behaviors which, if repeated, could constitute discrimination against any person on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, marital status, age, disability, pregnancy, or status as a disabled, a Vietnam-era veteran or other covered veteran. Sexual harassment, including sexual assault and sexual misconduct are forms of discrimination that the College prohibits, as required by Title IX of the Education Amendments of 1972. The College also prohibits retaliation against anyone who files a discrimination complaint or participates in a related complaint process. These prohibitions extend to all College admissions, employment, and education programs and activities. 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. Evergreen's social contract, Student Conduct Code, Non-Discrimination policy, Sexual Harassment and Sexual Misconduct policy, and the Affirmative Action and Equal Employment Opportunity policy are available at www.evergreen.edu/policies.

Persons who believe they have been discriminated against at Evergreen are urged to contact:

Nicole Ack, College Civil Rights Officer
Library 3102, (360) 867-5371
or TTY: (360) 867-6834
ackn@evergreen.edu; or

Andrea Seabert-Olsen, Senior Conduct Officer
Library 3009, (360) 867-5113
seaberta@evergreen.edu

Inquiries concerning the application of College non-discrimination policies or Title IX may be referred to the College Title IX Coordinator, Paul D. Gallegos, Library 3207, (360) 867-6368, gallegos@evergreen.edu.

ACCREDITATION

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

DISCLAIMER

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

REASONABLE ACCOMMODATION

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

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

RELIGIOUS OBSERVANCE

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

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

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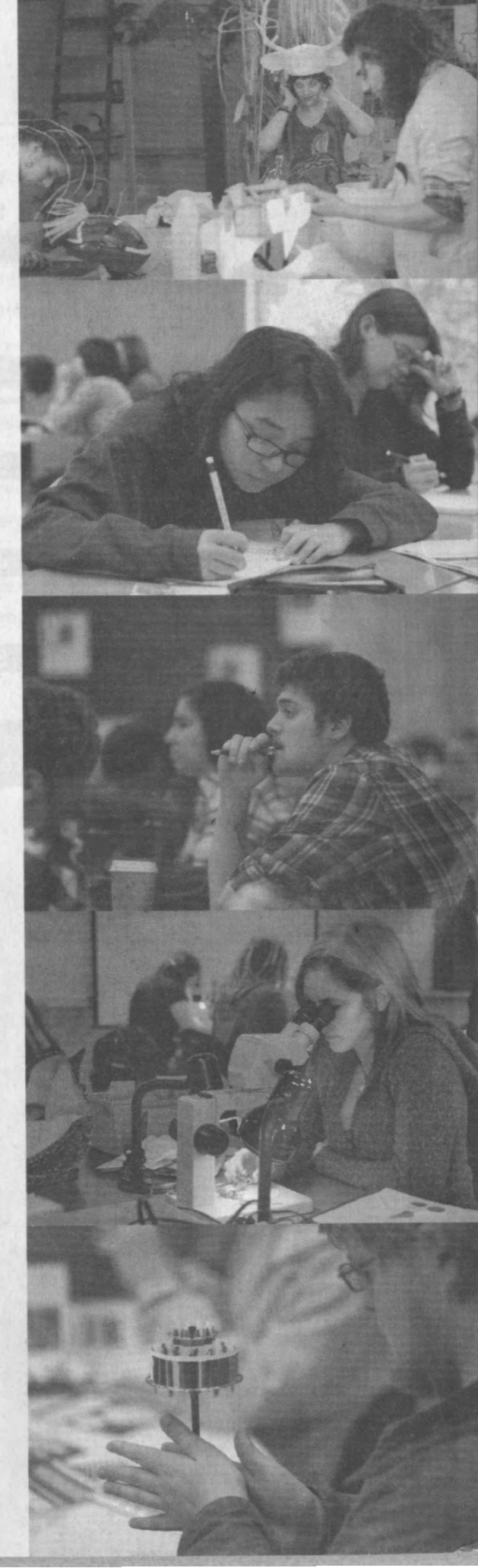
Printed on recycled paper.

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

Our Mission Statement

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

Adopted by the Evergreen faculty 4/28/11



Planning and Curricular Options

EVERGREEN: A DIFFERENT PLACE TO LEARN

Evergreen is unlike any other college in the country. Students have an unusual amount of freedom to explore, develop and articulate their own sense of direction. With freedom, of course, comes responsibility. Evergreen's faculty look forward to helping you embrace both.

Formal Majors? Not here. Choosing an area of emphasis puts the power in your hands: instead of a predefined major, you design an academic plan that reflects your developing interests during your college education. Evergreen faculty will help you create your pathway and learn to articulate it through an Academic Statement.

Disconnected Classes? Not here. Interdisciplinary programs reflect the real world: you'll begin by selecting a single program, which typically represents a full-time course load and may last up to three quarters. All your classes, teachers and classmates are in one place. Instead of taking an assortment of different and often unrelated classes, you learn about the interconnections of subjects in the real world. With faculty approval and oversight, you can also engage in individual study or research in subjects that build upon your prior academic work or you can take more narrowly focused courses to complement programs and individual study.

Programs may include lectures, labs, readings, seminars, field study, research projects, community service, internships, and study abroad. The faculty members who teach programs connect different academic disciplines around a unifying theme. Each program is developed with a learning community in mind.

Most full-time students take one 16 credit program per quarter while part-time students often take one 8-12 credit program or one or more 2-6 credit courses. Most programs are offered in our daytime curriculum, with some also offered in the evenings and on weekends.

Letter Grades? Not here. Narrative evaluations are detailed and descriptive narratives that document student achievement: your learning and academic progress are assessed in narrative evaluations rather than grades.

For more information, go to www.evergreen.edu/academics

ACADEMIC STATEMENT

Your Academic Statement is an essay of up to 750 words in which you articulate your own unique pathway to graduation from the College. Students begin thinking and writing about their academic journey during orientation and continue to revise their statements annually with the guidance and support of faculty. By the time you graduate, you will have created a transcript-ready statement that documents the shape and significance of your college education.

ALL-CAMPUS MENTORING DAYS

The whole campus pauses twice a year, during winter and spring quarters. On these All-Campus Mentoring Days, faculty lead workshops to help students plan for the future. They cover topics such as how to be a better student; develop a senior thesis, capstone project or Individual Learning Contract; prepare for careers or graduate study in specific fields; and refine and complete final Academic Statements.

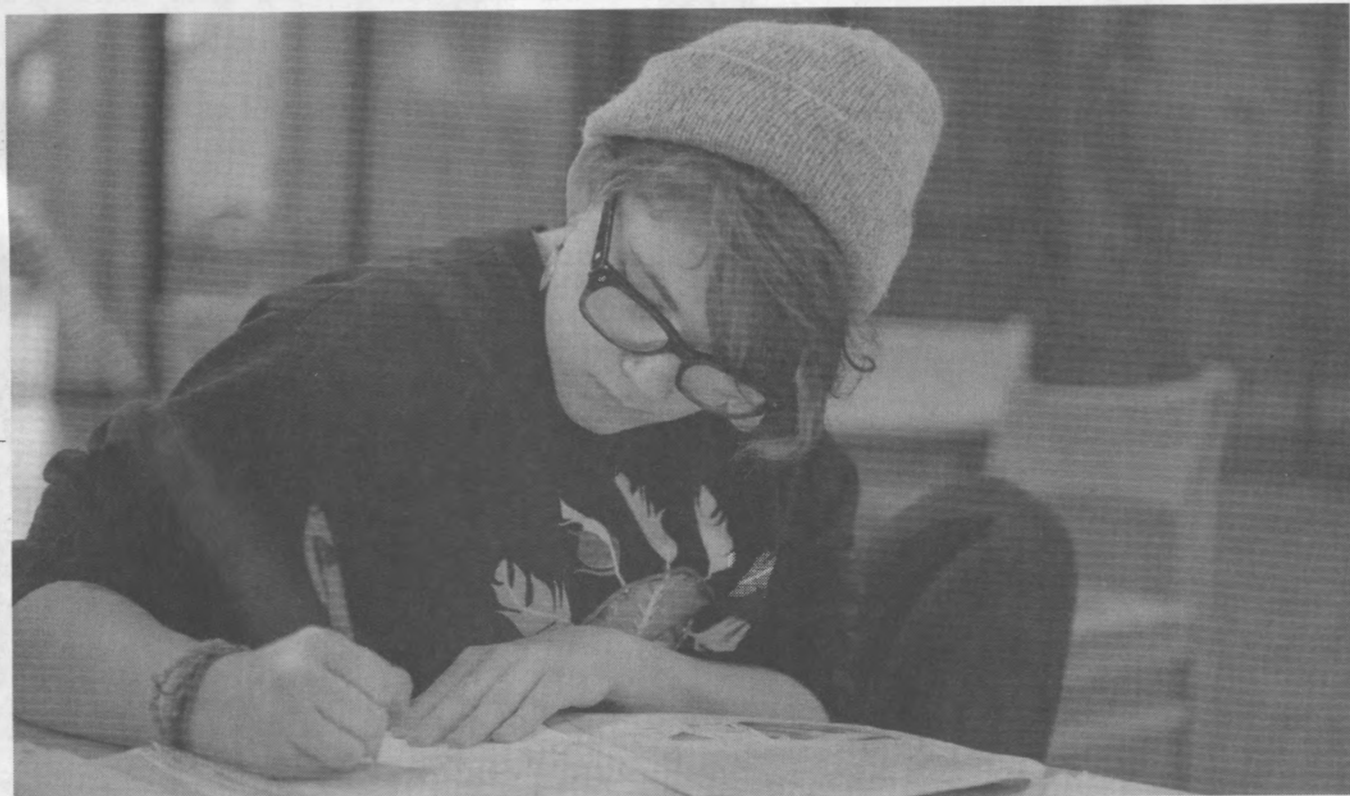


Photo by Shauna Bittle '98.

HOW TO SELECT A PROGRAM

- Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2014-15 academic year.
- Consult Web listings at www.evergreen.edu/catalog/2014-15. The Web catalogs contain the most current updates to curriculum offerings.
- Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen. You can schedule an appointment to talk to faculty throughout the academic year, or you may consult with them at the quarterly academic fairs, during your program and at your evaluation conference.
- See an advisor! Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to www.evergreen.edu/advising for more information. Academic advisors know the curricular ins and outs at Evergreen and are trained to help students find the best program to meet their academic goals.
- Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen are required to attend an Academic Planning Workshop in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

REMEMBER...

- ➔ Read the "Preparatory for" section of a program description to find out the subjects covered in a program and what future studies or careers a program may lead to. Since Evergreen students do not have majors, this section will be especially helpful in your decisions about which programs to take.
- ➔ Many programs are offered over two or three quarters. To maximize your learning experience, you should plan to stay with a program for its entire duration.
- ➔ Plan for an entire academic year. If your fall program doesn't last all year, you should plan ahead of time for a follow-on program.
- ➔ Have a back-up plan, just in case a program doesn't work well for you, or if it is already full when you try to register.
- ➔ Some programs require a faculty signature for entry, have prerequisites or extra expenses involved. See "How to Read a Program Description" on page 34.

SPECIAL FEATURES OF THE CURRICULUM

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

Study Abroad International studies may include study abroad in a full-time academic program, a consortium program (page 79), or an individual contract or internship. Academic programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more in countries around the globe. These programs typically include preparation time on the Evergreen campus, with several weeks or a quarter abroad as a culmination to program studies.

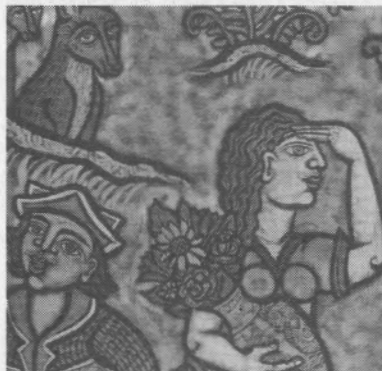
Programs with a strong travel component	pg	quarter
Advanced Field and Laboratory Biology in Southwestern Ecosystems	35	F W
Landscapes of Faith and Power in the Eastern Mediterranean	58	F W S
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	64	F W S
The Spanish-Speaking World: Cultural Crossings	77	F W S

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

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

Additional undergraduate research opportunities also exist for students. Individual faculty members have research interests and projects that students can help with, thus gaining valuable research experience. Contact members of the faculty, especially in Environmental Studies and Scientific Inquiry. Visit www.evergreen.edu/catalog/2014-15/research for more information.

Graduate Programs Evergreen offers Master's degrees in Environmental Studies, Teaching, and Public Administration. For contact and general information, please turn to page 89.



Consciousness Studies

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

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

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

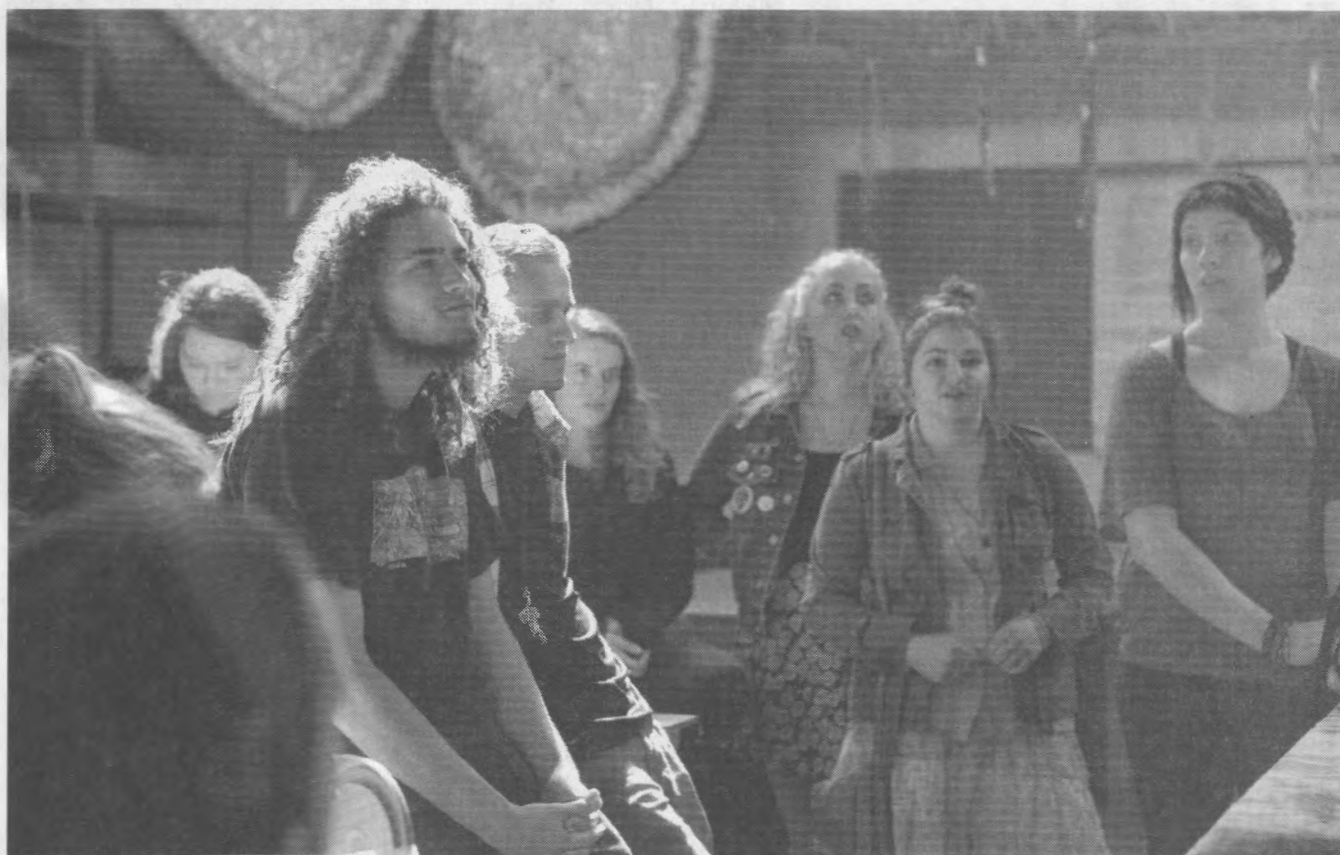
And, what else?

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

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

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

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



Photos by Shauna Bittle '98, (inset) artwork from *I Imagine Us As a Holy Family Engaging In the Great Work of Increasing the Light (detail)*, 2006, by Cappy Thompson '76, photo by Steve Davis.

CONSCIOUSNESS STUDIES PROGRAMS

Core: (designed for freshmen)	pg	quarter
Consciousness: Pathways to the Self	42	F W S
Middle Sea: Music, Biology and Policy	61	F W
Lower-division: (50% freshmen/50% sophomore)		
Musical Cities	63	F W S
Thinking Through Ornament	81	W S
All-level: (freshmen - seniors)		
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Individual Study: Humanities and Social Sciences	54	W
Movement/Thought	62	S
Silence, Solitude, Laziness and Other Pillars of the Good Life	75	F
Sophomores or above: (intermediate level)		
Bodies of Knowledge	38	F W S
Psychology and Mindfulness	72	F W S
Sensory Ecology	74	S
Junior or senior: (advanced level)		
Operating Manual for Spaceship Earth	65	F W S
Turning Eastward:		
Explorations in East/West Psychology	82	F W
Senior only: (advanced level)		
Multicultural Counseling: A Holistic Perspective	63	F W S

AFFILIATED FACULTY

William Ray Arney
 Rob Esposito *Modern Dance*
 Sara Huntington *Writing, Research and Information Systems*
 Ryo Imamura *East/West Psychology*
 Heesoon Jun *Psychology*
 Cynthia Kennedy *Leadership*
 Stephanie Kozick *Human Development*
 Donald V. Middendorf *Physics*
 Julie Levin Russo *Communications, Journalism*
 Terry Setter *Music*
 Jules Unsel *United States History*
 Bret Weinstein *Evolution, Biology*
 Sarah Williams *Feminist Theory, Somatic Studies*



Critical and Creative Practices

"...theoryhas come to designate works that succeed in challenging and reorienting thinking in fields other than those to which they apparently belong. This is the simplest explanation of what makes something count as theory. Works regarded as theory have effects beyond their original field."

—Jonathan Culler

While diverse in their teaching methodologies, **Critical and Creative Practices** faculty are united in the idea that making is a mode for critical and analytical thinking and cultural production. The area also emphasizes the ways creativity is vital to all integrative thinking, criticism and cultural production. In this sense we exhort students emphasizing the arts to seek rigorous, intellectual and disciplinary breadth and depth as necessary artistic strategy. We encourage students interested in the humanities to understand theory as practice, as an intellectual form of producing knowledge.

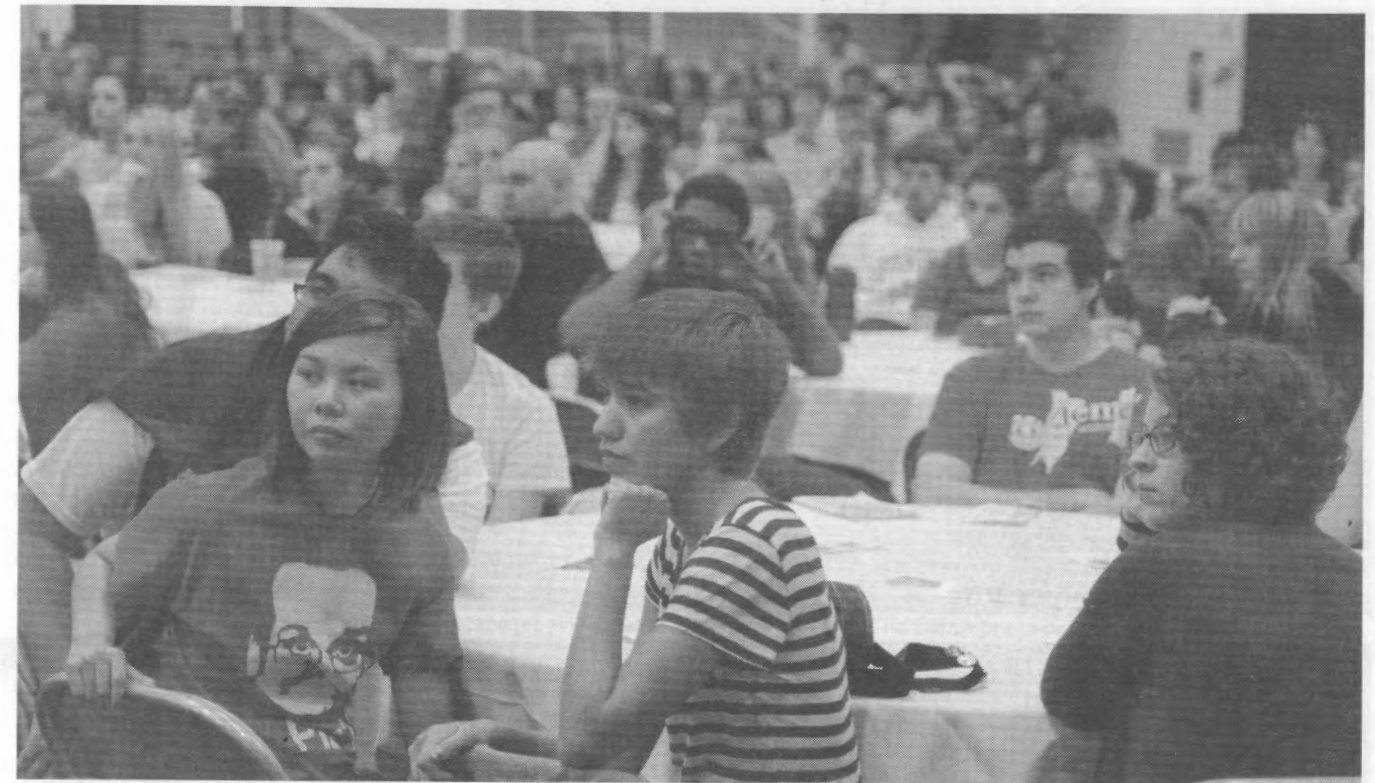
The word critical addresses critique, analysis, and questioning. It means reflecting on, and articulating, how one originates an idea, critiques it, includes/excludes sources, revises, and ultimately manifests synthesis and ideas into images, forms or stuff. We take the word creative to indicate the ways in which creative and critical thinking are interconnected and speaks to our shared interest in how to make and to analyze cultural production. Practice speaks to our insistence on both "writing as thinking" and "making as thinking." We are interested in the varieties of ways students perceive, grapple with, and resolve questions and problems, how they see ideas in relation to each other and in relation to materials.

By offering programs and courses related to the theory and practice of cultural production that are tied to using creativity to pose complex questions about the world, students develop skills in understanding the theories and histories associated with a range of disciplines, in the "hands on" creative and research practice of a variety of disciplines. They will also have the opportunity to develop skills in connecting their own creative and research practices with the histories and theories of those practices, and in creating connections between their own work and the broader world. Students work with faculty on emerging and established research and creative projects that reflect our pedagogical foci around student-centered learning, experiential learning, foundational skill development, and multi- and inter-disciplinary modes of inquiry.

We are committed to helping our students develop technical, conceptual and formal knowledge of one or more field(s) of cultural production, and the capacity to reflect on the creative process and make connections between one's own work and relevant histories/theories. We are particularly committed to exposing students to rigorous research as a central component of artistic practice. As artistic practice changes, Critical and Creative Practices provides faculty and students with the opportunity to not only update arts and all education on campus, but to more fully and collaboratively disperse multiple intellectual skills across the arts and humanities, social sciences and physical sciences.



Photo by Shauna Bittle '98, (inset) by Andrew Jeffers '13.

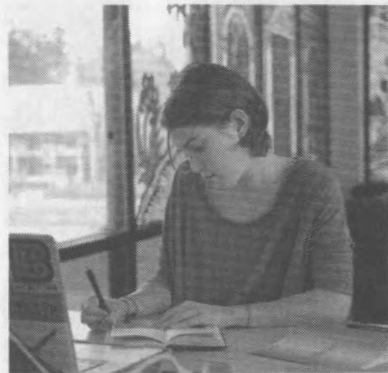


CRITICAL AND CREATIVE PRACTICES PROGRAMS

	pg	quarter
Core: (designed for freshmen)		
Between Land and Sea: Observations on Biological and Cultural Change	37	F W S
Diversity and Dissent in Education and the Media	10	F W
It's About Time	57	F W
Structures and Strictures: Fiction, Mathematics and Philosophy	78	F W
Lower-division: (50% freshmen/50% sophomore)		
It's About Style	57	S
Thinking Through Ornament	81	W S
All-level: (freshmen - seniors)		
Individual Study: Humanities and Social Sciences	54	W
Silence, Solitude, Laziness and Other Pillars of the Good Life	75	F
Sophomores or above: (intermediate level)		
Contested Bodies: Representations of Martyrdom	43	F
Drawing Time	46	F
Entrepreneurship and Economic Development	48	F W S
Mediaworks	60	F W S
Ready Camera One: We're Live	72	S
The Spanish-Speaking World: Cultural Crossings	77	F W S
Timely and Timeless Work Toward Sustainability	81	F
Junior or senior: (advanced level)		
The (Colonial) Rise of the British Novel	41	S
What is to be Experimental Music and Theater Now?	87	F W S

AFFILIATED FACULTY

Evan Blackwell *Ceramics, Sculpture*
 Kathleen Eamon *Philosophy*
 Amjad Faur *Photography*
 Ruth Hayes *Animation, Media Studies*
 Steven Hendricks *Creative Writing, Book Arts*
 Naima Lowe *Experimental Media*
 Jean Mandeberg *Visual Art*
 Greg Mullins *Literature, Queer Studies*
 Alice Nelson *Latin American Literature, Spanish*
 Shaw Osha *Fine and Studio Arts*
 Sarah Pedersen *Literature, Maritime Studies*
 Trevor Speller *British Literature*
 Lisa Sweet *Visual Art*
 Brian Walter *Mathematics*
 Elizabeth Williamson *English Literature*
 Julia Zay *Video/Media Studies*



Culture, Text and Language

Culture, Text, and Language (CTL) invites students to engage in rigorous critical inquiry about the human experience. Our curriculum covers many disciplines and fields of study, including literature, history, women’s studies, philosophy, religious studies, classical studies, art history, post-colonial studies, linguistics, cultural anthropology, cultural studies, gender studies, race and ethnic studies, American studies, folklore, and creative and critical writing.

Through the study of culture and of cultures, students explore the webs of meaning that individuals and groups use to make sense of the world. Through the study of texts, they learn to interpret the products of culture in forms ranging from enduring works to popular media and the artful practices of everyday life. Through the study of languages and a strong focus on learning the

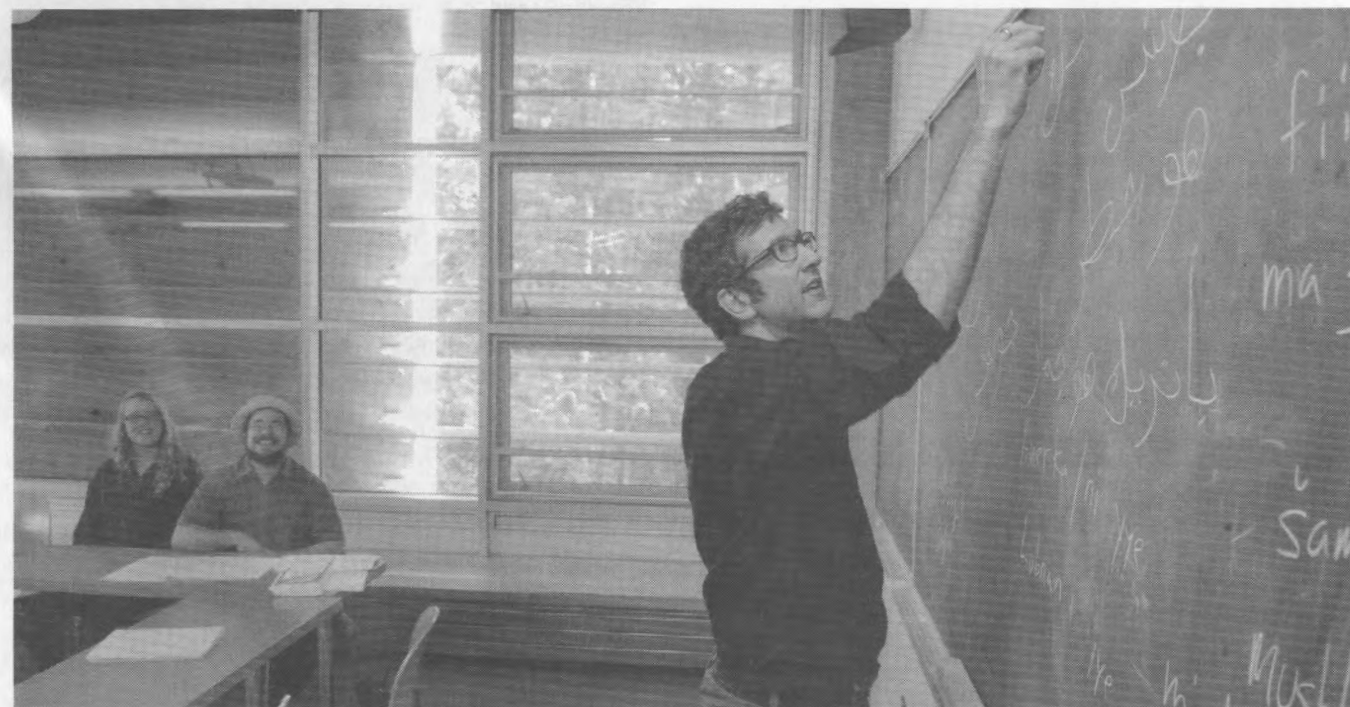
craft of writing, they learn the means of communication used by different societies and nation states, and how to use the tool of language to develop their own intellectual and expressive voices.

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

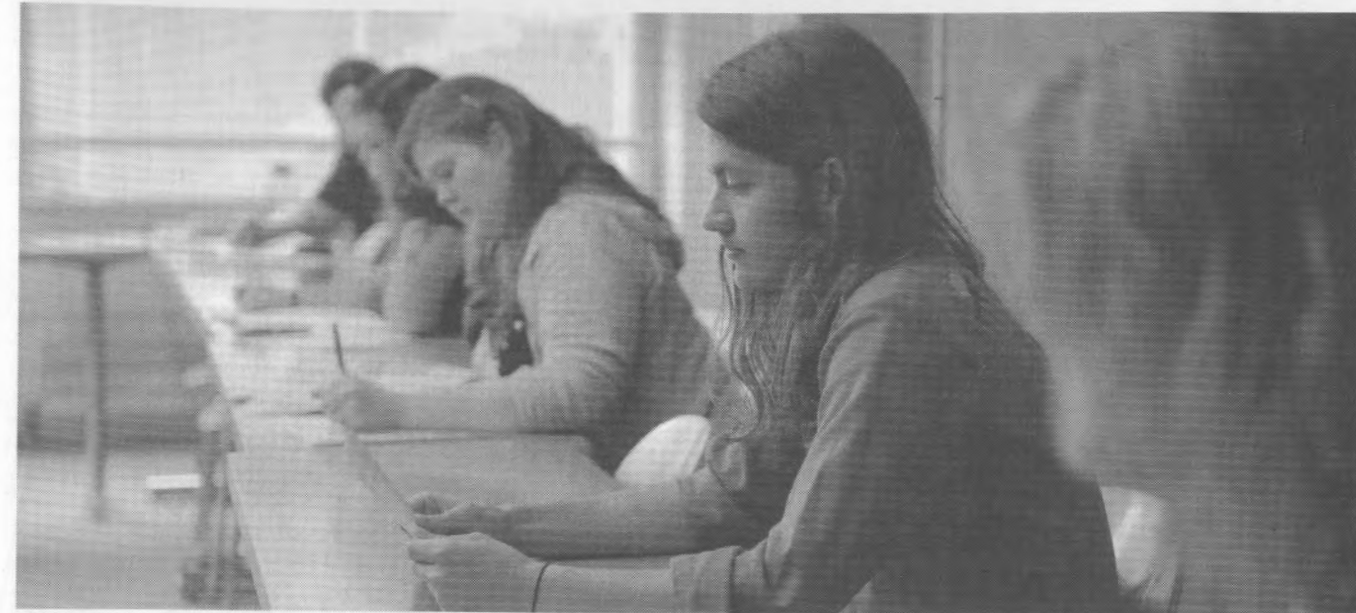
Most Culture, Text and Language programs bring together two or more disciplines to pose crucial questions about the human condition; many also include community-based activities that put ideas into practice. Thus, students gain an interconnected view of the humanities and interpretive social sciences.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

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

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



Photos: by Shauna Bittle '98.



CULTURE, TEXT, AND LANGUAGE PROGRAMS

Core: (designed for freshmen)
 Diversity and Dissent in Education and the Media 45 F W

Lower-division: (50% freshmen/50% sophomore)
 Cultural Landscapes:
 Introduction to Sustainability and Justice 43 F W S
 Earth Dynamics: Climate, People and History 47 F W
 Mona Lisa Overdrive: Science in Art and Culture 62 F W
 Ships of Wisdom:
 Ancient Trade Routes and the Diffusion of Ideas 75 W S
 Small Things: Intimate Inquiries into Everyday Life 76 F W
 Thinking Through Ornament 81 W S
 What Are Children For? 87 S

All-level: (freshmen - seniors)
 The Empty Space:
 Performance, Movement and Theatre 48 F W S
 Forensics and Criminal Behavior 51 F W S
 How Language Works 53 S
 Individual Study: Humanities and Social Sciences 54 W
 Silence, Solitude, Laziness
 and Other Pillars of the Good Life 75 F

Sophomores or above: (intermediate level)
 Bodies of Knowledge 38 F W S
 Drawing Time 46 F
 Greece and Italy: An Artistic and Literary Odyssey 52 F W S
 Imperial Beauty, Turmoil and Tragedy:
 Russia Falls, the Soviet Union Rises 53 W
 India Then and Now 54 W
 Landscapes of Faith and Power
 in the Eastern Mediterranean 58 F W S
 Poet-Philosophers/Philosopher-Poets 69 F W
 The Spanish-Speaking World: Cultural Crossings 77 F W S
 Stalin, Gorbachev and Putin:
 The Soviet Union and the Rebirth of Russia 78 S
 Vikings, Mongols and Slavs:
 Russia and the Forging of Empires 86 F

AFFILIATED FACULTY

- Marianne Bailey French Literature
- Laura Citrin Social Psychology, Gender and Women’s Studies
- Stacey Davis European History
- Diego de Acosta Spanish Literature and Language
- Sarah Eltantawi Comparative Religion
- Susan Fiksdal Linguistics and French
- Chauncey Herbison African American Studies
- Nancy Koppelman American Studies
- Patricia Krafcik Russian Language, Literature and Culture
- Ulrike Krotscheck Classical Studies, Archeology
- Miranda Mellis Creative Writing
- Harumi Moruzzi Cultural Studies, Literature, Film Studies
- Steven Niva International Politics, Political Philosophy
- Catalina Ocampo Spanish Language
and Latin American Literature
- Toska Olson Sociology
- Rita Pougiales Anthropology
- Andrew Reece Classical Studies
- Samuel A. Schrager Ethnography, American Studies
- Leonard Schwartz Poetics
- Robert W. Smurr Russian History
- Eric Stein Cultural Anthropology
- Joseph Tougas Philosophy
- Tom Womeldorff Economics

Junior or senior: (advanced level)
 “As Real as Rain”: The Blues and American Culture 36 S
 The (Colonial) Rise of the British Novel 41 S
 Turning Eastward:
 Explorations in East/West Psychology 82 F W
 Undergraduate Research in the Humanities 85 F W S
 Understanding Language 85 F
 What is to be Experimental Music and Theater Now? 87 F W S



Environmental Studies

The **Environmental Studies (ES)** planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas: Human Communities and the Environment, Natural History and Environmental Sciences. Programs emphasize interdisciplinary, experiential study and research primarily in the Pacific Northwest with additional work in other areas of North and South America. Research methods and analyses emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems. In any year, ES programs explore many of the topics listed here:

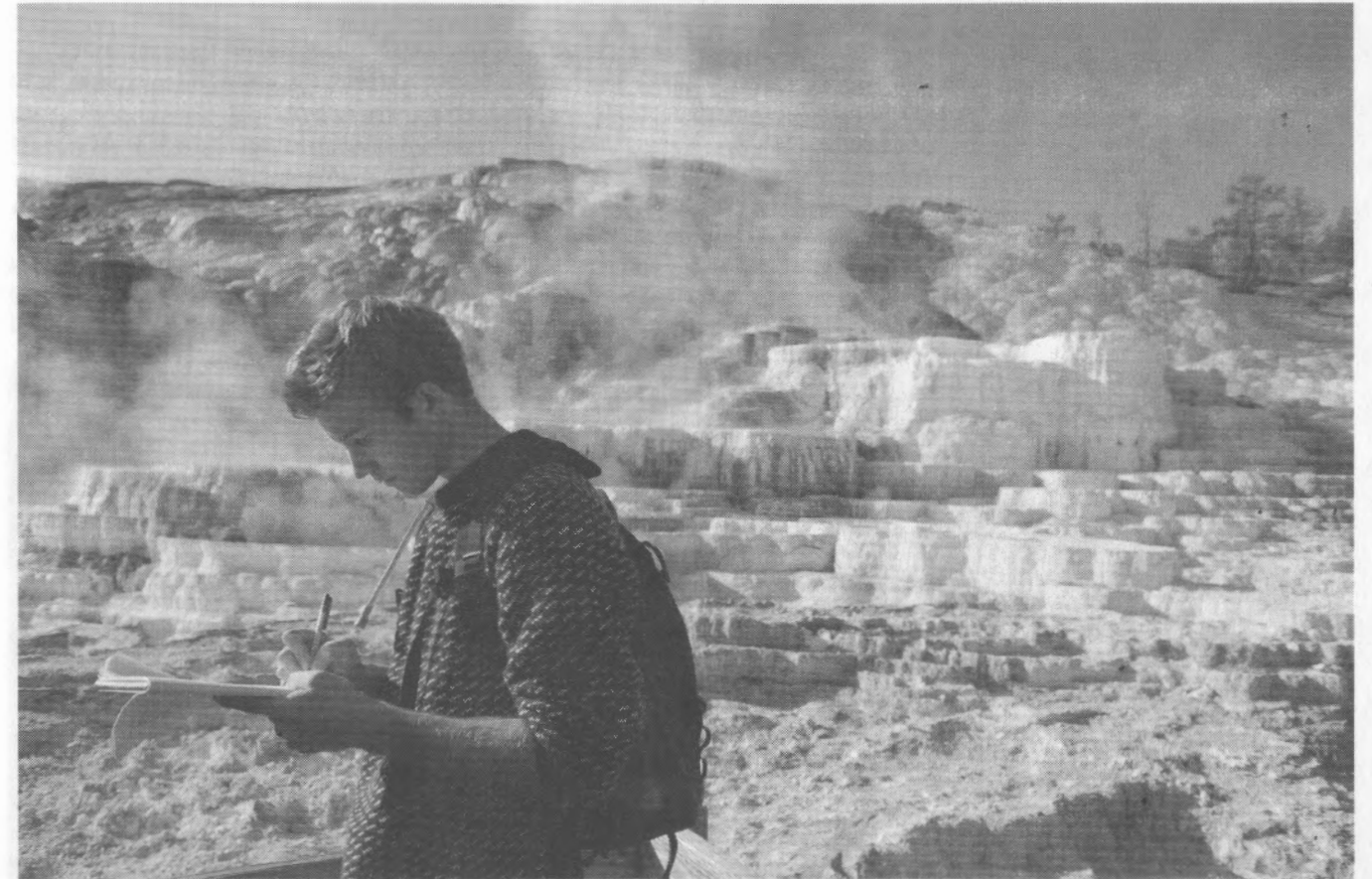
- **Human Communities and the Environment**—Addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. It includes community studies, ecological agriculture, environmental communication and education, environmental economics, environmental history,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

In freshmen-only and lower-division programs in Environmental Studies students can expect to gain knowledge and skills in writing, the scientific method, quantitative methods, making connections between disciplines, the use of drawing and diagramming to support both communication and learning and basic lab or fieldwork skills. They will also gain a solid background in the core concepts of biology, ecology and social science. In upper-division programs students will have the opportunity to delve deeper into topics in the thematic areas listed above—natural history, environmental science and the interaction of human communities and the environment. Enrollment in upper-division programs may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared for the program. The Advanced Research in Environmental Studies program provides additional opportunities to participate in primary research with Evergreen faculty.

Environmental studies faculty offer both new and repeating programs. Repeating programs are regularly offered, typically every other year or every third year. These programs include Ecological Agriculture, Practice of Sustainable Agriculture, Animal Behavior, Vertebrate Evolution, Marine Life, Plant Ecology and Taxonomy, Temperate Rainforests and Field Ecology.

In order to capture the diversity of organisms, habitats and social systems found around the world, Environmental Studies faculty regularly offer programs with a study abroad component, particularly to Central and South America. These programs offer the opportunity to observe organisms and environmental processes that you learned about in the classroom, interact with researchers at biological field stations and do field-based research in some of the most biologically rich areas in the world.

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



ENVIRONMENTAL STUDIES PROGRAMS

	pg	quarter
Core: (designed for freshmen)		
Middle Sea: Music, Biology and Policy	61	F W
Lower-division: (50% freshmen/50% sophomore)		
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Earth Dynamics: Climate, People and History	47	F W
Mona Lisa Overdrive: Science in Art and Culture	62	F W
All-level: (freshmen - seniors)		
Food: Coevolution, Community and Sustainability	50	F W S
Practice of Sustainable Agriculture	71	S
Sophomores or above: (intermediate level)		
Avian Monitoring and Research Methods	36	W
Botany: Plants and People	38	F W
Climate Change: From Awareness to Action	40	F W
Ecology of Harmful Algal Blooms	47	S
Environmental Analysis	49	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	52	S
Introduction to Environmental Studies	55	F W
Ornithology	66	F
River Resources	74	W S
Sensory Ecology	74	S
Technical Writing in the 21st Century	80	F W

AFFILIATED FACULTY

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

	pg	quarter
Junior or senior: (advanced level)		
Advanced Field and Laboratory Biology in Southwestern Ecosystems	35	F W
Advanced Research in Environmental Studies	35	F W S
Climate Solutions	40	W
Marine Biodiversity	59	S
Wildlife Biology: Birds and Fishes	88	S



Expressive Arts

The Performing, Visual and Media Arts have a strong presence on campus. Arts-related programs are offered regularly by some faculty in at least six planning units at the college: Consciousness Studies, Critical & Creative Practices, Culture, Text, & Language, Evening/Weekend Studies, Expressive Arts, and Sustainability and Justice. Performances, exhibitions and screenings are a regular part of campus life and learning. Expressive Arts programs and classes include intellectual and artistic exploration as well as technical development, providing disciplinary depth and interdisciplinary breadth. Entry-level work takes place in interdisciplinary programs while advanced students may focus on more sophisticated projects in arts-specific programs and individual contracts.

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

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

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

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

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

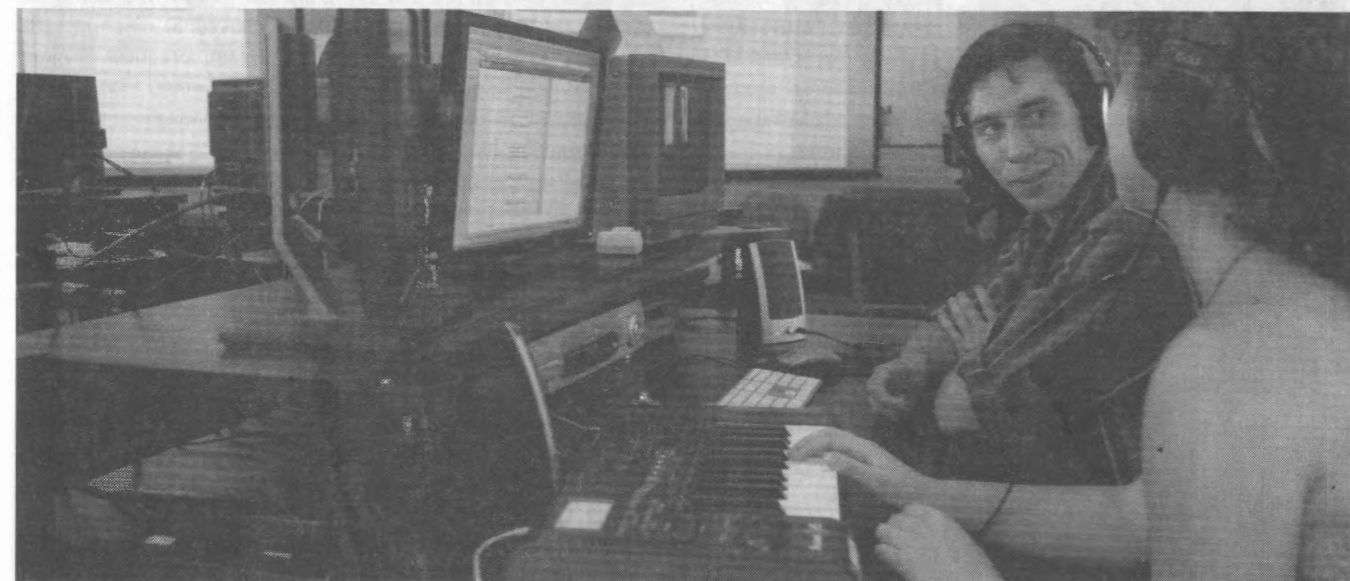
Faculty in the **Visual Arts** emphasize the linkages between art making and cultural contexts and have an integrated presence in the liberal arts curriculum. Students studying visual art are provided with the tools and instruction necessary to produce artwork in a variety of media, and the critical language and writing ability to critique and discuss it. We believe that visual literacy, the ability to incorporate multiple disciplines to perceive and interpret visual images, is central to the process by which students become informed image-makers.



