



The Evergreen State College  
1999-2000 Catalog







# When you read this catalog

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

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# Welcome to Evergreen



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

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

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

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

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

This catalog will help you understand more about Evergreen's approach to education, while providing details about specific programs offered during the 1999-2000 academic year.

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

A handwritten signature in cursive script that reads "Jane L. Jervis". The signature is written in dark ink and is positioned above the printed name.

Jane L. Jervis, President

# We Believe:

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

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

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

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

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

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

## IF YOU ARE THINKING ABOUT ATTENDING EVERGREEN

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

# Evergreen

is about learning

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

Everything we do is designed to foster **COLLABORATIVE LEARNING** — among students, among faculty and between students and faculty. Our faculty is dedicated to teaching, to helping students learn to think critically, solve real-life problems and make the connections that lead to greater understanding. Evergreen students are expected to be active participants in this process, to help shape their own education and to contribute to the learning that goes on around them. Staff members, too, are part of this collaboration. They support faculty, provide a wide range of critical services to students, pursue their own studies and pass along their specialized knowledge as internship supervisors, instructors and adjunct faculty.

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

Instead of asking students to pick from a smorgasbord of classes on isolated topics, Evergreen faculty members typically work in teams of two, three or four to create these programs, each of which draws on many disciplines to explore a central idea or question. This focus on **INTERDISCIPLINARY LEARNING** means program participants might look at problems in health care from the points of view of biology, history, philosophy, sociology, drama, economics and literature. Or they might study the physical world through the interplay of physics, chemistry, philosophy and mathematics.

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

A single program might last one, two or three quarters. That means the same group of students will learn together as a team with the same group of faculty members for many months. And since students typically dedicate all of their academic time and energy to one program, faculty members can **SCHEDULE TIME AS A GROUP**. Though program schedules will generally be the same each week, a program can plan activities without worrying about conflicting with other classes. Program participants are free to meet all together or in small groups throughout the week and students can tackle group projects outside class. Some programs take extended field trips; some even travel abroad. Faculty members often plan activities of all kinds — writing workshops, labs, lectures and field trips — depending on what they feel offer the best ways to learn. Most Evergreen programs, however, emphasize **SEMINARS**, small groups (typically 23 to 25 students and one faculty member) in which students learn to reflect on their learning, present their ideas and positions and consider the ideas and positions of classmates.

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

Students also learn to apply their ideas and theories and skills in the “real world.” We believe that classroom learning isn't enough, that people need to apply what they learn to the world outside the college. At Evergreen, students do this sort of learning — we call it **BRIDGING THEORY AND PRACTICE** — in a program by applying their study to the program's central theme or question. They may work with real-world communities as a program assignment or develop an internship that allows learning and the application of that learning to take place within a business, public agency or a nonprofit organization.

No matter where or how learning takes place, students work closely with faculty members during their entire time at Evergreen. Faculty are drawn to the college because they love teaching — they are interested in the process of teaching and learning, and they want to work in an environment that emphasizes **STUDENT-CENTERED LEARNING** and allows them to be lifelong learners. Students meet with them in lectures, in labs, in seminars, in writing workshops; in all these formats, faculty members observe and participate in students' academic development.

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

Faculty members teach students, learn with them, and evaluate their achievements, but they won't plan their entire education for them. Working with faculty advisors and the Academic Advising staff, Evergreen **STUDENTS DESIGN THEIR OWN ACADEMIC PATHWAYS**. Whether they are preparing for a vocation, pursuing a specific field of study or learning about a wide array of subjects, students work within a flexible framework to structure their own sequence of study and define their own academic areas of concentration. There are no prefabricated majors and few requirements. The requirement for a Bachelor of Arts in Liberal Studies degree is that students earn a minimum of 180 credits. For a Bachelor of Science degree, 72 of those 180 credits must be in science, computer science or mathematics, and 48 of those 72 credits must be in upper-division programs.

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



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

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

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

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