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

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

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



EXPRESSIVE ARTS PROGRAMS

	pg	quarter
Core: (designed for freshmen)		
Middle Sea: Music, Biology and Policy	61	F W
Lower-division: (50% freshmen/50% sophomore)		
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Musical Cities	63	F W S
Thinking Through Ornament	81	W S
All-level: (freshmen - seniors)		
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Movement/Thought	62	S
Myth, Magic and Method in Theatre and Dance:		
A Midsummer Night's Dream	64	F W S
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change	67	S
Sophomores or above: (intermediate level)		
Drawing Time	46	F
Greece and Italy: An Artistic and Literary Odyssey	52	F W S
Mediaworks	60	F W S
Painting in the 21st Century	66	S
Ready Camera One: We're Live	72	S
Sensory Ecology	74	S

AFFILIATED FACULTY

- Andrew Buchman Music
- Arun Chandra Music Performance, Composition, Computer Music
- Sally Cloninger Film, Video
- Walter Eugene Grodzik Theater
- Andrea Gullickson Music
- Bob Haft Photography, Art History
- Lucia Harrison Visual Art
- Rose Jang Theater
- Robert Leverich Visual Art, Architecture
- Kabby Mitchell III Dance, African American Studies, Theater
- Ratna Roy Dance, African American Studies, South Asian Studies
- Sean Williams Ethnomusicology

Junior or senior: (advanced level)		
Operating Manual for Spaceship Earth	65	F W S
What is to be Experimental Music and Theater Now?	87	F W S



Native Programs

The **Native Programs** planning unit at The Evergreen State College has a commitment to:

- Provide a quality higher education for Native American and other Indigenous students,
- Educate non-Native students on interacting in productive ways with Native communities,
- Partner in a respectful manner with Indigenous communities, and
- Honor the government-to-government relationship that our State institution has made with Washington tribal nations.

The Native Programs planning unit faculty encompass a wide range of liberal arts disciplines, including cultural studies, politics, social sciences, art, and environmental studies. The faculty are drawn from **Native American and World Indigenous Peoples Studies (NAWIPS)** which includes

Olympia daytime academic programs and courses, the Master of Public Administration - Tribal Governance program, Graduate Program on the Environment (offering the Master of Environmental Studies Degree), the Longhouse Education and Cultural Center, First Peoples Advising Services, and the Reservation-Based, Community Determined Program.

Since the early 1970s, Evergreen has developed a unique combination of Native initiatives, both academic and public service, enhanced through collaboration with local tribes. In keeping with Washington State's Centennial Accord, Evergreen works on a government-to-government basis with tribes to respond to the needs of tribal people in the Northwest.

Because of Evergreen's unique relationship to the tribes, the Native Programs planning unit faculty have approaches to learning and research that enrich Evergreen and draw diverse students, staff and faculty. We welcome allies in staff and faculty who have Native Studies as a priority, to be part of our social community and planning discussions. We see this integration of Native Programs as supporting ongoing College-wide conversations about curriculum development, student engagement, and other cross-campus initiatives.

For more information on Evergreen's Native Programs, see www.evergreen.edu/nativeprograms.



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

For information on the MPA track in Tribal Governance, visit www.evergreen.edu/mpa/tribal or the Graduate Studies page 89.

NATIVE PROGRAMS AND NATIVE AMERICAN & WORLD INDIGENOUS PEOPLES

Sophomores or above: (intermediate level) **pg** **quarter**
 Native Decolonization in the Pacific Rim:
 From the Northwest to New Zealand 64 F W S

Junior or senior: (advanced level)
 Reservation-Based, Community-Determined Program 73 F W S

AFFILIATED FACULTY

- Kristina Ackley *Native American Studies*
- Michelle Aguilar-Wells *Public Administration*
- Lara Evans *Art History*
- Jose Gomez *Law and Politics*
- Zoltan Grossman *Native American Studies*
- Cindy Marchand-Cecil *Native American Studies*
- Frances V. Rains *Multicultural Education*
- Gail Tremblay *Visual Art, Creative Writing*

Reservation-Based Community-Determined Program

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

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

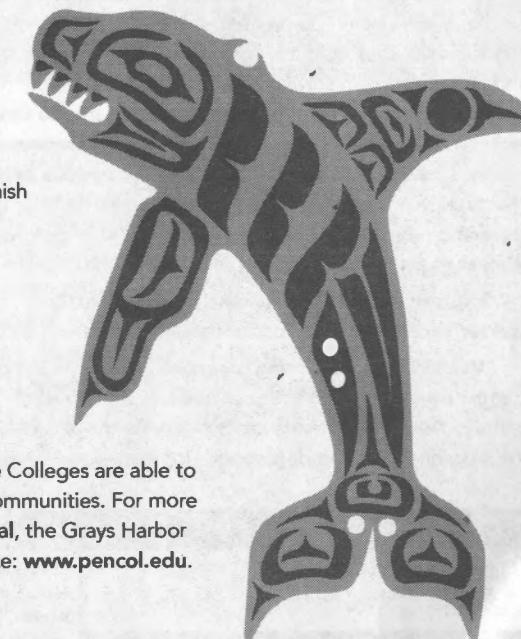
- **Personal authority** challenges students to be personally accountable for their attendance, engagement and learning, and to declare the nature of their own work.
- **Indigenous knowledge** honors the founding principles of the program and its commitment to involving our community's keepers of cultural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

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

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

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

For students with fewer than 90 credits, The Evergreen State College partners with Grays Harbor College (Aberdeen, Wash.) and Peninsula College (Port Angeles, Wash.) to provide an Associate of Arts direct transfer degree that is reservation based and intended to prepare students for the RBCD Bachelor of Arts Degree program. The Colleges are able to deliver a program comprised of a unique set of courses particularly relevant to tribal communities. For more information on the Reservation Based programs, please visit www.evergreen.edu/tribal, the Grays Harbor College website: www.ghc.edu/distance/reservation, or the Peninsula College website: www.pencol.edu.



RBCD

Junior or senior: (advanced level) **pg** **quarter**
 Reservation-Based, Community-Determined Program 73 F W S

AFFILIATED FACULTY

Cindy Marchand-Cecil *Native American Studies, Director*



Scientific Inquiry

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

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

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

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

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

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

Geology	Chemistry	Mathematics
Environmental Analysis ¹ River Resources	Introduction to Natural Science ⁰ Molecule to Organism ⁰ Atoms, Molecules, and Reactions ² Environmental Analysis ¹ Forensics and Criminal Behavior General Chemistry Introduction to Environmental Studies The Chemistry of Living Systems	Algebra to Algorithms ⁰ Computer Science Foundations ⁰ Models of Motion, Matter, & Interactions ⁰ Mathematical Systems ² Student Originated Software ² Computability and Language Theory ¹ Methods of Mathematical Physics ¹ Structures and Strictures Physical Systems and Applied Mathematics Forensics and Criminal Behavior
Computer Science		
Algebra to Algorithms ⁰ Computer Science Foundations ⁰ Models of Motion, Matter, & Interactions ⁰ Student Originated Software ² Computability and Language Theory ¹		
Biology	Physics	
Introduction to Natural Science ⁰ Molecule to Organism ⁰ Environmental Analysis ¹ Food, Health, and Sustainability ¹ Earth Dynamics Forensics and Criminal Behavior Bodies of Knowledge Between Land and Sea	Wildlife Biology Ornithology Avian Monitoring and Research Methods Mona Lisa Overdrive Advanced Field and Laboratory Biology in Southwestern Ecosystems Trees Ecology of Harmful Algal Blooms	Models of Motion, Matter, & Interactions ⁰ Energy Systems ² Science Seminar ² Astronomy and Cosmologies ¹ Methods of Mathematical Physics ¹ Atoms, Molecules, and Reactions ² Earth Dynamics Physical Systems and Applied Mathematics

⁰ A version of this program is usually offered every year

¹ A version of this program is usually offered every other year, and is planned for 2014-2015

² A version of this program is usually offered every other year, and will likely be offered in 2015-2016

Inset photo by Hannah Pietrick '10.



Photo by Carlos Javier Sánchez '97.

SCIENTIFIC INQUIRY PROGRAMS

Core: (designed for freshmen)	pg	quarter
Between Land and Sea:		
Observations on Biological and Cultural Change	37	F W S
Trees	82	S

Lower-division: (50% freshmen/50% sophomore)	pg	quarter
Earth Dynamics: Climate, People and History	47	F W
Mona Lisa Overdrive: Science in Art and Culture	62	F W

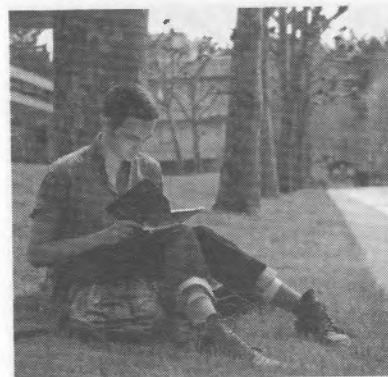
All-level: (freshmen - seniors)	pg	quarter
Computer Science Foundations	42	F W
Forensics and Criminal Behavior	51	F W S
General Chemistry	51	S
Introduction to Natural Science	56	F W S
Models of Motion	61	F W S

Sophomores or above: (intermediate level)	pg	quarter
Avian Monitoring and Research Methods	36	W
Bodies of Knowledge	38	F W S
The Chemistry of Living Systems	39	F W
Computability and Language Theory	41	F W
Ecology of Harmful Algal Blooms	47	S
Environmental Analysis	49	F W S
Introduction to Environmental Studies	55	F W
Ornithology	66	F
Physical Systems and Applied Mathematics	68	F W S
Sensory Ecology	74	S
Technical Writing in the 21st Century	80	F W
Undergraduate Research in Scientific Inquiry	83	F W S

AFFILIATED FACULTY

- Clyde Barlow *Chemistry*
- Abir Biswas *Geology*
- Dharshi Bopegedera *Chemistry*
- Andrew Brabban *Biology*
- Krishna Chowdary *Physics*
- Judy Bayard Cushing *Computer Science*
- Clarissa Dirks *Molecular and Cellular Biology*
- Kevin Francis *History of Science and Technology*
- Rachel Hastings *Mathematics and Linguistics*
- David McAvery *Mathematics and Physics*
- Lydia McKinstry *Organic Chemistry*
- Donald Morisato *Biology*
- Nancy Murray *Biology*
- James Neitzel *Biochemistry*
- Neal Nelson *Computer Science*
- Michael Paros *Veterinary Medicine*
- Paul Pham *Computer Science*
- Paula Schofield *Chemistry*
- Sheryl Shulman *Computer Science*
- Rebecca Sunderman *Chemistry*
- Neil Switz *Physics*
- E. J. Zita *Physics*

Junior or senior: (advanced level)	pg	quarter
Advanced Field and Laboratory Biology in Southwestern Ecosystems	35	F W
Understanding Language	85	F
Wildlife Biology: Birds and Fishes	88	S



Society, Politics, Behavior and Change

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

Society—Many of our programs examine how individuals of diverse races, genders, religions and classes, interact to construct a complex society. We also study how that society and other social forces affect the experiences and opportunities of the individuals and groups within.

Politics—Some of our programs consider how societies and governments are organized. Our study of politics includes attention to its implications for race, gender, and class.

Behavior—Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty has particular strengths in the areas of cognitive, clinical and social psychology.

Change—Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

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

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

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

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

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



Photos: by Shauna Bittle '98, (inset) by Andrew Jeffers '13.



SOCIETY, POLITICS, BEHAVIOR, AND CHANGE

Course	pg	quarter
Core: (designed for freshmen) Diversity and Dissent in Education and the Media	45	F W
Lower-division: (50% freshmen/50% sophomore)		
Earth Dynamics: Climate, People and History	47	F W
Small Things: Intimate Inquiries into Everyday Life	76	F W
What Are Children For?	87	S
All-level: (freshmen - seniors)		
Business: Innovation, Stewardship and Change	39	F W
Silence, Solitude, Laziness and Other Pillars of the Good Life	75	F
So You Want to be a Psychologist	76	S
Sophomores or above: (intermediate level)		
Datamania	44	S
Democracy and Free Speech	44	F
Entrepreneurship and Economic Development	48	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	52	S
India Then and Now	54	W
Intermediate Macroeconomics	55	F
Landscapes of Faith and Power in the Eastern Mediterranean	58	F W S
Making A Difference/Doing Social Change	58	S
Religion and the Constitution	73	W
River Resources	74	W S
Timely and Timeless Work Toward Sustainability	81	F
Vision and Action: Entrepreneurial Ventures	86	S

AFFILIATED FACULTY

- Sara Sunshine Campbell Mathematics Teacher Education
- Scott Coleman Education, Psychology
- Jon Davies Education
- 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
- Amy Gould Public Administration, Political Science, Women's Studies, Queer Studies
- Cheryl Simrell King Public and Non Profit Administration, Community/Urban Studies
- Glenn Landram Business, Management Science, Statistics
- Anita Lenges Mathematics Education, Teacher Education, Equity Pedagogies
- Carrie M. Margolin Cognitive Psychology
- Gary Peterson Social Work
- Yvonne Peterson Education, Native American Studies
- Zoë Van Schyndel Finance
- Sherry L. Walton Education, Literacy
- Sonja Wiedenhaupt Psychology, Education

Course	pg	quarter
Junior or senior: (advanced level)		
Development and Learning: Birth to 14	45	W S
Making Change Happen	59	F W S
Turning Eastward: Explorations in East/West Psychology	82	F W
Washington State Legislative Internships	87	W S

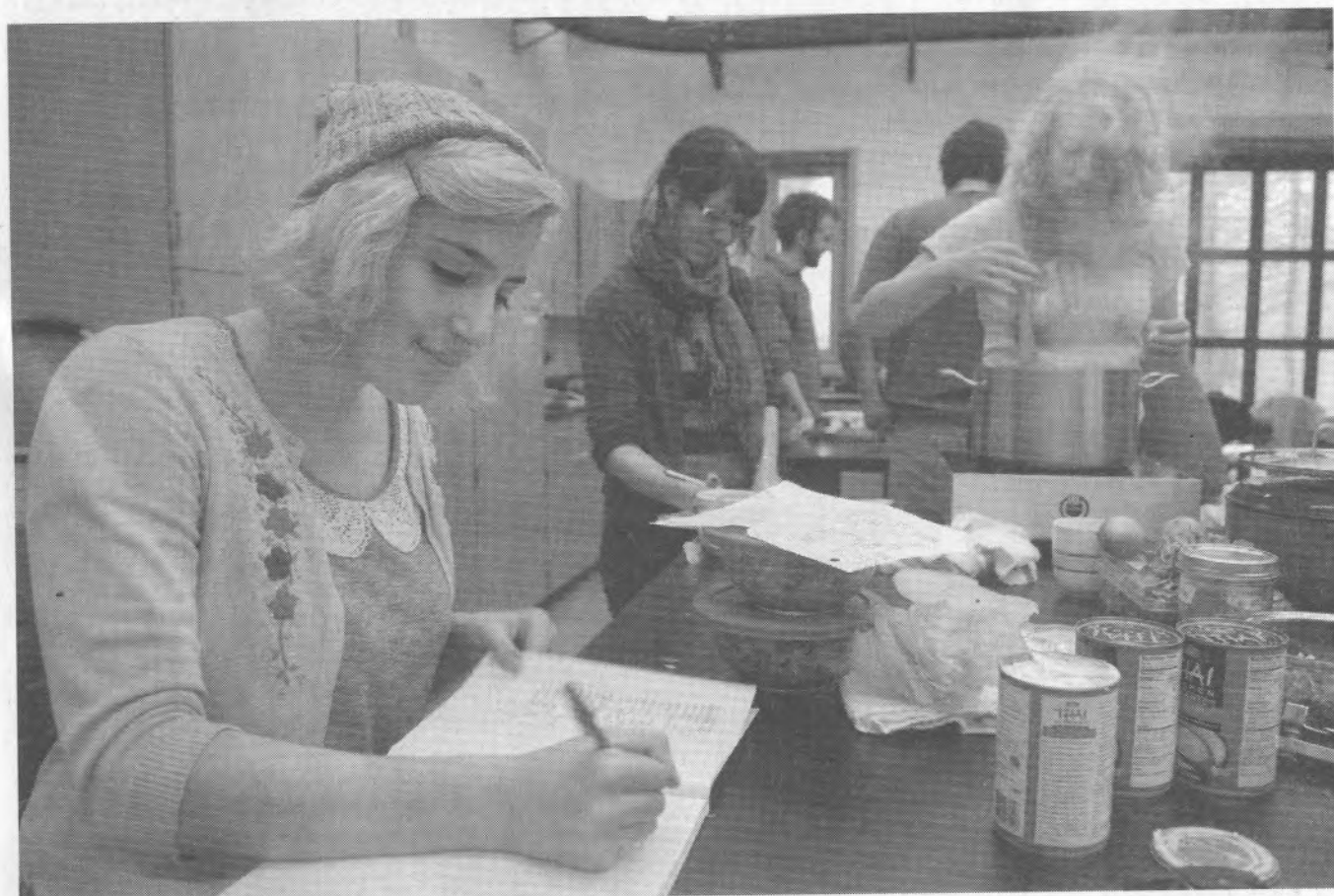


Sustainability and Justice

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

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

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



Photos: by Shauna Bittle '98.

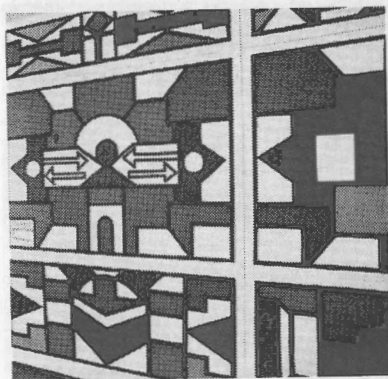


SUSTAINABILITY AND JUSTICE PROGRAMS

Core: (designed for freshmen)	pg	quarter
Diversity and Dissent in Education and the Media	45	F W
Middle Sea: Music, Biology and Policy	61	F W
Lower-division: (50% freshmen/50% sophomore)		
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Earth Dynamics: Climate, People and History	47	F W
All-level: (freshmen - seniors)		
Food: Coevolution, Community and Sustainability	50	F W S
Practice of Sustainable Agriculture	71	S
Sophomores or above: (intermediate level)		
Botany: Plants and People	38	F W
Climate Change: From Awareness to Action	40	F W
Datamania	44	S
Democracy and Free Speech	44	F
India Then and Now	54	W
Intermediate Macroeconomics	55	F
Making A Difference/Doing Social Change	58	S
Power in American Society (Fall or Winter)	69	F W
Psychology and Mindfulness	72	F W S
Religion and the Constitution	73	W
Timely and Timeless Work Toward Sustainability	81	F
Junior or senior: (advanced level)		
Climate Solutions	40	W
Operating Manual for Spaceship Earth	65	F W S
Washington State Legislative Internships	87	W S

AFFILIATED FACULTY

- Peter G. Bohmer Political Economy
- Frederica Bowcutt Botany, Environmental History
- Savvina Chowdhury Feminist Economics
- Peter Dorman Economics, Political Economy
- Anne Fischel Film/Video
- Karen Gaul Anthropology
- Jennifer Gerend Land Use Planning, Geographic Information Systems
- Jeanne E. Hahn Political Economy, Contemporary India
- Grace Huerta Teacher Education, Language Acquisition Theory, Cultural Studies
- Mukti Khanna Psychology, Expressive Arts Therapy, Integrative Health
- Robert H. Knapp, Jr. Physics
- Cheri Lucas-Jennings Environmental Health, Law and Policy
- Paul McMillin Information Studies, Historical Sociology
- Laurie Meeker Film/Video
- Lawrence J. Mosqueda Political Economy
- Dave Muehleisen Sustainable Agriculture
- Lin Nelson Environmental Health and Policy
- Liza Rognas American History, Research Methods
- Martha Rosemeyer Ecological Agriculture, Food Systems
- Therese Saliba International Feminism, Middle East Studies, Literature
- Steve Scheuerell Ecological Agriculture, Sustainability
- David Shaw Entrepreneurship, Asian and Global Business, Enology
- Doreen Swetkis Public Administration
- Anthony Tindill Sustainable Design
- Michael Vavrus Social Foundations of Education, Political Economy
- Ted Whitesell Geography, Political Ecology, Conservation
- Artee Young Law



Tacoma Program

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

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. The Tacoma program seeks to be a nexus for activities directed toward responding to community needs. We see ourselves as a resource not only

for students, but also for the broader community. Within this context, we seek to promote service learning by linking students, faculty, staff and community members in community development, sustainability and well-being efforts.

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

Features and Benefits

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

Who Should Apply

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

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



TACOMA PROGRAM

Junior or senior: (advanced level)

The Power in Our Hands: Pathways to Social Change 70 F W S

AFFILIATED FACULTY

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

Paul McCreary *Mathematics*

Gilda Sheppard *Sociology, Media*

Tyrus Smith *Environmental Studies, Education*

Tony Zaragoza *American Studies, Political Economy*

Tyrus Smith, Tacoma Program Planning Unit Coordinator

Matching Evergreen's Programs to Your Field of Interest

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Another option for matching your interests to Evergreen's programs is to use the search feature in the online version of the catalog at www.evergreen.edu/catalog/2014-15 or to read through the Fields of Study web pages at www.evergreen.edu/studies.

AESTHETICS	pg	quarter
Contested Bodies: Representations of Martyrdom	43	F
Drawing Time	46	F
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Musical Cities	63	F W S
Poet-Philosophers/Philosopher-Poets	69	F W
Structures and Strictures:		
Fiction, Mathematics and Philosophy	78	F W
What is to be Experimental Music and Theater Now?	87	F W S
AFRICAN AMERICAN STUDIES		
"As Real as Rain": The Blues and American Culture	36	S
Making Change Happen	59	F W S
AGRICULTURE		
Advanced Research in Environmental Studies	35	F W S
Earth Dynamics: Climate, People and History	47	F W
Food: Coevolution, Community and Sustainability	50	F W S
Practice of Sustainable Agriculture	71	S
AMERICAN STUDIES		
"As Real as Rain": The Blues and American Culture	36	S
Earth Dynamics: Climate, People and History	47	F W
Entrepreneurship and Economic Development	48	F W S
What Are Children For?	87	S
ANTHROPOLOGY		
Bodies of Knowledge	38	F W S
Operating Manual for Spaceship Earth	65	F W S
Small Things: Intimate Inquiries into Everyday Life	76	F W
ARCHITECTURE		
Drawing Time	46	F
Musical Cities	63	F W S
Operating Manual for Spaceship Earth	65	F W S
Thinking Through Ornament	81	W S
ART HISTORY		
Drawing Time	46	F
Greece and Italy: An Artistic and Literary Odyssey	52	F W S
It's About Time	57	F W
Mediaworks	60	F W S
Native Decolonization in the Pacific Rim:		
From the Northwest to New Zealand	64	F W S
Operating Manual for Spaceship Earth	65	F W S
Painting in the 21st Century	66	S
Thinking Through Ornament	81	W S

ASTRONOMY	pg	quarter
Physical Systems and Applied Mathematics	68	F W S
BIOCHEMISTRY		
The Chemistry of Living Systems	39	F W
Forensics and Criminal Behavior	51	F W S
Undergraduate Research in Scientific Inquiry	83	F W S
BIOLOGY		
Advanced Field and Laboratory		
Biology in Southwestern Ecosystems	35	F W
Avian Monitoring and Research Methods	36	W
Between Land and Sea:		
Observations on Biological and Cultural Change	37	F W S
Bodies of Knowledge	38	F W S
Earth Dynamics: Climate, People and History	47	F W
Ecology of Harmful Algal Blooms	47	S
Environmental Analysis	49	F W S
Food: Coevolution, Community and Sustainability	50	F W S
Forensics and Criminal Behavior	51	F W S
Introduction to Natural Science	56	F W S
Mona Lisa Overdrive: Science in Art and Culture	62	F W
Ornithology	66	F W
The Power in Our Hands: Pathways to Social Change	70	F W S
Practice of Sustainable Agriculture	71	S
Trees	82	S
Undergraduate Research in Scientific Inquiry	83	F W S
Wildlife Biology: Birds and Fishes	88	S
BOTANY		
Advanced Field and Laboratory		
Biology in Southwestern Ecosystems	35	F W
Advanced Research in Environmental Studies	35	F W S
Botany: Plants and People	38	F W
Practice of Sustainable Agriculture	71	S
Trees	82	S
BUSINESS AND MANAGEMENT		
Business: Innovation, Stewardship and Change	39	F W
Datamania	44	S
Entrepreneurship and Economic Development	48	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	52	S
Practice of Sustainable Agriculture	71	S
Vision and Action: Entrepreneurial Ventures	86	S

CHEMISTRY	pg	quarter
The Chemistry of Living Systems	39	F W
Environmental Analysis	49	F W S
Forensics and Criminal Behavior	51	F W S
General Chemistry	51	S
Introduction to Environmental Studies	55	F W
Introduction to Natural Science	56	F W S
Undergraduate Research in Scientific Inquiry	83	F W S
CLASSICS		
Greece and Italy: An Artistic and Literary Odyssey	52	F W S
Poet-Philosophers/Philosopher-Poets	69	F W
Ships of Wisdom:		
Ancient Trade Routes and the Diffusion of Ideas	75	W S
COMMUNICATIONS		
Climate Change: From Awareness to Action	40	F W
Development and Learning: Birth to 14	45	W S
Entrepreneurship and Economic Development	48	F W S
Forensics and Criminal Behavior	51	F W S
How Language Works	53	S
Mediaworks	60	F W S
Multicultural Counseling: A Holistic Perspective	63	F W S
Ready Camera One: We're Live	72	S
Understanding Language	85	F
COMMUNITY STUDIES		
Advanced Research in Environmental Studies	35	F W S
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Diversity and Dissent in Education and the Media	45	F W
Individual Study: Humanities and Social Sciences	54	W
Making A Difference/Doing Social Change	58	S
Making Change Happen	59	F W S
Operating Manual for Spaceship Earth	65	F W S
The Power in Our Hands: Pathways to Social Change	70	F W S
Reservation-Based, Community-Determined Program	73	F W S
Timely and Timeless Work Toward Sustainability	81	F
COMPUTER SCIENCE		
Computability and Language Theory	41	F W
Computer Science Foundations	42	F W
Introduction to Natural Science	56	F W S
Undergraduate Research in Scientific Inquiry	83	F W S
CONSCIOUSNESS STUDIES		
Consciousness: Pathways to the Self	42	F W S
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Individual Study: Humanities and Social Sciences	54	W
Multicultural Counseling: A Holistic Perspective	63	F W S
Operating Manual for Spaceship Earth	65	F W S
Psychology and Mindfulness	72	F W S
Silence, Solitude, Laziness and Other Pillars of the Good Life		
Thinking Through Orament	81	W S
Turning Eastward:		
Explorations in East/West Psychology	82	F W

CULTURAL STUDIES	pg	quarter
"As Real as Rain": The Blues and American Culture	36	S
Bodies of Knowledge	38	F W S
Botany: Plants and People	38	F W
The (Colonial) Rise of the British Novel	41	S
Contested Bodies: Representations of Martyrdom	43	F
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Diversity and Dissent in Education and the Media	45	F W
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Imperial Beauty, Turmoil and Tragedy:		
Russia Falls, the Soviet Union Rises	53	W
India Then and Now	54	W
Individual Study: Humanities and Social Sciences	54	W
Making Change Happen	59	F W S
Middle Sea: Music, Biology and Policy	61	F W
Mona Lisa Overdrive: Science in Art and Culture	62	F W
Multicultural Counseling: A Holistic Perspective	63	F W S
Musical Cities	63	F W S
Native Decolonization in the Pacific Rim:		
From the Northwest to New Zealand	64	F W S
Operating Manual for Spaceship Earth	65	F W S
The Power in Our Hands: Pathways to Social Change	70	F W S
Reservation-Based, Community-Determined Program	73	F W S
Ships of Wisdom:		
Ancient Trade Routes and the Diffusion of Ideas	75	W S
The Spanish-Speaking World: Cultural Crossings	77	F W S
Stalin, Gorbachev and Putin:		
The Soviet Union and the Rebirth of Russia	78	S
Thinking Through Orament	81	W S
Turning Eastward:		
Explorations in East/West Psychology	82	F W
Vikings, Mongols and Slavs:		
Russia and the Forging of Empires	86	F
What is to be Experimental Music and Theater Now?	87	F W S
DANCE		
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Movement/Thought	62	S
Myth, Magic and Method in Theatre and Dance:		
A Midsummer Night's Dream	64	F W S
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change		
	67	S
ECOLOGY		
Advanced Field and Laboratory Biology in Southwestern Ecosystems	35	F W
Advanced Research in Environmental Studies	35	F W S
Avian Monitoring and Research Methods	36	W
Climate Change: From Awareness to Action	40	F W
Earth Dynamics: Climate, People and History	47	F W
Ecology of Harmful Algal Blooms	47	S
Environmental Analysis	49	F W S
Food: Coevolution, Community and Sustainability	50	F W S
Introduction to Environmental Studies	55	F W
Middle Sea: Music, Biology and Policy	61	F W
Ornithology	66	F
Practice of Sustainable Agriculture	71	S
Sensory Ecology	74	S
Wildlife Biology: Birds and Fishes	88	S

ECONOMICS	pg	quarter
Business: Innovation, Stewardship and Change	39	F W
Climate Change: From Awareness to Action	40	F W
Datamania	44	S
Earth Dynamics: Climate, People and History	47	F W
Entrepreneurship and Economic Development	48	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest		
	52	S
Intermediate Macroeconomics	55	F
Introduction to Environmental Studies	55	F W
Political Economy and Social Movements:		
Race, Class and Gender		F W
Reservation-Based, Community-Determined Program	73	F W S
River Resources	74	W S
EDUCATION		
Development and Learning: Birth to 14	45	W S
Diversity and Dissent in Education and the Media	45	F W
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Individual Study: Humanities and Social Sciences	54	W
Introduction to Natural Science	56	F W S
Movement/Thought	62	S
Silence, Solitude, Laziness and Other Pillars of the Good Life		
	75	F
ENVIRONMENTAL STUDIES		
Advanced Research in Environmental Studies	35	F W S
Avian Monitoring and Research Methods	36	W
Botany: Plants and People	38	F W
Climate Change: From Awareness to Action	40	F W
Climate Solutions	40	W
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Earth Dynamics: Climate, People and History	47	F W
Environmental Analysis	49	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest		
	52	S
Introduction to Environmental Studies	55	F W
Marine Biodiversity	59	S
Middle Sea: Music, Biology and Policy	61	F W
Ornithology	66	F
The Power in Our Hands: Pathways to Social Change	70	F W S
Practice of Sustainable Agriculture	71	S
River Resources	74	W S
Technical Writing in the 21st Century	80	F W
Trees	82	S
Wildlife Biology: Birds and Fishes	88	S

FIELD STUDIES	pg	quarter
Advanced Field and Laboratory		
Biology in Southwestern Ecosystems	35	F W
Avian Monitoring and Research Methods	36	W
Botany: Plants and People	38	F W
Diversity and Dissent in Education and the Media	45	F W
Environmental Analysis	49	F W S
Marine Biodiversity	59	S
Middle Sea: Music, Biology and Policy	61	F W
Musical Cities	63	F W S
Ornithology	66	F
Practice of Sustainable Agriculture	71	S
Trees	82	S
Wildlife Biology: Birds and Fishes	88	S
GENDER AND WOMEN'S STUDIES		
Diversity and Dissent in Education and the Media	45	F W
Forensics and Criminal Behavior	51	F W S
Making Change Happen	59	F W S
Ready Camera One: We're Live	72	S
Thinking Through Orament	81	W S

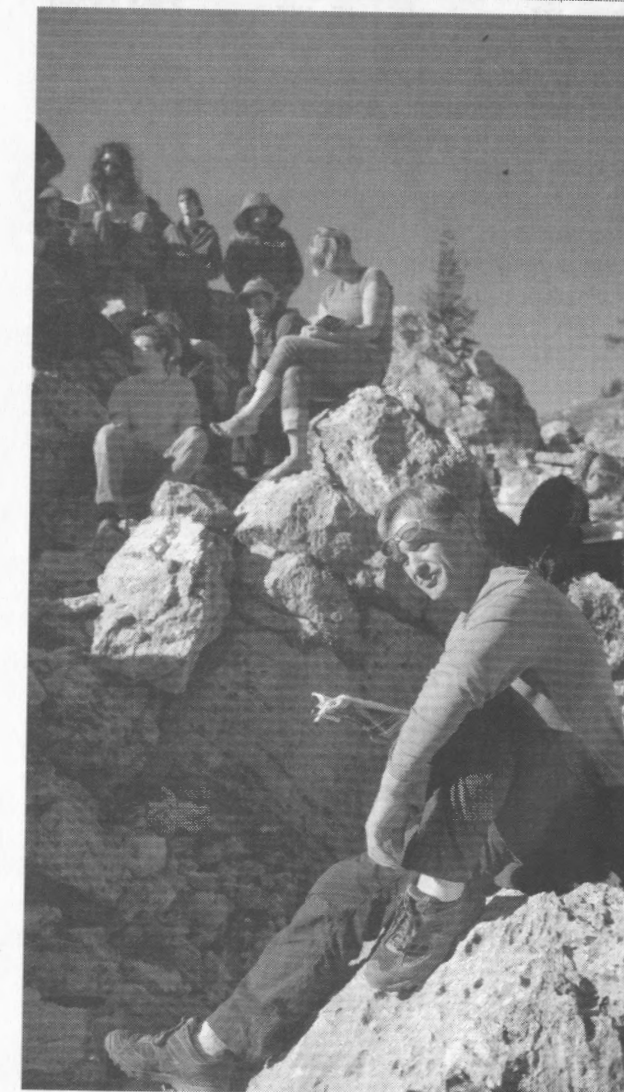
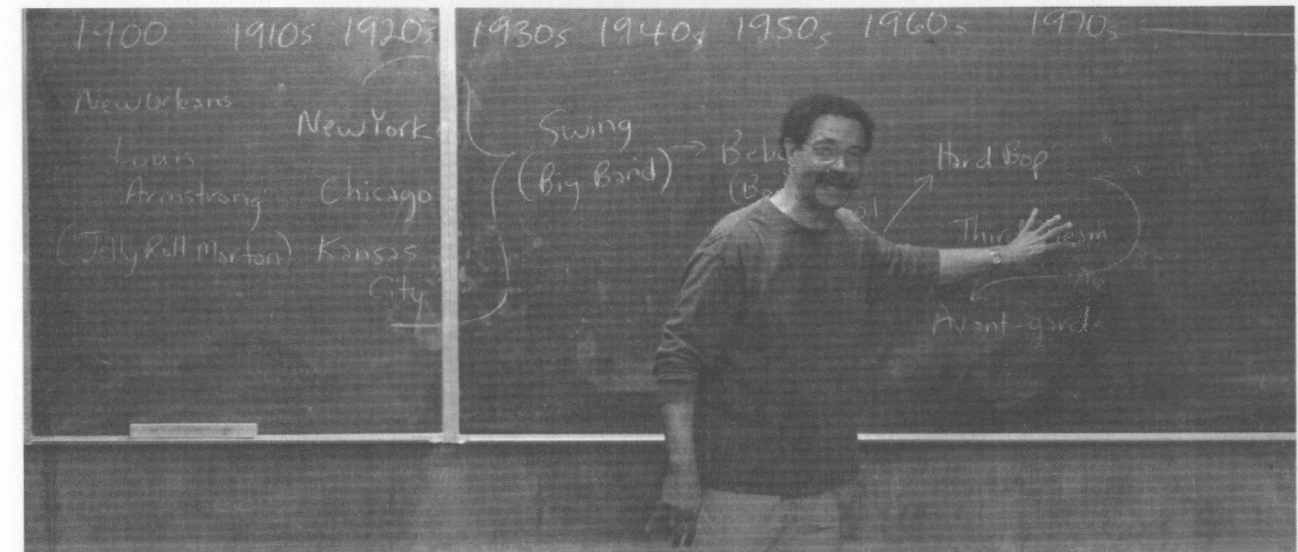


Photo by Shauna Bittle '98.

	pg	quarter
GEOGRAPHY		
Advanced Research in Environmental Studies	35	F W S
Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises	53	W
Landscapes of Faith and Power in the Eastern Mediterranean	58	F W S
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	64	F W S
Stalin, Gorbachev and Putin: The Soviet Union and the Rebirth of Russia	78	S
Vikings, Mongols and Slavs: Russia and the Forging of Empires	86	F
GEOLOGY		
Advanced Research in Environmental Studies	35	F W S
Environmental Analysis	49	F W S
River Resources	74	W S
GOVERNMENT		
Democracy and Free Speech	44	F
Entrepreneurship and Economic Development	48	F W S
India Then and Now	54	W
Individual Study: Humanities and Social Sciences	54	W
Intermediate Macroeconomics	55	F
Power In American Society (Fall or Winter)	69	F W
The Power in Our Hands: Pathways to Social Change	70	F W S
Religion and the Constitution	73	W
Reservation-Based, Community-Determined Program	73	F W S
Washington State Legislative Internships	87	W S
HEALTH		
Advanced Research in Environmental Studies	35	F W S
Datamania	44	S
Individual Study: Humanities and Social Sciences	54	W
Multicultural Counseling: A Holistic Perspective	63	F W S
HISTORY		
Botany: Plants and People	38	F W
Earth Dynamics: Climate, People and History	47	F W
Entrepreneurship and Economic Development	48	F W S
Food: Coevolution, Community and Sustainability	50	F W S
Greece and Italy: An Artistic and Literary Odyssey	52	F W S
Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises	53	W
India Then and Now	54	W
Power In American Society (Fall or Winter)	69	F W
The Power in Our Hands: Pathways to Social Change	70	F W S
Reservation-Based, Community-Determined Program	73	F W S
Ships of Wisdom: Ancient Trade Routes and the Diffusion of Ideas	75	W S
The Spanish-Speaking World: Cultural Crossings	77	F W S
Stalin, Gorbachev and Putin: The Soviet Union and the Rebirth of Russia	78	S
Vikings, Mongols and Slavs: Russia and the Forging of Empires	86	F
What Are Children For?	87	S
HYDROLOGY		
Advanced Research in Environmental Studies	35	F W S
River Resources	74	W S

	pg	quarter
INTERNATIONAL STUDIES		
Food: Coevolution, Community and Sustainability	50	F W S
Landscapes of Faith and Power in the Eastern Mediterranean	58	F W S
Turning Eastward: Explorations in East/West Psychology	82	F W
LANGUAGE STUDIES		
How Language Works	53	S
Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises	53	W
The Spanish-Speaking World: Cultural Crossings	77	F W S
Stalin, Gorbachev and Putin: The Soviet Union and the Rebirth of Russia	78	S
Understanding Language	85	F
Vikings, Mongols and Slavs: Russia and the Forging of Empires	86	F
LAW AND GOVERNMENT POLICY		
Advanced Research in Environmental Studies	35	F W S
Democracy and Free Speech	44	F
Middle Sea: Music, Biology and Policy	61	F W
Religion and the Constitution	73	W
Reservation-Based, Community-Determined Program	73	F W S
LAW AND PUBLIC POLICY		
Climate Change: From Awareness to Action	40	F W
Climate Solutions	40	W
Datamania	44	S
Democracy and Free Speech	44	F
Entrepreneurship and Economic Development	48	F W S
Food: Coevolution, Community and Sustainability	50	F W S
Making A Difference/Doing Social Change	58	S
Middle Sea: Music, Biology and Policy	61	F W
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	64	F W S
The Power in Our Hands: Pathways to Social Change	70	F W S
Religion and the Constitution	73	W
Reservation-Based, Community-Determined Program	73	F W S
Washington State Legislative Internships	87	W S
LEADERSHIP STUDIES		
Business: Innovation, Stewardship and Change	39	F W
Entrepreneurship and Economic Development	48	F W S
Making Change Happen	59	F W S
Reservation-Based, Community-Determined Program	73	F W S
LINGUISTICS		
How Language Works	53	S
Understanding Language	85	F
LITERATURE		
Between Land and Sea: Observations on Biological and Cultural Change	37	F W S
Bodies of Knowledge	38	F W S
The (Colonial) Rise of the British Novel	41	S
Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises	53	W
India Then and Now	54	W
Individual Study: Humanities and Social Sciences	54	W
It's About Style	57	S
It's About Time	57	F W



Mona Lisa Overdrive: Science in Art and Culture	62	F W
Musical Cities	63	F W S
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	64	F W S
Poet-Philosophers/Philosopher-Poets	69	F W
The Power in Our Hands: Pathways to Social Change	70	F W S
The Spanish-Speaking World: Cultural Crossings	77	F W S
Stalin, Gorbachev and Putin: The Soviet Union and the Rebirth of Russia	78	S
Structures and Strictures: Fiction, Mathematics and Philosophy	78	F W
Undergraduate Research in the Humanities	85	F W S
Vikings, Mongols and Slavs: Russia and the Forging of Empires	86	F
MARINE SCIENCE		
Advanced Research in Environmental Studies	35	F W S
Ecology of Harmful Algal Blooms	47	S
Marine Biodiversity	59	S
Middle Sea: Music, Biology and Policy	61	F W
Technical Writing in the 21st Century	80	F W
MARITIME STUDIES		
Between Land and Sea: Observations on Biological and Cultural Change	37	F W S
Ships of Wisdom: Ancient Trade Routes and the Diffusion of Ideas	75	W S
MATHEMATICS		
Computability and Language Theory	41	F W
Computer Science Foundations	42	F W
Forensics and Criminal Behavior	51	F W S
Introduction to Natural Science	56	F W S
Models of Motion	61	F W S
Physical Systems and Applied Mathematics	68	F W S
The Power in Our Hands: Pathways to Social Change	70	F W S
Structures and Strictures: Fiction, Mathematics and Philosophy	78	F W
Undergraduate Research in Scientific Inquiry	83	F W S

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MEDIA ARTS		
Diversity and Dissent in Education and the Media	45	F W
The Empty Space: Performance, Movement and Theatre	48	F W S
Mediaworks	60	F W S
MEDIA STUDIES		
Between Land and Sea: Observations on Biological and Cultural Change	37	F W S
Cultural Landscapes: Introduction to Sustainability and Justice	43	F W S
It's About Style	57	S
Mediaworks	60	F W S
Ready Camera One: We're Live	72	S
MOVING IMAGE		
Ready Camera One: We're Live	72	S
MUSIC		
"As Real as Rain": The Blues and American Culture	36	S
Middle Sea: Music, Biology and Policy	61	F W
Musical Cities	63	F W S
Myth, Magic and Method in Theatre and Dance: A Midsummer Night's Dream	64	F W S
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change	67	S
Sensory Ecology	74	S
What is to be Experimental Music and Theater Now?	87	F W S
NATIVE AMERICAN STUDIES		
Reservation-Based, Community-Determined Program	73	F W S
NATURAL HISTORY		
Advanced Field and Laboratory Biology in Southwestern Ecosystems	35	F W
Avian Monitoring and Research Methods	36	W
Botany: Plants and People	38	F W
Ornithology	68	F
Sensory Ecology	74	S
Trees	82	S
Wildlife Biology: Birds and Fishes	88	S

OUTDOOR LEADERSHIP AND EDUCATION		
	pg	quarter
Advanced Field and Laboratory		
Biology in Southwestern Ecosystems	35	F W
PHILOSOPHY		
Individual Study: Humanities and Social Sciences	54	W
Movement/Thought	62	S
Poet-Philosophers/Philosopher-Poets	69	F W
Ships of Wisdom:		
Ancient Trade Routes and the Diffusion of Ideas	75	W S
Silence, Solitude, Laziness and Other Pillars of the Good Life	75	F
Structures and Strictures:		
Fiction, Mathematics and Philosophy	78	F W
Turning Eastward:		
Explorations in East/West Psychology	82	F W
Undergraduate Research in the Humanities	85	F W S
PHILOSOPHY OF SCIENCE		
Bodies of Knowledge	38	F W S
Consciousness: Pathways to the Self	42	F W S
Datamania	44	S
Individual Study: Humanities and Social Sciences	54	W
Models of Motion	61	F W S
Physical Systems and Applied Mathematics	68	F W S
PHYSICS		
Earth Dynamics: Climate, People and History	47	F W
Models of Motion	61	F W S
Physical Systems and Applied Mathematics	68	F W S
Undergraduate Research in Scientific Inquiry	83	F W S
PHYSIOLOGY		
Forensics and Criminal Behavior	51	F W S
POLITICAL ECONOMY		
Climate Change: From Awareness to Action	40	F W
Datamania	44	S
Entrepreneurship and Economic Development	48	F W S
Food: Coevolution, Community and Sustainability	50	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	52	S
India Then and Now	54	W
Individual Study: Humanities and Social Sciences	54	W
Intermediate Macroeconomics	55	F
Making A Difference/Doing Social Change	58	S
Power in American Society (Fall or Winter)	69	F W
The Power in Our Hands: Pathways to Social Change	70	F W S
River Resources	74	W S
POLITICAL SCIENCE		
Datamania	44	S
Democracy and Free Speech	44	F
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	52	S
Individual Study: Humanities and Social Sciences	54	W
Introduction to Environmental Studies	55	F W
Reservation-Based, Community-Determined Program	73	F W S
Undergraduate Research in the Humanities	85	F W S

PSYCHOLOGY		
	pg	quarter
Consciousness: Pathways to the Self	42	F W S
Datamania	44	S
Individual Study: Humanities and Social Sciences	54	W
Making Change Happen	59	F W S
Multicultural Counseling: A Holistic Perspective	63	F W S
Psychology and Mindfulness	72	F W S
Small Things: Intimate Inquiries into Everyday Life	76	F W
So You Want to be a Psychologist	76	S
Turning Eastward:		
Explorations in East/West Psychology	82	F W
QUEER STUDIES		
The Empty Space:		
Performance, Movement and Theatre	48	F W S
It's About Style	57	S
Making Change Happen	59	F W S
RELIGIOUS STUDIES		
Contested Bodies: Representations of Martyrdom	43	F
Landscapes of Faith and Power in the Eastern Mediterranean	58	F W S
Religion and the Constitution	73	W
Turning Eastward:		
Explorations in East/West Psychology	82	F W
SOCIOLOGY		
Datamania	44	S
Forensics and Criminal Behavior	51	F W S
Individual Study: Humanities and Social Sciences	54	W
Musical Cities	63	F W S
The Power in Our Hands: Pathways to Social Change	70	F W S
Silence, Solitude, Laziness and Other Pillars of the Good Life	75	F
Small Things: Intimate Inquiries into Everyday Life	76	F W
What Are Children For?	87	S
SOMATIC STUDIES		
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Operating Manual for Spaceship Earth	65	F W S
STUDY ABROAD		
Landscapes of Faith and Power in the Eastern Mediterranean	58	F W S
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	64	F W S
The Spanish-Speaking World: Cultural Crossings	77	F W S
Study Abroad Consortium Partnerships	79	F W S
SUSTAINABILITY STUDIES		
Climate Change: From Awareness to Action	40	F W
Climate Solutions	40	W
Cultural Landscapes:		
Introduction to Sustainability and Justice	43	F W S
Earth Dynamics: Climate, People and History	47	F W
Food: Coevolution, Community and Sustainability	50	F W S
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	52	S
Operating Manual for Spaceship Earth	65	F W S
Practice of Sustainable Agriculture	71	S
Timely and Timeless Work Toward Sustainability	81	F



THEATER		
	pg	quarter
The Empty Space:		
Performance, Movement and Theatre	48	F W S
Myth, Magic and Method in Theatre and Dance: A Midsummer Night's Dream	64	F W S
Performance in Process: Examining Performance as an Opportunity for Personal and Social Change	67	S
Ready Camera One: We're Live	72	S
What is to be Experimental Music and Theater Now?	87	F W S
VISUAL ARTS		
Contested Bodies: Representations of Martyrdom	43	F
Drawing Time	46	F
It's About Time	57	F W
Mediaworks	60	F W S
Middle Sea: Music, Biology and Policy	61	F W
Operating Manual for Spaceship Earth	65	F W S
Painting in the 21st Century	66	S
Thinking Through Ornament	81	W S
WRITING		
Botany: Plants and People	38	F W
The (Colonial) Rise of the British Novel	41	S
Environmental Analysis	49	F W S
Forensics and Criminal Behavior	51	F W S
Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises	53	W
Individual Study: Humanities and Social Sciences	54	W
It's About Time	57	F W
Mediaworks		
Mediaworks	60	F W S
Middle Sea: Music, Biology and Policy	61	F W
Operating Manual for Spaceship Earth	65	F W S
Painting in the 21st Century	66	S
Thinking Through Ornament	81	W S
WRITING		
Botany: Plants and People	38	F W
The (Colonial) Rise of the British Novel	41	S
Environmental Analysis	49	F W S
Forensics and Criminal Behavior	51	F W S
Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises	53	W
Individual Study: Humanities and Social Sciences	54	W
It's About Time	57	F W
Mediaworks		
Mediaworks	60	F W S
Middle Sea: Music, Biology and Policy	61	F W
Operating Manual for Spaceship Earth	65	F W S
Painting in the 21st Century	66	S
Thinking Through Ornament	81	W S
ZOOLOGY		
Advanced Field and Laboratory		
Biology in Southwestern Ecosystems	35	F W
Advanced Research in Environmental Studies	35	F W S
Avian Monitoring and Research Methods	36	W
Marine Biodiversity	59	S
Ornithology	66	F
Sensory Ecology	74	S
Technical Writing in the 21st Century	80	F W
Wildlife Biology: Birds and Fishes	88	S

Photo by Shauna Bittle '98.

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 key information packed into the listings that follow.

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

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

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

CREDITS
Fewer than 16 credits allow for other options, e.g., an internship or language course.

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

THEMATIC PLANNING GROUPS PLANNING UNITS
Programs are grouped by these units in the Condensed Curriculum on page 12.

Between Land and Sea...

Fall, Winter, Spring quarters

Fields of Study: biology, literature, maritime studies...
Class Standing: Freshmen
Prerequisites: none
Preparatory for studies and careers in biology, literary studies, maritime studies, leadership and media studies.
Faculty: Naima Lowe, Sarah Pedersen, Heather Heying

What does it mean to observe? When things change—the stakes, the shoreline, or the technology, the observed or the observer—how does what we see change? How are vision and insight intertwined, and how does this impact our representation of the natural world? Through the perspectives, methodologies and skills of documentary filmmaking, literary criticism, evolutionary science and seamanship, we will study, interpret and communicate what we see, how we see and why. Beginning the year with a brief ship voyage and foundational studies in documentary studies and evolutionary science, we will spend the long cold months exploring ashore with a significant focus on documentary film production. We will then return to the sea in spring with a two-week long expedition. How will our senses, and the brains that interpret for them, have changed in the interim? What might we see that we could not before? What that we see in the spring was truly not there in the fall?

As we move between sea and shore, we will focus on borders and boundaries: physical, sensory and cultural; metaphorical and literal. Coastlines are both real, defining a transition between two other real things, and in constant flux. We will look for pattern and subtlety in the places in between the dichotomies, developing stories about the changes and the boundaries we've observed. We will consider what makes a "good" story in science, film and literature, and investigate how to create, tell, assess and destroy stories.....

Does not accept new enrollment in winter or spring.
Credits: 16
Enrollment: 69
Required Fees: \$249 in fall, \$250 in winter, and \$1,311 in spring for overnight field trips.
Thematic Planning Groups: Critical and Creative Practices and Scientific Inquiry

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

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

FACULTY
Faculty bios are on page 97.

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

FACULTY SIGNATURE ACCEPTS WINTER/SPRING ENROLLMENT
Indicates whether faculty approval must be obtained before registering and other requirements for new students.

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

Program Descriptions

Advanced Field and Laboratory Biology in Southwestern Ecosystems

Fall and Winter quarters

Fields of Study: biology, botany, ecology, field studies, natural history, outdoor leadership and education and zoology

Class Standing: Junior - Senior

Prerequisites: This upper-division program is for students who have completed general biology, college-level algebra, general chemistry, and have field experiences in the sciences (e.g., have taken science programs/classes with a significant field component). Please talk with the faculty prior to registering if you are unsure about your level of preparedness.

Preparatory for studies and careers in ecology, biology, botany, zoology, microbial ecology and environmental science.

Faculty: Dylan Fischer and Clarissa Dirks

The southwestern U.S. is unique in the diversity of habitats that can occur along with dramatic temperature and moisture gradients. Major advances in ecology have been made in these extreme environments, and important work in global change biology is currently being conducted in these ecosystems. This program will use field sites in the desert Southwest as living laboratories for investigating patterns in ecology, biology, microbiology and evolution. Students will learn about arid environments, plant ecology, field biology and molecular genetics. They will also conduct student-originated research projects in both laboratory and remote environments.

We will use detailed studies of southwestern cottonwood trees, lichens, mosses, tardigrades (water-bears) and micromolluscs as examples that will let us dive deeply into laboratory and field experiments. We will pair those investigations with broader exploration of southwestern environments to learn about ecosystems and how climate change impacts organisms within them. Students will learn to conduct DNA analyses on plants and skills in microbiology and molecular biology so that they can apply these methods in new investigations. We will then travel to remote field sites in the Southwest to apply these techniques to questions about organisms in southwestern ecosystems. All students will participate in a mandatory two-week field ecology module each quarter where they will engage in major research projects examining the effects of desert-tree genetic diversity on ecosystems and the biodiversity of cryptic organisms. During the trips, students will learn to identify plant species of the Southwest and conduct field science experiments in these harsh habitats. We will also visit environmentally significant sites in the Southwest, including cactus forests, canyons, mountain peaks and water diversion projects. Students will use research conducted on these trips as the foundation for research papers they will write throughout both quarters. Students will receive specialized training in scientific writing, presentation, statistical analysis of data and techniques in laboratory and field biology.

This program is designed for students who have a strong background in biology or ecology and are ready for advanced work. There will be an emphasis on student- and faculty-derived research projects, requiring students to do large amounts of lab and/or field work, reading of the literature, writing a research proposal and presenting their work at the end of the program. Students should be prepared for extensive time living and working in the field and should be committed to working through conflicts in group dynamics.

If you are a student with a disability and would like to request accommodations, please contact the faculty or the office of Access Services (Library Bldg., Rm. 2153, PH: 360-867-6348; TTY 360-867-6834) prior to the start of the quarter. If you require accessible transportation for field trips, please contact the faculty well in advance of the field trip dates to allow time to arrange this.

Credits: 16

Enrollment: 50

Required Fees: \$500 per quarter for expenses related to travel and lodging/camping in the Southwest. There will be a two-week trip each quarter.

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Advanced Research in Environmental Studies

Fall, Winter, Spring quarters

Fields of Study: agriculture, botany, community studies, ecology, environmental studies, geography, geology, health, hydrology, law and government policy, marine science and zoology

Class Standing: Junior - Senior

Preparatory for studies and careers in botany, ecology, education, entomology, environmental studies, environmental health, geology, land use planning, marine science, urban agriculture, taxonomy and zoology.

Faculty: Dylan Fischer, Abir Biswas, Erik Thuesen, Alison Styring

Rigorous quantitative and qualitative research is an important component of academic learning in Environmental Studies. This independent learning opportunity is designed to allow advanced students to delve into real-world research with faculty who are currently engaged in specific projects. The program will help students develop vital skills in research design, data acquisition and interpretation, written and oral communication, collaboration and critical thinking skills—all of which are of particular value for students who are pursuing a graduate degree, as well as for graduates who are already in the job market.

Abir Biswas studies nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and mercury cycling in ecosystems. Students could pursue these interests at the laboratory-scale or through field-scale biogeochemistry studies taking advantage of the Evergreen Ecological Observation Network (EEON), a long-term ecological study area. Students with backgrounds in a combination of geology, biology or chemistry could gain skills in soil, vegetation and water collection and learn methods of sample preparation and analysis for major and trace elements.

Dylan Fischer studies plant ecosystem ecology, carbon dynamics and nutrient cycling in forests of the Southwest and western Washington. This work includes image analysis of tree roots, molecular genetics, plant physiology, carbon balance, nitrogen cycling, species interactions, community analysis and restoration ecology. He also manages the EEON project (blogs.evergreen.edu/eeon/). See more about his lab's work at: blogs.evergreen.edu/ecology. Students participating in this program work closely with ongoing research in the lab, participate in weekly lab meetings and develop their own research projects.

Alison Styring studies birds. Current activity in her lab includes avian bioacoustics and avian monitoring and research in Evergreen's campus forest and other nearby locations. Bioacoustic research includes field monitoring of local birds using bioacoustics methods and editing and identifying avian songs and calls from an extensive collection of sounds from the campus forest as well as tropical forest sites in Borneo. Local research projects in the campus forest and nearby locations include mapping and monitoring snags (standing dead trees) for wildlife use and monitoring bird populations and communities using a variety of standard approaches.

Erik Thuesen conducts research on the ecological physiology of marine animals. He and his students are currently investigating the physiological, behavioral and biochemical adaptations of gelatinous zooplankton to environmental stress and climate change. Other research is focused on the biodiversity of marine zooplankton. Students working in his lab typically have backgrounds in different aspects of marine science, ecology, physiology and biochemistry.

Faculty signature. This course accepts winter and spring enrollment. Contact faculty in area of interest for specific information.

Thematic Planning Groups: Environmental Studies

"As Real as Rain": The Blues and American Culture

Spring quarter

Fields of Study: African American studies, American studies, cultural studies and music

Class Standing: Junior - Senior

Preparatory for studies and careers in humanities and education.

Faculty: Chico Herbison

The blues is no joke. The blues is real as rain.

— David Ritz, music writer

This program will provide an introduction to, and overview of, that magnificent and enduring American art form we know as "the blues": its musical elements, African and African American roots and precursors, historical and stylistic evolution, major practitioners, and its influence on other musical genres (most notably, jazz, rhythm & blues, rock & roll, rock and rap/hip hop). Equally importantly, we will examine its impact on American culture and, among other ventures, apply a blues theory of aesthetics to U.S. literature in general, and African American literature in particular.

Our primary written text will be the anthology *Write Me a Few of Your Lines: A Blues Reader* (Steven C. Tracy, editor). Additional written texts will include biographical and autobiographical selections, fiction, poetry (including music lyrics), and scholarly articles on the blues. Weekly film screenings will include a range of fiction works and documentaries such as Martin Scorsese's critically acclaimed series *The Blues: A Musical Journey*. Finally, there will be extensive (and enjoyable!) listening assignments that will provide the soundtrack for our journey from Africa to the southern United States, to the urban North, throughout our nation, and across the globe.

We will devote two weekly seminars to close readings of written texts, film, and music. In addition to short weekly writing assignments, students will produce a final project that will help them refine both their expository and creative nonfiction writing skills. There will be a weekly open mic opportunity for musicians—whether aspiring or experienced—to play and share the blues, as well as a three-day field trip to a major Pacific Northwest blues festival.

Credits: 16

Enrollment: 25

Required Fees: \$150 for a three-day field trip.

Thematic Planning Groups: Culture, Text and Language

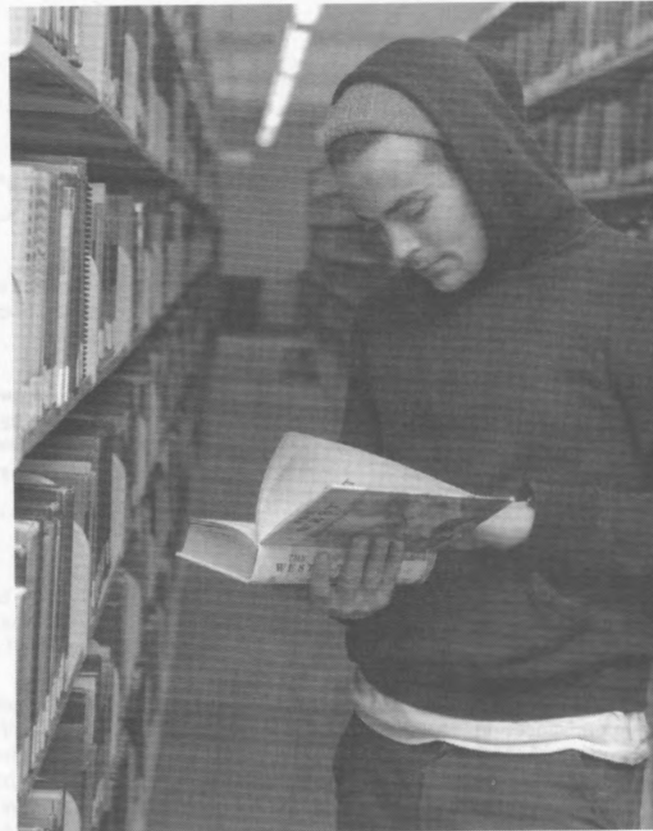


Photo by Andrew Jeffers '13.

Avian Monitoring and Research Methods

Winter quarter

Fields of Study: biology, ecology, environmental studies, field studies, natural history and zoology

Class Standing: Sophomore - Senior

Preparatory for studies and careers in ornithology, wildlife biology, conservation, and biology.

Faculty: Alison Styring

Birds are important indicators of habitat quality and are often the focus of conservation-oriented research, restoration, and monitoring. We will cover a variety of field and analytical methods commonly used in bird monitoring and avian research. Students will link theory to practice in the field and lab where they will develop skills in fieldwork, data management, and statistical analysis. Students will demonstrate their learning through active participation in all class activities; a detailed field journal; in-class, take-home, and field assignments; and a final project.

An understanding of avian natural history is important to any successful project, and students without a working knowledge of the common birds in the South Puget Sound region are expected to improve their identification skills to a level that will allow them to effectively contribute to class efforts both in the field and in class.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Between Land and Sea: Observations on Biological and Cultural Change

Fall, Winter, Spring quarters

Fields of Study: biology, literature, maritime studies, media studies

Class Standing: Freshmen

Preparatory for studies and careers in biology, literary studies, maritime studies, leadership and media studies.

Faculty: Naima Lowe, Sarah Pedersen, Heather Heying

What does it mean to observe? When things change—the stakes, the shoreline, or the technology, the observed or the observer—how does what we see change? How are vision and insight intertwined, and how does this impact our representation of the natural world? Through the perspectives, methodologies and skills of documentary filmmaking, literary criticism, evolutionary science and seamanship, we will study, interpret and communicate what we see, how we see and why. Beginning the year with a brief ship voyage and foundational studies in documentary studies and evolutionary science, we will spend the long cold months exploring ashore with a significant focus on documentary film production. We will then return to the sea in spring with a two-week long expedition. How will our senses, and the brains that interpret for them, have changed in the interim? What might we see that we could not before? What that we see in the spring was truly not there in the fall?

As we move between sea and shore, we will focus on borders and boundaries: physical, sensory and cultural; metaphorical and literal. Coastlines are both real, defining a transition between two other real things, and in constant flux. We will look for pattern and subtlety in the places in between the dichotomies, developing stories about the changes and the boundaries we've observed. We will consider what makes a "good" story in science, film and literature, and investigate how to create, tell, assess and destroy stories. The stories that we

know to be true sometimes aren't, and those that we know to be false are sometimes true; we will ask how the stories that we tell and believe are influenced not just by our eyes and other senses, but also by our histories, personal and cultural. What we want to see influences what we do see. Why do our brains deceive us and when?

Students will study and practice observation and representation in the fields of film studies, documentary filmmaking, evolutionary biology, literary studies and seamanship:

We will delve into film history, learn to analyze films and create short films about the natural and cultural worlds that we inhabit. We'll consider how our cultural attitudes, experiences and biases impact both the films that we create and the filmic language that we appreciate.

We will develop skills in observation, scientific philosophy and evolutionary logic. We will generate and test stories about the natural world and our study of natural systems will include aspects of human behavior such as deceit and myth.

We will interpret works of poetry, fiction and nonfiction representing human experiences. We will focus on close reading and observe how language as a technology determines meaning and perspective.

Following the framework of professional maritime training courses, we will learn to pilot, interpret charts and use tide tables as well as study marine weather systems, safety protocols, the physics of sail power and leadership and crew dynamics. We will apply this practical coursework to the sailing of a tall ship during our spring-quarter expedition.

Does not accept new enrollment in winter or spring.

Credits: 16

Enrollment: 69

Required Fees: \$249 in fall, \$250 in winter, and \$1,311 in spring for overnight field trips.

Thematic Planning Groups: Critical and Creative Practices and Scientific Inquiry



Photo by Shauna Bittle '98.

Bodies of Knowledge

Fall, Winter, Spring quarters

Fields of Study: anthropology, biology, cultural studies, literature and philosophy of science

Class Standing: Sophomore - Senior

Prerequisites: Students should have a background of at least one year of high school biology.

Preparatory for studies and careers in cultural anthropology, genetics, neurobiology, history of science, and the liberal arts and natural sciences.

Faculty: Donald Morisato and Rita Pougiales

The human body has long been a natural locus of study, interpretation and storytelling. Corporeal existence has been conceptualized and experienced in radically different ways across time and across cultures, conceived as an irreducible whole by some and as an amalgam of separate systems or individual elements by others. How has our philosophical and biological conception of the body changed over time? How is the body used to find or express meaning? What is the relationship of the body to the mind and the soul?

In this program, we will explore the nature and essence of the body and reflect on the experience of being human. Knowledge about the body and our lived experiences within our bodies has been created from the culturally distinct perspectives of biologists, social scientists, artists, philosophers and storytellers. We will read philosophical and historical texts and closely analyze some of the ideas that have helped shape our conception of the body. We will study the genetic development and biological function of the body, carrying out experiments in the laboratory to get a direct sense of the process of scientific investigation. Finally, we will read novels and look at visual images as other ways of engaging with the body, particularly the physical manifestation and representation of emotion. Throughout our inquiry, we will ask how we have come to know what we claim to know.

Our investigations will follow a particular progression. In fall quarter, we will consider the body: the history of the conception of the body, images of the body, evolution of the body, the body as the site of meaning-making and genetic approaches to deciphering the development of the human organism. In Winter quarter, we will examine aspects of the mind: the Cartesian dualism, the functional organization of the brain, processes of cognition, measuring intelligence, use of language and the importance of emotions. In spring quarter, we will explore the notion of the soul: death and burial rituals in different cultures, philosophical and literary investigations of the soul, ethics, beauty and religion. The program will use regular writing assignments, including essays and papers, to strengthen and deepen analytical thinking skills. We anticipate reading such authors as Michel Foucault, Rene Descartes, Martha Nussbaum, Thomas Kuhn, Oliver Sacks, Antonio Damasio, Clifford Geertz, Gregory Bateson, Paul Rabinow, Joao Biehl, Emily Martin, Virginia Woolf, Robert Musil, Kazuo Ishiguro and Jeffrey Eugenides.

Accepts winter and spring enrollment with faculty signature.

Interested students should meet with the faculty at the Academic Fair or contact Rita Pougiales (pougiale@evergreen.edu).

Admittance will be based on a background of at least one quarter of college-level biology and a writing sample.

Credits: 16

Enrollment: 50

Required Fees: \$25 per quarter for museum entrance fees.

Thematic Planning Groups: Consciousness Studies, Culture, Text and Language, and Scientific Inquiry

Botany: Plants and People

Fall and Winter quarters

Fields of Study: botany, cultural studies, environmental studies, field studies, history, natural history and writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in field plant taxonomy, field ecology, plant science, plant ecology, economic botany, agriculture, forestry and environmental education.

Faculty: Frederica Bowcutt

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

In fall, weekly workshops will help students improve their ability to write thesis-driven essays defended with evidence from the assigned texts in economic botany. In winter, students will write a major research paper on a plant of their choosing applying what they've learned about plant biology and economic botany to their own case study. Through a series of workshops, they will learn to search the scientific literature, manage bibliographic data and interpret and synthesize information, including primary sources. Through their research paper, students will synthesize scientific and cultural information about their plant.

This program serves both advanced and less experienced students who are looking for an opportunity to expand their understanding of plants and challenge themselves. This two-quarter program allows students to learn introductory and advanced plant science material in an interdisciplinary format. Students will learn about plant anatomy, morphology and systematics. Lectures based on textbook readings supplement the laboratory work. The learning community will explore how present form and function informs us about the evolution of major groups of plants such as mosses, ferns, conifers and flowering plants. Students will get hands-on experience studying plants under microscopes and in the field. Students will also learn how to maintain a detailed and illustrated nature journal to develop basic plant identification skills of common species.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2015-16.

Thematic Planning Groups: Environmental Studies and Sustainability and Justice

Business: Innovation Stewardship and Change

Fall and Winter quarters

Fields of Study: business and management, economics and leadership studies

Class Standing: Freshmen - Senior

Preparatory for studies and careers in business, economics, and/or the social sciences, or seeking employment in the private sector, government or nonprofit organizations.

Faculty: David Shaw, Zoe Van Schyndel and TBA

What's next for business? Pure profit-oriented approaches to business may fail socially, ethically and economically. Change is a constant in business, including innovation, value creation and responsibility for others. The roles we are asked to play in organizations and in business can and do vary. The desire to innovate drives the entrepreneurial spirit, whether to make money, underwrite a particular lifestyle, do good and/or create jobs for others. The managerial role, in contrast, demands one act on behalf of the best interests of the organization and its stakeholders and serve as the responsible steward for different interests. With multiple roles like these to juggle, how is it possible to find the proper balance, if any, among them? Students will answer these questions for themselves by participating in field trips, seminars, workshops, listening to guest speakers, watching movies and attending lectures.

This program is designed for students who want to build a strong foundation in business. We will take an introductory look at the business disciplines of accounting, finance, management, entrepreneurship, marketing and economics over two quarters.

Students who successfully complete the program will develop a solid foundation for doing business, creating their own business or non-profit, or working with or consulting with others founding or growing their own organizations. It will also help those interested in pursuing advanced studies in business or the social sciences, or seeking employment in the private sector, government or nonprofit organizations. Students should also leave the program with a deeper appreciation of emerging issues at the intersection between business and society.

Students will find a basic level of quantitative competence, including the ability to create, use and interpret spreadsheets (e.g., MS Excel), useful. Students who do not yet have these skills will have an opportunity to expand these skills in program assignments.

Credits: 16

Enrollment: 72

A similar program is expected to be offered in 2016-17

Thematic Planning Groups: Society, Politics, Behavior and Change

The Chemistry of Living Systems

Fall and Winter quarters

Fields of Study: biochemistry and chemistry

Class Standing: Sophomore - Senior

Prerequisites: One year of college-level general chemistry required.

Preparatory for studies and careers in chemistry, biochemistry, industrial or pharmaceutical research, medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy.

Faculty: Lydia McKinstry and Paula Schofield

This upper-division chemistry program will develop and interrelate concepts in experimental (laboratory) organic chemistry and biochemistry. It will cover the chemistry material that is usually offered in Molecule to Organism. Throughout both quarters we will integrate topics in both subjects to gain an understanding of the structure-property relationship of synthetic and natural organic compounds. We will also examine the key chemical reactions of industrial processes as well as those reactions that are important to the metabolic processes of living systems.

There will be a significant laboratory component—students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports and give formal presentations of their work. Students will work collaboratively on laboratory and library research projects incorporating the theories and techniques of chemical synthesis and instrumental methods of chemical analysis. 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. Each student will be expected to develop a sufficient basis of advanced conceptual knowledge and practical skills necessary for pursuing work in a chemistry-based discipline.

Faculty signature. Interested students should complete the application form (<http://blogs.evergreen.edu/schofie/>) and email it to Lydia McKinstry (mckinstl@evergreen.edu). Applications received by the Academic Fair (May 14, 2014) will be reviewed before registration begins. All qualified students will get a signature, which does not guarantee registration but will permit students to register if space is available at their registration time. After the Academic Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Decisions will be individually emailed to students. **Accepts winter enrollment with faculty signature.** Students will need to have had one quarter of organic chemistry and one quarter of biochemistry. Please contact faculty for more information.

Credits: 16

Enrollment: 50

Thematic Planning Groups: Scientific Inquiry

Climate Change: From Awareness to Action

Fall and Winter quarters

Fields of Study: communications, ecology, economics, environmental studies, law and public policy, political economy and sustainability studies

Class Standing: Sophomore - Senior

Preparatory for studies and careers in law, government, environmental studies, environmental and community activism.

Faculty: Peter Dorman and TBA

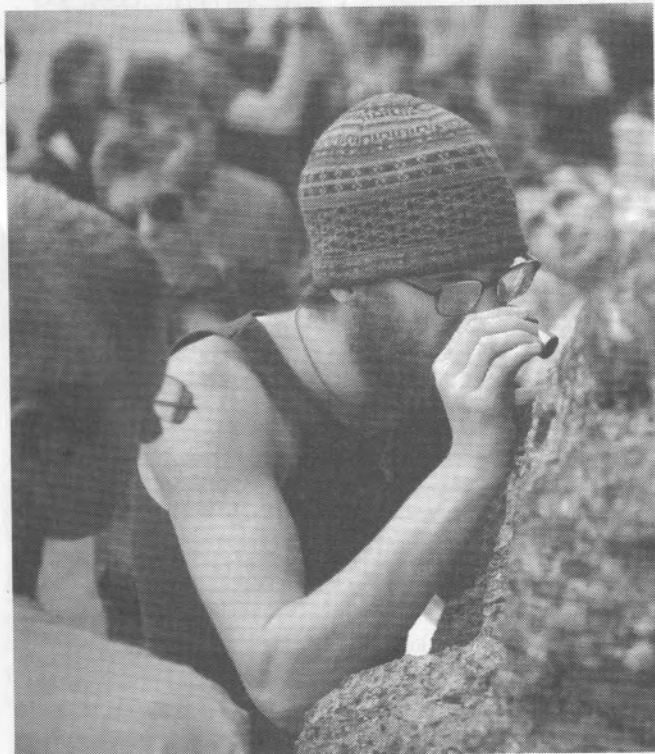
Climate change: can we actually do anything about it? This program provides a comprehensive background for climate change policy and activism. It offers a grounding in climate science, including the causes of greenhouse gas accumulation, its effects on local and global climate systems and the impacts it portends for human societies and the ecosystems they inhabit. The main purpose, however, is to address the challenge of responding to it. On the policy front, the program will employ economics, political economy, international relations and other social science perspectives to examine proposals for reversing climate trends and assisting vulnerable communities to adapt to the impacts we can't avoid. Tools for activism will include communication skills, community organizing and public opinion analysis. In this way, the program will combine academic research, critical analysis of popular representations of climate change debates and hands-on work with local activists and public officials. Fall quarter work will emphasize the science and policy of climate change; in Winter, the emphasis will shift to activism.

Accepts winter enrollment with faculty signature. Interested students should have the equivalent of a course in either the science of climate change or climate change policy.

Credits: 16

Enrollment: 50

Thematic Planning Groups: Environmental Studies and Sustainability and Justice



Photos by Shauna Bittle '98.

Climate Solutions

Winter quarter

Fields of Study: environmental studies, law and public policy and sustainability studies

Class Standing: Junior - Senior

Preparatory for studies and careers in sustainability and justice, environmental science and policy, climate science, or carbon and energy markets.

Faculty: Rob Cole

We will explore the causes of global climate change and study the many actions and social behaviors that we can take to minimize human contributions to it. We will examine the scientific evidence for global warming and the efforts to discredit that evidence. We will study the role of multinational corporations in global climate change and how they influence governmental policies and public opinion. We will focus on how to respond to global warming in a fashion that works toward sustainability and equity in the ecosystems that support life on the planet. We will pay particular attention to issues of justice between humans and how humans interact with other species.

In order to understand actions we can take, this program will explore sustainable lifestyle strategies as well as how to resist corporate influence on consumer consumption. We will study the approaches of biomimicry, sustainable architecture, equitable distribution of food and shelter, minimal-impact industrial processes, local food production, less toxic methods of producing and a variety of low-impact lifestyles. We will examine the methods advocated by visionary groups like Second Nature, Climate Solutions and Cradle-to-Cradle. We will study current federal energy policy and its connection to climate change, as well as the more proactive policies adopted by hundreds of cities. Students will complete a series of audits of their personal consumption and carbon-generation patterns. We will study methods of computing carbon dioxide budgets including carbon sequestration methods, the intricacies of carbon capping and offsetting strategies and opportunities to reduce net carbon dioxide production. Students can expect to do research on emerging technologies and strategies that move us to carbon neutrality while fostering sustainability and justice.

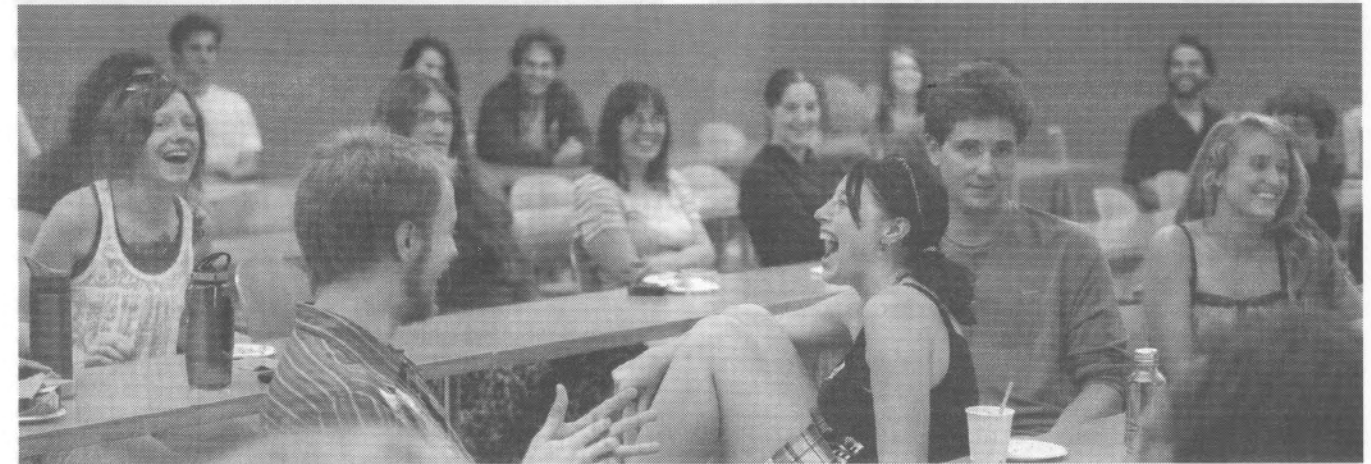
In addition to exploring how we can all lessen our impact on global climate change and move toward equity, students can expect to sharpen their critical reasoning, writing and speaking skills, as well as their ability to work with quantitative methods and to interpret quantitative data from a variety of sources.

Students will be expected to make at least two small-group presentations on a climate solution of their own choosing and complete a term research paper on a topic of their choice.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Environmental Studies and Sustainability and Justice



The (Colonial) Rise of the British Novel

Spring quarter

Fields of Study: cultural studies, literature and writing

Class Standing: Junior - Senior

Preparatory for studies and careers in advanced studies or careers in literature, writing and the humanities.

Faculty: Trevor Speller

What is a novel? How did this art form develop? It is perhaps hard for us to imagine a world without novels, where poetry, drama and nonfiction ruled the literary world. Grounded in British literature, this upper-division program will explore the rise of the novel. We will read examples ranging from speculative prose fiction in the 17th century to established examples of the novel in the 19th century. We will consider the novel as both an art form that establishes a genre and one that breaks genre boundaries.

The intersection of colonialism, nationalism and the emerging novel will also be an important focus of our attention. Although we call these works "British novels," we might equally view them as an international art form, one concerned with the politics of colonialism, an emerging global empire and the shadowy figures of those who live outside the British Isles.

In order to accomplish this, we will read works by Aphra Behn, Daniel Defoe, Samuel Richardson, Maria Edgeworth, Jane Austen, Charlotte Brontë and Joseph Conrad. In addition to these novels, we will read excerpts from other works, critical views on the rise of the novel and contemporary theory concerning literature and colonialism. Film versions of the texts will be shown as required. By the end of the program, students will have a firm foundation in British literature, exposure to significant strands of literary theory and experience with upper-division literary research.

In this program, students will be asked to prepare a 20-minute in-class presentation, to lead class discussions and to produce a long (15-plus pages) critical paper, in addition to regular minor assignments. The best work in this program will be useful for graduate school applications.

Credits: 16

Enrollment: 25

Required Fees: \$50 for entrance fees to plays, tours and films.

Thematic Planning Groups: Critical and Creative Practices, Culture and Text and Language

Computability and Language Theory

Fall and Winter quarters

Fields of Study: computer science and mathematics

Class Standing: Sophomore - Senior

Prerequisites: Computer Science Foundations program or strong mathematical background with 2 quarters of computer programming. Students with a strong math background but little programming experience will be accepted in variable credit options.

Preparatory for studies and careers in computability theory, computer science, education, formal language theory, mathematical logic, mathematics and programming language design.

Faculty: Sheryl Shulman and Neal Nelson

This program will explore what computers can do, how we get them to do it and what they can't do. It is designed for advanced computer science students and students with an interest in both mathematics and computer science. The program covers topics in formal computer languages, systems of formal logic, computability theory and programming language design and implementation. Students will also study a functional programming language, Haskell, learn the theoretical basis of programming languages and do an in-depth comparison of the properties and capabilities of languages in the four primary programming paradigms: functional, logic, imperative and object-oriented. Program seminars will explore selected advanced topics in logic, language theory and computability.

These topics are offered in four distinct threads. The Formal Languages thread will cover the theoretical basis of language definitions, concluding with a study of what is computable. The Logic thread will cover traditional logic systems and their applications to programming languages and computer science. The Functional Language thread covers advanced programming techniques using the programming language Haskell. The Programming Language thread covers both the theoretical basis and practical implementation of programming languages by comparing the design and implementation of the four distinct programming language paradigms. Students will have a project opportunity to implement an interpreter for a small programming language.

Accepts winter enrollment with faculty signature. This program has four threads of study with variable credit options. Full time students will be accepted if they have course work or experience equivalent to the fall quarter material.

Credits: 16

Enrollment: 30

A similar program is expected to be offered in 2016-17

Thematic Planning Groups: Scientific Inquiry

Computer Science Foundations

Fall and Winter quarters

Fields of Study: computer science and mathematics

Class Standing: Freshmen - Senior

Prerequisites: High School Algebra II or its equivalent.

Preparatory for studies and careers in computer science and mathematics, including computer programming, discrete mathematics, algorithms, data structures, computer architecture and topics in technology and society.

Faculty: Sheryl Shulman, Paul Pham, Neal Nelson

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

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

Accepts winter enrollment with faculty signature. Students must have completed the equivalent of at least one quarter of computer programming.

Credits: 16

Enrollment: 45

A similar program is expected to be offered in 2015-16

Thematic Planning Groups: Scientific Inquiry

Consciousness: Pathways to the Self

Fall, Winter, Spring quarters

Fields of Study: consciousness studies, philosophy of science and psychology

Class Standing: Freshmen

Preparatory for studies and careers in consciousness studies, philosophy of modern physics and psychology.

Faculty: Donald Middendorf and Terry Setter

What is the relationship between our understanding of consciousness and our self-understanding? This yearlong, interdisciplinary program will provide an opportunity for students who are interested in doing intensive work on the nature of consciousness to cultivate self-awareness through challenging readings, written and expressive responses to program materials and self-reflection. We will examine our beliefs about the nature of reality from a variety of disciplinary viewpoints, including physics, music, psychology and philosophy. Prospective students should have a strong interest in the experiential study of relationships between reality and consciousness as well as college-level skills in reading, writing and pursuing research topics. Sincere effort and self-motivation will be essential for succeeding in this yearlong community learning process.

We will take an approach that welcomes and explores the complexity of many different views of consciousness as proposed by researchers, philosophers and spiritual leaders. We will read texts that cover many contemporary models of consciousness and we will examine topics from the basics of Jungian psychology through alternative areas of research, such as lucid dreaming and paranormal phenomena. Students will keep a structured journal of activities and practices that explores their developing understanding of the nature of consciousness. The fall quarter will include an overnight, off-campus retreat. During the winter and spring quarters we will integrate contemplative disciplines into our study as well as an in-depth study of dreams. This will include keeping a journal of experiences during contemplative practices and a dream journal. In spring, students will have the opportunity to pursue their interests in individually selected areas of activity for up to four credits.

This is an experiential and rigorous full-time program in which students will be expected to participate in all program activities and to document at least 40 hours of work per week being invested in program related activities.

Accepts winter and spring enrollment. Interested students will be asked to read text materials from the previous quarter and write a response to them.

Credits: 16

Enrollment: 46

Required Fees: \$85 in fall and spring for overnight field trips, \$25 in winter for supplies.

Thematic Planning Groups: Consciousness Studies

Contested Bodies: Representations of Martyrdom

Fall quarter

Fields of Study: aesthetics, cultural studies, religious studies and visual arts

Class Standing: Sophomore - Senior

Preparatory for studies and careers in visual arts, art history, curation, and teaching.

Faculty: Elizabeth Williamson and Amjad Faur

How is the image of the martyr a revolutionary image? What is the function of the martyr's body as a sign of her beliefs? This upper-division program will examine representations of martyrdom in a variety of historical and contemporary contexts, with a particular emphasis on colonialism and its aftermath. Students will deepen their skills in visual analysis through careful study of the visual languages of European (Christian) martyrdom, Shi'a martyrdom and contemporary Islamic martyrdom.

Martyrdom is by no means an exclusively religious phenomenon—it has always been shaped by larger political struggles—but we will pay attention to the representational paradoxes involved in making images of martyrs within communities in which idol worship is technically forbidden. Most of all, we will seek to resist the stereotypical notion of the martyr as mindless fanatic. To do this, we will examine the conditions of oppression under which martyrdom becomes one of a small number of viable choices, as well as the individual martyr's resistance to those conditions. The martyr's body is a site of contestation between various ideological frameworks, but it can also be a site of empowerment.

This program is ideal for students who wish to hone their analytical skills, especially in relation to the close reading of images within their historical contexts. Students will complete investigative assignments to supplement the case studies covered in lecture and will be asked to design a research-based independent project related to program themes. The reading load for this program will be heavy and will involve critical theory as well as essays on particular historical moments and images. There will be no studio instruction in photography. Students will benefit from previous study of art history and/or post-colonialism, but neither are required in order to succeed in the program.

Credits: 16

Enrollment: 50

Thematic Planning Groups: Critical and Creative Practices

Cultural Landscapes: Introduction to Sustainability and Justice

Fall, Winter, Spring quarters

Fields of Study: community studies, cultural studies, environmental studies, media studies and sustainability studies

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in geography, cultural or media studies, international affairs, environmental conservation, community organizing/advocacy, documentary journalism, education.

Faculty: Therese Saliba, Anne Fischel, Ted Whitesell

How do different cultures, communities, classes, genders and other groups experience and utilize landscapes differently? How do peoples' stories or histories converge or conflict in relationship to any given place? What are communities doing to build a more just and sustainable future? How do we read power relations in the landscape?

Studying "cultural landscapes" means looking at how the land bears the imprint of generations of human cultures. We will learn to read landscapes as primary sources of information about culture, community and the relationship between humans and their environment.

We will focus on how the transformations of landscapes are linked to struggles for sustainability and justice. In the exploration of these questions, we will explore the foundations of cultural, environmental, documentary and sustainability studies. Selected topics in sustainability studies will be introduced, including the study of complex systems, climate change, human population, environmental justice, energy and species extinction. We will look at the role the media plays in shaping our understanding of people, places and resources. We will also learn how people in diverse political, economic and social situations are working to create just and sustainable communities, as we observe, analyze and engage with communities involved in these efforts.

In the fall we will examine the histories of expansion, colonization, globalization and migration in the Middle East, the American West and the U.S./Mexico border region. In winter, we will examine specific contested landscapes through international case studies of Iraq, Israel/Palestine, Egypt Venezuela and Brazil. In spring, we will learn about landscapes of sustainability and justice through active engagement with the communities here in the South Puget Sound.

Each quarter, students will get hands-on field experience in the landscapes and cultures of the Pacific Northwest. We'll focus on the importance of regional river systems like the Columbia, Elwha and Duwamish Rivers and we'll examine the controversies and struggles that different communities and cultures have engaged in regarding their use. We may also visit Mount Rainier, Whidbey Island and the cities of Seattle, Centralia, Shelton and Olympia. Students will learn skills in field observation through the use of field journals, descriptive writing and photography, with the option to develop a practice reflecting what they have learned to see in the landscape and makes visible some of the contested histories and cultures of the places we are coming to know. Finally, students will gain skills in expository writing and analysis of cultural texts, including literature and films.

Accepts winter and spring enrollment with faculty signature. Students will be expected to do some catch-up work from previous quarter(s). Program will accept junior and senior students as space allows. Please contact the faculty for more information.

Credits: 16

Enrollment: 69

Required Fees: \$250 in fall and winter and \$225 in spring for overnight field trips and media/photography materials.

Thematic Planning Groups: Culture, Text and Language, Expressive Arts, Environmental Studies, Sustainability and Justice

Datamania

Spring quarter

Fields of Study: business and management, economics, health, law and public policy, philosophy of science, political economy, political science, psychology and sociology
Class Standing: Sophomore - Senior
Prerequisites: One quarter of introductory probability and statistics.
Preparatory for studies and careers that use quantitative information, which is increasingly becoming everything.
Faculty: Peter Dorman

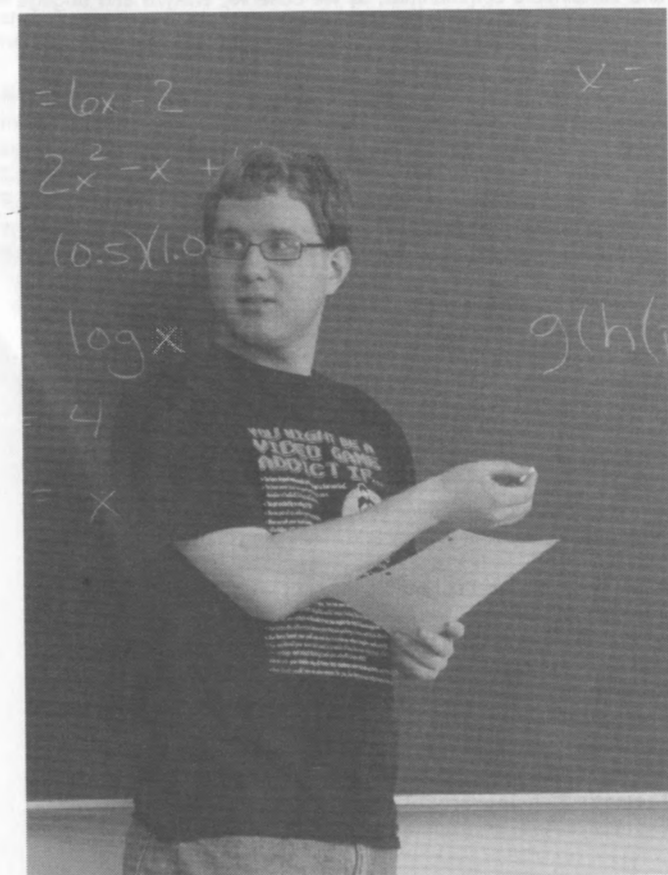
Ours is a data-rich world. The importance of being able to use, analyze and interpret data is increasingly crucial. This program builds on your prior background in statistics to take the next steps: figuring out what quantitative information you need, creating systems to collect it and using advanced methods to uncover hidden patterns or test hypotheses. In addition to analytical techniques like regression and factor analysis, we will study topics in sampling and research design and follow current controversies dividing the data world, like the battle between Bayesians and frequentists and the dispute over experimental methods in policy evaluation.

Faculty signature. Students must have the equivalent of an introductory course in probability and statistics. Please email the faculty (dormanp@evergreen.edu) with the name and authors of the textbook used.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Sustainability and Justice, Society, Politics, Behavior and Change



Democracy and Free Speech

Fall quarter

Fields of Study: government, law and government policy, law and public policy and political science
Class Standing: Sophomore - Senior
Preparatory for studies and careers in social sciences, constitutional law, education, journalism, public policy, political theory, history and political science.
Faculty: Jose Gomez

May racists burn crosses to express their supremacist views? May protesters burn flags to express their opposition to government policy? The First Amendment is most vulnerable to erosion when we fail to protect expression that some or many find unpopular, offensive, repugnant, indecent, subversive, unpatriotic, heretical, blasphemous, etc. This program will be a comprehensive and critical examination of the wide range of issues implicated by the protection and censorship of expression.

We will use the case method to study every major free speech opinion issued by the courts. This intensive study necessarily focuses on the last 90 years, since it was not until well into the 20th century that the United States Supreme Court began to protect speech from governmental suppression. Our study of controversies will include the new challenges presented by hate speech, government-subsidized art, political campaign spending and virtual technologies. Students will be expected to examine critically the formalist free speech paradigms that have evolved and to question the continuing viability of the "free marketplace of ideas" metaphor.

Working in legal teams, students will develop appellate briefs on real free speech cases decided recently by the U.S. Court of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions. Reading for the course will include court opinions, Internet resources and various books and journal articles on our subject. Study will be rigorous; the principal text will be a law school casebook.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Sustainability and Justice, Society, Politics, Behavior and Change

Development and Learning: Birth to 14

Winter and Spring quarters

Fields of Study: communications and education
Class Standing: Junior - Senior
Preparatory for studies and careers in education, psychology and social services.
Faculty: Terry Ford and Sherry Walton

This two-quarter program is designed for those interested in the interrelationships of development and learning and for those who wish to pursue a career in teaching. Participants will explore neurological, social, cognitive, linguistic and literacy development in children from birth to 14 years of age and will examine the implications of "neurotypical" and "neurodiverse" development for individuals, their parents and their teachers. Neurotypical individuals are those whose development falls within current norms specified by society, psychologists and medical doctors; neurodiverse individuals are those whose development does not conform to stated norms but who exhibit their own unique strengths, gifts and challenges.

Winter quarter, guiding questions include: 1) Which factors shape development in young children?; 2) How does language develop and affect the learning process?; 3) What are the similarities, differences and influences of first and second language on development?; and 4) What roles do societal norms and expectations play in the expression of development in children's lives?

Spring quarter, guiding questions include: 1) How are neurotypical and neurodiverse individuals alike and different?; 2) How does public schooling impact development of children who are neurotypical and neurodiverse, particularly in the area of literacy acquisition?; 3) How is oral language acquisition related to literacy acquisition and how do we evaluate reading development in children?; and 4) How might we advocate for diverse learners?

Students will develop knowledge in a research-based understanding of child development from a variety of theoretical perspectives; the relationships of language development, literacy acquisition and learning; an understanding of how to support the acquisition of English for students who are second language learners; the historical, sociocultural and political contexts of public schooling; information about neurotypical and neurodiverse development; and the ways in which children acquire literacy skills.

In addition, students will develop skills in observing and documenting language development of individual and groups of children; analyzing oral and written language development; determining ways to advocate for and include diverse learners in the classroom; methods for determining children's strengths and needs in reading acquisition; and interpreting reading assessment results.

Program activities include interactive lectures and workshops, seminars, weekly writing, small group investigations and a long-term case study project documenting the growth of one child. Participants' work in the program will be assessed through a case study project, written papers, participation in all class and assigned activities and a final portfolio.

Credits: 16

Enrollment: 50

Required Fees: \$50 for entrance fees.

Thematic Planning Groups: Society, Politics, Behavior and Change

Diversity and Dissent in Education and the Media

Fall and Winter quarters

Fields of Study: community studies, cultural studies, education, field studies, gender and women's studies and media arts
Class Standing: Freshmen
Preparatory for studies and careers in teaching, multimedia production, cultural studies and community service.
Faculty: Grace Huerta and Laurie Meeker

As communities continue to reflect the country's increasingly diverse population, what media representations challenge and support discrimination in our communities, schools and institutions? How can we generate a framework for actions that reject inaccurate representations of human difference, value diverse forms of knowledge and question institutional inequalities? In this program, we will pursue answers to these questions by examining identity, educational history, cultural studies and the media in order to design strategies to support a more equitable school system and to create diverse forms of media expression.

We will begin by analyzing a working definition of racism and sexism that frames intentional, as well as unintentional, normalized acts of inequality over time. We will challenge depictions in literature and the media that promote the stereotyping of diverse groups. Through an analysis of anti-racist and anti-sexist case study research and the media, we will also explore the lived experiences of diverse populations whose identities are often impacted by assumptions and disparities found in communities and school settings based upon the social construction of race and gender and the stereotyping of immigrant students. In order to break down such assumptions, students will engage in community service, writing and media analysis over the course of the program. In the fall, community service will take the form of student engagement in student groups at Evergreen, followed by collaborations with community-based organizations in winter.

In addition, we will investigate specific everyday actions that media artists, activists and educators generate to confront these inequalities. By incorporating media and writing workshops, qualitative research methods such as interviews and participant observation, we will collect various sources of data and present our work which documents how specific counter-narratives can be created that affirm and support diverse learners to achieve within their schools and communities. Writing workshops will help students develop skills in critical analysis and media analysis, while media workshops (which may include photography, digital video and/or new media) will help students develop skills in visual literacy and visual expression.

Lastly, we will demonstrate our understanding of everyday anti-racist/anti-sexist practices by creating presentations that merge theory, community service and writing. Possible themes that may emerge through our own study may include examining the community and students' funds of knowledge, the use of alternative media outlets and the arts as tools of empowerment which specifically recognize our collective cultural hybridity. This program will provide background knowledge and skill development for students interested in careers in teaching, media production, cultural studies and community service.

Credits: 16

Enrollment: 46

Thematic Planning Groups: Critical and Creative Practices, Culture, Text and Language, Sustainability and Justice, and Society, Politics, Behavior and Change

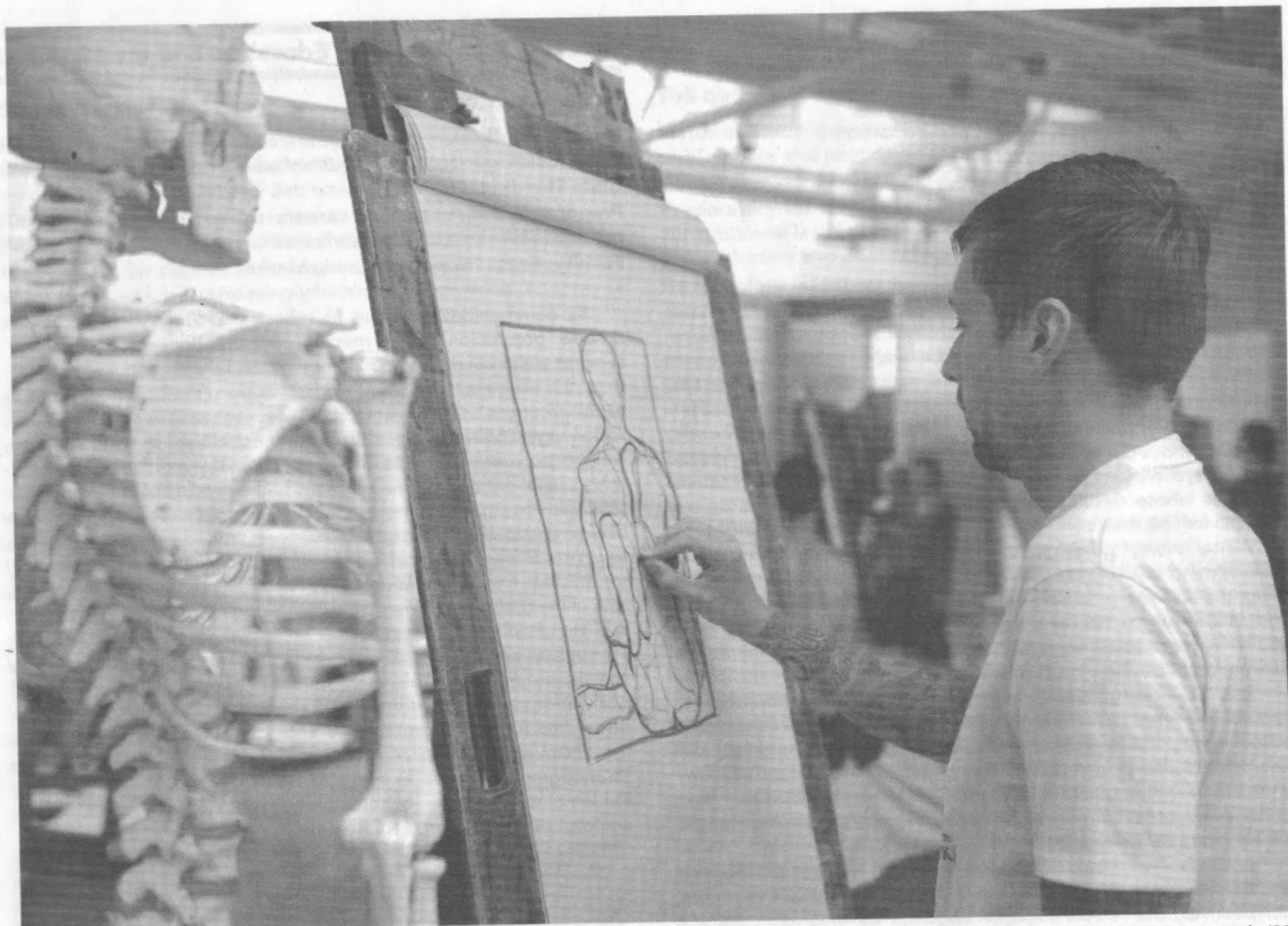


Photo by Shauna Bittle '98.

Drawing Time

Fall quarter

Fields of Study: aesthetics, architecture, art history and visual arts
Class Standing: Sophomore - Senior

Prerequisites: At least one year of college-level study in visual arts and the ability to make meaningful connections with the liberal arts and sciences.

Preparatory for studies and careers in visual and environmental arts, architecture, sustainable design, art history, visual studies and art education.

Faculty: Robert Leverich

This program is for students eager to advance their drawing abilities and deepen their own sense of place in the history of art and image making. In regular drawing studios each week, we will address skills and expression through representational drawing, life drawing, spatial studies, iterative studies and non-representative abstraction, using a variety of old and new tools and media, from vine charcoal to digital collage. Students will be called on to develop a regular drawing practice outside the studio as well and to take on a substantive drawing project for a final exhibition.

In lecture/workshops and seminars, we will use drawing as a connecting reference across time and cultures to study history and ideas of art and image making. We will consider how forms, methods and meanings appear, transform and reappear, from cave drawings, alphabets and portraiture to graffiti, maps and the mediations of

technology. Students will be asked to do a research project exploring the relationship of drawing and art history to another discipline and to present their findings to their peers. Book possibilities include *Lines: A Brief History* (Ingold), *The Life of Forms in Art* (Focillon), *Thinking with Things* (Pasztor), *Oblique Drawing: A History of Anti-Perspective* (Scolari) and *Vitamin D: New Perspectives in Drawing* (Dexter).

Engaged students will develop a stronger drawing practice, new ideas, a fuller sense of their work in historical and cultural contexts and skill in connecting art making and art history to other disciplines, informing and enriching all three.

Credits: 16

Enrollment: 21

Special Expenses: Up to \$100 for tools and materials, depending on individual project choices.

Required Fees: \$65 for museum entry fees and drawing studio supplies.

Thematic Planning Groups: Critical and Creative Practices, Culture, Text and Language, and Expressive Arts

Earth Dynamics: Climate, People and History

Fall and Winter quarters

Fields of Study: American studies, agriculture, biology, ecology, economics, environmental and sustainability studies, history, physics
Class Standing: Freshmen - Sophomore

Prerequisites: Facility with high school algebra. Good reading skills and decent writing skills. Ability and willingness to use computers and internet daily for assignments and information. Willingness to work in teams.

Preparatory for studies and careers in sciences, history, evolution, teaching, sustainable agriculture, sustainable energy and more.

Faculty: EJ Zita, Bret Weinstein, Nancy Koppelman

Earth's environment has been shaped by human activity for hundreds of thousands of years, since early humans discovered fire. More recently, since Earth warmed out of the last ice age, humans developed agriculture and stable societies enabled the rapid development and self-transformation of cultures. Agricultural activities began to emit greenhouse gases and to change Earth's air, water and land. People changed as well and began to document their activities, ideas and reflections. Millennia later, modern human societies use fossil fuels and modify landscapes with such intensity that Earth is unlikely to experience another ice age. Both contemporary industrial and ancient subsistence practices are part of the same long story of how human beings have used and shaped the environment and, through it, ourselves.

This program will examine how changes in the Earth system facilitated or necessitated human adaptations or evolutions. To Western eyes, until perhaps 150 years ago, the Earth's resources seemed virtually inexhaustible. Organized human thought and activity unleashed unprecedented powers which reshaped the Earth. Life expectancy increased; arts flourished. The ideas of Enlightenment thinkers and the energies they harnessed seemed to promise unlimited progress. Yet some wondered if progress might have a dark side. They developed critiques of the practices changing how people produced food and materials, traveled and warmed their homes. What can we learn from their voices in the historical record, given what we now know about global warming and other anthropogenic impacts on Earth systems?

We'll ask how human practices changed not only local environments but large-scale global processes. We'll note patterns of interaction between people and Earth over time. We'll study natural as well as human drivers of climate change, including Sun-Earth interactions, volcanoes and greenhouse gases. We'll consider the changing role of science in providing the understanding required for people and planet to thrive together. We'll examine whether/how modern consumer societies are uniquely positioned to hasten and/or slow the dangerous direction in which modern resource use is driving our planet's ecosystem. Is global warming a disaster, an opportunity or both? How do we adapt now, in the face of the most dramatic change to the Earth system in human history?

Our work will include lectures, discussions, workshops, labs, quantitative homework, expository essays, responses to peers' essays, teamwork and field trips.

Accepts winter enrollment with faculty signature. New students must meet all prerequisites and be prepared to demonstrate knowledge of main fall topics through an exam. Please contact E.J. Zita (zita@evergreen.edu) for additional information and/or see the faculty at the Academic Fair during week 8 of the fall quarter for additional information on how to get a signature.

Credits: 16

Enrollment: 69

Required Fees: \$200 per quarter for overnight field trips.

Thematic Planning Groups: Culture, Text and Language, Environmental Studies, Scientific Inquiry, Sustainability and Justice, Society, Politics, Behavior and Change

Ecology of Harmful Algal Blooms

Spring quarter

Fields of Study: biology, ecology and marine science

Class Standing: Sophomore - Senior

Preparatory for studies and careers in biology, ecology and marine science.

Faculty: Gerardo Chin-Leo

Coastal waters worldwide have experienced an increase in the occurrence of large concentrations of harmful algal species, now commonly referred to as harmful algal blooms (HAB). HAB species that contain toxins can cause direct mortality of marine life. 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 or by interfering with the activities of other organisms. Furthermore, if these algal blooms are not grazed or diluted, their decomposition by bacteria can deplete the dissolved oxygen in the water, causing the mortality of aquatic organisms and forming dead zones.

This program will study the environmental factors controlling the abundance and productivity of aquatic algae, the ecology of harmful algal species and the possible role of human activities in causing the increase of HAB. In addition, we will examine the efforts of scientists and government agencies to monitor HAB and to control their impact on fisheries and public health. The material will be developed through lectures, labs and field trips. In addition, there will be an independent project to learn about current research on HAB.

Credits: 16

Enrollment: 25

Required Fees: \$60 for day field trip on a boat.

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

The Empty Space: Performance, Movement and Theatre

Fall, Winter, Spring quarters

Fields of Study: aesthetics, consciousness studies, cultural studies, dance, education, media arts, queer studies, somatic studies, theater

Class Standing: Freshmen - Senior

Preparatory for studies and careers in teaching, theatre, performance, movement and expressive arts.

Faculty: Walter Grodzik and Cynthia Kennedy

How does imagination respond to the emotional self, the physiology of the body and the psychology of the mind? How can we become more expressive and responsive to our inner selves? This program will explore the interior spaces where performances begin and the exterior spaces where performances are realized. Through the understanding and embodiment of somatic concepts such as awareness, intention, centering, authenticity and the interplay of mind and body, students will have the opportunity to explore the creative imagination as it expresses itself from their own life processes, rather than from externally imposed images, standards and expectations.

Students will begin with movement and theatre exercises that center and focus the mind and body in order to open themselves to creative possibilities and performance. Students will also study movement and theatre as a means of physical and psychological focus and flexibility that enable them to more fully utilize their bodies and emotional selves in creating theatrical performance. Students will be invited to explore and enjoy the movement already going on inside their bodies to learn to perceive, interpret and trust the natural intelligence of intrinsic bodily sensations. The class will use experiential techniques derived from several traditions of somatic philosophy. In seminar, students will read a broad variety of texts about creativity, movement, theatre and dramatic literature.

The program will include weekly seminars, workshops in movement and theatre, and film screenings of various movement/theatre and theatre productions. We welcome students of all abilities who bring their excitement, commitment and creativity to the performing arts.

Credits: 16

Enrollment: 48

Required Fees: \$50 in spring for tickets to performances.

Thematic Planning Groups: Consciousness Studies, Culture, Text and Language, and Expressive Arts

Entrepreneurship and Economic Development

Fall, Winter, Spring quarters

Fields of Study: American studies, business and management, communications, economics, government, history, law and public policy, leadership studies and political economy

Class Standing: Sophomore - Senior

Preparatory for studies and careers in economics, business, management, public policy, and government.

Faculty: John Filmer

How are organizations managed? What skills and abilities are needed? Organizations fail or succeed according to their ability to adapt to fluid legal, cultural, political and economic realities. The management of organizations will play a seminal role in this program, where the primary focus will be on business and economic development. Management is a highly interdisciplinary profession

where generalized, connected knowledge plays a critical role. Knowledge of the liberal arts/humanities or of technological advances may be as vital as skill development in finance, law, organizational dynamics or the latest management theory. An effective leader/manager must have the ability to read, comprehend, contextualize and interpret the flow of events impacting the organization. Communication skills, critical reasoning, quantitative (financial) analysis and the ability to research, sort out, comprehend and digest voluminous amounts of material characterize the far-thinking and effective organizational leader/manager.

This program will explore the essentials of for-profit and nonprofit business development through the study of classical economics, free market principles, economic development and basic business principles. Selected seminar readings will trace the evolution of free market thinking in our own democratic republic. Critical reasoning will be a significant focus in order to explicate certain economic principles and their application to the business environment. You will be introduced to the tools, skills and concepts you need to develop strategies for navigating your organization in an ever-changing environment. Class work will include lectures, book seminars, projects, case studies, leadership, team building and financial analysis. Expect to read a lot, study hard and be challenged to think clearly, logically and often. Texts will include *Essentials of Entrepreneurship and Small Business Management* by Thomas Zimmerer, *Basic Economics* by Thomas Sowell, *Asking The Right Questions: A Guide to Critical Thinking* by M. Neil Browne and Stuart Keeley, and *How to read a Financial Report* by John A. Tracy. A stout list of seminar books will include *Federalist Papers*, *The Road to Serfdom* by Friedrich von Hayek, *Common Sense* by Thomas Paine, and *Democracy in America* by Alexis De Toqueville.

In fall quarter, we will establish a foundation in economics, business, critical reasoning and the history of business development in the United States. Winter quarter will emphasize real-life economic circumstances impacting organizations. You will engage in discussions with practitioners in businesses and various other private sector and government organizations. A primary focus in winter will be on spreadsheet analysis of financial documents. In spring quarter, the emphasis will be on individual projects or internships. Continuing students will design their own curriculum. This will require students to take full responsibility for their learning, including a bibliography, the design of the syllabus and learning schedule. The faculty sponsor merely acts as an educational manager and not as a tutor. In-program internships provide a different opportunity to apply prior learning, but in this case, with the intent of developing applied skills and people skills rather than focusing solely on advanced study or research. Project work may include case studies, leadership studies and business development projects.

Accepts winter enrollment with faculty signature. Incoming students should be able to demonstrate background equivalent to the fall quarter's work in economics, critical reasoning and business. Contact John Filmer (filmerj@evergreen.edu) for further information and a signature. **This program does not accept new enrollment in spring.**

Credits: 16

Enrollment: 25

Thematic Planning Groups: Critical and Creative Practices, Society, Politics, Behavior and Change

Environmental Analysis

Fall, Winter, Spring quarters

Fields of Study: biology, chemistry, ecology, environmental studies, field studies, geology and writing

Class Standing: Sophomore - Senior

Prerequisites: One year of college chemistry, one quarter of college (physical) geology, one quarter of college biology and one year of college algebra or precalculus mathematics required. Additional quarters of geology and biology are recommended.

Preparatory for studies and careers in geology, chemistry, ecology, biogeochemistry, chemical instrumentation, environmental analysis and environmental fieldwork.

Faculty: Abir Biswas, Clyde Barlow and TBA

Well-designed and accurate chemical, ecological and geological measurements are key to assessing the biogeochemistry of natural ecosystems. This is a field- and laboratory-intensive program designed for students with solid preparations in general chemistry, biology, geology and precalculus math who want to pursue more advanced investigations of bio-geo-chemical systems. Students will study statistics, geochemistry, analytical chemistry, freshwater ecology and GIS programming. Instrumental techniques of chemical analysis will be developed in an advanced laboratory. Program work will emphasize quantitative analysis, quality control procedures, research design and technical writing.

During fall and winter quarters, we will address topics in carbon and nutrient cycling in terrestrial and aquatic ecosystems, in addition to analytical chemistry, GIS, statistics and instrumental methods of chemical analysis. Students will participate in group projects studying water quality, trophic structure, organic matter and nutrient cycling processes of local watersheds. Analytical procedures based on EPA, USGS and other guidelines will be utilized to measure major and trace anion and cation concentrations and weathering rates in natural systems, and to



Photo by Shauna Bittle '08.

measure analytes and phytochemicals critical to quantification of leaf-litter decay processes and marine-derived inputs to ecosystem function in freshwater systems. Computers and statistical methods will be used extensively for data analysis and simulation, as well as for work with GIS.

In the fall, there will be a week-long field trip to collect natural waters from diverse sites in Eastern Washington. These samples will form the basis for testing and evaluating chemical analysis methods and for developing a quantitative assessment of the geochemistry of the waters. In the winter, students will collect and analyze samples from a suite of ecosystem compartments (e.g., soil horizons, leaves, woody debris, streams, biota) to quantify nutrient storage and cycling on the landscape.

Spring quarter will be devoted to extensive project work building on skills developed in the fall and winter. Students will conduct hypothesis-driven experimental design, sample collection, analysis, and statistical interpretations prior to presenting their results in both oral and written form to conclude the year.

Accepts winter and spring enrollment with signature. This program will accept new students with the substantive background in analytical chemistry, biogeochemistry, geology, biology and water analysis. Contact Abir Biswas (biswasa@evergreen.edu) with a written petition or meet with faculty at the Academic Fair. New students will need to complete some catch-up work.

Credits: 16

Enrollment: 62

Special Expenses: Approximately \$300 for spring quarter field trips.

Required Fees: \$300 for overnight field trips.

Internship Possibilities: Spring quarter, or under special circumstances with faculty approval. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

A similar program is expected to be offered in Fall, Winter, Spring 2016-17

Thematic Planning Groups: Environmental Studies and Scientific Inquiry



Photo by Shauna Bittle '98.

Food: Coevolution, Community and Sustainability

Fall, Winter, Spring quarters

Fields of Study: agriculture, biology, ecology, history, international studies, law and public policy, political economy and sustainability studies

Class Standing: Freshmen - Senior

Prerequisites: High school biology and chemistry.

Preparatory for studies and careers in food and agricultural science and policy, including international development.

Faculty: Martha Rosemeyer and TBA

What should we eat? How do we define "organic" and "local" food? Are current food system practices sustainable? What does food sovereignty mean? Why are approximately 1 billion of the world's population starving and another 1 billion "stuffed" or overstuffed?

Throughout history, food and cooking have not only been essential for human sustenance, but have played a central role in the economic and cultural life of civilizations. This exploration of food will take a systems approach as it examines the biology and ecology of food, while also incorporating political, historical and anthropological perspectives around the issue of food security and sovereignty.

More specifically, our interaction with nature through the food system will be viewed through the lens of both science and policy. We will take a biological and ecological approach to the production of plants and animals for food, as well as examine the transformation of the "raw stuff of nature" through the processes of cooking, baking and fermentation. Topics span a range of scales from basic chemistry to agriculture, as we explore the coevolution of humans and their foodstuffs. A study of policy will examine ways to support an equitable and sustainable food system at the local, national and global scale.

Fall quarter we will introduce the concept of food systems and analyze conventional and alternative agricultural practices. We will examine the botany of vegetables, fruits, seed grains and legumes that constitute most of the global food supply and their selection through evolution and domestication. The study of policies that

support local agriculture, marketing and the food distribution system, as well as how laws and regulations are made, will aid our holistic examination.

In winter quarter, we shift our attention to cooking and basic aspects of nutrition, as well as national agriculture and food policy. We will examine animal products, as well as the chemistry of cooking, baking and food preservation. Additionally, the structure of proteins, carbohydrates and fats, as well as antioxidants, minerals and vitamins will be discussed. The effects of food policy on nutrition and farming will be addressed through the study of key legislation such as the US Farm Bill.

In spring quarter, we will examine the global food system, cultural relationships with food and international food movements. Tropical crops, livestock and food systems in the context of both the large-scale, monocultural plantation system and traditional, small scale farms will be studied. The genesis of the current "stuffed and starved" state of the global population will be discussed from a physiological, as well as food policy scale. Seminar will focus on issues of international sustainable "development," and corresponding changes in diet and community food systems.

Students will directly apply scientific concepts learned in lectures to experiments in the laboratory and kitchen. Field trips will provide opportunities for observing food production, processing and citizen participation in the making of local food policy. Program themes will be reinforced in workshops and seminar discussions focused on topics addressed by such authors as Pollan, Patel and Mintz.

Accepts new enrollment in winter and spring with faculty signature. New students will be admitted based on completion of course prerequisites plus similar material as that covered in the previous quarter(s). Please contact Martha Rosemeyer (rosemeym@evergreen.edu) for more information.

Credits: 16

Enrollment: 48

Required Fees: \$280 in fall, \$210 in winter and \$280 in spring for overnight field trips and supplies.

Thematic Planning Groups: Environmental Studies and Sustainability and Justice

Forensics and Criminal Behavior

Fall, Winter, Spring quarters

Fields of Study: biochemistry, biology, chemistry, communications, gender and women's studies, mathematics, physiology, sociology and writing

Class Standing: Freshmen - Senior

Prerequisites: Although there are no prerequisites for this program, proficiency in high school algebra and science is strongly recommended.

Preparatory for studies and careers in biology, chemistry, criminalistics, criminal justice, education, forensic science, general science and sociology.

Faculty: Rebecca Sunderman, Andrew Brabban, Toska Olson

How can we think analytically and critically about crime in America? Why is crime such a central focus in modern American society? How is a crime scene analyzed? How are crimes solved? How can we prevent violent crime and murder? This program will integrate sociological and forensic science perspectives to investigate crime and societal responses to it. We will explore how social and cultural factors including race, class and gender are associated with crime and criminal behavior. In addition, we will consider criminological theories and explore how social scientists can help identify offenders through criminal profiling and forensic psychology.

Through our forensics investigations, we will examine subjects including biology, chemistry, pathology and physics. We will study evidentiary techniques for crime scene analysis, such as the examination of fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains. Students will learn hands-on laboratory and field approaches to the scientific methods used in crime scene investigation. Students will also learn to apply analytical, quantitative and qualitative skills to collect and interpret evidence. Students can expect seminars, labs, lectures, guest speakers and workshops, along with both individual and group project work.

This is an introductory program about science, critical thinking and the perspectives of sociology, chemistry and biology through the lens of crime analysis. Students interested in developing their skills in scientific inquiry, critical thinking and interdisciplinary studies should consider this program. Students who may not consider themselves to be "science" students are encouraged to enroll.

This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 69

Required Fees: \$100 in fall quarter for a murder mystery experience.

Thematic Planning Groups: Culture, Text and Language and Scientific Inquiry

General Chemistry

Spring quarter

Fields of Study: chemistry

Class Standing: Freshmen - Senior

Prerequisites: Strong grasp of algebra (exponents, logarithms, equations, linear graphing). Refer to the math assessment (blogs.evergreen.edu/mckinstl) to evaluate your level of preparation for entry into this program.

Preparatory for studies and careers in chemistry, biology, environmental science, medicine, health and education.

Faculty: Lydia McKinstry and Paula Schofield

This one-quarter program will offer an intensive introduction to the concepts and methods of college-level general chemistry. We will use an organizing theme that is based on the cycles and transformations of matter and energy at a variety of scales in both living and nonliving systems. Use of quantitative methods will be emphasized in all areas of the program, providing additional insights into these processes. Students will undertake assignments focused on interpreting and integrating all of the topics covered. Our work will emphasize critical thinking and quantitative reasoning, as well as the development of proficient writing and speaking skills.

Program activities will include lectures, small-group problem-solving workshops, laboratories and field trips. Students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports and give formal presentations of their work. Group work will also include reading and discussion of topics of current or historical significance in chemistry. This will be a rigorous program, requiring a serious commitment of time and effort on the part of the student. Overall, we expect students to end the program with the ability to reason critically, solve problems and have hands-on experience with general chemistry.

This program provides the equivalent of a yearlong course in general chemistry and will give students the chemistry prerequisite needed to pursue upper division work in chemistry, biochemistry and environmental science.

Credits: 16

Enrollment: 48

Thematic Planning Groups: Scientific Inquiry

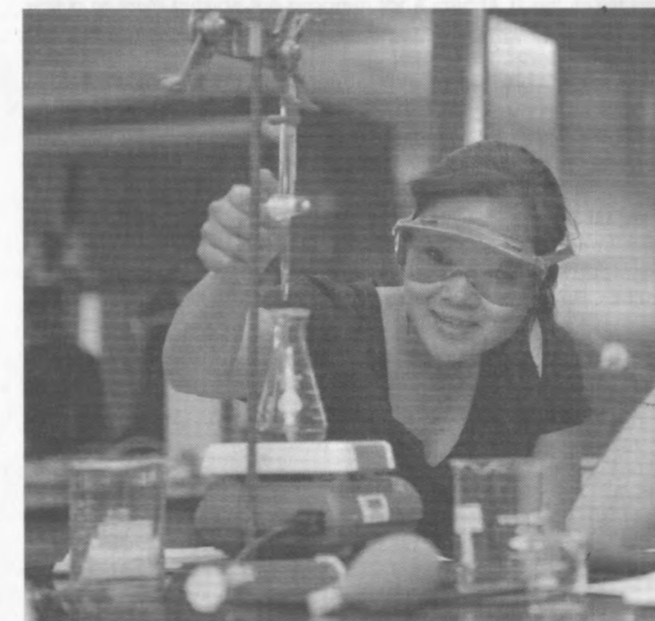


Photo by Andrew Jeffers '13.

Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest

Spring quarter

Fields of Study: business and management, economics, environmental studies, political economy, political science and sustainability studies

Class Standing: Sophomore - Senior

Preparatory for studies and careers in government, business, public policy, economic development, public administration and entrepreneurship.

Faculty: Ralph Murphy and Zoe Van Schyndel

This program examines the political, ecological and energy-related foundations of the Pacific Northwest's culture and economy. The unique mix of energy, natural resources, agriculture, manufacturing, military, high technology and finance have created a diverse cultural and economic base. The regional economy, led by manufacturing, agriculture, forest products and finance, served the region well during most of the 20th century, creating a variety of sources of employment and opportunities for families to achieve a high quality of life.

Changes in the late 20th and early 21st century present new challenges. As we explore these changes, our goals are to define a concrete vision of a sustainable economy in the Pacific Northwest that will account for employment, prosperity and preservation and restoration of the environment, as well as to examine the roles public policy and entrepreneurship can play to ensure it is achievable, and to understand why it is important to transition to a sustainable future. We believe innovation, creativity and stewardship will help achieve the goals of this program to positively benefit the region.

Three overarching topics will be explored in depth. Pacific Northwest energy regimes—including natural gas, hydroelectric sources and emerging technologies of tidal, geothermal and wind—will be examined. Energy is vital to the Pacific Northwest because of the comparative advantages on price the region has long enjoyed. We will examine the composition of, and changes in, the regional economy, including how to understand key economic relationships, how technology and other emerging sectors impact education, demographics, employment, wage structures and demands for infrastructure and tax base. To fully understand energy and the regional economy, we will integrate considerations of how economics, governance and ecology are now at critical turning points.

This program is organized around class work that includes lectures, workshops, book seminars and field trips. Assignments will include seminar papers, field trip reports, briefing papers, individual and team research and a final project and presentation.

Credits: 16

Enrollment: 50

Thematic Planning Groups: Environmental Studies, Society, Politics, Behavior and Change

Greece and Italy: An Artistic and Literary Odyssey

Fall, Winter, Spring quarters

Fields of Study: art history, classics and history

Class Standing: Sophomore - Senior

Preparatory for studies and careers in classical studies, archaeology, studio arts and careers in the humanities.

Faculty: Bob Haft and Ulrike Krotscheck

The legacy of the Greek and Italian cultures in the Western world—from the Minoan world to that of the Italian Renaissance—continues to hold considerable sway over contemporary cultures. The great writings and powerful visual arts that were produced in Greece and Italy established standards of excellence that succeeding generations have both struggled against and paid homage to up to the present day. In this program, we will study two of the most dynamic and seminal cultures in Western history: Classical Greece and Renaissance Italy. We will read primary texts from the periods we study (e.g., Homer's *Iliad*, Aeschylus' *Oresteia* and Dante's *Inferno*), as well as contemporary offerings like Mary Renault's *The King Must Die*. By coming to a greater understanding of this rich and often controversial legacy, we expect to learn a great deal about ourselves as well. We do not approach the pots, poems or palaces of the past as mere artifacts, but as living expressions of ideas and ideals that deserve serious consideration—not only in terms of their influence, but also in terms of their contemporary viability. Thus, Plato and Michelangelo (to name a couple of examples) can help us deepen our understanding of the nature of human love; Virgil and Dante have much to teach us about the intersection of piety and politics.

Fall quarter ("Naissance"), we will investigate the rise of the Greek polis, or city-state, from the ashes of the Bronze Age Aegean civilizations. In addition to reading primary source materials, both literary and archaeological, we will study the architecture, archaeology, sculpture and painted pottery of the ancient Greek world. To further our understanding, students will also elect to study either the Latin language or the basics of drawing.

Winter quarter ("Renaissance"), our focus will be on the Roman appropriation of Greek art and thought and the later Florentine rediscovery and interpretation of the Classical past. We'll study how 15th-century Italians used the ideas they found in classical literature and learning as the basis for revolutions both in artistic practices and the conception of humanity. In order to learn more about the legacy of Western art and its conception of the visual world, we will also learn the basics of photography.

In spring, we will build on the previous two quarters' work. Our work will combine studies of both the ancient Greeks and Romans and the Renaissance Italians and students will be expected to produce a major research paper dealing with some aspect of those worlds.

Accepts winter enrollment with signature. Students must have an interview with the faculty at the Academic Fair in December 2014 in order to obtain a signature. Acceptance into the program will depend on one's background in Greek art and literature. Students unable to attend the fair should call 360-867-6474 to schedule an interview appointment. **This program does not accept spring enrollment.**

Credits: 16

Enrollment: 50

Special Expenses: Approximately \$20-30 for art supplies for students participating in the fall-quarter drawing section. In winter, all students will spend between \$150 and \$200 for photographic supplies (film, paper, etc.).

Required Fees: \$10 in fall and \$15 in winter and spring for museum entrance fees.

Thematic Planning Groups: Culture, Text and Language, and Expressive Arts

How Language Works

Spring quarter

Fields of Study: communications, language studies and linguistics

Class Standing: Freshmen - Senior

Preparatory for studies and careers in linguistics, communication and education.

Faculty: Rachel Hastings and Diego de Acosta

What do you know when you know a language? How do you get that knowledge? Are there properties that all languages share? How do languages change over time? Why are half of the world's languages now under threat of extinction?

We will consider these questions and others through the lens of linguistics. We will study the sound systems of languages (phonetics and phonology), the structure and meaning of sentences (semantics and syntax) and the mysteries of word formation (morphology). We will discuss ways in which languages change and interact with societal structures (sociolinguistics), the nature of language life cycles and the process of language acquisition. We will look at the grammar of English as well as less-known languages from different parts of the world. Through the course of the program students will learn a variety of conceptual and empirical techniques, from analyzing speech sounds to calculating aspects of linguistic meaning to identifying conditions associated with language change and loss in human societies.

This program will be an intensive examination of topics requiring a significant amount of reading as well as regular problem sets and essays.

Credits: 16

Enrollment: 48

Thematic Planning Groups: Culture, Text and Language

Imperial Beauty, Turmoil and Tragedy: Russia Falls, the Soviet Union Rises

Winter quarter

Fields of Study: cultural studies, geography, history, language studies, literature and writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and social studies.

Faculty: Robert Smurr and Patricia Krafcik

This program emphasizes the Russian Empire's extraordinary political, historical, literary, artistic and musical developments of the 19th and early 20th centuries. We will explore literary masterpieces by Dostoevsky, Tolstoy and Chekhov; examine paintings by Repin, Nesterov and Vereshchagin; and listen to the compositions of Musorgsky, Rimsky-Korsakov and Tchaikovsky. We will also examine the rise of the Russian Empire's radical intelligentsia, thinkers who rebelled against autocratic tsarist policies and the institution of serfdom and whose activities led to the world-changing revolutions of the early 20th century.

Readings from social and revolutionary activists, such as Marx, Lenin and Trotsky, will allow us to better understand how these thinkers managed to transform the economically and socially "backward" Russian Empire into the planet's most experimental and, at times, most feared political power. Our diverse readings from Russian and Soviet imperial literature and history will help us gain an appreciation for the cultural, social and political nuances of these expansive, beguiling and enigmatic lands.

Faculty will provide lectures to guide our study. Students will read and discuss in seminar a diverse selection of historical and literary texts; view and discuss relevant documentaries and films; and write three major essays based on seminar readings. A special all-program workshop in *pysanky* (wax-resist egg decorating) will offer a hands-on Slavic folk art experience.

New language students will be accepted in the Beginning Russian Language segment within the program if they have one college quarter of Russian or the equivalent.

A special history workshop segment is available to students within or from outside the program for 4 credits. It will investigate the origins, development and dissolution of nine separate wars in which the former Russian Empire, the former Soviet Union and contemporary Russia have been involved. The workshop, entitled "Russian, Soviet, and Post-Soviet Wars," will start with the Napoleonic invasion of the Russian Empire and progress chronologically to a new war each week.

Credits: 16

Enrollment: 50

Required Fees: \$10 for supplies for a special folk craft workshop.

Thematic Planning Groups: Culture, Text and Language

India Then and Now

Winter quarter

Fields of Study: cultural studies, government, history, literature and political economy

Class Standing: Sophomore - Senior

Preparatory for studies and careers in Indian studies, literature and political economy.

Faculty: Jeanne Hahn and Ratna Roy

It is often said that an inquiry into the past helps make the present more understandable. Certainly this is the case with India. The roots of today's India lie deep in its early history. One of the world's oldest civilizations, with a body of literature in Sanskrit dating back to 1500 BCE, India is the birthplace of Hinduism, Buddhism and Jainism and the home of diverse philosophical thinking that relates to concepts of birth/death, duty, citizenship, state building and governance. Today, India is considered to be the world's largest democracy and a nation undergoing rapid change and modernization. What is the relationship of this long past to today's India?

India's ancient inheritance continues to shape modern India, while at the same time creating tensions and contradictions as it changes and finds its place in the world of the 21st century. This program will study aspects of both India's past and its present to gain an understanding of its long historical trajectory, as well as its present society and what it is that connects past to present. We will begin with translated excerpts from ancient texts as literature and gain an understanding of the foundations of Indian thought. A focal point of the first several weeks will be a reading of the great epic text, *The Ramayana*. We will then build on this foundation to investigate the defining cultural, political and economic issues facing contemporary India. In addition to the ancient texts, the program will read contemporary literature, political economy and cultural studies. Writing will include a carefully developed two-part progressive essay that synthesizes and analyzes the program themes.

Credits: 16

Enrollment: 50

Thematic Planning Groups: Culture, Text and Language, Sustainability and Justice, and Society, Politics, Behavior and Change

Individual Study: Humanities and Social Sciences

Winter quarter

Fields of Study: community studies, consciousness studies, cultural studies, education, government, health, literature, philosophy, philosophy of science, political economy, political science, psychology, sociology and writing

Class Standing: Freshmen - Senior

Faculty: Bill Arney

Individual Study offers opportunities for students to pursue their own courses of study and research through individual learning contracts or internships. Bill Arney sponsors individual learning contracts in the humanities and social sciences. All students ready to do good work are welcome to make a proposal to Bill Arney.

Faculty signature. Students interested in Bill Arney's sponsorship should create a draft of a contract using the online contract process and, in that process, select Bill Arney as the sponsor. You should make this selection without soliciting a prior verbal commitment from Bill; he will examine all contracts submitted online. Once you go through the Steps to Complete a Contract, you should choose the step to submit the contract "for approval." Then, even though Bill will get an automatic notification that you have submitted a contract, it would be prudent to send an email directly to Bill (arney@evergreen.edu) notifying him that a draft contract is ready for his review. He will then review and respond to the contract. If Bill does not respond within one week, please send another email reminding him that you have a contract awaiting review.

Credits: 16

Enrollment: 24

Thematic Planning Groups: Critical and Creative Practices, Consciousness Studies, and Culture, Text and Language

Intermediate Macroeconomics

Fall quarter

Fields of Study: economics, government and political economy

Class Standing: Sophomore - Senior

Prerequisites: (1) principles of macroeconomics and (2a) principles of microeconomics or (2b) other economic theory.

Preparatory for studies and careers in economics, political economy, history, public administration and business.

Faculty: Tom Womeldorff

This program is designed for students who are interested in critically studying economics beyond the introductory level. In lecture and workshop, we will complete the equivalent of textbook intermediate macroeconomics which focuses primarily on the determinants of economic growth, employment rates, inflation and income distribution. We will assess the "appropriate" roles for the federal government in the economy (e.g., determining the right fiscal and monetary policy mix, setting exchange rates and eliminating/creating trade barriers). While there is no specific math prerequisite, extending our math skills will be an objective of the program.

In the process, we will critically assess the limits of macroeconomic theory. For example, does the theory adequately consider income distribution effects of policy options? Do macroeconomic prescriptions contribute to gender inequalities? To what extent do ideological predispositions intersect with the science of economics, influencing prescriptions about the size of the money supply or the judged appropriateness of tax cuts?

In seminar, we will survey areas of applied macroeconomics and gain familiarity with the various schools of thought (i.e., Keynesian, Post-Keynesian, Monetarist, Austrian and Marxian approaches).

Program activities will include lectures, workshops, exams, short research papers and seminar.

Faculty signature. Interested students should email Tom Womeldorff (womeldor@evergreen.edu) to explain how they meet the prerequisites. Please include your student ID number. Emails received by the Academic Fair will be given priority. Some seats will be reserved for later applicants; qualified students will be accepted until the program fills.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Sustainability and Justice, and Society, Politics, Behavior and Change

Introduction to Environmental Studies

Fall and Winter quarters

Fields of Study: chemistry, ecology, economics, environmental studies and political science

Class Standing: Sophomore - Senior

Preparatory for studies and careers in environmental studies, environmental regulation, education, ecology, chemistry and natural resource management.

Faculty: Gerardo Chin-Leo, Dharshi Bopegedera, Ralph Murphy

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 ecology, chemistry, American political and economic history, political science, environmental policy-making and micro/environmental economics. In addition, we will develop field, lab, quantitative reasoning and statistics skills with the goal of understanding current issues on a wide range of topics in environmental studies.

In fall quarter, we will examine local environmental issues such as degradation of aquatic systems, introduced exotic species, harmful algal blooms, salmon fisheries and local consequences of global climate change. Science lectures will develop the principles and skills relevant to understanding environmental phenomena and processes; the ecology lectures and fieldwork will examine the factors controlling the species diversity, distribution and productivity of organisms; and the chemistry lectures and labs will present atomic structure, the applications of the periodic table, nature of the chemical bond and stoichiometric calculations while developing students' quantitative reasoning skills. Social science lectures 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. Finally, there will be an introduction to research design and statistics.

In winter quarter, we will continue the presentation of principles in ecology, chemistry and social science relevant to environmental studies and continue to develop quantitative approaches to data analysis. The thematic focus will shift to a more global scale and we will examine in depth three major challenges for the early 21st century: natural resources, global warming and energy. These related topics require an understanding of the science, politics and economics of each issue and how they interact. In addition to studying the science and policy underlying these issues, we will explore how economic analysis can be used as a problem-solving tool for environmental issues.

The material will be presented through lectures, workshops, seminars, labs, field trips/fieldwork and quantitative methods. Field trips, seminar and case studies will offer opportunities to see how science and policy interact in environmental issues.

Accepts winter enrollment with faculty signature. Students must have a background in the material covered in fall quarter or equivalent (e.g., one quarter chemistry, ecology and political science). Contact the faculty for more information.

Credits: 16

Enrollment: 75

Thematic Planning Groups: Environmental Studies and Scientific Inquiry



Photo by Shauna Bittle '98.

Introduction to Natural Science

Fall, Winter, Spring quarters

Fields of Study: biology, chemistry, computer science, education and mathematics

Class Standing: Freshmen - Senior

Prerequisites: Proficiency in high school algebra.

Preparatory for studies and careers in physical and biological sciences, medicine and health sciences, computer science, scientific writing, environmental sciences and education.

Faculty: James Neitzel and 2 TBA

This program will offer students a conceptual and methodological introduction to biology, chemistry, mathematics and computation. In order to understand our world from a scientific perspective, we need to be able to analyze complex systems at multiple levels. We need to understand the ways that matter transforms chemically and how energy and entropy drive those transformations. Biological systems can be understood at the molecular level, but we also need to know about cells, organisms and ecological systems and how they change over time. The language for describing these systems is both quantitative and computational.

The integration of biology, chemistry, mathematics and computing will assist us in asking and answering questions that lie in the intersections of these fields. Such topics include the chemical structure of DNA, the mathematical modeling of biological population growth, the equations governing chemical equilibria and kinetics, and the algorithms underlying bioinformatics. Program activities will include lectures, small group problem-solving workshops, laboratory and field work and seminar discussions. Students will learn to describe their work through scientific writing and public presentations. Our laboratory work in biology and chemistry will also allow us to observe phenomena, collect data and gain firsthand insight into the complex relationship between

mathematical models and experimental results. There will be a significant laboratory component—students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports and give formal presentations of their work. Biology laboratories in this program will include participation in the SEA-PHAGE program coordinated by the Howard Hughes Medical Institute and the use of bioinformatics tools on a bacteriophage genome.

In addition to studying current scientific theories, we will consider the historical, societal and personal factors that influence our thinking about the natural world. We will also examine the impacts on societies due to changes in science and technology. During spring quarter, there will be an opportunity for small student groups to conduct an independent, scientific investigation designed in collaboration with the program faculty.

This program is designed for students who want a solid preparation for further study in the sciences. Students who only want to get a taste of science will find this program quite demanding and should consult the faculty before the program begins. Overall, we expect students to end the program in the spring with a working knowledge of scientific, mathematical and computational concepts, with the ability to reason critically and to solve problems and with hands-on experience in natural science.

This program accepts winter and spring enrollment. In winter, new students will be accepted who have completed work equivalent to the chemistry and biology covered in the fall. These students should expect to complete some catch-up work during the December break. In spring, new students will be accepted who have completed work equivalent to two quarters of college general biology and two quarters of college general chemistry. Contact faculty at the Academic Fair or by email.

Credits: 16

Enrollment: 72

A similar program is expected to be offered in 2015-16

Thematic Planning Groups: Scientific Inquiry



Photos by Shauna Bittle '98.



It's About Style

Spring quarter

Fields of Study: literature, media studies and queer studies

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in literature, film studies, writing, gender and sexuality studies.

Faculty: Greg Mullins

This program offers an introduction to queer studies and an avenue to continue the study of literature and visual culture that students may have begun in the program *It's About Time*. Through the critical study of film and fiction students will expand their appreciation for how words and images open horizons of understanding sex and gender and the cultural politics of sex and gender.

Style (in literature, film, art, fashion, design) is notoriously easy to recognize and challenging to define. You know an Olympia hipster when you see one, but what makes a hipster "hip"?

Queer writers, critics and media artists have historically deployed styles at once visible and elusive. Why? To what effects? (Think: Ziggy Stardust. Think: Margaret Cho.)

This program will explore style as an aesthetic and political practice. We will focus on queer politics and on ways that gender and sexuality might interrupt narratives that, on their surface, appear quite tranquil. Our visual studies will center on narrative cinema; our textual studies will focus on novels. Expect to devote long hours to reading richly stylized fiction, literary criticism and queer theory. Expect also to write expository essays.

A sense of fashion is not a prerequisite, but a willingness to explore style (in your writing, at least) is.

Credits: 16

Enrollment: 23

Required Fees: \$50 for entrance fees to museums and the theater.

Thematic Planning Groups: Critical and Creative Practices

It's About Time

Fall and Winter quarters

Fields of Study: art history, literature, visual arts and writing

Class Standing: Freshmen

Preparatory for studies and careers in visual arts and literature.

Faculty: Trevor Speller, Shaw Osha (Flores), Greg Mullins

Quick—what time is it? Your answer probably comes from a smartphone that connects you instantly to information across the globe. New technologies drive new experiences of time and writers and artists respond to those new experiences with startling innovations in form and vision.

Through the critical study of art and literature, we will explore the experience of time in the modernist period—roughly defined as the first half of the 20th century. In those decades, airplanes, automobiles, telephones and radio sped up time and the modernists responded in kind. How did they experience time? How is this different from our own experience of it?

To answer those questions, we will not only study modernist art and literature, but also live like modernists. We will begin the fall quarter with a voyage, sailing the waters of Puget Sound on a 100-year-old schooner. We will slow down by using the technologies of the past. Students will write with ballpoint pens and typewriters, draw from observation and move into abstraction, use film photography, memorize poetry and go to museums, all in the hopes of living more slowly. During both fall and winter quarters we will study movements such as Romanticism, Impressionism, Post-impressionism, Cubism, Dada, Abstraction and Surrealism in visual art and literature. Students will engage with authors like James Joyce, Marcel Proust and Virginia Woolf and artists like Pablo Picasso and Marcel Duchamp.

Students in this program can expect to examine art, literature and culture in the modernist period; learn how to draw, paint and write in various ways from naturalism to abstraction; understand the basic principles behind artistic and literary representation in the modernist period; and go on field trips using "slow" technologies (train, boat, walking).

Credits: 16

Enrollment: 69

Required Fees: \$400 in fall quarter and \$100 in winter quarter for overnight field trips.

Thematic Planning Groups: Critical and Creative Practices

Landscapes of Faith and Power in the Eastern Mediterranean

Fall, Winter, Spring quarters

Fields of Study: geography, international studies, religious studies and study abroad

Class Standing: Sophomore - Senior

Preparatory for studies and careers in international relations, geography, anthropology and religious studies.

Faculty: Steven Njiva, Sarah Eltantawi and Martha Henderson

This program explores the geography of religion, culture and politics in the Eastern Mediterranean region with a special emphasis on the culture and politics of Egypt and Turkey. Drawing upon the fields of political ecology, comparative religion and political science, we will examine how political power and religious beliefs appear on the landscape of the region and how this landscape has been transformed and contested through political and social change. The program will look at how various empires, states and religious traditions have transformed the geography of the region and left a visible trace on the landscape, while also addressing how contemporary struggles for justice or cultural identity are creating new geographies and landscapes. We will learn to read the landscape as an artifact of historical social processes and as emblematic of contemporary identities and power relations. We will explore the major religious traditions in the region, the role of sacred spaces and religious practices in community formation, ecological conditions as the product of political pressures, and the shaping of cultural and political conditions across this region through the rise and fall of past empires and the creation of modern states.

Fall and winter quarters, students will learn about contemporary political struggles in the region resulting from the Arab and Turkish democratic uprisings, cultural and political geography, environmental conditions, comparative religious study and how to read landscapes with a particular focus on Turkey and Egypt. Students will develop a strong regional understanding of the history of Eastern Mediterranean, including the history and culture of ancient Egypt and Neolithic Anatolia; the rise of Judaism, Christianity and Islam; the transformation of the region through European colonialism and the rise of modern nation-states. We will also examine the politics of inclusion/exclusion and economic inequality in important urban landscapes like Istanbul, Cairo and Jerusalem.

In the spring, some students will have the opportunity to participate in a seven-week study-abroad program that goes to Turkey and Egypt and further explores questions about geography, landscape, faith and power. Students who do not travel will build upon their program work to examine the landscapes of faith and power that link the Middle East with the Pacific Northwest through a study of cultural and religious geography in this region.

Credits: 16

Enrollment: 75

Study Abroad: The spring trip will begin in Istanbul, Turkey, to study and experience the rich landscape of historic and contemporary Turkish society, with excursions to both the Black Sea and Aegean regions. Students will then travel to Cairo and other important historical and religious sites. Due to space limitations, students may have to qualify for the trip through the quality of work in the program in fall and provide a deposit of \$200 at the start of winter quarter. For those selected, the estimated cost of this trip above tuition will be around \$4,500. Students will pay an estimated \$2,300 as program fees that will cover lodging, travel and group expenses. Students will be responsible for additional expenses of approximately \$2,200 to cover their airfare and food expenses during the trip.

Thematic Planning Groups: Culture, Text and Language, and Society, Politics, Behavior and Change

Making A Difference/Doing Social Change

Spring quarter

Fields of Study: community studies, law and public policy and political economy

Class Standing: Sophomore - Senior

Prerequisites: Students should have college-level writing skills. Please submit a previous paper when contacting the faculty.

Preparatory for studies and careers in community organizing, law, education and social sciences.

Faculty: Lawrence Mosqueda

Even a casual observation of society indicates that serious social change is necessary. The question is: what are the most effective ways to make a significant change that will be long lasting and sustainable?

In this program, students will study methods of social change in the classroom and participate in local, regional, national or international groups that are making a difference and have significant promise of continuing to do so in the future. Students will determine the area where they wish to work and come together to study theories of social change and test those theories in their work throughout the quarter. Our seminars will examine the readings for the week and also the work each of us is engaged in for the quarter.

Faculty signature. Students must demonstrate how they have meet the prerequisites and submit a plan for working with a social change group before the quarter begins. Contact faculty for more details. Interviews will be conducted in February and March, before the Academic Fair. To set up an interview, call 360-867-6513 or email Lawrence Mosqueda (mosqueda@evergreen.edu). Students will be informed of their acceptance at the Academic Fair. If space is available after the Academic Fair, students can still enroll in the class after consultation with the faculty. Transfer students may email Lawrence Mosqueda.

Credits: 16

Enrollment: 25

Internship Possibilities: Internships may be possible. Please contact the faculty for further details.

Thematic Planning Groups: Sustainability and Justice, and Society, Politics, Behavior and Change

Making Change Happen

Fall, Winter, Spring quarters

Fields of Study: African American studies, community studies, cultural studies, gender and women's studies, leadership studies, psychology and queer studies

Class Standing: Junior - Senior

Preparatory for studies and careers in psychology, social justice, social psychology, social sciences, business, activism, diversity and anti-oppression studies, systems theory and group process/change.

Faculty: Marcella Benson-Quaziana and George Freeman

Institutions and organizations are always in states of flux, responding to environmental and personal demands. How does institutional change happen? How do we move institutions and organizations toward greater inclusivity, equity and social justice? The guiding questions of this program are framed in terms of democracy, social justice, welfare, civil rights and personal transformation and transcendence. We will explore how we engage institutions and organizations in transformation, effective change strategies that allow for both personal and institutional paradigmatic shifts and how we become the leaders of the process. We will examine the psychology of change, what role transcendence plays in our ways of thinking about change and how equity and justice are served. This program will explore these questions in the context of systems theory, multicultural and anti-oppression frameworks, leadership development, and within the context of the civil rights movement.

Our focus fall quarter is on personal development and change. We believe that the personal is political (and vice versa), so we have to understand what experiences inform our stance towards change. The focus is on the self, particularly from a cultural and autobiographical perspective, as it informs our world view. The assignments are geared to self-reflection. Remember, in order to impact change you must challenge yourself to become the change.

Winter quarter's focus is on cultural groups and their development, norms and boundaries. We will examine what defines the boundaries of these groups, the norms and variation to these norms present in the group. We'll also work on the relationship of the cultural group to the larger society. Our work is geared toward understanding the collective group's position in the world and your personal and small-group interface to the group of your faculty-approved choice. This involves the central themes of democracy, social justice, inclusivity and exclusivity that form the foundation of the program. Those wanting internships will have the option of beginning this quarter.

For spring, the program will broaden its areas of interest to include the community. We will examine how the self, the group and the community intersect. We will explore these points of intersection as influenced and shaped by the personal, cultural and sociopolitical forces at work in our communities. We plan to travel to the Highlander Center (<http://highlandercenter.org/about-us>). Students will put into practice the theory of the prior two quarters and the understanding they have gained about the self, the self in groups and the power of the group.

Full-time program content offers additional focus on the history, systems and theories of psychology, and research approaches in the field of clinical and counseling psychology. This component will include a small group, collaborative research-based project.

Accepts winter enrollment. Interested students should contact George Freeman (360-867-6198 or freemang@evergreen.edu) and meet with him at the Academic Fair. This program does not accept spring enrollment.

Credits: 8, 16

Enrollment: 25

Special Expenses: \$45 for materials and supplies in winter.

Approximately \$845 for a field trip to Highlander Center in spring.
Internship Possibilities: Winter and spring with faculty approval only. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

Thematic Planning Groups: Society, Politics, Behavior and Change

Marine Biodiversity

Spring quarter

Fields of Study: environmental studies, field studies, marine science and zoology

Class Standing: Junior - Senior

Prerequisites: Two quarters of college biological sciences with labs. **Preparatory for studies and careers in** marine science, environmental science and other life sciences.

Faculty: Erik Thuesen and TBA

This program focuses on learning the identity and evolutionary relationships of marine multicellular organisms. Oceans support an extremely diverse group of autotrophic and heterotrophic organisms, which together comprise an important fraction of Earth's biodiversity. The proximity of Evergreen's campus to various marine habitats provides excellent opportunities to study many diverse groups of organisms. Emphasis will be placed on learning the regional marine flora and fauna. Students will learn fundamental laboratory and field techniques and will be required to complete a research project utilizing the available microscopy facilities (light and scanning electron microscopes). Workshops on the statistical analysis of biodiversity will provide a quantitative aspect to our work. This program will include extensive work in both the lab and field.

Credits: 16

Enrollment: 50

Special Expenses: Students should expect above-average book costs. **Required Fees:** \$240 for an overnight field trip to the Olympic Peninsula.

Thematic Planning Groups: Environmental Studies

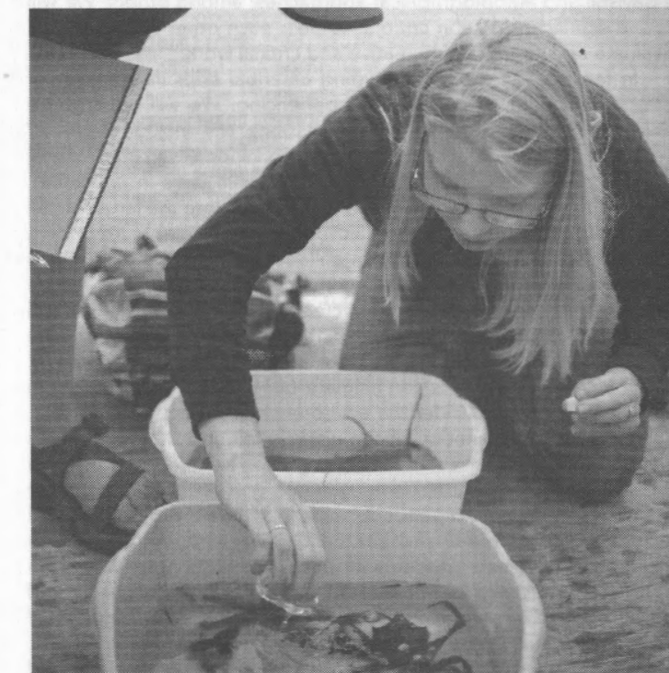


Photo by Shauna Bittle '98.

Mediaworks

Fall, Winter, Spring quarters

Fields of Study: art history, communications, media arts, media studies, visual arts and writing

Class Standing: Sophomore - Senior

Prerequisites: Students must demonstrate upper division college-level reading, writing and critical thinking skills as well as thoughtful engagement with the theory and/or practice of art and media. In addition, successful completion of at least two quarters of an interdisciplinary program, or the equivalent, is a prerequisite for admission. Previous experience in media production is not required.

Preparatory for studies and careers in media, visual art, communication, education and the humanities.

Faculty: Julia Zay and Ruth Hayes

As media artists, we define the responsibilities we have to our audiences and the subjects of our work. This is a foundation arts program that explores what it means to make an image, to make a photographic image, to make moving time-based images and to pair image with sound. We approach these questions philosophically, historically and materially—through the critical-creative practices of reading, writing, making, critique and reflection. This inquiry will require that we examine the implications of making new images and/or appropriating and repurposing old ones in our age of media proliferation and saturation. It also will require that we return to media's roots in the 19th century to examine how photographers, vaudevillians, artists and others invented their way into cinema. We will critically engage with traditions of film and video practice as well as related forms of visual art, mapping a broad contextual territory and challenging received notions of the boundaries between forms, genres and mediums.

We will focus our creative work on a broad category called "nonfiction" that includes experimental and documentary forms, developing skills in the crafting of both live-action and animated moving images. We will explore the technologies and material properties—as well as multiple exhibition modes—of sound and moving image media, and apply these to projects that explore essayistic and autobiographical approaches, among others. We will spend significant time in critique to help each other see, describe, evaluate and improve our creative and critical work.

In fall, we will focus on building essential skills in practices of attention: seeing, listening and experiencing. We will apply these skills to everything we do; class sessions will include lectures/screenings, conceptual and technical workshops, seminar, critical reading and writing and critique. We will gain skills in animation, 16mm film, video, audio and drawing as we explore the larger social and historical contexts and philosophical questions surrounding each medium. Students will form collaborative groups to research and develop projects informed by multiple disciplines that will be the focus of their winter quarter creative work. In winter, we will deepen our study and practice of media, moving towards more intentional examinations of how our investments in collaboration, community and networks can animate our intellectual and creative work. We will also consider the environmental impacts of this work. In spring, as a culmination of the work in fall and winter, students will organize themselves into affinity groups as they each prepare an extensive proposal, including research prospectus and planning documents, for an independent nonfiction media project that will include both exhibited and written components. We encourage collaborative projects. Students will sharpen their conceptual design skills as they identify the most useful forms for this work; this could be film or video, animation, audio, installation, performance and/or an internship. Weekly critiques, presentations by visiting artists, screenings, research presentations, community service projects and technical workshops will support each student's emerging work.

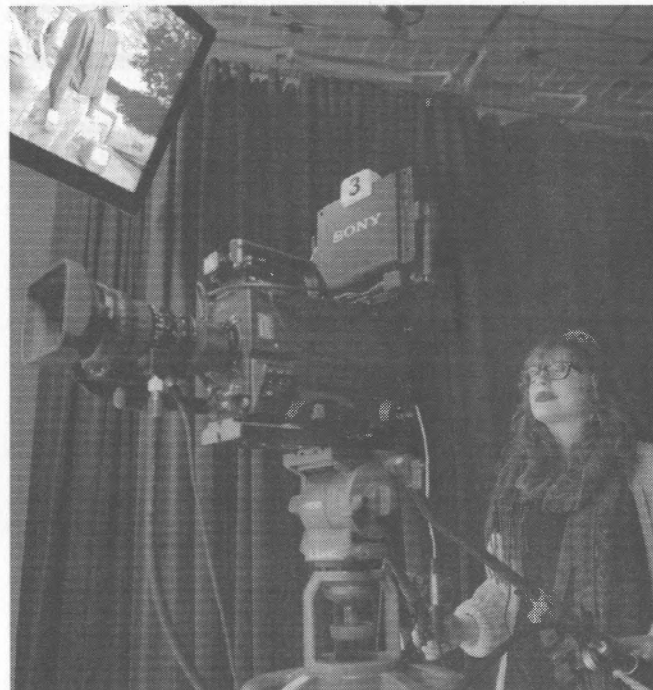


Photo by Shauna Bittle '98.

Faculty signature. Students must submit an application demonstrating how they meet the prerequisites. Applications will be available from Academic Advising, the Seminar 2 program office and at blogs.evergreen.edu/mediaworks1415 by April 25, 2014. Applications will be reviewed until the program fills. We will start accepting students into the program after the spring-quarter Academic Fair, May 14, 2014. **This program does not accept new enrollment in winter and spring.**

Credits: 16

Enrollment: 44

Special Expenses: \$100-200 in fall and winter for art materials and external hard drive. Spring quarter expenses will vary depending on individual project work.

Required Fees: \$350 in fall for film, supplies and field trips.

Internship Possibilities: Spring: with arts or media organizations, by faculty approval. It is the student's responsibility to identify, make contact with the organization and arrange the internship before the end of winter quarter. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the program faculty and Academic Advising.

A similar program is expected to be offered in 2015-16

Thematic Planning Groups: Critical and Creative Practices and Expressive Arts

Middle Sea: Music, Biology and Policy

Fall and Winter quarters

Fields of Study: cultural studies, ecology, environmental studies, field studies, law and government policy, law and public policy, marine science, music, visual arts and writing

Class Standing: Freshmen

Preparatory for studies and careers in oceanography, marine biology, law and public policy, music.

Faculty: Andrew Buchman, Cheri Lucas-Jennings and TBA

Oceans constitute 70 percent of the globe's surface area. But as an international resource, a vast Middle Sea between nation-states, they have suffered a "tragedy of the commons"—overuse, depletion, pollution and degradation. What is the state of the stateless, yet vital, Saltwater Nation? We'll look beneath the surface, explore and survey the rhythms, ecology and many problems facing our planet's oceans, especially those caused by anthropogenic climate change. We'll learn how artists, scientists and public servants who conserve and manage natural resources all have vital roles to play in creating a sustainable future for oceans and the webs of life and culture in and around them.

Marine science is a fundamental part of this program. What is happening to our seas and the creatures that dwell within them? We'll take advantage of the marine environments surrounding our campus, including both estuarine and coastal habitats, and conduct extensive hands-on lab and field activities, as crucial ways to learn how scientific theories arise from accurate observations, reliable data and critical and creative thinking.

Oceans are unique from a public policy perspective. Because these bodies overlap national and international borders, they constitute perhaps the only regions where shared governance must occur. Overfishing is an inherently international issue, as is plastics pollution, albedo feedback (decreasing ice cover) and loss of coral reefs. How have differing cultures regarded and interacted with oceans upon which they've depended over the centuries? What issues portend for those cultures that intimately depend upon productive, healthy ocean ecosystems? What do the ways we treat and talk about our seas reveal about our own culture?

From sea chantees to paintings, novels to symphonies, art works offer ways to reach the heart and frame issues around sustainability in thought-provoking ways. We'll study art and music of different cultures, and also use tide tables and other data sets to create unique music. Students will sketch and photograph sea life, study the sounds and motions of waves and tides, read books and write papers, conduct research and work in small groups on presentations and projects, learn to analyze music and art and explore possible careers and directions for further study.

Credits: 16

Enrollment: 69

Required Fees: \$200 in fall for overnight field trips.

Special Expenses: \$35-\$60 for musical instruments and art supplies.

Thematic Planning Groups: Consciousness Studies, Expressive Arts, Environmental Studies and Sustainability and Justice

Models of Motion

Fall, Winter, Spring quarters

Fields of Study: mathematics, philosophy of science and physics

Class Standing: Freshmen - Senior

Prerequisites: Open to students of all class levels who meet the math prerequisite: proficiency in precalculus, including algebra and trigonometry. Complete the mandatory mathematics assessment test, available at the program website (blogs.evergreen.edu/motion) by the beginning of spring quarter 2014.

Preparatory for studies and careers in mathematics, physics, other natural sciences, engineering, math and science education.

Faculty: Krishna Chowdary, EJ Zita, Rachel Hastings, Neil Switz

In this introductory program, we will integrate material from first-year university physics and calculus with relevant areas of history and scientific literature as we explore how mathematicians and physicists make sense of, and intervene in, the natural and human-created worlds. Students will be supported in developing a firm background in college-level science, becoming prepared for further work in the mathematical and physical sciences. Our aim is to learn to think and communicate mathematically and scientifically.

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

The program will have a significant laboratory component, using hands-on investigations and computational tools to explore and analyze the nature of mathematical and physical systems; this work will take place in a highly collaborative environment. Workshops and seminar discussions will also allow for collaborative work on math and physics problems as well as an opportunity to explore connections between history, theory and practice. The program is intended for students with solid high-school level backgrounds in science and mathematics—in particular, a good grasp of precalculus (including algebra and trigonometry) will be assumed. Equally important for success, however, will be a commitment to working hard and learning together.

The work will be intensive—students should expect to spend over 50 hours per week engaged with material during and outside of class. We will learn process and content through readings, lectures, labs, workshops, seminars and projects. Students will have multiple opportunities to demonstrate their learning in individual and collaborative contexts, including in-class work, homework, papers, presentations and exams.

Accepts winter and spring enrollment. Students will need to demonstrate prerequisite knowledge equivalent to mathematics and physics content covered in previous quarter(s). Contact Krishna Chowdary (chowdark@evergreen.edu) for more information.

Credits: 16

Enrollment: 48

Special Expenses: Students will need to have devices capable of scientific calculation and graphing, such as graphing calculators or smartphones/tablets/laptops with appropriate software. More information will be available at blogs.evergreen.edu/motion by the beginning of spring quarter 2014.

Required Fees: \$200 in fall and \$175 in winter and spring for overnight field trips and physics kits.

Thematic Planning Groups: Scientific Inquiry

Mona Lisa Overdrive: Science in Art and Culture

Fall and Winter quarters

Fields of Study: biology, cultural studies and literature

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in biology, humanities and education.

Faculty: Amy Cook and Chico Herbison

Study the science of art. Study the art of science.

– Leonardo da Vinci

Throughout the two centuries that span the publication of Mary Shelley's 1818 masterpiece, *Frankenstein*, and the 2012 release of Barbara Kingsolver's *Flight Behavior*, the worlds of science and art have been in dialogue, and those conversations lie at the heart of this two-quarter program. We will explore the many meanings of "science": how do scientists and non-scientists (especially artists) define it, and on what points do they agree and disagree? We will examine science in a variety of contexts to gain a deeper understanding of how it functions in culture(s): what is the relationship between what chemist and novelist C.P. Snow termed "the two cultures" (the sciences and humanities) and the larger culture(s) of which they are part? Above all else, we will come to appreciate, even more, the wonders of the world we inhabit.

In fall quarter, we will focus on general biology, but will also touch on major concepts in evolutionary biology, chemistry, physics, genetics, physiology and ecology. Equally importantly, students will supplement their humanities toolkit by honing their critical thinking, reading and writing skills. Equipped with this knowledge and these skills, students will examine how science is portrayed in nonfiction texts and contexts, such as the news media and documentary film.

In winter quarter, we will continue to study biology, but our gaze will shift to how science is portrayed in literary fiction, film and the other arts. Singers and songwriters like Ian Anderson of Jethro Tull, Maddy Prior and Ray Troll incorporate themes from biology and geology into their music. Visual artists like da Vinci have delved into science to lend their work a high degree of scientific accuracy and filmmakers such as Steven Spielberg hire scientists for similar reasons. Shelley, Kingsolver, William Gibson and a host of other creative writers merge science and art to produce what may be called "lab lit." How these artists attempt to achieve balance between the application of scientific exactitude and the exercise of artistic license will be a guiding question in winter quarter.

Program activities will include biology lectures and labs, creative writing workshops, seminars on texts that explore science from a variety of different perspectives, film screenings and discussions and field trips. Students will have the opportunity to develop a deeper understanding of science, culture and art and to develop their skills in the analysis of texts and in academic and creative writing.

Accepts winter enrollment. The faculty suggest that students entering the program in winter have one quarter of college-level biology or are willing to do significant background reading over winter break. Contact Amy Cook (cooka@evergreen.edu) for more information.

Credits: 16

Enrollment: 46

Required Fees: \$60 in fall and winter for field trips.

Thematic Planning Groups: Culture, Text and Language, Environmental Studies and Scientific Inquiry

Movement/Thought

Spring quarter

Fields of Study: dance, education and philosophy

Class Standing: Freshmen - Senior

Preparatory for studies and careers in Dance, education, performing arts.

Faculty: Bill Arney and Kabby Mitchell

Ever been moved by a thought? Ever find yourself moving through your thoughtfulness? Ever think, "I'd better get a move on"? In this program, you will, all that and more. We'll take up thoughts and dance with them. We'll think about movement, our own, others', our own in groups. The earliest schools of philosophy in the West aimed not for correct systematic thinking but for fashioning an "art of living." We'll see and feel what that can possibly mean in our time. Students will come to enjoy more flexibility and coordination, in body and mind, and explore cognitive ways of movement through anatomical ways of understanding their ways of moving and why.

Credits: 16

Enrollment: 48

Required Fees: \$40 for admission to a dance performance.

Thematic Planning Groups: Consciousness Studies and Expressive Arts



Photo by Shauna Bittle '98.

Multicultural Counseling: A Holistic Perspective

Fall, Winter, Spring quarters

Fields of Study: communications, consciousness studies, cultural studies, health and psychology

Class Standing: Senior

Prerequisites: At least one quarter of college-level study in programs covering general principles of psychology, critical reasoning skills and quantitative reasoning, as well as college-level writing and reading proficiency as evidenced by faculty evaluations.

Preparatory for studies and careers in counseling, social work, human and social services.

Faculty: Heesoon Jun

The program is designed to meet the multicultural counseling competency requirements of the American Psychological Association (APA): counselor awareness of his or her own cultural values and biases, counselor awareness of the client's worldview and culturally appropriate intervention strategies. Students will critically examine roles of ethnocentric bias, attribution error, asymmetric perception, social projection, implicit learning, inappropriate generalizations in research, governmental and institutional policies, and developing inter- and intra-personal communications. Each quarter, students are required to complete reflective and transformative learning activities, participate in somatic psychology through mindfulness movement, record weekly conscious raising activities, participate in videotaped counseling skill building, semiweekly intensive journal writing and weekly collaborative work. Fall quarter emphasis is awareness of students' own values and biases through writing their own personality development according to conventional personality theories. Winter quarter emphasis is awareness of the client's worldview through increasing critical reasoning skills, learning to integrate scientific inquiry with clinical inquiry by learning to examine primary research journal articles and their utility in counseling, in addition to learning multicultural counseling skills. Spring quarter emphasis is culturally appropriate assessment, diagnosis and treatment through learning the APA's ethics code. In both winter and spring quarters, students will be required to complete internships of 10 hours per week at social and human service organizations which provide opportunities to apply their classroom learning in a practical setting.

The program will emphasize consciousness studies, psychological research interpretation, studies in internalized oppression/privilege and systemic oppression/privilege, multicultural counseling theories and practice, and social justice and equity.

Faculty signature. This program is highly structured and intellectually as well as emotionally intense. The application is designed to let students know the faculty's expectations and assess students' accountability, openness, commitment to the program, tolerance for difference and ambiguity and ability to collaborate. Students will also be asked for a copy of an evaluation (transfer students can provide a list of courses taken). Applications will be available by the second week of April 2014. Applications received by the spring-quarter Academic Fair of 2014, will be given priority. Qualified students will be accepted until the program fills. **This program does not accept new enrollment in winter and spring.**

Credits: 16

Enrollment: 24

Thematic Planning Groups: Consciousness Studies

Musical Cities

Fall, Winter, Spring quarters

Fields of Study: aesthetics, architecture, cultural studies, field studies, literature, music, sociology and writing

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in urban studies and music-focused fields of study.

Faculty: Stephanie Kozick and Andrea Gullickson

The city is built to music, therefore never built at all, and therefore built forever. – Alfred Lord Tennyson

This program is a yearlong academic inquiry into the paired realms of music and the city. The history of modern music sits squarely in the emergence of cities. Can we get an impression of the waltz without getting an impression of 18th-century Vienna? Can we consider New Orleans without considering jazz? And certainly, urban recording companies, such as Cincinnati's King Records in the late 1940s to early 1960s, influenced what urban dwellers listened to. The connected study of these aspects of society—music and cities—creates a lively academic journey. Inquiry in this program will bring to light how cities and music interact with one another, how each changes the essence of the other, how each are expressions of culture. Music and cities are "characters" for deep consideration.

The distinct topics of urban life and urban music will be explored through familiar modes of inquiry: readings, workshops, writing and listening. Furthermore, work that combines the two topics will move us to understand their interface. Fiction, such as *An Equal Music* (Seth, 2000), a tale set in Venice and Vienna that explores how music can both unite and divide, helps portray the urban, international music scene. Kurt Ambruster's nonfiction *Before Seattle Rocked: A City and Its Music* (2011) connects the topics through a historical perspective. There are also specific collected urban sound experiments to think about: John Cage's New York City art and score *49 Waltzes for the Five Boroughs* is one such experiment, and Steve Reich's minimalist composition *City Life* is another. This program will experiment with its own collection of city sounds through student fieldwork projects.

In this program, expect to develop a new language to express what you are hearing and learning about in the world of music and cities. You will learn to listen critically, to become familiar with genres of music and to understand music's cultural implications. At the same time you will be immersed in the concept of "city" by experiencing others' visions of cities, how we navigate urban environments and how we change them. Fall and winter in-class work will be punctuated with fieldwork to explore the sounds of nearby cities. In spring, students will have the opportunity to design a field study that investigates the urban/music significance of a city of your choice and means. A formal field study proposal will be required as a tool to plan a five-week field study.

Accepts winter enrollment. Students will need to demonstrate understanding of vocabulary and key concepts explored during the fall quarter. Please contact the faculty (kozicks@evergreen.edu and gullicka@evergreen.edu) for more information. **This program does not accept spring enrollment.**

Credits: 16

Enrollment: 46

Required Fees: \$100 in fall and winter for transportation and performance tickets.

Thematic Planning Groups: Consciousness Studies and Expressive Arts

Myth, Magic and Method in Theatre and Dance: A Midsummer Night's Dream

Fall, Winter, Spring quarters

Fields of Study: dance, music and theater

Class Standing: Freshmen - Senior

Preparatory for studies and careers in dance, theatre, music composition, dramatic literature, performance theory, technical theatre, production and performance.

Faculty: Robert Esposito and Rose Jang

This three-quarter program involves disciplined and progressive creative work in theatre and dance, culminating in a full-scale public performance of William Shakespeare's *A Midsummer Night's Dream*. Students interested in the theatrical, musical, dramaturgical and choreographic arts will collaborate on the interpretation, production and presentation of the play. We will start our journey by researching history, mythology, social context and other issues related to Shakespearean drama. Research, reading and seminars on texts will coincide with rigorously focused lessons in dance theatre technique, theory, composition and performance. Studio activities include daily Pilates-based floor barre, experiential anatomy, kinesiology and movement analysis, dance and theatre technique classes, improvisation and multi-media composition, including creative writing, movement analysis, drawing and voice work. Using texts in mythology, sociology, psychology, aesthetics, and world and art history, we will investigate social issues of class, gender and social activism embedded in the contents of classical and modern forms of dance and theatre arts. The program aims at revitalizing the ancient roots of theatre via modern interpretations relevant to current social, ethical and aesthetic issues.

Serious students with a passion for dance, theatre, music, literature, performance art and technical theatre will find this yearlong program stimulating and challenging. Fall quarter will be devoted to building fundamental skill sets in dance and theatre and will explore respective fields of collaboration, such as movement analysis, prop, set, and costume design, stage lighting, and musical composition and accompaniment. Winter quarter will focus on refining and integrating skills introduced in the fall through more advanced creative projects, and in weekly and biweekly performance forums and critique. In winter quarter, students will learn how to implement an integrated 18-week production schedule that coordinates rehearsals, publicity, set and costume design and construction, as well as stage and house management. Winter quarter will also begin preliminary design of the play, including handling props, masks and objects, reading, casting and rough stage blocking. Spring quarter will be devoted to rehearsing and refining all aspects of the production, culminating in a public dance theatre interpretation of *A Midsummer Night's Dream*, choreographed and co-directed by the faculty.

This program accepts winter and spring enrollment.

Credits: 16

Enrollment: 48

Required Fees: \$50 in fall and winter for theatre and dance performances.

Thematic Planning Groups: Expressive Arts

Native Decolonization in the Pacific Rim: From the Northwest to New Zealand

Fall, Winter, Spring quarters

Fields of Study: Native American studies, art history, cultural studies, geography, law and public policy, literature and study abroad

Class Standing: Sophomore - Senior

Preparatory for studies and careers in education, U.S. and tribal governments, law and nongovernmental organizations.

Faculty: Kristina Ackley, Lara Evans and Zoltan Grossman

Maori scholar Linda Tuhiwai Smith asserts, "Our communities, cultures, languages and social practices—all may be spaces of marginalization, but they have also become spaces of resistance and hope." In this program we will identify and contextualize these spaces and the politics of indigeneity and settler colonialism. We will use the Pacific Rim broadly as a geographic frame, with a focus on the Pacific Northwest Native nations and the Maori in Aotearoa (New Zealand). A comparative study of the role of treaties in Washington state and New Zealand—in natural resources, governance, the arts, education, etc.—will provide a key framework for the program.

Students will have an opportunity to broaden Indigenous studies beyond the Lower 48 states and explore common processes of Native decolonization in different settler societies through cultural revitalization and sovereign jurisdiction of First Nations. 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 fall our focus will be on familiarizing students with the concept of sovereignty, working with local Native nations and preparing to travel to Aotearoa or elsewhere. The concept of sovereignty must be placed within a local, historical, cultural and global context. Through theoretical readings and discussion, we will move from state-building in the U.S. and Canada to Native forms of nationalism. We will stress the complexities and intricacies of colonization and decolonization by concentrating on the First Nations of Western Washington and British Columbia. We will later expand the focus to appreciate the similarities and differences of Indigenous experiences in other areas of the Pacific Rim, such as Native Alaskans, Aboriginal peoples in Australia and South Pacific island peoples. We will emphasize common Pacific Rim concerns such as climate change, tourism and cultural domination.

During the last half of winter quarter and the beginning of spring quarter, many of us will travel to Aotearoa, where we will learn in a respectful and participatory way how the Maori have been engaged in revitalizing their language, art, land and politics, and their still evolving relationships with the Pakeha (non-Maori) people and society. Students will learn about the ongoing effects of colonization and gain a foundation in theories and practices of decolonization.

Students will develop skills as writers and researchers by studying scholarly and imaginative works, conducting policy research and fieldwork with Native and non-Native communities and comparing community and government relationships in the U.S., Canada and New Zealand. Students will be expected to integrate extensive readings, lectures, films, interviews and other sources in writing assignments.

This program accepts winter and spring enrollment. Students should contact faculty about catch-up work. Students who are not enrolled in fall will not be able to travel abroad.

Credits: 16

Enrollment: 75

Study Abroad: Students will have the option to travel to New Zealand for up to seven weeks in the late winter to early spring quarters; approximately \$3,300, not including airfare.

Internship Possibilities: In the winter and spring there is the option of internships.

Thematic Planning Groups: Native American and World Indigenous Peoples, and Native Programs

Operating Manual for Spaceship Earth

Fall, Winter, Spring quarters

Fields of Study: anthropology, architecture, art history, community studies, consciousness studies, cultural studies, somatic studies, sustainability studies and visual arts

Class Standing: Junior - Senior

Preparatory for studies and careers in community development, sustainable design, anthropology and art.

Faculty: Karen Gaul, Evan Blackwell and Anthony Tindill

Fifty years ago, Buckminster Fuller contemplated our planetary future and our limited ability to imagine alternative futures in his book, *Operating Manual for Spaceship Earth*. In this program, we will consider what it means to be astronauts on our home planet and how to creatively imagine healthy and sustainable future scenarios. Guiding questions for the program will include: What shapes cultural values and how do cultures change, adapt and form new paths? How do we weave together various branches of knowledge into a healthy system and vision for the world? What do we make with the abundance of material goods that fill our daily lives? How do we design objects and spaces to create a more sustainable and fulfilling existence?

To address these questions, we will consider traditions of the past and present that demonstrate cultural responses to environmental limits and possibilities. Yogic philosophy, for example, offers critical guidelines for sustainable living and we will explore the principles and practices of this tradition. We will examine the ideologies of the Arts and Crafts movement, the modernist avant-garde, social sculpture and art as social practice. These will be connected with the environmental movement and current trends such as upcycling, cradle-to-cradle design and the resurgence in handiwork and traditions of craft.

Students will research and construct their own "Operating Manuals" over the course of the three quarters. This will include a

critical look at alternative and utopian models for living, as well as engage with powerful sustainability and justice movements already at work in our community. This program will challenge students to engage through readings and weekly seminar discussions, field visits and research papers, as well as visual art projects and critiques.

In fall quarter, we will build vocabularies and skills for thinking about sustainability and community transformation. Studio work in two- and three-dimensional design and ceramics will emphasize redesigning, repurposing and reusing the proliferation of materials available all around us. Yoga labs will help us to integrate work in the classroom and studio with yogic thought and somatic experiences. Study and comparison of cross-cultural examples of sustainability practices will guide the development of our Operating Manuals.

In winter quarter, we will work to develop community projects and/or individual visual artworks. We will work with organizations such as Sustainable South Sound and The Commons to develop applied projects. Students will research and report on local and regional alternative, intentional communities. Our critical analysis of sustainability discourses will inform all of our studio work.

Spring quarter will offer opportunities to further develop and implement community projects. These may take the form of public art projects, sculptures or installations that enhance public spaces such as community or school gardens or parks. They may also involve facilitating public art processes that integrate the concepts and design principles central to this program.

Credits: 16

Enrollment: 75

Required Fees: \$170 in fall and winter for entrance fees, art supplies and overnight field trips. \$35 in spring for entrance fees and art supplies.

Internship Possibilities: Students choosing to do an in-program internship will complete an In-program Internship Learning Contract in consultation with the faculty and academic advising.

Thematic Planning Groups: Consciousness Studies, Expressive Arts and Sustainability and Justice



Photo by Shauna Bittle '98.



Photo by Carlos Javier Sánchez '97.

Ornithology

Fall quarter

Fields of Study: biology, ecology, environmental studies, field studies, natural history and zoology

Class Standing: Sophomore - Senior

Preparatory for studies and careers in ornithology, zoology, ecology, natural history and wildlife biology.

Faculty: Alison Styring

Birds are among the most diverse vertebrates found on the earth. We will explore the causes of this incredible diversity through a well-rounded investigation of general bird biology, the evolution of flight (and its implications) and the complex ecological interactions of birds with their environments. This program has considerable field and lab components and students will be expected to develop strong bird identification skills, including Latin names, and extensive knowledge of avian anatomy and physiology. We will learn a variety of field and analytical techniques currently used in bird monitoring and research. We will take several day trips to field sites in the Puget Sound region throughout the quarter to hone our bird-watching skills and practice field-monitoring techniques. Students will keep field journals documenting their skill development in species identification and proficiency in a variety of field methodologies. Learning will also be assessed through exams, quizzes, field assignments, group work and participation.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

Painting in the 21st Century

Spring quarter

Fields of Study: art history and visual arts

Class Standing: Sophomore - Senior

Preparatory for studies and careers in visual arts, art history and the humanities.

Faculty: Susan Aurand

This is a one-quarter program focusing on the development of studio skills and methods in painting and on the history and future of painting in the visual arts. Students entering the program must have a solid background in representational drawing. Students will have the opportunity to develop technical skills in the use of acrylics and oils and to learn about the history of painting, with emphasis on how this medium was transformed in the last century and how it is continuing to evolve now. Students will address weekly studio projects in class designed to improve their understanding of color, composition, thematic research and studio methodology. Each student will create a series of paintings on an individual theme over the course of the quarter, accompanied by in-depth, theme-related research. This program is designed for students who have a strong work ethic and self-discipline and who are willing to work long hours in the studio on campus in company with their fellow students.

Faculty signature. Students must have solid skills in representational drawing, demonstrated in a portfolio of work emailed to the faculty or submitted at the Academic Fair.

Credits: 16

Enrollment: 25

Special Expenses: Students should expect to spend \$200-\$300 on painting supplies for the quarter.

Required Fees: \$50 for bulk purchase of canvas, paper and stretcher materials to be used by all students.

Thematic Planning Groups: Expressive Arts

Performance in Process: Examining Performance as an Opportunity for Personal and Social Change

Spring quarter

Fields of Study: dance, music and theater

Class Standing: Freshmen - Senior

Prerequisites: Minimum of one quarter of college-level work in a performance arts area required.

Preparatory for studies and careers in dance, music, theater and public speaking

Faculty: Andrea Gullickson

I believe that we learn by practice. Whether it means to learn to dance by practicing dancing or to learn to live by practicing living, the principles are the same. – Martha Graham

What role do performances play for the performer? For the audience?

This program is designed to provide students an opportunity to challenge the notion of performance being solely a public display of skill and knowledge. We will explore the role of performance as a learning process for personal growth as well as the possibilities for significant social impact that performance opportunities provide.

Performance types to be explored will include speeches, presentations and stage productions of all kinds but our main focus will be on music recitals and concerts. We will examine the process of performance, from its preparatory stages to its aftermath, and address the psychological and physiological components that are present. We will consider the paradoxical role of ego throughout the process, the importance of mastery of craft, the physical and mental stamina demands and the critical role of intentionality.

We will also examine performance as a powerful tool for social change, as well as personal growth. Students will consider and deconstruct the human tendencies to identify ourselves or our group as superior to others. We will contrast this perspective with an examination of powerful performances that emphasize connections across perceived boundaries. We will explore how these performances communicated ideas that significantly impacted the direction of social and political movements throughout the 20th and into the 21st century.

Our work throughout the quarter will include exploration of a variety of learning theories, skill building workshops, writing activities, physical and mental conditioning, ensemble coaching and performance workshops. Each performance throughout the program is an important step in the learning process rather than the endgame. Through each of the course activities as well as course readings, students will be offered the opportunity to further develop their awareness of the possibilities for personal growth through regular and thoughtful consideration of what connects us as humans.

Faculty signature. Interested students should email the faculty and outline how they have met the prerequisites. All qualified students will get a signature, which does not guarantee registration but will permit students to register if space is available at their registration time. Applications will be reviewed as submitted and qualified students will be accepted until the program fills. Decisions will be individually emailed to students.

Credits: 16

Enrollment: 24

Required Fees: \$100 for entrance fees and field trips.

Thematic Planning Groups: Expressive Arts



Photo by Shauna Bittle '98.

Physical Systems and Applied Mathematics

Fall, Winter, Spring quarters

Fields of Study: astronomy, mathematics, philosophy of science and physics

Class Standing: Sophomore - Senior

Prerequisites: One year of introductory calculus (including differential and integral calculus), one year of calculus-based physics (including introductory mechanics and electricity and magnetism).

Preparatory for studies and careers in physics, mathematics, math or science education, engineering.

Faculty: Krishna Chowdary, EJ Zita, Rachel Hastings, Neil Switz

In this intermediate to advanced program, we will build on previous introductory work in calculus and calculus-based physics to deepen our understanding of the complex and powerful connections between mathematics and physics. We will integrate theory and experiment in a collaborative environment that mirrors the communities and practices of contemporary mathematicians and physicists. Through study of classical and cutting-edge problems, we aim to ask increasingly sophisticated questions about the nature of physical reality and develop tools to start to answer those questions.

Through readings, lectures, labs, workshops and seminars, we will examine the principal models by which we describe and understand the physical world, starting from the realm of our immediate senses and expanding to encompass many orders of magnitude of scales of distance, time, speed, matter and energy. We will emphasize understanding the nature and formal structure of quantitative physical theories, unifying the concepts and mathematical structures that organize different physical theories into a coherent body of knowledge. Mathematical skills will be developed as needed and in the context of their use in the physical sciences. Quantitative problem solving will be emphasized and computational tools will be used for gaining insight into physical processes. The theoretical focus will be complemented with extensive hands-on laboratory work to develop the discipline and practical problem-solving skills of the experimental physicist.

In physics, we will study topics from classical mechanics, electromagnetism, thermodynamics, statistical mechanics and

quantum mechanics, as well as drawing from atomic, molecular and optical physics, condensed matter and material physics and astrophysics. In mathematics, we will study topics from differential equations, multivariable and vector calculus and linear algebra. In addition to work in core areas of physics and applied mathematics, we will devote time to looking at our studies in a broader historical, philosophical and cultural context.

Our theoretical and experimental investigations will be complex and challenging and will demand hard work and engaged collaboration. Our goal is for each student to develop sufficient conceptual knowledge, mathematical ability and experimental skills to pursue advanced, graduate or professional work in physics and related disciplines.

Faculty signature. Entry into this program requires demonstration of prerequisite knowledge in mathematics and/or physics via application materials, which will be available at blogs.evergreen.edu/physicssystems by the spring Academic Fair. All qualified students will get a signature, which does not guarantee registration, but will permit students to register if space is available at their registration time. Decisions will be individually emailed to students. **This program accepts winter and spring enrollment with faculty signature.** Students will need to demonstrate prerequisite knowledge equivalent to the mathematics and/or physics content covered in the previous quarter(s). Contact Krishna Chowdary (chowdark@evergreen.edu) for more information.

Credits: 16

Enrollment: 32

Special Expenses: Math and physics textbooks at the intermediate and advanced level are generally very expensive (might be more than \$500 for new texts); students will be required to have access to these texts for successful completion of the program. Students will also require devices capable of scientific calculation and graphing, such as graphing calculators or (recommended) smartphones/tablets/laptops with appropriate software. More information will be available at the program website blogs.evergreen.edu/physicssystems.

Required Fees: \$200 in fall and \$175 in winter and spring for overnight field trips and physics kits.

A similar program is expected to be offered in 2016-2017

Thematic Planning Groups: Scientific Inquiry

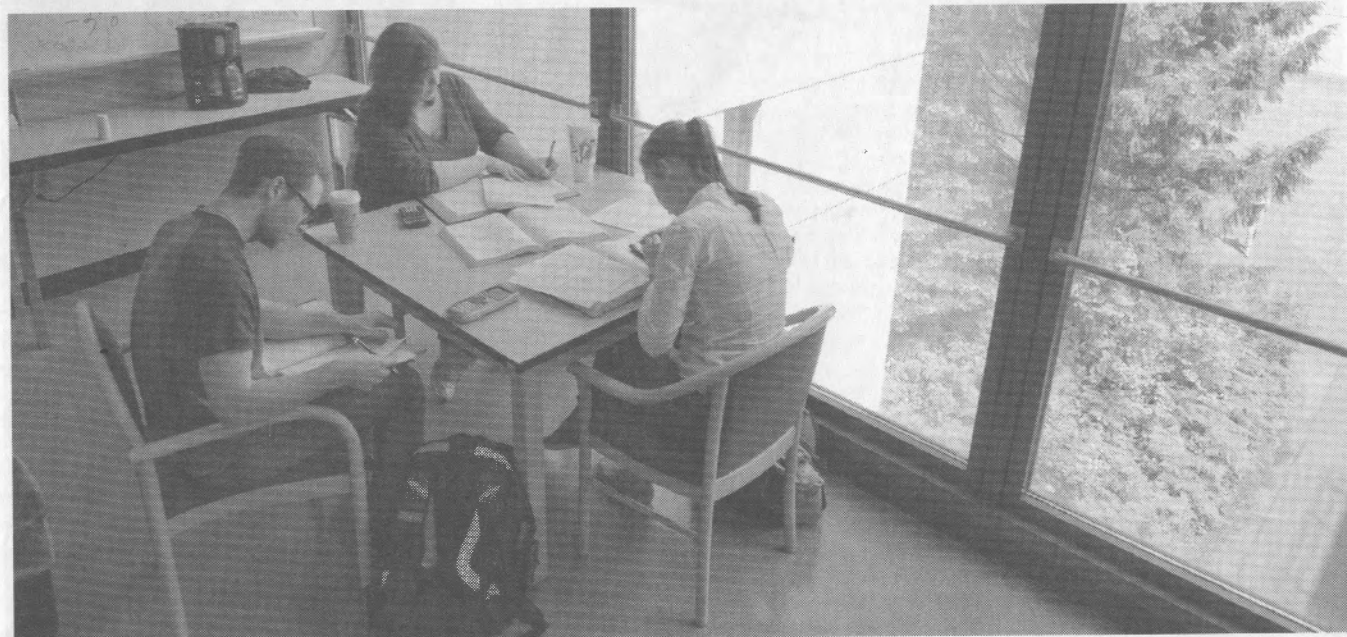


Photo by Andrew Jeffers '13.

Poet-Philosophers/Philosopher-Poets

Fall and Winter quarters

Fields of Study: aesthetics, classics, literature, philosophy, writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in arts, writing, publishing, as well as postgraduate work in literature, poetics and philosophy.

Faculty: Marianne Bailey and Leonard Schwartz

From Heraclitus and Nietzsche to Blanchot and Levinas, philosophers have sought to speak as poets: to recreate the language of their tradition in order to speak the ineffable, truths of intuition and experience which seem to lie beyond language as commonly conceived. From Homer to Mallarmé, Artaud or Pound, poets have revealed through their enigmatic languages, truths of our existence and the nature of the world. Poets engage in epistemological inquiry, ask metaphysical questions; philosophers use metaphorical language, symbol, aphorism or parable, as vehicles of insight. In this program we will study a select group of philosophers who, in the wake of Friedrich Nietzsche, write and think as poets and conversely, those poets who write and think philosophically. From Wallace Stevens, there is a lineage of American poetry, which draws from continental philosophy.

We will consider how it is that a writer's words open into a multitude of interpretations, or that a symbol, as philosopher Paul Ricoeur writes, points toward a meaning otherwise inaccessible. The poets and philosophers whom we will study never relent in their fascination with the diverse avenues of knowing, or with reconceiving their means of expression; they act with the reckless abandon of the free spirit described by Nietzsche in his essay, "On Truth and Lie in an Extramoral Sense," daring to "speak only in forbidden metaphors." We will examine works embedded in the creative power of myth and the artist-writer's work as a ritual gesture.

All students will read, write and analyze poetic, philosophical and critical texts; will discuss key theorists in aesthetic theory, and will choose between two series of workshop/seminars: either poetics/creative writing or philosophy/Nietzsche and his work's influence on contemporary writing. Over the two quarters of this program, students will develop and complete a major personal project. This substantial body of work, students will conceive during fall quarter, and carry through by the close of winter quarter; this offers serious writers of poetry, theory, philosophy and interpretation the opportunity to undertake a collection of philosophical/poetic experimental writings, a performance/spectacle, or an interpretive work on philosophy or literature.

This upper-division program demands a serious commitment of time and effort; the works which we will read are difficult; the writings we expect substantive. We welcome serious students of philosophy, poetics and theory, those capable of designing and carrying through a major independent writing project.

Credits: 16

Enrollment: 50

Thematic Planning Groups: Culture, Text and Language

Power In American Society

Fall or Winter quarter

Fields of Study: government, history and political economy

Class Standing: Sophomore - Senior

Preparatory for studies and careers in foreign policy, government, history, advanced political economy and public policy.

Faculty: Lawrence Mosqueda

This program will investigate the nature of economic, political, social, military, ideological and interpersonal power. The interrelationship of these dimensions will be a primary area of study. We will explore these themes through lectures, films, seminars, a journal and writing short papers.

The analysis will be guided by the following questions, as well as others that may emerge from our discussions: What does power mean? Are there different kinds of power and how are they interrelated? Who has power in American society? Who is relatively powerless? Why? How is power accumulated? What resources are involved? How is power utilized and with what impact on various sectors of the population? What characterizes the struggle for power? How does domestic power relate to international power? How is international power used? How are people affected by the current power structure? What responsibilities do citizens have to alter the structure of power? What alternative structures are possible, probable, necessary or desirable?

In this period of war and economic, social and political crisis, a good deal of our study will focus on international relations in a systematic and intellectual manner. There will be a good deal of reading. Please be prepared to work hard and to challenge your and others' thinking.

This program repeats the content from fall quarter for winter quarter. Students who take the fall quarter program may not sign up for the winter repeat program.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Sustainability and Justice



Photo by Shauna Bittle '98.

The Power in Our Hands: Pathways to Social Change

Fall, Winter, Spring quarters at the Tacoma Campus

Fields of Study: biology, community studies, cultural studies, environmental studies, government, history, law and public policy, literature, mathematics, political economy and sociology
Class Standing: Junior - Senior

Preparatory for studies and careers in community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies and public health.

Faculty: Tyrus Smith, Barbara Laners, Peter Bacho, Anthony Zaragoza, Paul McCreary, Gilda Sheppard, Mingxia Li

This year's program is designed to help students explore the history of how working hands have built the material world around us and shaped the environment, which in turn has molded our own consciousness. Realizing the capacity of working hands and the possible dual relationship between our hands with our mind is the critical first step toward empowerment of the working majority and potential social transformation.

Arguably, all human expressions of intelligence both in art/craft and the written/spoken word are rooted in the hands. We will examine the theories and practices in humanities, social sciences, mathematics, natural sciences, media and technology that simultaneously represent and influence works by the hands of individuals, groups and organizations to change our society and environment locally, nationally and globally throughout the ages. For example, hands of different genders, races and social affiliations, hands that cradle, cook, weed, maneuver, calculate, experiment, film, draw, write and type will all be possible study subjects. Metaphors originated from hands, such as feel one's way, to grasp the meaning, the right touch vs. heavy-handed, to be in touch vs. out of touch, and handling it right vs. wrong, as well as in one's hand vs.

out of one's hand just begin to inform us how important our hands are in our consciousness. Hand gestures that solidify social bonding, express trust and admiration, and symbolize social contract are the beginning toward building social capital and cohesive communities.

Our coordinated studies program consists of two major components: 1) whole campus yearlong lyceum/seminar where faculty and students will study the program theme from a broad multi-disciplined perspective, and 2) quarter long courses with a more focused approach. These courses will cover topical areas such as sociology, government, politics, education, math, law, public health, life science, media art, youth study, environment, community development, women's empowerment and political economy. The two components are linked through the program theme. In both components, we will pay particular attention to the "hands-on" style of learning through critical reflection and creative practices. Besides lyceum/seminar, a student will select two additional courses each quarter depending on career interest. The majority of the classes in the program are team-taught.

Fall quarter will lay the foundation for the rest of the year, both substantively and in terms of the tools necessary for students to operate effectively in the learning community.

During winter quarter, students will collaborate to investigate the characteristics and motivations of social entrepreneurs and develop action plans to promote social change.

In spring quarter, we will bridge the gap between theory (mind) and practice (hand) by carrying out an action plan developed during winter quarter.

This program required admission into the Tacoma Program.

See page 26 for more information.

Credits: 16

Enrollment: 200

Required Fees: Approximately \$50-\$100 per quarter for media, lab and/or storage supplies.

Thematic Planning Groups: Tacoma Program

Practice of Sustainable Agriculture

Spring, Summer and Fall 2015 quarters

Fields of Study: agriculture, botany, business and management, ecology and environmental studies

Class Standing: Freshmen - Senior

Prerequisites: High school biology and chemistry.

Preparatory for studies and careers in farm and garden management; working with nonprofit organizations focusing on food, land use and agriculture; state and county extension; and state and federal regulatory agencies.

Faculty: David Muehleisen and Paul Przybylowicz

Do you want to produce food for yourself, your family and other families in your community? What does it take to grow food and feed yourself and others every day throughout the year? This three-quarter program (spring, summer and fall quarters) will explore the details of sustainable food production systems using three primary measures of sustainability: economic, environmental and social justice. While our primary focus will be on small-scale organic production, we will examine a variety of production systems. Our focus will be on the scientific knowledge, critical thinking and observation skills needed to grow food using ecologically informed methods, along with the management and business skills appropriate for small-scale production.

We will be studying and working on the Evergreen Organic Farm through an entire growing season, seed propagation to harvest. The farm includes a small-scale direct market stand and CSA as well as a variety of other demonstration areas. All students will work on the farm every week to gain practical experiential learning. This program is rigorous both physically and academically and requires a willingness to work outside in adverse weather on a schedule determined by the needs of crops and animals raised on the farm.

Spring quarter, we will focus on soil science, nutrient management and crop botany. Additional topics will include introduction to animal husbandry, annual and perennial plant propagation, season extension, and the principles and practice of composting. In summer, the main topics will be disease and pest management, which include entomology, plant pathology and weed biology. In addition, water management, irrigation system design, maximizing market and value-added opportunities and regulatory issues will also be covered. Fall quarter's focus will be on production and business planning, crop physiology, storage techniques and cover crops.

Additional topics covered throughout the program will include record keeping for organic production systems, alternative crop production systems, techniques for adding value to farm and garden products, hand tool use and maintenance, and farm equipment safety. We will also cover communication and conflict resolution skills needed to work effectively in small groups. We will explore topics through on-farm workshops, seminar discussions, lectures and laboratory exercises, and field trips. Expect weekly reading and writing assignments, extensive collaborative work and a variety of hands-on projects. The final project in the fall will be a detailed farm and business plan which integrates all the topics covered in the program.

If you are a student with a disability and would like to request accommodations, please contact the faculty or the office of Access Services (Library 2153, PH: 360-867-6348; TTY 360-867-6834) prior to the start of the quarter. If you require accessible transportation for field trips, please contact the faculty well in advance of the field trip dates to allow time to arrange this.

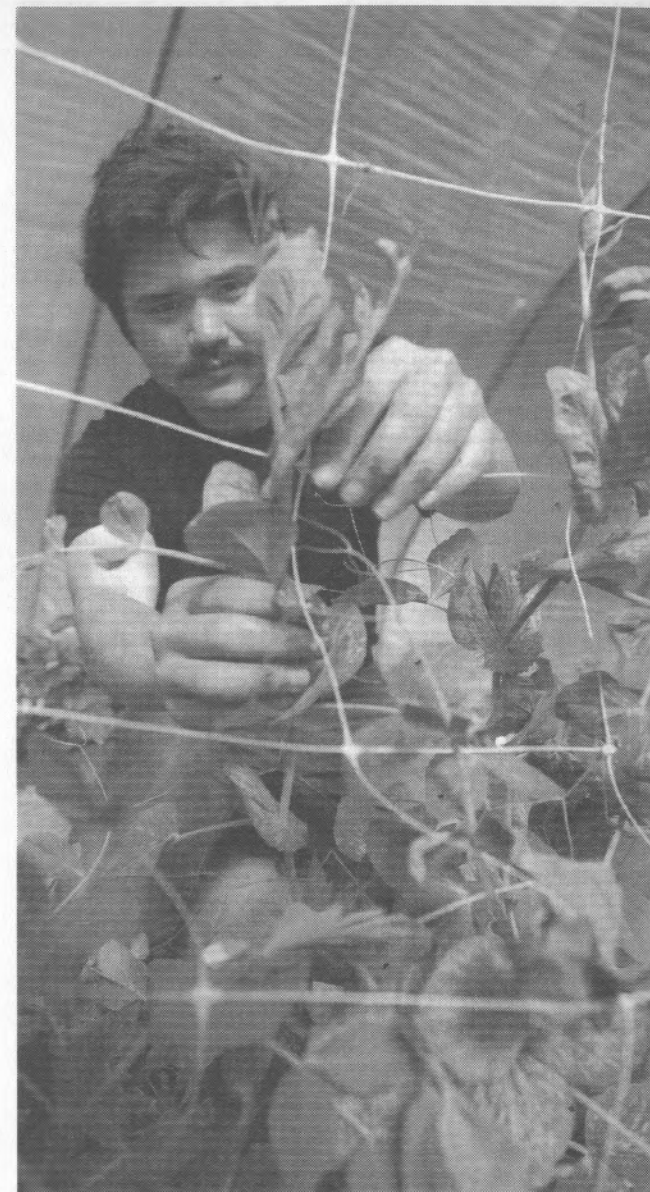


Photo by Andrew Jeffers '13.

Students planning to take this program who are receiving financial aid should contact financial aid early in fall quarter 2014 to develop a financial aid plan that includes summer quarter 2015.

This 3-quarter program begins in spring 2015 and spans academic years.

Credits: 16

Enrollment: 48

Required Fees: \$225 per quarter for overnight field trips and supplies.

Thematic Planning Groups: Environmental Studies, and Sustainability and Justice

Psychology and Mindfulness

Fall, Winter, Spring quarters

Fields of Study: consciousness studies and psychology

Class Standing: Sophomore - Senior

Preparatory for studies and careers in psychology, education and human services.

Faculty: Mukti Khanna and Jamyang Tsultrim

Mindfulness is the ability to fully attend to what is at hand and be in the present moment. Mindfulness is being applied to a variety of professional fields, including health care and education, to improve effectiveness and enhance well-being. The practice of mindfulness can increase our individual and collective resiliency to respond to changing personal and global situations in adaptive and creative ways.

The program will focus on mindfulness through theory, practice and its application in relation to developmental psychology, theories of personality and abnormal psychology. Questions to be explored include how is mindfulness being integrated into working with people at various developmental stages of life? How can mindfulness be applied to personality development and emotional health? How is mindfulness being integrated in working with physical and mental health?

Fall quarter will focus on developing a foundational understanding of constructive thought and emotion from both Eastern and Western perspectives based on philosophy, psychology and neuroscience. Students will also study developmental psychology in terms of emotional, physical and mental development. Winter quarter will focus on mindfulness, destructive thought and emotions through exploring habitual patterns of thought, emotion and behaviors. Students will also study personality theory from psychodynamic, behavioral, humanistic and transpersonal theoretical perspectives. Spring quarter will focus on how mindfulness is being applied in clinical settings to promote physical and mental health.

Students will also study abnormal psychology and see how mindfulness is being integrated into the treatment of mental health, pain, addictions, hypertension and other health conditions. Students will have an opportunity to learn in many ways using diverse modalities and multiple intelligences. We will integrate mindfulness practices into our studies, including movement and expressive art workshops (no prior experience necessary). We will participate in community readings, rigorous writing assignments, theoretical tests and critical study of important texts. This program is designed as three-quarter program of study preparatory for careers and further study in psychology, philosophy of mind/emotion and the mental health field.

Credits: 8

Enrollment: 48

Required Fees: \$25 in fall for art supplies, \$60 in winter for entrance fees and art supplies, \$25 in spring for art supplies.

Thematic Planning Groups: Consciousness Studies, and Sustainability and Justice

Ready Camera One: We're Live

Spring quarter

Fields of Study: communications, gender and women's studies, media studies, moving image and theater

Class Standing: Sophomore - Senior

Preparatory for studies and careers in media arts, performing arts, humanities, social sciences and mass communications.

Faculty: Sally Cloninger

This program investigates the politics of representation. Therefore, students who choose to enroll should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the mass media. Our focus on gender and identity in American television will be explored in a research project called INTO FOCUS that will combine media research, critical writing, a visual essay and an oral presentation.

This program is also designed for students interested in exploring visual literacy, television production, performance and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lectures/screenings, as well as workshops and design problems that focus primarily on collaborative multi-camera studio production. In addition to a series of studio exercises, students will complete a collaborative final project that combines media analysis, research, performance and production about broadcast content and ideology.

We will take a critical, performative and historical approach as we examine and even emulate the production style and lessons from the early history of 20th-century live television, as well as more contemporary models. Students will be expected to perform in front of as well as behind the camera and will explore the logistics and aesthetics of multi-camera direction and design. Activities will include training in the CCAM, a multi-camera TV studio facility, instruction in basic performance and writing for television, and an immersive production schedule that requires a professional attitude including perfect attendance and timeliness.

No prior media production experience is required. However, this is also an excellent opportunity for students who do have experience in the performing arts or media arts to explore intensive studio production and collaboration.

Credits: 16

Enrollment: 24

Special Expenses: Additional expenses for production materials (including costumes and props) may apply depending upon scope of individual and collaborative projects.

Required Fees: \$50 for HD recording media, studio supplies and materials.

A similar program is expected to be offered in 2015-16

Thematic Planning Groups: Critical and Creative Practices, and Expressive Arts

Religion and the Constitution

Winter quarter

Fields of Study: government, law and government policy, law and public policy and religious studies

Class Standing: Sophomore - Senior

Preparatory for studies and careers in social sciences, constitutional law, education, journalism, public policy, political theory, history and political science.

Faculty: Jose Gomez

The framers of the U.S. Constitution sought to ensure that the federal government would neither promote religion nor interfere with religious liberty. The very first two clauses of the First Amendment capture the framers' concern: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." On parchment, those 16 words seem simple enough. In practice, however, the two clauses often are in tension and give rise to enduring controversy over the meaning of "establishment" and "free exercise." For example, if the government exempts church property from taxation, is it assisting the establishment of religion? If the government does not exempt church property from taxation, is it interfering in the free exercise of religion?

In the United States, controversies about what the religion clauses prohibit or protect intensified in the 1940s, when the U.S. Supreme Court first recognized that the First Amendment applied to the states, not just to the federal government. We will use the case method to study every major court opinion that implicates the First Amendment's religion clauses. This intensive study necessarily focuses on the last 75 years, since it was not until the 1940 case of *Cantwell v. Connecticut* that the Supreme Court began to protect religious rights under the First Amendment.

Working in legal teams, students will develop appellate briefs on real freedom of religion cases decided recently by the U.S. Courts of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions. Readings for the program will include Internet resources and various books and journal articles, as well as court opinions. Study will be rigorous; the principal text will be a law school casebook.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Sustainability and Justice, and Society, Politics, Behavior and Change

Reservation-Based, Community-Determined Program

Fall, Winter, Spring quarters

Fields of Study: Native American studies, community studies, cultural studies, economics, government, history, law and government policy, law and public policy, leadership studies and political science

Class Standing: Junior - Senior

Preparatory for studies and careers in public administration, political science, social sciences, human services, education, law and tribal administration and government.

Faculty: TBA

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

Over the program year, students from all sites meet 13 Saturdays on campus at the Longhouse. Through case study and other methods, the curriculum is enhanced and supported. Students participate in workshop-type strands and an integrated seminar that increases writing skills and broadens their exposure to the arts, social sciences, political science and natural science, and other more narrowly defined fields of study.

Credits: 12

Enrollment: 80

Internship Possibilities: internships are encouraged

A similar program is expected to be offered in 2016-17

Thematic Planning Groups: Native American and World Indigenous Peoples

River Resources

Winter and Spring quarters

Fields of Study: economics, environmental studies, geology, hydrology and political economy

Class Standing: Sophomore - Senior

Preparatory for studies and careers in economics, environmental studies, public policy and hydrogeology.

Faculty: Kenneth Tabbutt and Tom Womeldorff

River systems carry more than water. Rivers transfer energy, sediment and dissolved materials; modify the landscape; provide water and nutrients to ecosystems and agriculture. They are corridors for the migration of fish, facilitate commerce, and attract recreation and development. Because of the wide range of demands placed on rivers, laws and policies have been developed to limit and allocate how these resources can be used. Effective management of river resources is inherently interdisciplinary, requiring the application of knowledge in both environmental sciences and management. We will examine geology, hydrology, fluvial geomorphology and aqueous chemistry, environmental economics and benefit-cost analysis with an emphasis on how society has impacted some of the natural river processes. Our modes of learning will include seminars, lectures, problem-solving workshops, science and GIS labs, project work and field studies.

In winter, we will focus on natural resource economics, physical geology and surface water hydrology. Quantitative problem solving will be emphasized. In addition, students will be introduced to Geographic Information Systems (GIS) and develop skills in analyzing and displaying spatial data associated with river systems and drainage basins. There will be several daylong field trips to study local river systems in Western Washington.

In spring quarter, we will turn our attention to fluvial geomorphology, aqueous chemistry and benefit-cost analysis. Students will participate in project work and there will be an extended field trip to the Columbia River Basin in Eastern Washington.

Accepts spring enrollment. Students entering the program will need to have taken college-level physical geology.

Credits: 16

Enrollment: 50

Required Fees: \$350 in spring for an overnight field trip.

Thematic Planning Groups: Environmental Studies, and Society, Politics, Behavior and Change

Sensory Ecology

Spring quarter

Fields of Study: ecology, music, natural history and zoology

Class Standing: Sophomore - Senior

Preparatory for studies and careers in biology, ecology, music, natural history.

Faculty: Andrew Buchman and James Neitzel

The sounds we make and hear help us to survive. Bird song is a beautiful case study in this aspect of sensory ecology—how our senses help us make sense of our environment and exist within a natural web populated by species that constantly interact. Students will be expected to identify dozens of birds by their songs and will hone these skills on field trips to bird sanctuaries across the state. We will become acquainted with bird anatomy and physiology, and compare and contrast the systems of sound production, perception and cognition of birds and humans. Learning to analyze sounds and critique pieces of music, we'll put together audio and video field recordings and rigorous scientific field notes, using and contributing to developing online resources in this field of study.

Science students may pursue projects in their fields, propose or contribute to related Science Carnival projects, or complete a senior capstone project within the program. Music students may also pursue and collaborate on such projects. They may build DIY field recording gear such as parabolic microphones, compose music inspired by bird song, create music theatre pieces dramatizing aspects of birdlife, adapt existing texts such as Aristophanes' play *The Birds* or study the lives and works of composers and performers like those profiled in *The Book of Music and Nature*.

Credits: 16

Enrollment: 50

Special Expenses: \$200 for field trips; \$50–\$200 (optional) for materials for senior projects in science or music.

Required Fees: \$200 for field trips

Thematic Planning Groups: Consciousness Studies, Expressive Arts, Environmental Studies and Scientific Inquiry

Ships of Wisdom: Ancient Trade Routes and the Diffusion of Ideas

Winter and Spring quarters

Fields of Study: classics, cultural studies, history, maritime studies and philosophy

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in history, archaeology, philosophy and the humanities.

Faculty: Joseph Tougas and Ulrike Krotscheck

In this program, we will investigate how and why humans, throughout history, have taken to the sea to explore the limits of their known world. What were the motives and the consequences of these dangerous ventures? We will focus on some specific case studies, including the ancient Mediterranean, the Pacific Northwest, the Chinese empire, the Polynesian islanders and the Atlantic during the age of sail. We will also learn about some theories of economic and cultural exchange over long distances. Some of the questions we will address include: How did humans develop the navigational and boat-building technologies needed for overseas exploration? What motivated overseas exploration? What new kinds of knowledge were gained through this travel and what is the relationship between the material goods and the ideas and ideologies that were traded? How do modern archaeologists and historians go about piecing together answers to questions like these?

We will read texts on archaeology, ancient history and philosophy, anthropology and maritime studies. In addition to historical and scientific accounts, we'll read works of literature, seeking an understanding of the age-old connections between human cultures and the sea. We will consider the religious, philosophical and scientific practices that grew out of those connections—practices that are the common heritage of coast-dwelling peoples around the globe. We will also work on reading, writing and critical thinking skills. In order to test our theories in practice, we will have opportunities to become familiar with the local coastal environment and its rich cultural history. This will take the form of a field trip to the Makah Museum and other sites of historical and archaeological interest on the Washington coast in winter and a three-day sailing expedition in spring.

Accepts spring enrollment. Students will need to have some background in world history and read *Moby Dick* over the spring break. Contact faculty to discuss whether or not this program is a good choice for you.

Credits: 16

Enrollment: 46

Required Fees: \$80 in winter for a field trip, \$250 in spring for a three-day sailing expedition.

Thematic Planning Groups: Culture, Text and Language

Silence, Solitude, Laziness and Other Pillars of the Good Life

Fall quarter

Fields of Study: consciousness studies, education, philosophy, sociology and writing

Class Standing: Freshmen - Senior

Preparatory for studies and careers in more of the same, of course.

Faculty: Bill Arney and Sara Huntington

Silence has been banished by ear buds, the roar of politics and the economy, and the hum of hard disks doing our searching. Solitude? Think, as you're tempted to buy a retreat in a monastery or take a guided walk in a faraway canyon, of surveillance and our collective reliance on Facebook and its e-cousins. Laziness? We're anxious to be worker bees, and the last defense of a "right to be lazy" was written by Paul Lafargue in 1883. Silence, solitude, laziness: gone.

This program will consider three paradoxical, counterintuitive hypotheses: Silence may open space to enjoy the virtues of vernacular speech and living in common. Solitude may allow us to know the importance of embracing others. Laziness may be more productive than work if our aim is the good life.

We will follow the paths of iconoclasts, monks, mystics, utopian socialists, Charlie Chaplin and other artists, stoics and cynics and the occasional (certified) sociologist or philosopher to remember what we know about living well.

In addition to the common work of the program, students will undertake an independent study of considerable significance that should be more admirable than convincing.*

Credits: 16

Enrollment: 27

Thematic Planning Groups: Critical and Creative Practices, Consciousness Studies, Culture, Text and Language, and Society, Politics, Behavior and Change

Small Things: Intimate Inquiries into Everyday Life

Fall and Winter quarters

Fields of Study: anthropology, psychology, sociology and writing
Class Standing: Freshmen - Sophomore
Preparatory for studies and careers in anthropology, psychology and sociology.
Faculty: Eric Stein and Laura Citrin

This two-quarter introductory program considers how small things—personal affections and distastes, allegiances and exclusions, possessions and wastes—make up our daily worlds and contribute to broader, systemic patterns of order in societies. Grounding our studies in anthropology, social psychology and sociology, we will consider the implications of personal choices and actions on society at large, in the U.S. and in a range of cultural and historical settings. What is the relationship between our identities and the small things we do, think, feel, say, desire, choose, wear or own? How do routine actions contribute to social hierarchies, differences and inequalities? What can looking closely at the micro-social world teach us about power?

We will examine a range of minutia: words uttered in routine conversations, facial expressions, bodily adornments, grooming habits, tweets posted and things collected and consumed. Focusing on the key domains of everyday life—work, school and home—we will engage in micro investigations: slowing down, paying close attention, observing systematically and deriving meaning from the details. Program activities, including lectures, workshops, field trips, films and book seminars, will build skills in empirical observation, documentation, asking questions, analysis, interpretation and writing. Students will read anthropological and sociological ethnographies and social psychological studies that inquire into small things and help us develop methodological approaches for studying closely. We will also engage in close readings of challenging theoretical texts that critically explore modes of power. Through these practices, students will learn the foundations of the interpretive social sciences.

Credits: 16

Enrollment: 46

Required Fees: \$100 in fall for an overnight field trip, \$20 in winter for entrance fees.

Thematic Planning Groups: Culture, Text and Language, and Society, Politics, Behavior and Change

So You Want to be a Psychologist

Spring quarter

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

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

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

There's no better way to explore the range of activities and topics that psychology offers—and to learn of cutting edge research in the field—than to attend and participate in a convention of psychology professionals and students. To that end, students have the option of attending the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Las Vegas, Nevada, on April 30-May 3, 2015.

Credits: 16

Enrollment: 24

Special Expenses: Approximately \$350-\$479 for optional field trip, depending on the type of accommodations students 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.

Thematic Planning Groups: Society, Politics, Behavior and Change



Photo by Shauna Bittle '98.

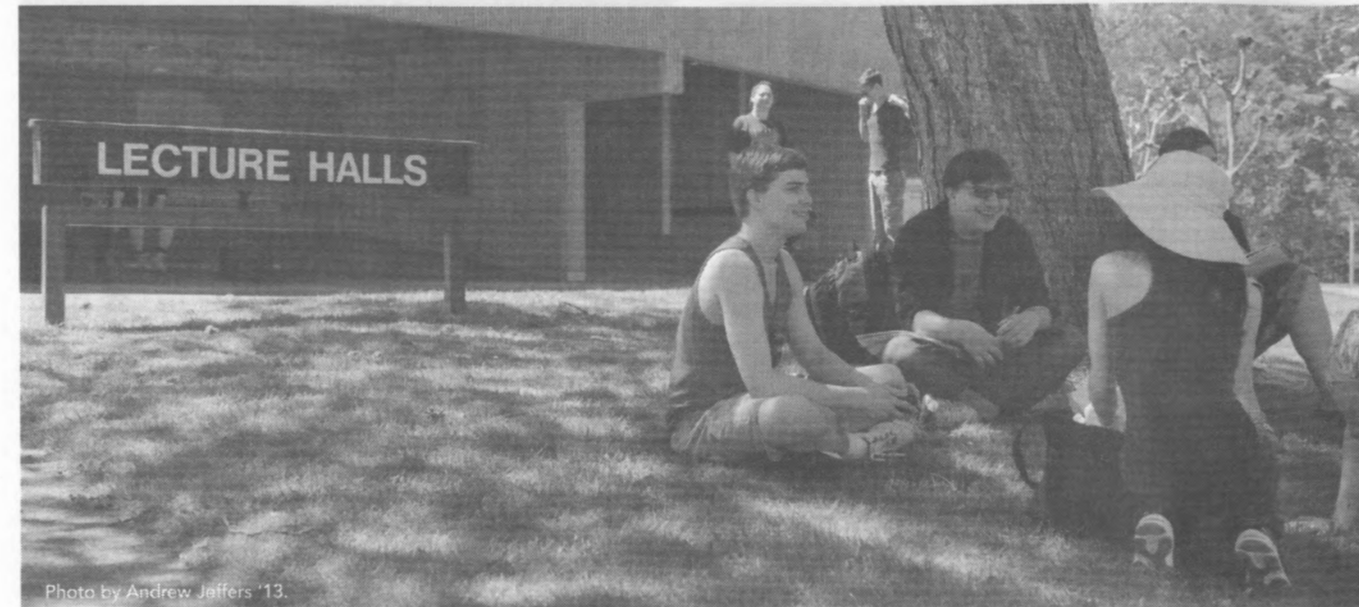


Photo by Andrew Jeffers '13.

The Spanish-Speaking World: Cultural Crossings

Fall, Winter, Spring quarters

Fields of Study: cultural studies, history, language studies, literature, study abroad and writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in Latin American and international studies, literary and cultural studies, Spanish language, politics, history, education, film studies, writing, and human and social services.

Faculty: Alice Nelson and Catalina Ocampo

Spain and Latin America share not only the Spanish language but also an intertwined history of complex cultural crossings. The cultures of both arose from dynamic and sometimes violent encounters and continue to be shaped by uneven power relationships as well as vibrant forms of resistance. In this program, students will engage in an intensive study of the Spanish language and explore cultural production by Spaniards and Latin Americans in historical context. Every week will include seminars on readings in English, Spanish language classes, a lecture or workshop conducted in Spanish and a Spanish-language film. There will be regular written seminar responses, synthesis essays and a winter-quarter research project. Please note that Spanish language classes are integrated into the program, so students do not have to register for them separately. We welcome students with any level of Spanish, from true beginner to advanced. No previous study of Spanish is required to enter in the fall.

Fall quarter, we will explore cultural crossings in Spain and Latin America prior to the 20th century. We will study the coexistence of Jews, Christians and Muslims in medieval Spain and the suppression of Jewish and Muslim communities during the Spanish Inquisition. We will also examine violence against indigenous peoples and Africans during Spain's process of imperial expansion and how subsequent colonial institutions were contested by diverse resistance movements, including Latin America's struggles for independence in the 19th century. Our readings will include historical accounts as well as contemporary cultural products that reexamine and reimagine these encounters.

Winter quarter, we will turn to the 20th and 21st centuries in Latin America, with emphasis on the roles of class, gender and ethnicity in various groups' struggles to contest unequal power relations and determine their own futures. Possible cases include: ethnic

and national movements in the Caribbean; ongoing issues of land, violence and sovereignty in Mexico; indigenism and indigeneity in Mexico, Guatemala and Peru; legacies of the Nicaraguan revolution; roles of new social movements in transitions to democracy in the Southern Cone; and the impact of unprecedented migration in the Americas. In each of these contexts, we will explore the interrelationships between politics and cultural production and how literature and film can impact processes of social change.

Spring quarter offers two options for study abroad and an internship option with local Latino organizations for those who stay on campus. The Santo Tomás, Nicaragua, program is coordinated with the Thurston-Santo Tomás Sister County Association and its counterpart in Nicaragua and is open to 4-8 intermediate/advanced language students. The Quito, Ecuador program is co-coordinated with CIMAS, an Ecuadorian nonprofit research organization and is open to 15 or more students of all language levels. For students staying in Olympia, the program will have an on-campus core of Spanish classes and seminars focused on Latino/a communities in the U.S. and the opportunity for student-originated projects and/or internships. All classes during spring quarter, in Olympia and abroad, will be conducted entirely in Spanish.

Accepts winter and spring enrollment with faculty signature. Admission will be based upon a Spanish language assessment. Please contact faculty at the Academic Fair or via email (nelsona@evergreen.edu) for more information.

Credits: 16

Enrollment: 50

Study Abroad: Ecuador or Nicaragua, 10 weeks, spring, approximately \$5600 for Ecuador (15 or more students at all language levels) or approximately \$3600 for Nicaragua (4-8 intermediate/advanced language students), plus airfare. A deposit of \$250 is due by Feb 1, 2015.

Required Fees: \$100 per quarter in fall and winter for overnight field trips.

Internship Possibilities: Students remaining on campus spring quarter may intern with organizations serving local Latino/a communities. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

A similar program is expected to be offered in 2016-17

Thematic Planning Groups: Critical and Creative Practices, and Culture, Text and Language

Stalin, Gorbachev and Putin: The Soviet Union and the Rebirth of Russia

Spring quarter

Fields of Study: cultural studies, geography, history, language studies, literature and writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and social studies.

Faculty: Robert Smurr and Patricia Krafcik

This program will investigate the 74-year lifespan of the Union of Soviet Socialist Republics (USSR), as well as the two decades that have passed since its collapse in 1991. We will explore Russian and Eurasian poetry and prose from this period and analyze the reasons why the USSR produced such remarkable and world-renowned talents as the writers Bulgakov and Solzhenitsyn and such composers as Prokofiev and Shostakovich. We shall also investigate how this society included inhuman prison camps, governmental rule by terror and totalitarian rule. Indeed, we shall attempt to determine how Josef Stalin became responsible for the murder of at least 20 million of his fellow citizens while at the same time transforming a relatively backward empire into an undisputed world power.

Economic difficulties and shortages of consumer goods continued to plague citizens of the USSR until its collapse, but the empire's last leader, Mikhail Gorbachev, did his best to revitalize the Soviet socialist experiment via peaceful and more open means. Gorbachev's campaigns to "restructure" the empire's economy and become more "open" towards a free press simply hastened the collapse of the empire. We will examine these policies, but equally as important, we will also investigate the rise of 15 independent states that emerged from the ashes of the former Soviet Empire and trace their paths since they gained independence in 1991. Vladimir Putin has led Russia since 2000 and his authoritarian policies suggest that he will remain in power until 2024.

Faculty will provide lectures to guide our study and students will read and discuss a diverse selection of historical and literary texts in seminars and will view and discuss relevant documentaries and films. The centerpiece of student work will be a major research paper on any topic connected with the Soviet Union and Russia, along with the production of a professional-quality poster for the students' final presentation of their research this term.

Students are strongly urged, but not required, to take the Beginning Russian Language segment within the full-time program. To enter language study at this point, students should have the equivalent of two quarters of college Russian.

A special history workshop segment is available to students within or from outside the program for four credits. It will investigate aspects of the "Cold War" from U.S. and Soviet perspectives, as well as lend a greater understanding of the worldwide struggle for political, economic, military and ideological supremacy.

Credits: 16 -

Enrollment: 50

Thematic Planning Groups: Culture, Text and Language

Structures and Strictures: Fiction, Mathematics and Philosophy

Fall and Winter quarters

Fields of Study: aesthetics, literature, mathematics, philosophy and writing

Class Standing: Freshmen

Preparatory for studies and careers in literature, writing, philosophy and mathematics.

Faculty: Steven Hendricks, Kathleen Eamon, Brian Walter, Miranda Mellis

This program will explore how very different tools for thinking, like philosophical terms, fictional narratives and mathematical systems, are involved in building up and also challenging structures of knowledge. We will ask: Are these defenses against the unknown or our only ways of accessing it? We will see how practices in all three disciplines also work to disrupt conventional thinking and we will pursue experiments in the use of constraints to free us from our own aesthetic traditions and generic modes of thought. We will pursue these questions in our critical and creative writing projects.

We'll regard each of these disciplines as ongoing conversations that can both expand and limit what we can know and what we can imagine. We will work to understand how mathematics is also an imaginative, humanist endeavor, a study of patterns that yields new languages and opens up possibilities in the world. Philosophy will help us both think about the conditions for the possibility of world-making and examine fictional worlds as aesthetic objects. In our study of literature, we'll attend closely to structures in language and narrative that make meaning possible.

We'll read work by contemporary literary experimentalists, storytellers for whom time, space and being are of more interest than plot per se, including writers such as Renee Gladman, Pamela Lu, Thalia Field, Bhanu Kapil, Christine Wertheim and others. We'll look at works of literary science fiction that use avant-garde narrative strategies to make visible the ways in which seemingly abstract questions have political and scientific implications, from Alexander Kluge to Chris Marker. Philosophical texts will likely include works by Kant, Benjamin, Adorno and Lacan. We'll also read texts that describe the scope, content and aesthetic of modern mathematical work, such as *The Mathematical Experience* by Philip J. Davis and Reuben Hersh. Many of these texts are challenging, but we will work together to develop the skills needed to approach them in reading, writing and conversation.

In fall, students will be introduced to disciplinary approaches to formulating and responding to complex questions. Regular work of the program will include seminars, short papers and workshops in literature, philosophy, writing and mathematics.

In winter, in addition to seminar and workshops, students will pursue a creative and critical writing project connecting all three disciplines, with opportunities to develop a chosen emphasis.

This program accepts winter enrollment. Interested students with suitable background and interest in the relevant disciplines should contact Steven Hendricks (hendrics@evergreen.edu).

Credits: 16

Enrollment: 92

Required Fees: \$100 per quarter for program retreats.

Thematic Planning Groups: Critical and Creative Practices

Study Abroad Consortium Partnerships

Fall, Winter, Spring quarters

Fields of Study: study abroad

Class Standing: Sophomore - Senior

Faculty: Michael Clifforne

Consortium is a formal relationship with other institutions to increase travel abroad opportunities for Evergreen students. More than 300 destination programs are offered through consortium and financial aid can be used to pay for approved program costs. Evergreen students pay the consortium's tuition and fees; they do not pay Evergreen tuition or fees when enrolled in consortium. Enrollment is recorded at both the consortium and at Evergreen; Evergreen students register at Evergreen with a special Course Record Number created specifically for the designated consortium and retain their student status.

Alliance for Global Education offers interdisciplinary study programs in India and China. In India, students can focus on issues of public health, Indian studies, development or the environment, in programs located in Manipal, Pune and Varanasi. In China, students can focus on issues of globalization, development, business, politics, social change and Chinese language, in programs located in Xi'an, Beijing or Shanghai. Internship opportunities are available in both countries. Full semester and summer options. Students earn 15 semester credits (22 quarter credits).

American University in Cairo is a premier, full-service, English-language university founded in Cairo, Egypt, in 1919. Students can focus on a wide range of disciplinary studies through the semester or summer options as study abroad, non-degree students or they can focus on intensive Arabic language through the Intensive Arabic Program. Credits will vary by individual enrollment, but typically range from 15 to 18 semester credits (22 to 27 quarter credits).

Center for Ecological Living and Learning offers programs in Iceland, Nicaragua, Costa Rica, Honduras and Kenya that focus on sustainability, environmental issues, experiential learning and close connection to local communities. Students earn 15 semester credits (22 quarter credits).

Center for Global Exchange provides a set of interdisciplinary study abroad programs sponsored by Augsburg College in Minneapolis, Minn. Students can focus on issues of gender and social change, international business, migration, globalization or social work in Mexico; sustainable development and social change in Central America; or nation building, globalization and decolonization in Namibia. Language study and internships, as part of or in addition to the programs, are available. Students earn 16 semester credits (24 quarter credits).

Council for International Educational Exchange provides study abroad programs in conjunction with multiple university sites in Africa, the Middle East, Europe, Asia, Latin America, the Caribbean and Australia. Students can choose from a wide variety of disciplines, with programs taught either in English, the local language or both. Students earn 15-18 semester credits (22-27 quarter credits).

Danish Institute for Study Abroad offers 14 coordinated programs in Architecture and Design, Biomedicine, Child Diversity and Development, Communication and Mass Media, European Culture and History, European Politics and Society, Global Economics, International Business, Justice and Human Rights, Medical Practice and Policy, Migration and Identity/Conflict, Pre-Architecture, Psychology, Public Health, and Sustainability in Europe. All programs and courses are taught in English, with the exception of Danish language and culture studies. Students earn 15-18 semester credits (22-27 quarter credits).

Educational Programs Abroad arranges internship placements in several European countries: England, Scotland, Germany, Belgium

and Spain. Students typically intern 30-35 hours per week, with one or two supplemental classes. Adequate fluency in the language is often, but not always, required. Students earn 16 quarter credits, with options to earn more through special coursework with the University of Rochester and at additional cost.

Institute For Study Abroad - Butler University, Indiana, connects students with multiple university sites in England, Scotland, Wales, Ireland, Australia, New Zealand, Argentina, Chile, Costa Rica, Mexico and Peru. Students enroll in regular university course offerings, with opportunities for internships as well. Fluency in Spanish is required for most Latin American studies programs, with some options for students with lower-level Spanish skills. Students earn 15-18 semester credits (22-27 quarter credits). Summer programs also available.

Jackson School of International Studies - UW Seattle offers Evergreen juniors and seniors a chance to spend one year in the program, focusing on one of 14 regional study areas: Africa, Canada, China, Comparative Religion, European, International, Japan, Jewish Studies, Korea, Latin America and Caribbean, Middle East, Russia-Eastern Europe-Central Asia, South Asia and Southeast Asia studies. Students earn 12-18 quarter credits each quarter, depending on class selection. Evergreen can only recommend a small number of students to this program, so it is competitive, with applications due each March for the following year.

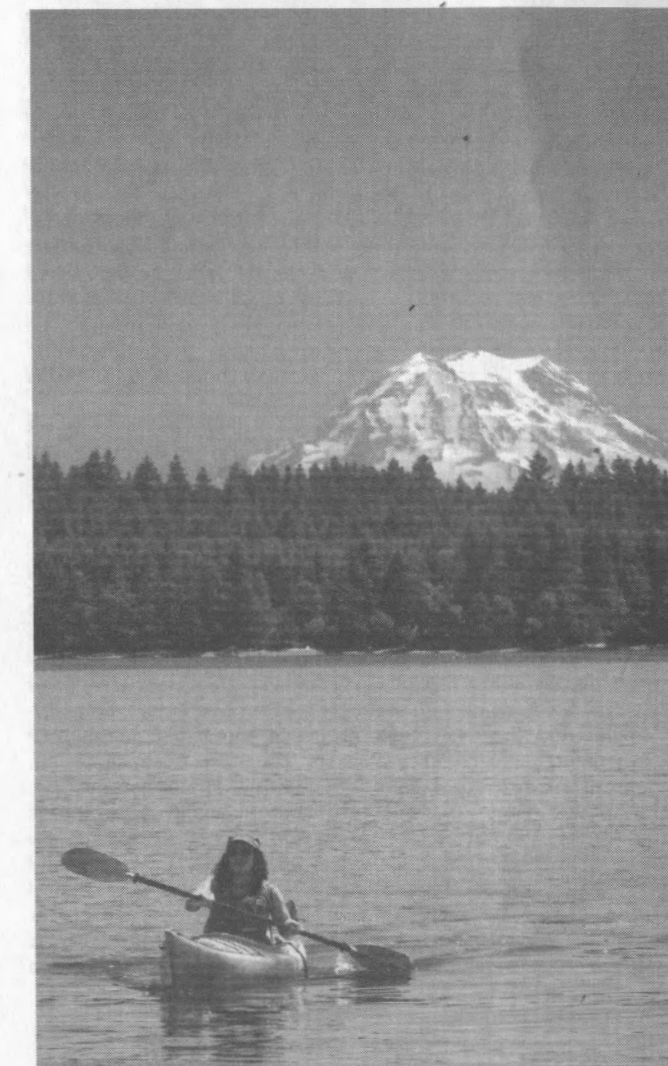


Photo by Shauna Bittle '98.

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

International Partnership for Service Learning offers programs that combine language, area studies and community service placements in a number of countries: Australia, Ecuador, France, Ghana, India, Italy, Jamaica, Mexico, Scotland, Spain and Thailand. Students gain valuable experience serving in a variety of community organizations. Semester and summer programs available. 15-17 semester credits (22-25 quarter credits).

School for International Training offers a wide variety of interdisciplinary programs in Africa, Asia, Europe, Latin America and the Middle East that focus on the arts, cultural expression, global health, identity and globalization, environmental issues, post-conflict transformation, social movements, human rights and sustainable development. Programs entail language, thematic studies, independent study projects and close connection to local communities. Students earn 16 semester credits (24 quarter credits). Summer programs are also available.

School for Russian and Asian Studies offers programs throughout the European, Central Asian and Siberian regions of the former Soviet Union on a wide variety of topics: Central Asian Studies, Acting in Russia, Russian Studies Abroad, Translation Abroad, Art in Russia, The Russian Far East, The Russian Psyche, Museums and Art Restoration, Kyrgyz Adventure, Politics and International Relations, Internships and more. Students earn 15-18 semester credits (22-27 quarter credits).

SEA Education Association offers programs that focus on ocean exploration, documenting change in the Caribbean, oceans and climate, sustainability in Polynesian island cultures and ecosystems, and energy and the ocean environment. Students spend the first part of the semester in Woods Hole, Mass., preparing for the second part of the semester when they embark on tall-masted sailing ships to continue studies at sea and among island communities. The program offers both Atlantic and Pacific routes. Students earn 16 semester credits (24 quarter credits). Options for upper-level credits are available. Summer programs offered as well.

Studio Arts Centers International in Florence, Italy, offers undergraduate options for study in more than 20 studio art and design programs, art history, art conservation and Italian language and culture. Graduate level studies are also available. Students earn 15-18 semester credits (22-27 quarter credits).

University of Arizona - Russia offers the opportunity to study Russian language and culture in Moscow during the academic year, with summer options in St. Petersburg. Students receive 20-30 hours of instruction per week depending on their level placement. The program takes place at the GRINT Language Center at the Moscow Humanities University. Options for internship placement in Moscow also exist. Students earn 15 semester credits (22 quarter credits).

Wildlands Studies offers programs through a number of environmental field projects in several countries: Australia, Belize, Chile, China, Costa Rica, El Salvador, Fiji, India, Mexico, New Zealand, Peru, South Africa, Thailand and Zambia. Wildlands' domestic US programs are not eligible for consortium status. Students are engaged in field studies for seven-week periods typically and many include cultural studies, since communities are part of local environmental systems. Student earn 12 semester credits (18 quarter credits) at the upper-division level, typically distributed across both science and cultural studies, issued through California State University at Monterey Bay.

Faculty signature. For details on participating programs and institutions, visit www.evergreen.edu/studyabroad/consortium or contact Michael Clifthorne at clifthom@evergreen.edu.

Technical Writing in the 21st Century

Fall and Winter quarters

Fields of Study: environmental studies, marine science, writing and zoology

Class Standing: Sophomore - Senior

Prerequisites: One year of college-level studies in the sciences.

Preparatory for studies and careers in the sciences and science writing; all careers requiring advanced writing skills.

Faculty: Erik Thuesen

In this program, students will develop techniques for communicating in several different genres of technical writing, including technical abstracts, scientific research papers, technical instructions, etc. Students from all branches of the sciences are encouraged to take this program to improve their technical writing skills. We will use several different online collaborative formats to carry out our objectives and all work be submitted and edited online.

Each student will choose a specific topic and read 10 documents related to the topic. Based on these readings and other sources, each student will write a corresponding review paper, an online technical digest and a proposal for future work in the specific area. Students will receive critique from peers and the faculty member. Students will be responsible for editing and critiquing a specific number of papers written by other students in the program. A final collaboratively written assignment will also be undertaken. Clear deadlines for reading and writing assignments will be established for all students at the start of the program to make it easier to stay on track. This program will make it possible for students to further develop written work from research projects carried out in previous studies if they so desire.

Credit is expected to be awarded in the specific area of research, technical writing and technical editing. Students wishing to enroll in this program for Winter quarter only will be welcomed on a space available basis.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Environmental Studies and Scientific Inquiry

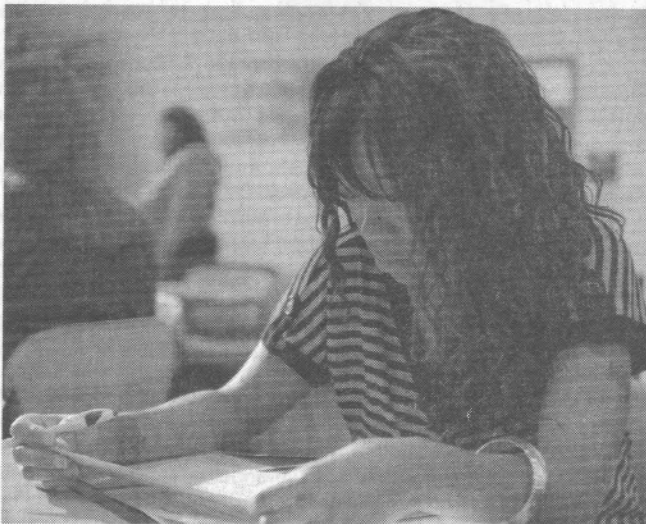


Photo by Shauna Bittle '98.

Thinking Through Ornament

Winter and Spring quarters

Fields of Study: architecture, art history, consciousness studies, cultural studies, gender and women's studies, visual arts and writing

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in visual and environmental arts, cultural studies, architecture and art education.

Faculty: Robert Leverich and Sarah Williams

[T]raditional ornament was not meant only for pleasure. [I]t participated in the expression of social values, hierarchies and order. — Antoine Picon from Ornament: The Politics of Architecture and Subjectivity—Architectural Design Primer

Why do we like some objects plain and others ornamented? Does ornament arise out of the making of the thing or is it applied afterward? What are the personal and political dimensions of ornament within different historical and cultural contexts? Are our possessions—and our possessions' accessories—themselves a form of ornament? Is thinking always mediated by, alongside, and through objects? From an evolutionary perspective might the ornament of reason be mere embellishment?

We will consider how things—plain or adorned—shape our mental as well as our physical landscapes. Possible sites for our investigation of the cognitive life of vibrant matter are many and diverse: beads (abacus to jewelry), classic Greek running patterns, Islamic interlaces, cursive writing, Native American figure/ground relationships, Bach's well-ordered table of musical ornaments, the poetics of Gertrude Stein, Louis Sullivan's *System of Architectural Ornament*, Rudolf Steiner's sequenced instruction in form drawing, or Henry Goodyear's *The Grammar of the Lotus*.

Program creative work will be centered in three interrelated studios: one focused on materials, tools and making; another on writing about materials, tools and making, from evolutionary and poetic perspectives; and a third studio practice in experimental drawing. Individual and peer project assignments will address how forms and patterns of ornamentation arise from nature, abstract systems and cultural imperatives. Winter work will develop skills and understanding of what it means to think with and through ornament. Small group creative and research projects will lead to opportunities for substantive independent projects in the spring.

Through these projects, as well as lectures, workshops, peer presentations, seminars and field trips, students will develop abilities in drawing and design, low-tech tools and materials, and experimental forms of expressive, expository, and reflective speaking and writing. Book possibilities include: *The Thinking Hand* (Pallasmaa), *The Language of Ornament* (Trilling), *Thinking with Things* (Pasztor), *Ghana: Where the Bead Speaks* (Adoo), *Redrawing Anthropology* (Ingold), *Imagining Language* (Rasula and McCaffery), and *The Cognitive Life of Things: Recasting the Boundaries of Mind* (Malafouris and Renfrew).

Credits: 16

Enrollment: 46

Special Expenses: Students will have an opportunity in winter quarter to do field research on forms of ornament, with related travel expenses.

Required Fees: \$35 in winter and \$135 in spring for entrance fees and studio supplies.

Thematic Planning Groups: Critical and Creative Practices, Consciousness Studies, Culture, Text and Language and Expressive Arts

Timely and Timeless Work Toward Sustainability

Fall quarter

Fields of Study: community studies and sustainability studies

Class Standing: Sophomore - Senior

Prerequisites: No specific course prerequisites, but see last sentence of the description.

Preparatory for studies and careers in sustainability, peace studies, design, community organizing and political and international relations.

Faculty: Robert Knapp and Helena Meyer-Knapp

The Buddhist teacher Joanna Macy says three kinds of work are needed in this time of transition away from the Industrial Growth form of society: slowing the damage to Earth and its inhabitants, inventing the new structures of life, work and governance, and shifting values and worldviews from exploitation to coexistence. This program combines philosophy and pragmatism in pursuit of these kinds of work. Specifically, it leads students into the practice of sustainable design at two levels—community and global. At the same time, it challenges students to consider profound questions of governance, ethics, beauty and spiritual life because good designs for sustainability are tuned both to present circumstances and long-term realities: the timely and the timeless.

Student teams, with faculty guidance, will make conceptual designs for situations in the Olympia or campus community or in regional organizations with global reach, such as Amazon.com or Joint Base Lewis-McChord. Design can be physical or organizational, but always means imagination disciplined by hard information and analysis. Students will acquire skills in both. Exercises will touch on community consultation, organizational profiling, engaging constructively with your enemies, focused imagination, prototyping and mockups, information graphics and project assessment.

Background lectures, book seminars, films and workshops will all build understanding of relevant history (how we got to this transitional time), concepts (who "we" are, our diversity and how to understand our situations) and skills (how to act effectively). Topics will include community design, environmental and social ethics, history of sustainability, conflict transformation and multiparty negotiation, design theory, low-tech materials, the role of feelings and their disciplined expression. Students need to be willing to tackle open-ended problems, combine abstract and concrete thinking, respond with insight to real-world information and obstacles, and produce carefully finished writing, presentations and other work.

Credits: 12

Enrollment: 32

Thematic Planning Groups: Critical and Creative Practices, Sustainability and Justice, and Society, Politics, Behavior and Change

Trees

Spring quarter

Fields of Study: biology, botany, environmental studies, field studies, natural history and writing

Class Standing: Freshmen

Preparatory for studies and careers in botany, forestry, natural science, biology, ecology and environmental science.

Faculty: Dylan Fischer

How do trees, and forest communities, function? What makes them tick? What determines the tallest trees in the world? What makes trees some of the oldest organisms on earth? These and many other questions about trees have captivated humans since the dawn of time. In this program we will closely examine trees in their variety of form and function. We will use our studies to learn how understanding of tree form and function integrates study of botany, mathematics, physics, chemistry, geography and ecology.

Our studies will be divided between those that focus on individual trees, forests and whole forests. We will also read classic and recent texts about human interactions with trees and how our relationships to trees still help shape our collective identities and cultures. Students will learn how to read and interpret recent scientific studies from peer-reviewed journals and be challenged to reconcile popular belief about the roles of trees with scientific observations. Day trips, workshops, labs and a multiple-day field trip will allow us to observe some of the largest trees on the West Coast and observe and measure trees in extreme environments. 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 nonfiction and technical writing.

Credits: 16

Enrollment: 23

Required Fees: \$300 for transportation, food and entrance fees for a weeklong overnight field trip.

Thematic Planning Groups: Scientific Inquiry

Turning Eastward: Explorations in East/West Psychology

Fall and Winter quarters

Fields of Study: consciousness studies, cultural studies, international studies, philosophy, psychology and religious studies

Class Standing: Junior - Senior

Preparatory for studies and careers in psychology, counseling, social work, education, Asian-American studies, Asian studies and religious studies.

Faculty: Ryo Imamura

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

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

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

Credits: 16

Enrollment: 25

Thematic Planning Groups: Consciousness Studies, Culture, Text and Language, and Society, Politics, Behavior and Change

Undergraduate Research in Scientific Inquiry

Fall, Winter, Spring quarters

Fields of Study: biochemistry, biology, chemistry, computer science, mathematics and physics

Class Standing: Sophomore - Senior

Preparatory for studies and careers in biology, chemistry, physics, computer science, astronomy and applied mathematics.

Faculty: Paula Schofield, Brian Walter, Abir Biswas, Michael Paros, Clyde Barlow, Judith Cushing, Dharshi Bopegedera, Rebecca Sunderman, EJ Zita, Donald Morisato, Clarissa Dirks, James Neitzel, Sheryl Shulman, Neal Nelson, Lydia McKinstry

Rigorous quantitative and qualitative research is an important component of academic learning in Scientific Inquiry. Research opportunities allow science students to work on specific projects associated with faculty members' expertise. Students typically begin by working in an apprenticeship model with faculty or laboratory staff and gradually take on more independent projects within the context of the specific research program as they gain experience. Students can develop vital skills in research design, data acquisition and interpretation, modeling and theoretical analysis, written and oral communication, collaboration and critical thinking. These are valuable skills for students pursuing a graduate degree or entering the job market.

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

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

Abir Biswas (geology, earth science) studies nutrient and toxic trace metal cycles in terrestrial and coastal ecosystems. Potential projects could include studies of mineral weathering, wildfires and mercury cycling in ecosystems. Students could pursue these interests at the laboratory scale or through field-scale biogeochemistry studies, taking advantage of the Evergreen Ecological Observation Network (EON), a long-term ecological study area. Students with backgrounds in a combination of geology, biology or chemistry could gain skills in soil, vegetation and water collection and learn methods of sample preparation and analysis for major and trace elements.

Dharshi Bopegedera (chemistry) would like to engage students in two projects: (1) There is concern that toxic metals are found in unsafe quantities in children's toys and cosmetics. I would like to engage a student in the quantitative determination of these metals using the AA and the ICP-MS. Students who are interested in learning to use these instruments and quantitative analysis techniques will find this project interesting. (2) Science and education. We will work with local teachers to develop lab activities that enhance the science curriculum in local schools. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

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

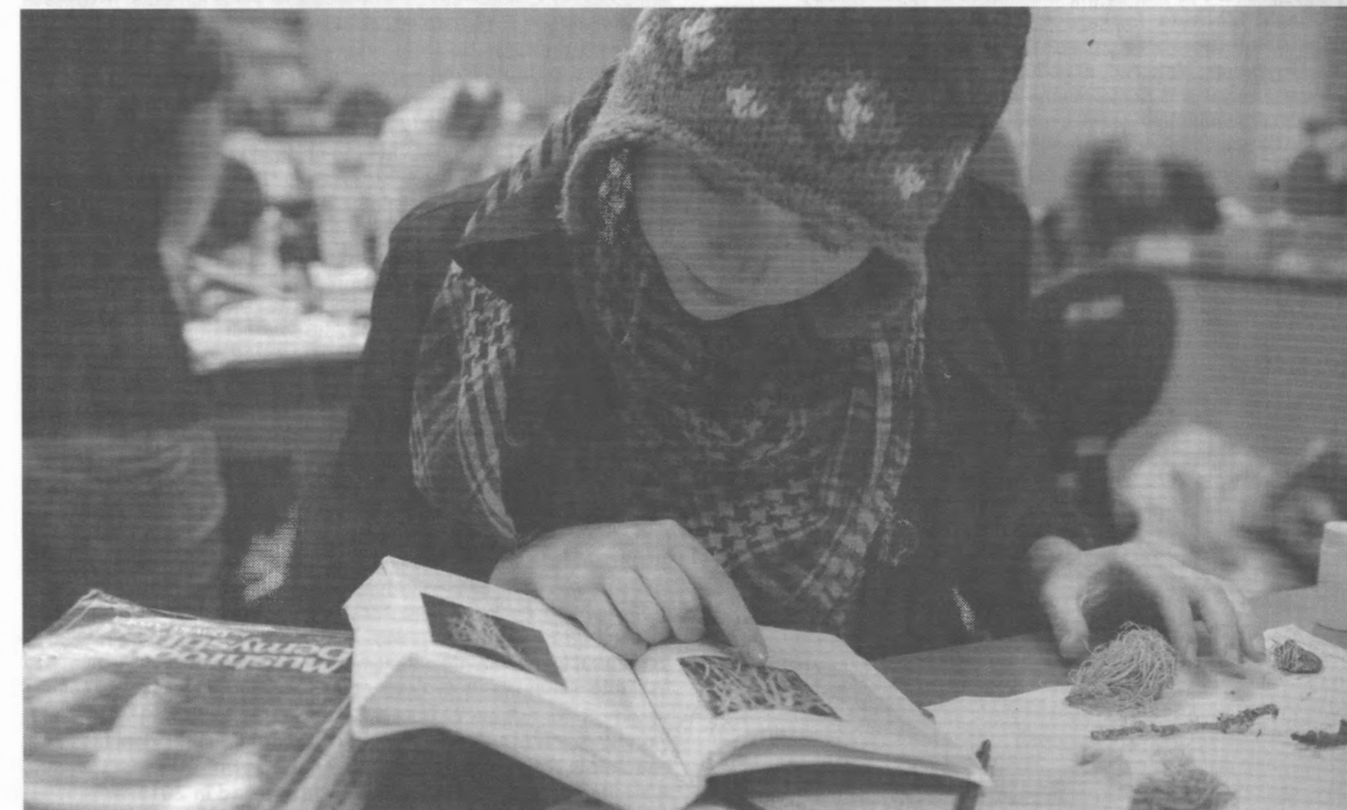
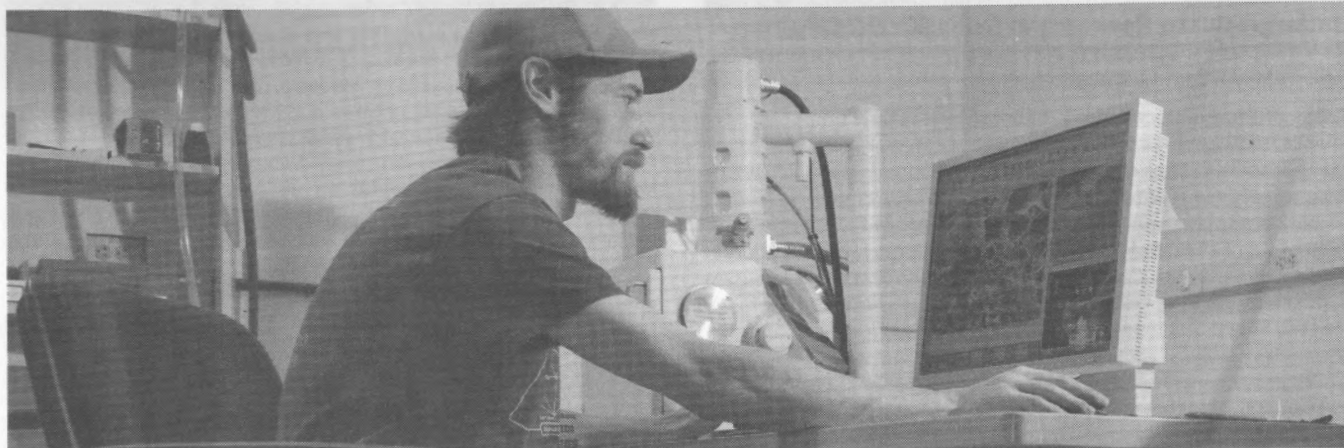


Photo by Shauna Bittle '98.



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

LydiaMcKinstry (organic chemistry) is interested in organic synthesis research, including asymmetric synthesis methodology, chemical reaction dynamics and small molecule synthesis. One specific study involves the design and synthesis of enzyme inhibitor molecules to be used as effective laboratory tools with which to study the mechanistic steps of programmed cell death (e.g., in cancer cells). Students with a background in organic chemistry and biology will gain experience with the laboratory techniques of organic synthesis as well as the techniques of spectroscopy.

Donald Morisato (biology) is interested in the developmental biology of the *Drosophila* embryo, a model system for analyzing how patterning occurs. Maternally encoded signaling pathways establish the anterior-posterior and dorsal-ventral axes. Individual student projects will use a combination of genetic, molecular biological and biochemical approaches to investigate the spatial regulation of this complex process.

Jim Neitzel (biochemistry) uses methods from organic and analytical chemistry to study biologically interesting molecules. A major focus of his current work is on fatty acids; in particular, finding spectroscopic and chromatographic methods to identify fatty acids in complex mixtures and to detect changes that occur in fats during processing or storage. This has relevance both for foods and in biodiesel production. The other major area of interest is in plant natural products, such as salicylates. Work is in process screening local plants for the presence of these molecules, which are important plant defense signals. Work is also supported in determining the nutritional value of indigenous plants. Students with a background and interest in organic, analytical or biochemistry could contribute to this work.

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

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

Paula Schofield (organic, polymer, materials chemistry) is interested in the interdisciplinary fields of biodegradable plastics and biomedical polymers. Research in the field of biodegradable plastics is becoming increasingly important to replace current petroleum-derived materials and to reduce the environmental impact of plastic wastes. Modification of starch through copolymerization and use of bacterial polyesters show promise in this endeavor. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials. Students will present their work at American Chemical Society (ACS) conferences.

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

Rebecca Sunderman (inorganic/materials chemistry, physical chemistry) is interested in the synthesis and property characterization of new bismuth-containing materials. These compounds have been characterized as electronic conductors, attractive activators for luminescent materials, second harmonic generators and oxidation catalysts for several organic compounds. Traditional solid-state synthesis methods will be utilized to prepare new complex bismuth oxides. Once synthesized, powder x-ray diffraction patterns will be obtained and material properties such as conductivity, melting point, biocidal tendency, coherent light production and magnetic behavior will be examined when appropriate.

Brian Walter (mathematics) is interested in problems relating to graphs, combinatorial games and especially combinatorial games played on graphs. He would like to work with students who have a strong background in mathematics and/or computer science and who are interested in applying their skills to open-ended problems relating to graphs and/or games.

EJ Zita (physics), who has expertise in energy physics, modeling and organic farming, is researching sustainability and climate change. Many students have done fine projects on sustainable energy and food production in her academic programs. Zita is working with Judy Cushing and Scott Morgan to establish a new research program at Evergreen. With Cushing, they will model land use impacts on climate change; with Morgan, they will plan and facilitate sustainability projects on campus.

Faculty signature. Students should contact the individual faculty member in their area of interest for details on obtaining a signature. **A similar program is expected to be offered in 2015-16**
Thematic Planning Groups: Scientific Inquiry

Undergraduate Research in the Humanities

Fall, Winter, Spring quarters

Fields of Study: literature, philosophy and political science

Class Standing: Junior - Senior

Preparatory for studies and careers in literature, history and the humanities.

Faculty: Trevor Speller, Greg Mullins, Stacey Davis, Nancy Koppelman

Students of the humanities who are nearing the end of their Evergreen education may wish to pursue a major research project, senior thesis or capstone project in their particular field of interest. Often, the goal is to construct an original argument around a particular body of literature, set of ideas or historical events. These kinds of projects develop advanced research skills in the humanities, including the ability to read deeply and critically in a particular field, and to discover and engage with important theoretical writings in that field. Students will also gain valuable skills in reading, analyzing, synthesizing, writing and editing long pieces of complex prose. The best kinds of this work will be invaluable for graduate school applications, and will be an asset to those entering the job market directly following graduation.

Stacey Davis (European history) specializes in French history from the 18th century to the present, as well as the history of French colonies in North and West Africa. Students who wish to study European social, cultural, political, intellectual or religious history from the Middle Ages to the present, including topics in the history of gender and sociocultural aspects of the history of art, are welcome to propose research projects. Students are welcome to work with Dr. Davis on her ongoing research projects on 19th-century political prisoners, notions of citizenship and democracy in modern Europe, memory and the history of aging.

Nancy Koppelman (American studies) specializes in American social, literary and intellectual history until 1920. Students who wish to study in these fields are welcome to propose research projects and senior theses. Particular interests include the social and intellectual history of the Puritans; the founding generation, immigrants, the working class and the middle class; industrialization and reform movements; pragmatic philosophy; the history of childhood; and the history of technology and consumer culture. Students are also welcome to work with Nancy to participate in her ongoing research projects on alcohol reform movements, the histories of social/economic mobility and of individual physical movement, and ethical themes in American cultural history.

Greg Mullins (American literature, queer theory) specializes in 20th-century and contemporary literature and comparative American Studies (U.S./Brazil). His broad interests include the crossroads of aesthetics and politics, national versus transnational formations of literary studies, queer gender and sexuality, memory studies and poststructuralist theory. Most of the capstone projects he has supervised in the past have been centrally concerned with literary and cultural theory, including visual culture and queer theory. Students are enthusiastically welcome to work with Greg on his research on cultures of human rights and representations of human rights in literature and film.

Trevor Speller (British/anglophone literature) specializes in the long 18th century (1650-1830), including the Restoration, the Enlightenment and Romanticism. Students who wish to study the literature and political philosophy of these periods are welcome to propose research projects, including capstone projects and senior theses. Particular interests include the rise of the novel, the conception of reason and rationality and representations of space and place. Previous projects have included studies of Romantic women writers and travel writing. Students are also welcome to work with the faculty member to develop his ongoing research projects on

such authors as Daniel Defoe, John Locke, Thomas Hobbes, Bishop Berkeley, Jonathan Swift and John Milton.

Faculty signature. Students should contact the faculty for more information.

Thematic Planning Groups: Culture, Text and Language

Understanding Language

Fall quarter

Fields of Study: communications, language studies and linguistics

Class Standing: Junior - Senior

Preparatory for studies and careers in communications, language studies and linguistics.

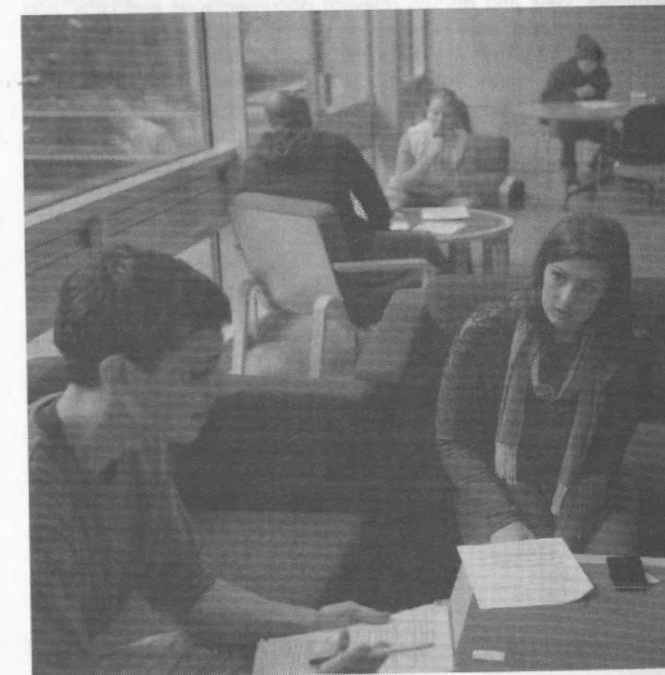
Faculty: Diego de Acosta

This one-quarter program is designed to allow advanced students to develop their understanding of how languages are structured and how they change over time. We will consider linguistic structure at various levels, from the sounds and gestures of speech to the structure and meaning of words and sentences. We will also work to understand the complex relationship between an individual's knowledge of language and the broader function of language in human society and history. Throughout the quarter, we will look at a variety of languages from around the world and learn to analyze, describe and compare them. Topics for the quarter will include phonetics and phonology, historical linguistics, comparative linguistics and dialectology, language and gender, and field methods. Our work for the quarter will include discussions of linguistic theory, extensive reading of primary and secondary scientific literature, regular problem sets and an independent research project.

Credits: 16

Enrollment: 25

Thematic Planning Groups: Culture, Text and Language, and Scientific Inquiry



Photos by Shauna Bittle '98.

Vikings, Mongols and Slavs: Russia and the Forging of Empires

Fall quarter

Fields of Study: cultural studies, geography, history, language studies, literature and writing

Class Standing: Sophomore - Senior

Preparatory for studies and careers in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and social studies.

Faculty: Patricia Krafcik and Robert Smurr

This program offers an interdisciplinary approach to Russian and Eurasian history, literature, culture, geography and film. Our journey will take us across all of the vast territories that once comprised the Russian and Soviet empires—territories that today make up more than 15 independent states. In lectures, seminars and film analyses and discussions, we will travel from the fjords of Norway to the thriving cities of Constantinople and Baghdad; from the windswept grasslands of Mongolia to the Moscow cathedrals built by Ivan the Terrible; from the Arctic Ocean to the marketplaces of Central Asia; from the peaks of the Caucasus Mountains to the deserts of Uzbekistan.

Our focus is the rise and fall of empires in this region, beginning with one that no longer exists—the Mongol empire—and one that in many senses still does—the Russian empire. We will investigate the development of the Russians and their nation through history, starting with Viking invasions of Slavic territories in the 800s and progressing to Russia's thriving imperial era in the 1800s. This latter period witnessed not only Napoleon's massive invasion of Russia, but also the emergence of some of the world's greatest literature (including Pushkin, Lermontov, Gogol and Turgenev). The diverse ethnicities that had cultural, political, social, economic and religious contact with the Russians—the Vikings, Mongols, Greeks, Tatars and Turkic peoples, among others—will all play key roles in our examinations.

Faculty will provide lectures to guide our study and students will read and discuss a diverse selection of historical and literary texts in seminars, view and discuss relevant documentaries and films, and write three major essays based on seminar readings. One field trip will be to the Maryhill Museum to view its collection of icons and other Russian-related items along with a visit to a Greek Orthodox women's monastery for a tour of the grounds and the icon studio. Another field trip will take us to the Pacific Coast village of La Push, Washington, and the Quileute Reservation, where in the early 19th century a Russian ship was grounded—an event which was preserved in Quileute oral tradition and is significant in our study of the Russian historical presence in Alaska and the Pacific Northwest.

Students are strongly urged to take the Beginning Russian Language segment within the full-time program. Studying Russian will enhance their learning experience. Those who opt out of language should register for only 12 credits.

Credits: 16

Enrollment: 50

Required Fees: \$75 for two overnight field trips.

Thematic Planning Groups: Culture, Text and Language

Vision and Action: Entrepreneurial Ventures

Spring quarter

Fields of Study: business and management

Class Standing: Sophomore - Senior

Prerequisites: Some familiarity with MS Excel or spreadsheets is helpful.

Preparatory for studies and careers in creating a business, or working or consulting with others founding or growing their own businesses. It should also help those interested in pursuing advanced studies in business, economics, and/or the social sciences, or seeking employment in the private sector, government or nonprofit organizations.

Faculty: David Shaw

Vision without action is only a dream. Action without vision is a waste of time. Vision and Action can change the world. – attributed to Confucius

What is an entrepreneur? What does it take to become an entrepreneur? What is involved in starting up a new venture (for-profit, nonprofit or social)? Where should one focus their attention, and when? Does one stay faithful to the plan, or adapt to a fast-changing environment? And then what? Stay with the budding venture, sell it, or shut it down to move onto something else?

This program builds on the concepts and tools learned in the program Business: Innovation, Stewardship and Change (fall 2014, winter 2015) to provide an introduction to entrepreneurship. It is focused on helping students interested in developing or refining their own individual business plan for a startup venture. Seminar readings will focus on advanced topics and approaches to entrepreneurship. In addition, there will be a quarter-long, team-based online business simulation that will build skills in dynamic strategy making and financial statement analysis. An individual research project, including a draft business plan, marketing plan, feasibility study or critical book review on entrepreneurship (and/or business) with an end-of-quarter presentation will complete the program. Students will also leave the program with a deeper appreciation of emerging issues at the intersection between business and society.

Students entering this program will benefit from having previously completed some college-level studies in business, including basic familiarity with accounting, economics, marketing and/or finance. A basic level of quantitative competence, including the ability to create, use and interpret spreadsheets (e.g., MS Excel), is assumed.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2016-17

Special Expenses: Computer license fee of \$50-\$60 for business simulation, paid direct online to software publisher.

Thematic Planning Groups: Society, Politics, Behavior and Change

Washington State Legislative Internships

Winter and Spring quarters

Fields of Study: government and law and public policy

Class Standing: Junior - Senior

Prerequisites: Two to three years of interdisciplinary study.

Preparatory for studies and careers in community studies, government, law, political science, public interest advocacy, public policy and social issues.

Faculty: Cheri Lucas-Jennings

This is an opportunity to explore the broad conditions that shape legislation. We will examine models, evidence and debates about the sources, causal connections and impacts of evolving systems of law, regulation, governance and a broad array of community response. Each student will be learning through work as an intern with a legislator and her or his staff. This will involve intensive staff-apprenticeship activities, especially legislative research and draft development, bill-tracking and constituent correspondence.

Each student accepted as an intern will develop an internship learning contract, profiling legislative responsibilities and linkages to academic development.

In regular in-capitol seminars, each student intern will translate her or his activities in the Legislature into analytic and reflective writing about the challenges, learning and implications of the work; students will make presentations about their learning and participate in various workshops. Each intern will keep a journal, submitted to the faculty sponsor on a regular basis, and a portfolio of all materials related to legislative work. Drawing broadly from the social sciences, we will explore relationships between elected officials, legislative staff, registered lobbyists, non-governmental organizations, citizen activists and district constituents. Students will learn through a range of approaches: responsibilities in an 8:00-5:00 workweek, guest presentations, seminars, workshops on budget, media panels and job-shadowing regional officials and activists of choice. Interns will participate in a final mock hearing floor debate on current legislative issues.

The 2015 session will involve student interns for both winter and spring quarters. Each quarter will comprise a different 16-credit contract. In spring quarter, students can develop an 8-credit Legislative Internship Contract, augmented by another 8-credit project or program involving specific post-session research and writing. Student performance for the two-quarter internship is evaluated by the faculty sponsor, field supervisors and legislative office staff.

Signature required. Students applying to become interns for the 2015 Washington State Legislative session in fall 2014 must submit two copies of the completed application, including personal essay, a letter of reference from faculty (discussing research and writing skills), and a personal reference (character, work-habits) to the Office of Academic Advising (L2153) by the last Friday in October. Applications are available at www.leg.wa.gov/internships. Internships will be awarded by the Capitol Senate and House of Representatives Education Program staff and students will be informed of acceptance by late November. Information sessions will be held on campus in the spring and in early October. Check with Academic Advising for dates and locations. This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2016.

Thematic Planning Groups: Sustainability and Justice, and Society, Politics, Behavior and Change

What Are Children For?

Spring quarter

Fields of Study: American studies, history, sociology and writing

Class Standing: Freshmen - Sophomore

Preparatory for studies and careers in education, social services, counseling or parenting.

Faculty: Nancy Koppelman

Childhood is not just a biological fact of life. Philippe Aries famously argued that children and childhood did not exist before the modern era. How do ideas about children, the conditions of child rearing and of childhood, and conventions of education change over time? And if the meanings of "children" and "childhood" change throughout history and across cultures, how can people ever know if they are making the "best" decisions on behalf of the children whom they raise, educate, care for, advocate for, employ or support?

In this program, students will learn how children's experience and adult interpretations of childhood have changed in the Western world over the last 400 years. Until about 150 years ago, most children were necessary: they contributed labor to the maintenance of the family home and were expected to reproduce the circumstances of their birth. The social revolutions of the 18th century disrupted all social hierarchies, including those within families. We will examine how these disruptions transformed childhood and moved children from the periphery to the center of adult intellectual, moral and medical interest.

Students will learn how children in North America lived and were viewed by adults from the 16th century forward, and examine how the meaning of childhood was transformed during the flowering of the Enlightenment. We will study the changing meanings of innocence and sin, labor and leisure, value and sacredness, and how those meanings figured in the way children were seen and treated. Guest speakers from the community who have a professional or political interest in children will share their experiences with the program.

The class benefits students who work with or care about children. It will also enlighten anyone who has grown up, is still trying to grow up, or wonders if she or he has, or should ever, grow up.

Credits: 16

Enrollment: 46

Thematic Planning Groups: Culture, Text and Language, and Society, Politics, Behavior and Change

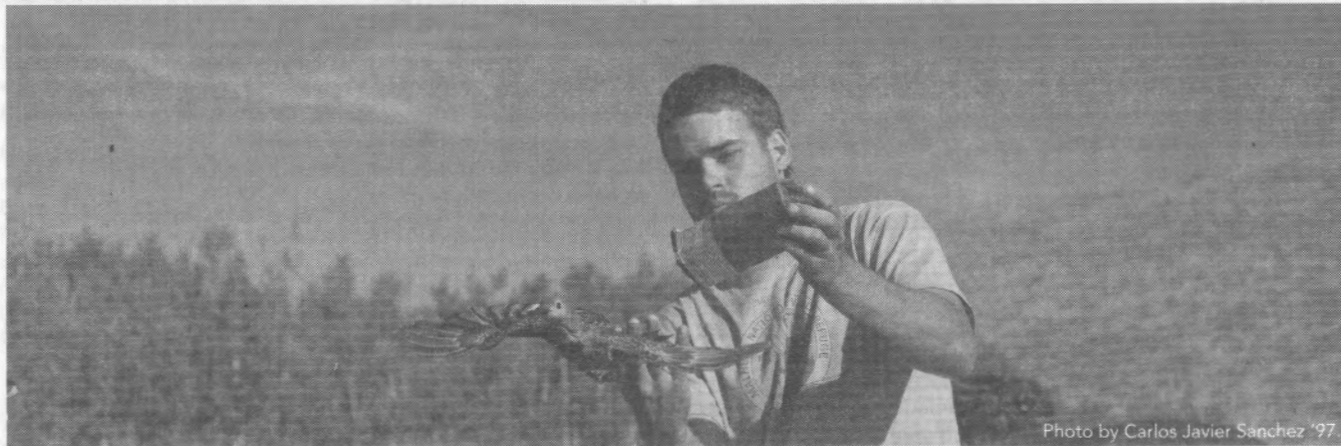


Photo by Carlos Javier Sanchez '97.

What is to be Experimental Music and Theater Now?

Fall, Winter, Spring quarters

Fields of Study: aesthetics, cultural studies, music and theater

Class Standing: Junior - Senior

Prerequisites: Two years of college-level work in music, theater or performance classes.

Preparatory for studies and careers in music, theater and the performance arts.

Faculty: Arun Chandra

We will read about, listen to, talk around, compose towards, and perform experiments in musical and theatrical composition. There will be lots of listening to and watching compositions written in the past 60 years and discussion of the contexts in which those pieces were once experimental and whether they remain so.

Now, at the beginning of the 21st century, when capitalism has abandoned any pretense of accommodation, what must art be so that it resists the appeal of its commodification?

Can an experiment in art have foundations? What does it mean to "take a risk" in a composition? Can an experiment in art resist being dismissed as being merely "an experiment in art"? What does a work of art require of its audience? Can a work of art demand that its audience become more than it is? Are any of these questions still valid, or have they outlived their usefulness? Our readings and watchings and listenings will address these questions, among others.

Are there "bad ideas" for performance? How does one distinguish an experiment in art based on a "bad" idea and one on a "good" one? There will be lots of group performance projects and these questions will be brought up in workshops where groups will present to each other.

Readings on related subjects in contemporary music and theater history and aesthetics will be drawn from the works of Roland Barthes, Walter Benjamin, Theodor Adorno, Antonin Artaud, Jacques Attali, Susan Buck-Morss, Bertolt Brecht, Caryl Churchill, James Joyce, Virginia Woolf and others.

As well as making performances, we will attend performances of new music and theater as they occur. A strong emphasis in the course will be projects composed and performed by groups of students in the class. Class meetings will be divided into lectures, seminars, listening sessions and performers' workshops.

Accepts winter and spring enrollment.

Credits: 16

Enrollment: 25

Required Fees: \$100 per quarter for tickets for music and theater performances.

Thematic Planning Groups: Critical and Creative Practices, Culture, Text and Language, and Expressive Arts

Wildlife Biology: Birds and Fishes

Spring quarter

Fields of Study: biology, ecology, environmental studies, field studies, natural history and zoology

Class Standing: Junior - Senior

Prerequisites: One year of college-level biology plus one quarter of ecology or zoology.

Preparatory for studies and careers in wildlife biology, conservation, zoology and ecology.

Faculty: Alison Styring and Amy Cook

One of the key elements in conservation biology is the study of organisms in the wild, often called wildlife biology. Originally a field that focused on the management of game animals, this discipline has developed into something much broader, playing a key role in the conservation of a wide variety of types of animals and habitats. Modern wildlife biology pulls from a variety of fields including genetics, taxonomy, animal behavior and ecology.

In this program we will focus on two groups of animals: birds and fishes. We will learn the taxonomy, behavior and ecology of these animals in the context of labs, fieldwork and lecture. Building on this background information, students will look at several key issues in the conservation of birds and fishes. These include conservation efforts around native fishes of the arid West, river restoration and salmonids, and management and conservation of aquatic and terrestrial bird species.

What is the experience of the urban salmon or the urban crow? How do people respond as deer, coyotes and bears make greater and greater use of their neighborhoods? Wildlife biology is not just about animals; humans also come into the equation. As urban and suburban areas expand, modern wildlife biology increasingly deals with fragmentation of habitat and the interaction between humans and animals. We will examine these interactions as well as more traditional human-wildlife interactions in the form of hunting and fishing.

Program activities will include lectures, labs and workshops focused on the biology of birds and fishes and their conservation and management. Seminar will include papers in the primary literature and books and other readings on select topics in wildlife biology. Students are expected to develop their skills in critical thinking, collaborative work and college writing.

Credits: 16

Enrollment: 50

Required Fees: \$25 for park entrance fees.

Thematic Planning Groups: Environmental Studies, Scientific Inquiry

Graduate Studies

MASTER OF ENVIRONMENTAL STUDIES (MES)

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

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

Martha Henderson Director

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

MASTER OF PUBLIC ADMINISTRATION (MPA)

Designed for working adults, Evergreen's dynamic MPA program is offered entirely on evenings and weekends and can be completed in as little as 2 years. Hundreds of Evergreen MPA graduates are working in a wide variety of responsible positions within state, local, tribal and federal governments, education, nonprofit organizations and private industry. MPA students gain important knowledge and skills that can be put to work right away; they learn how to be effective advocates for change, becoming graduates who are in high demand. In the MPA program you'll explore and implement socially just, democratic public service in a dynamic learning community that you create with your faculty and fellow students. Coursework covers critical elements of administration such as budgeting, strategic planning, policy analysis, managing organizations, leadership and ethics, human resources, multicultural competencies and research methods. The MPA program offers concentrations in Public and Nonprofit Administration, Public Policy, or Tribal Governance. Join us and "be the change you wish to see in the world."

For complete information on MPA general cohort, please visit www.evergreen.edu/mpa or www.evergreen.edu/tribal for information about the MPA Tribal cohort.

Cheryl Simrell King Interim Director

Randee Gibbons Assistant MPA Director - General Cohort (360) 867-6554 or gibbonsr@evergreen.edu

Puanani Nihoa MPA Tribal Governance Student Services (360) 867-6202 or nihoap@evergreen.edu

MASTER IN TEACHING (MiT)

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.

Sherry Walton Director

Maggie Foran Admissions and Advising (360) 867-6559 or foranm@evergreen.edu

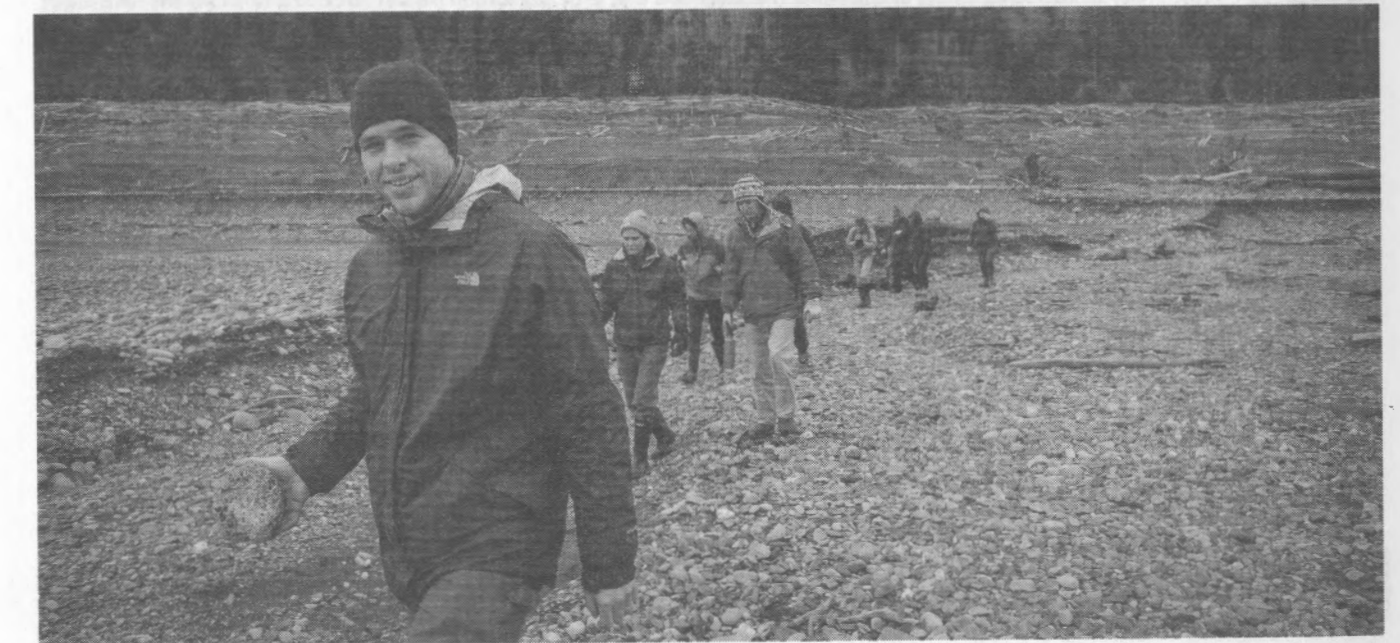


Photo by Shauna Bittle '98.

Admissions

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

ELIGIBILITY FOR ADMISSION

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

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

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

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

TO APPLY FOR ADMISSION

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

Fall Quarter accepting applications from September 1 to February 1

Winter Quarter accepting applications from April 1 to October 1

Spring Quarter accepting applications from June 1 to December 1

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

Note: If you are unsure whether you meet the admission criteria as a freshman or transfer student, or if you are unsure whether all the credits you earned will be transferable, you should submit all of the materials required for both freshman and transfer applicants. By taking this precaution, you can avoid processing delays and increase the likelihood that your application file will be complete and ready for review in a timely manner.

Use the online application or print the paper application from a PDF file found at evergreen.edu/application.

GENERAL TRANSCRIPT INFORMATION

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

Evergreen can receive official transcripts delivered by Docufide, National Student Clearinghouse, Naviance and Script-Safe International. Check with your counselor to find out if your high school or college participates in these electronic transcript services.

RETENTION OF RECORDS

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

NOTIFICATION AND DEPOSIT

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

ADDITIONAL INFORMATION FOR FRESHMAN APPLICANTS

ACCEPTABLE COLLEGE PREPARATORY COURSE WORK

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

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

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

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

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

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

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

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

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

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

More information for freshman applicants can be found at evergreen.edu/admissions/freshman



Photo by Riley Shier.

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 evergreen.edu/transferdegrees. Evergreen has also identified a variety of vocational or technical associate degrees that will also receive admission preference. A list of these vocational/technical associate degrees may also be found at the same Web address above.

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

TRANSFER OF CREDIT

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

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

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

SPECIAL STUDENTS

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. Admission counselors are available to assist special students with academic advising and registration information. For an overview, refer to evergreen.edu/adultstudent.

SUMMER QUARTER

Summer quarter enrollment is handled through the Office of Registration and Records and does not require formal admission. Students who wish to continue their studies into fall quarter may do so by registering again as a special student or by being admitted to the college through the formal application process.

OTHER SOURCES OF TRANSFER CREDIT: PRIOR LEARNING ASSESSMENT

Prior Learning is the knowledge and skills gained through work and life experiences. Your experiences can be assessed for college credit — such as:

- Certificated Learning
- Credit by Examination—AP (minimum test score of 3); CLEP (general and subject examination may generate credit); and International Baccalaureate.
- Experiential Learning
- Military Training

evergreen.edu/admissions/priorlearningassessment

More information for transfer applicants can be found at evergreen.edu/transfer

Tuition and Fees

RESIDENCY STATUS FOR TUITION AND FEES

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

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

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

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

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

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

BILLING AND PAYMENT PROCEDURES

The Student Accounts Office is the central billing office for The Evergreen State College. All students are assigned a billing account to which their tuition, fees, housing, meal plans, health clinic services, charges or late fees from other departments (e.g. Library, Media Loan, Lab Stores, Childcare Center, Parking, etc.) are charged. This allows a single check (payment) to be submitted for those charges. Evergreen conducts all billing electronically; messages are sent to the student's Evergreen email account when their monthly statements are generated. Students can view the statement by logging onto their my.evergreen.edu student account.

Tuition and fees are billed quarterly if students are pre-registered. If students are not registered two to four weeks prior to the beginning of the quarter, their billing statement will not reflect tuition charged for that quarter.

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a \$50 late payment fee will be charged. A second late fee in the amount of \$75 is also charged if tuition and fees remain unpaid as of the 30th calendar day of the quarter. Web payment is available for students wishing to pay by Visa, MasterCard, Discover or American Express (2.75% convenience fee will be charged), or E-Check (at no cost). Checks or money orders mailed in must be received by the deadline; postmarks are not considered. Please do not send cash through the mail; bring cash tuition payments to the Cashier's Office in person.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with the student. If the student is dependent on someone else for financial support while attending Evergreen, it is the student's responsibility to inform the other party when payments are due. Students can sign a release form online, for more information visit at www.evergreen.edu/ferpa.

Students registering during week two of the quarter will be charged a \$50 late registration fee. Students registering during or after week three will be charged a \$100 late fee.

REFUNDS/APPEALS

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

100 percent to Friday of the first week of the quarter

50 percent to the 30th day

No refund after the 30th calendar day

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

ESTIMATED EXPENSES

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2014–15 nine-month academic year.

	RESIDENT	NON-RESIDENT
Tuition and Fees	\$7,845	\$20,889
Books and supplies	1,026	1,026
Housing and meals	9,492	9,492
Personal needs	2,064	2,064
Transportation	1,296	1,296
Total	\$21,723	\$34,767

Note: Full-time undergraduate tuition figures do not include the mandatory fees 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 2013–14 academic year. Visit www.evergreen.edu/tuition or call Student Financial Services to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	RESIDENT TUITION*	NONRESIDENT TUITION*
Full-time Undergraduate	10–18	\$2,611 per quarter	\$6,640 per quarter
	19	\$2,844 per quarter	\$7,261 per quarter
	20	\$3,077 per quarter	\$7,882 per quarter
Part-time Undergraduate	9 or fewer	\$261.10 per credit; 2 credit minimum	\$664.00 per credit; 2 credit minimum
Full-time Graduate	8 MPA	\$2,219.20 per quarter	\$5,459.20 per quarter
	12 MES	\$2,774 per quarter	\$6,824 per quarter
	16 MIT	\$2,774 per quarter	\$6,824 per quarter
Part-time Graduate**	6 or fewer MPA 10 or fewer MES	\$277.40 per credit; 2 credit minimum	\$682.40 per credit; 2 credit minimum

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

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

MISCELLANEOUS FEES

Admissions Application Fee (nonrefundable)	\$50	Clean Energy Fee	\$1.00 per credit
Undergraduate Tuition Deposit (nonrefundable)	\$50	Housing Application Fee: Rental Contract or Unit Lease	\$45 each
Graduate Tuition Deposit (nonrefundable)	\$100	CAB Renovation Fee	\$5.75 per credit
New Student Orientation Fee	fall \$175	Mandatory Bus Pass (quarterly)	\$2.50 per credit up to \$30
	winter or spring \$45		
Graduation Fee	\$25	Mandatory Health Fee (quarterly)	\$83
Late Registration Fee	2nd week of the quarter \$50	Washpirg Fee (quarterly)	\$8
	3rd week of the quarter \$100		
Late Payment Fee (per quarter)	5th day of quarter \$50	Late Night Transit Fee (quarterly)	\$5
	30th day of quarter \$75		
Second Late Payment Fee	\$75	ID Card Replacement with meal plan	\$5 / \$25
		Returned Check Fee	\$30

PARKING FEES

	Automobiles / Motorcycles		Automobiles / Motorcycles
Daily	\$2.00	Academic year	\$115 / \$60
Quarterly	\$40 / \$25	Full year	\$120 / \$65

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

Registration and Academic Regulations

NEW AND CONTINUING STUDENT REGISTRATION PROCESS

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

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

COLLEGE EMAIL POLICY

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

CHANGES IN PERSONAL INFORMATION

It is vital to maintain current information that affects your student records with the Office of Registration and Records. Any change(s) affecting your student record requires acceptable documentation before a change in records can be made. Students can update address information at any time using their my.evergreen.edu account. See also Billing and Payment Procedures, page 93.

TO ADD, CHANGE, OR DROP A PROGRAM

If you want to add, change or drop your program or courses, you should complete your change of registration by the 10th day of the quarter (end of second week). After that, you must petition to change a program, course or individual/internship contract. The petition form is available at www.evergreen.edu/registration.

You may drop classes or change credit within a program through the 30th calendar day of the quarter (Tuesday of Week 5). It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 93.)

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 93.)

LEAVE OF ABSENCE

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

VETERAN STUDENTS

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

ACADEMIC CREDIT**General Policies**

You receive academic credit for meeting your program requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not award credit for duplicate work.

Credit Limit

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

Academic programs, independent study contracts and internships will be offered for a maximum of 16 credits each quarter.

Students concurrently pursuing coursework at another college may register for a combined maximum of 20 credits. Credits earned beyond this limit will not be accepted.

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

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

RECORD KEEPING**Transcripts**

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

Credit and evaluations are reported at the end of a program, course or contract. For multi-term programs, credit is reported once the program ends unless you withdraw or change programs. You have 30 calendar days from the time you receive an evaluation to seek an amendment. Aside from corrections, revisions are approved by your faculty and the Office of Registration and Records.

Your Academic Statement and self-evaluations cannot be removed or revised once they have been submitted to your transcript. Pay close attention to spelling, typographical errors, appearance and content before you turn it in.

When a transcript is requested on-line, the entire body of information is mailed. Graduate students who attended Evergreen as undergraduates may request transcripts of only their graduate work. For additional information on ordering your transcript, please see www.evergreen.edu/transcripts.

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have holds which prevent the release of a transcript.

Confidentiality of Records

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

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

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

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

ACADEMIC STANDING POLICY

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

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

1. Academic warning.

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

2. Required leave of absence.

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

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

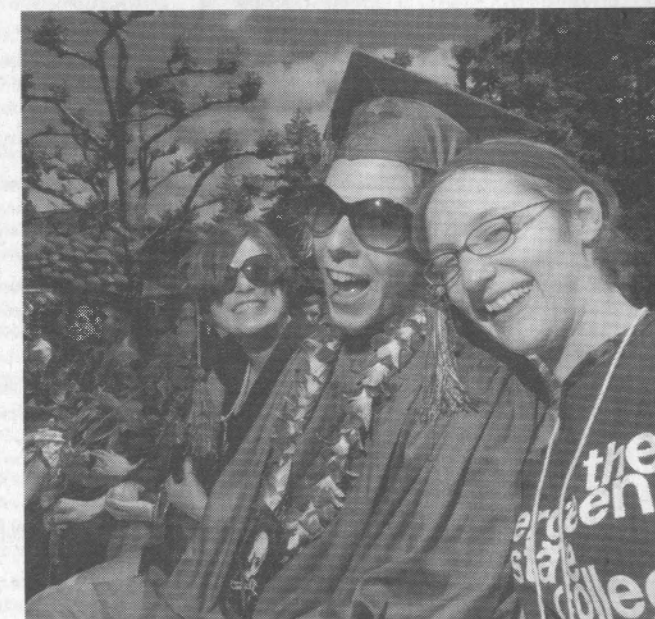
Dismissal and Readmission

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

GRADUATION REQUIREMENTS

- The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.
- Students must write an academic statement of up to 750 words. In the statement, students summarize and reflect carefully on their liberal arts education. Students begin work on the statement when they first enroll, then develop and revise it annually under the guidance of faculty. The final version becomes an important part of each student's transcript.
- If you transfer credit from another college, you must earn at least 45 of your last 90 credits while enrolled at Evergreen to be eligible for an Evergreen degree. Credits for Prior Learning from Experience documents or CLEP tests do not satisfy the 45-credit requirement.
- If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional credits once admitted as a registered Evergreen student.
- The Bachelor of Science degree requirement also includes 72 credits in mathematics, natural science or computer science, of which 48 credits must be noted as upper division by the faculty.
- Concurrent awards of Bachelor of Arts and Bachelor of Science degrees require at least 225 credits, including 90 at Evergreen, and a signed Declaration of Intent to pursue Bachelor of Arts and Bachelor of Science at least one year in advance.
- To graduate, you must submit an application form to the Office of Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MiT programs, please contact the appropriate program. Contact information is on page 89.

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



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.

Mingxia Li, *Biomedical Health*, 2007; M.D., Capital Medical College, Beijing, 1982; M.S., Pharmacology, Chinese Academy of Medical Sciences, 1986; Ph.D., Molecular Pharmacology, Cornell University, 1992.

Naima Lowe, *Experimental Media*, 2010; B.A. Africana Studies, Brown University, 2002; M.F.A., Film and Media, Temple University, 2008.

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; Director of Graduate Program in Public Administration, 2010-present; Dean of Library Services, 2001-2008; 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 Mandeberg, *Fine Arts*, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

Cynthia Marchand-Cecil, *Native American Studies*, 2013; A.A., General Studies, South Puget Sound Community College, 2001; B.A., Psychology and Community Studies, The Evergreen State College, 2002; M.S.W., University of Washington Tacoma, 2005.

Carrie Margolin, *Psychology*, 1988; B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981.

David McAvity, *Mathematics*, 2000; Academic Dean 2012-present; 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.

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.

Miranda Mellis, *Creative Writer*, 2012; B.A., Writing and Literature, Naropa University, 2001; M.F.A., Literary Arts Program, Fiction, Brown University, 2004.

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.

Donald Morisato, *Genetics/Molecular Biology*, 2002; B.A., Biology, 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.

David Muehleisen, *Sustainable Agriculture*, 2010; B.S., Zoology, Clemson University, 1975; M.S., Botany, Clemson University, 1977; Ph.D., Entomology, Texas A&M University, 1987.

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; Academic Dean 2008-present; B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.

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., Government and International Affairs, University of Virginia, 1988; Ph.D., Political Science (International Relations and Middle East Studies), Columbia University, 2003.

Catalina Ocampo, *Spanish Language and Latin American Literature*, 2013. B.A., Comparative Literature, University of Virginia, 2001; M.A., Comparative Literature, Brown University, 2004; Ph.D., Comparative Literature, Brown University, 2013.

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.

Shaw Osha, *Fine Art*, 2013. B.S., Nursing, Columbia University, 1985; M.F.A., Visual Art, Vermont College of Fine Art, 2009.

Charles N. Pailthorp, *Emeritus*, Philosophy, 1971; Academic Dean, 1988-92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

Alan R. Parker, *Emeritus*, Native American Policy, 1997; B.A. Philosophy, St. Thomas Seminary, 1964; Commissioned 2nd Lt. Signal Corps, U.S. Army, 1966; 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.

Sarah Pedersen, *English Literature and Library Science*; Interim Academic Dean, 2010-2011; Interim Dean of Library, 2011-2013; B.A., English Literature, Fairhaven College, 1973; M.S.L.S., College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1980.

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.

Paul Pham, *Computer Science*, 2013. B.S., Electrical Engineering and Computer Science, Massachusetts Institute of Technology, 2004; M.E., Electrical Engineering & Computer Science, Massachusetts Institute of Technology, 2005; Ph.D., Computer Science, The University of Washington, 2013.

Rita Pougiales, *Anthropology and Education*, 1979; Academic Dean, 1985-88 and 2002-08; 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 Przybylowski, *Environmental Studies Generalist*, 1998; Academic Dean 2007-2013. 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*, 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, *Emeritus*, *Creative Writing, English, Sociology, Education*, 1997; Academic Dean 2007-2012. B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University, 1997.

Andrew Reece, *Classical Studies*, 2003; Academic Dean 2012-present. 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, University of Oregon, 1972.

Julie Levin Russo, *Communications/Journalism*, 2013; B.A., English Literature, Swarthmore College, 2001; M.A. Modern Culture and Media, Brown University, 2006; Ph.D., Modern Culture and Media, Brown University, 2010.

Sarah F. Ryan, *Labor Studies*, 1999; Academic Dean 2013-present. 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, *Emeritus*, 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.

David S. Shaw, *Entrepreneurship*, 2008; B.A., International Relations, Pomona College, 1981; M.S., Food Science, University of California, Davis, 1987; M. International Management, Thunderbird School of Global Management, 1990; Ph.D., Agricultural Economics, Purdue University, 1996.

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.

Matthew E. Smith, *Emeritus*, *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; Interim Director, Tacoma Program 2012-present; B.S., Environmental Policy and Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D., Environmental Science and Public Policy, George Mason University, 2001.

Rob Smurr, *Russian History*, 2007; B.A., Political Science, University of California, Davis, 1984; Russian Language and Regional Studies, Defense Language Institute, 1986; M.A., International Studies, University of Washington, 1992; Ph.D., History, University of Washington, 2002.

Trevor Speller, *British Literature*, 2010; B.A., Psychology, University of Calgary, 1996; B.A., English Literature, University of Calgary, 1999; M.A., English Literature, York University, 2001; Ph.D., English Literature, State University of New York - Buffalo, 2009.

Eric Stein, *Cultural Anthropology*, 2007; B.A., Anthropology and Philosophy, University of Wisconsin, Madison, 1995; M.A., Anthropology and History, University of Michigan, Ann Arbor, 2001; Ph.D., Anthropology and History, University of Michigan, Ann Arbor, 2005.

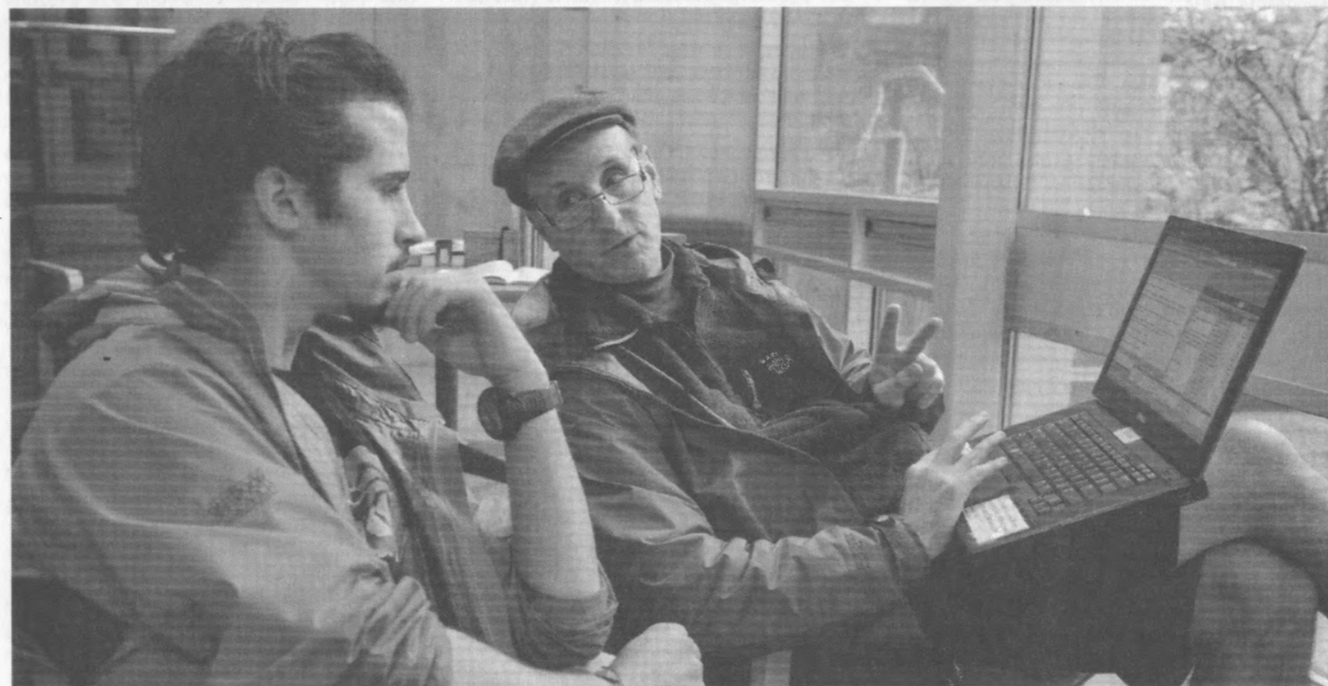


Photo by Shauna Bittle '98.

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.

Linda Moon Stumpff, Emerita, Natural Resource Policy, 1997; Director of MPA, 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.

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.

Doreen Swetkis, Public Administration, 2010; B.L.S., Business and Law, Bowling Green State University, 1991; M.Ed., Adult Learning and Development, Cleveland State University, 1998; Ph.D., Urban Studies and Public Affairs, Cleveland State University, 2009.

Neil Switz, Physics, 2013. B.S., Physics, Stanford University, 1992; M.S., Applied and Engineering Physics, Cornell University, 1996; Ph.D., Biophysics, University of California, Berkeley, 2012.

Kenneth D. Tabbutt, Environmental Geology, 1997; Interim Provost, 2010-2011; Academic Dean 2005-2010, 2011-2012; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

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.

Anthony Tindill, Sustainable Design, 2010; B.Arch., Auburn University, 2002; M. Design-Build, Auburn University, 2006.

Joseph Tougas, Philosophy, 2009; B.A., The Evergreen State College, 1984; M.A., Philosophy, University of California, Irvine, 1994; Ph.D., Philosophy, University of California, Irvine, 1998.

Gail Tremblay, Creative Writing, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.

Jules Unsel, Librarian, 2006; B.A., U.S. History, University of Kentucky, 1991; M.A., U.S. History, University of Kentucky, 1993; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

Zoë L. Van Schyndel, Finance, 2008; A.S., Massasoit Community College, 1975; B.G.S., Social Administration and Research, University of Massachusetts, Amherst, 1981; M.B.A. Finance and Accounting, Northeastern University, 1983; C.F.A. 1989.

Michael Vavrus, Education, History, and Political Economy, 1995; B.A., Political Science, Drake University, 1970; M.A., Education and History, Michigan State University, 1975; Ph.D., Education and Economics, Michigan State University, 1978.

Brian L. Walter, Mathematics, 2002; B.S., Symbolic Systems, Stanford University, 1995; M.A., Mathematics, University of California, Los Angeles, 1998; C. Phil., Mathematics, University of California, Los Angeles, 2001; Ph.D., Mathematics, University of California, Los Angeles, 2002.

Sherry L. Walton, Education, 1987; Director, Master in Teaching Program 2006-present, B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.

Bret Weinstein, Biology, 2009; B.A. with Honors, Biology, University of California at Santa Cruz, 1993; Ph.D., Biology, University of Michigan, Ann Arbor, 2009.

Edward A. Whitesell, Geography, 1998; Director, Graduate Program in Environmental Studies 2005-2008, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D., Geography, University of California, Berkeley, 1993.

Sonja Wiedenhaupt, Social Psychology, 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California, Berkeley, 2002.

Sarah Williams, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghamton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.

Sean Williams, Ethnomusicology, 1991; B.A., Music, University of California, Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

Elizabeth Williamson, Renaissance Literature, 2005; B.A., English Literature, Princeton University, 1999; M.A., English Literature, University of Pennsylvania, 2001; Ph.D., English Literature, University of Pennsylvania, 2005.

Thomas Womeldorff, Economics, 1989; Academic Dean, 2002-2007; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

Sandra L. Yannone, English, 2001; Director, Writing Center 2001-present; B.A., Writing and Literature, Wheaton College, Massachusetts, 1986; M.F.A., Creative Writing, Emerson College, 1991; Ph.D., English, University of Nebraska-Lincoln, 1998.

Artee F. Young, Law and Literature, 1996; Director, Tacoma Program 2007-2012, B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.

Tony Zaragoza, Political Economy of Racism, 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Ph.D., American Studies, Washington State University, 2007.

Julia Zay, Digital Mixed Media, 2005; A.B., Art and Media Theory and Practice, Vassar College, 1993; M.A., Media Studies, Northwestern University, 1995; M.F.A., Video, The School of the Art Institute of Chicago, 2000.

Michael Zimmerman, Ecology, 2011; Provost and Academic Vice President, 2011-present; A.B., Geography, University of Chicago, 1974; Ph.D., Ecology, Washington University, 1979.

E. J. Zita, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.

BOARD OF TRUSTEES SEPTEMBER 2013

Keith Kessler (Chair)
Hoquiam

Anne Proffitt '76 (Secretary)
Freeland

Irene Gonzales (Vice Chair)
Spokane

David Nicandri
Tumwater

Fred Goldberg
Olympia

Gretchen Sorensen '82
Seattle

James Wigfall
Newcastle

Talia Goldberg (Student Trustee)
Olympia

ADMINISTRATION

Thomas L. Purce
Ed.D., Idaho State University
President

Michael Zimmerman
Ph.D., Washington University
Provost and Academic Vice President

Wendy Endress
Ph.D., University of Maryland
Vice President for Student Affairs

D. Lee Hoemann
B.A., Montana State University
*Vice President for Advancement
Executive Director,
The Evergreen State College Foundation*

John A. Hurley, Jr.
Ed.D., Seattle University
*Vice President for
Finance and Administration*

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.



Photo by Shauna Bittle '98.

The Center for Community-Based Learning and Action, Evergreen's newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It serves as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center supports scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.
www.evergreen.edu/communitybasedlearning

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education.
www.evergreen.edu/ecei

The "House of Welcome" Longhouse Education and Cultural Center's primary work as a public service center is the administration of the Native Economic Development Arts Program (NEDAP). The mission of NEDAP is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest. The Longhouse, designed to incorporate the Northwest indigenous nations' philosophy of hospitality, provides classroom space as well as a place for cultural ceremonies, conferences, performances, art exhibits and community events.
www.evergreen.edu/longhouse

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 52 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning.
www.evergreen.edu/washcenter

The Washington State Institute for Public Policy, established in 1983, has a mission to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington state. The institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions. Current areas of staff expertise include: education, criminal justice, welfare, children and adult services, health, utilities, and general government. The institute also collaborates with faculty in public and private universities and contracts with other experts to extend our capacity for studies on diverse topics.
www.wsipp.wa.gov

Diversity and Community

COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students.

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

Over the past three decades, Evergreen students and faculty have worked on a remarkable number of significant community-based research, organizational development, education and advocacy projects. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

A few of the hundreds of examples of community-based projects embedded in coordinated studies programs have been: helping the city of North Bonneville plan and design its new town when forced to relocate; working with concerned citizens to plan for a shelter for abused women and children; helping oyster growers research the impact of upland development on tidelands; creating community gardens; helping small farmers research and implement direct marketing strategies for their produce; helping neighborhood organizations and community groups learn how to effectively participate in growth management and other policy discussions; and assisting public school teachers to develop innovative curricula in environmental education and the arts.

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.



Photo by Shauna Bittle '98.

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

Wendy Endress, Vice President
LIB 3500, (360) 867-6296
www.evergreen.edu/studentaffairs

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

Academic Advising

LIB Second Floor, (360) 867-6312
www.evergreen.edu/advising

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment—whichever best suits your schedule. We also have evening and Saturday advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

Access Services for Students with Disabilities

LIB Second Floor, (360) 867-6348
TTY: 867-6834
www.evergreen.edu/access

Welcome to Evergreen! Access Services for Students with Disabilities provides support and services to students with documented disabilities to ensure equal access to Evergreen's programs, services and activities. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. We invite you to stop by and see us, or contact us any time if you have questions or would like more information about how our office can assist you.

Athletics and Recreation

CRC 210, (360) 867-6770
www.evergreen.edu/athletics

Evergreen offers a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountaineering, skiing, rafting, kayaking and mountain biking are also available.

CARE Network

SEM II, E2129, (360) 867-5291
www.evergreen.edu/care

The CARE Network, staffed by volunteer faculty, staff, and students, is designed to creatively and constructively assist community members in addressing conflict on campus. We offer relevant training and development; encourages members of the community to discuss issues early and execute strategies for solving problems before they escalate; provides clear, accurate and consistent information about how to address conflicts; and supports those recovering from conflict. Office hours can be found at our website.

Career Development Center

LIB Second Floor, (360) 867-6193
www.evergreen.edu/career

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

Center for Mediation Services

SEM II, E2129, (360) 867-6732
or (360) 867-6656

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

Centers for Active Student Learning (CASL) QuASR LIB 2304, (360) 867-5547 www.evergreen.edu/mathcenter Writing Center LIB 2304, (360) 867-6420 www.evergreen.edu/writingcenter	Evergreen's innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. The Centers for Active Student Learning include the Quantitative and Symbolic Reasoning (QuASR) Center and the Writing Center . The QuASR Center assists students in all programs with math, science, music reading, and other topics related to quantitative and symbolic reasoning. The Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. Please check our websites for more detailed information.
Counseling and Health Centers Counseling SEM I, 4126, (360) 867-6800 Health SEM I, 2110, (360) 867-6200 www.evergreen.edu/health	The Counseling and Health centers provide safe, confidential environments for enrolled students to discuss concerns. Counseling typically covers anxiety, depression, interpersonal relationship issues and stress management. The Health Center, a small general practice clinic, provides a range of medical services, including acute care, chronic disease management, women's health services, birth control and STD testing. Visits are covered by the quarterly Health and Counseling fee; there may be small charges for lab work or prescriptions. Both centers make referrals to community providers as needed.
Financial Aid LIB First Floor, (360) 867-6205 Email: finaid@evergreen.edu www.evergreen.edu/financialaid	Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). While the paper version of the FAFSA can be obtained at the Financial Aid Office , it is recommended that you file online at www.fafsa.ed.gov . Evergreen must receive your processed FAFSA information on or before March 15 in order for you to receive full consideration for all available campus-based financial aid. Please stop by or contact us anytime with questions regarding your financial aid options.
First Peoples' Advising Services LIB Second Floor, (360) 867-6467 www.evergreen.edu/multicultural	First Peoples' Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.
Residential and Dining Services Housing Bldg. A, Room 301, (360) 867-6132 www.evergreen.edu/rad	Residential & Dining (RAD) Services is focused on creating a purposeful, just and sustainable community with endless opportunities for getting involved. We offer a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. We also offer recreational activities and educational workshops throughout the year. Staff members are available 24 hours a day to serve residents. There are many dining options to choose from every day in the five dining venues on campus, including vegan, vegetarian, and gluten free options.
KEY Student Support Services LIB Second Floor, (360) 867-6464 www.evergreen.edu/key	KEY (Keep Enhancing Yourself) Student Support Services is a federally funded TRIO program. You are eligible for KEY if: (1) neither parent has a four-year college degree; or (2) you meet federal guidelines for low-income status; or (3) you have a physical or documented learning disability. KEY will work with you to provide academic and personal advising, free tutoring, academic and study skills development, financial aid advising, career guidance, cultural enrichment, advocacy and referral.
Police Services SEM I, 2150, (360) 867-6140 www.evergreen.edu/policeservices	Evergreen's state-certified officers are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime for the past three years, is available online.
Student Activities (360) 867-6220 www.evergreen.edu/activities	At Evergreen, learning doesn't end when you leave the classroom. Students are involved in a wide range of activities and services that bring the campus to life. By becoming involved, you can gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff of professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.
Student & Academic Support Services LIB Second Floor, (360) 867-6034 www.evergreen.edu/student-services	The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, GEAR UP, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound. This office coordinates new-student programs, such as orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students' needs, satisfaction and educational outcomes.

Evergreen's Social Contract

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

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

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

THE SOCIAL CONTRACT— A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM

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

PURPOSE

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

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

STUDENT CONDUCT CODE — GRIEVANCE AND APPEALS PROCESS

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

The Student Conduct Code is available at www.evergreen.edu/studentaffairs/studentconduct.htm. More information is available from the campus grievance office at ext. 5052. The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at www.evergreen.edu/policies/policy/sexualharassment.

FREEDOM AND CIVILITY:

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

INDIVIDUAL AND INSTITUTIONAL RIGHTS:

Each member of the community must protect: the fundamental rights of others in the community as citizens; the rights of each member of the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

SOCIETY AND THE COLLEGE:

Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by an individual or group. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

PROHIBITION AGAINST DISCRIMINATION:

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

RIGHT TO PRIVACY:

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

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

Evergreen does not stand in loco parentis for its members.

INTELLECTUAL FREEDOM AND HONESTY:

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

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

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

OPEN FORUM AND ACCESS TO INFORMATION:

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

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

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

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

POLITICAL ACTIVITIES:

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

Campus Regulations

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

**USE OF COLLEGE PREMISES**

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

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 227, (360) 867-6192.

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

Only student and campus organizations may schedule tables in the College Activities Building. Reservations are made through the Student Activities Office. There is no rental fee assessed for college organizations.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Fees will apply.

**ALCOHOLIC BEVERAGES**

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

**BICYCLES**

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

**FIREARMS**

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

**PETS**

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

**SMOKING**

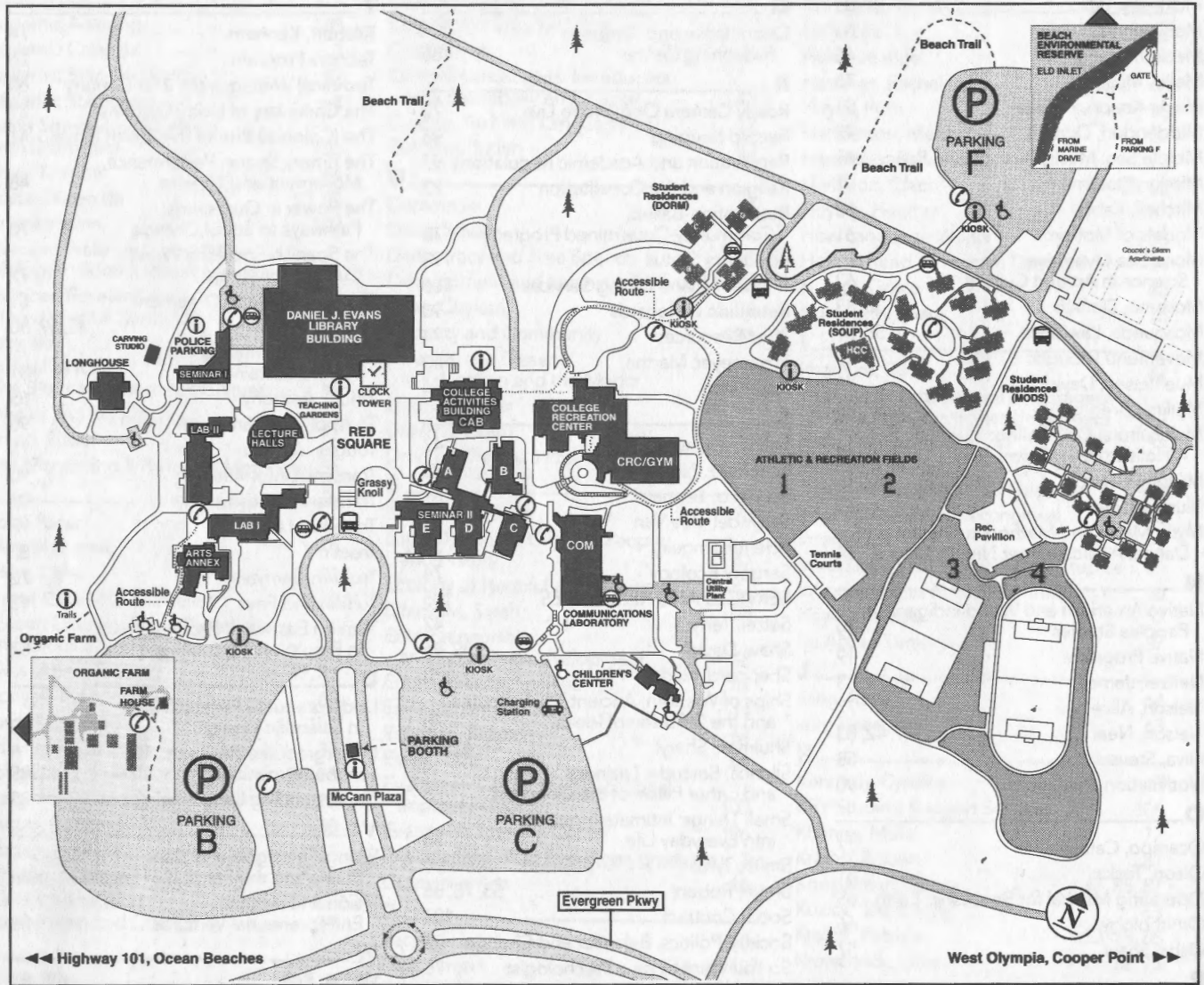
No smoking is allowed inside main campus buildings or near building entrances.

Smoking is prohibited in Residential and Dining Services except in designated outdoor areas. Public smoking areas are designated by staff and will be shared with the community at the beginning of the academic year.



Photo by Shauna Bittle '98.

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This Catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus.



evergreen.edu/admissions

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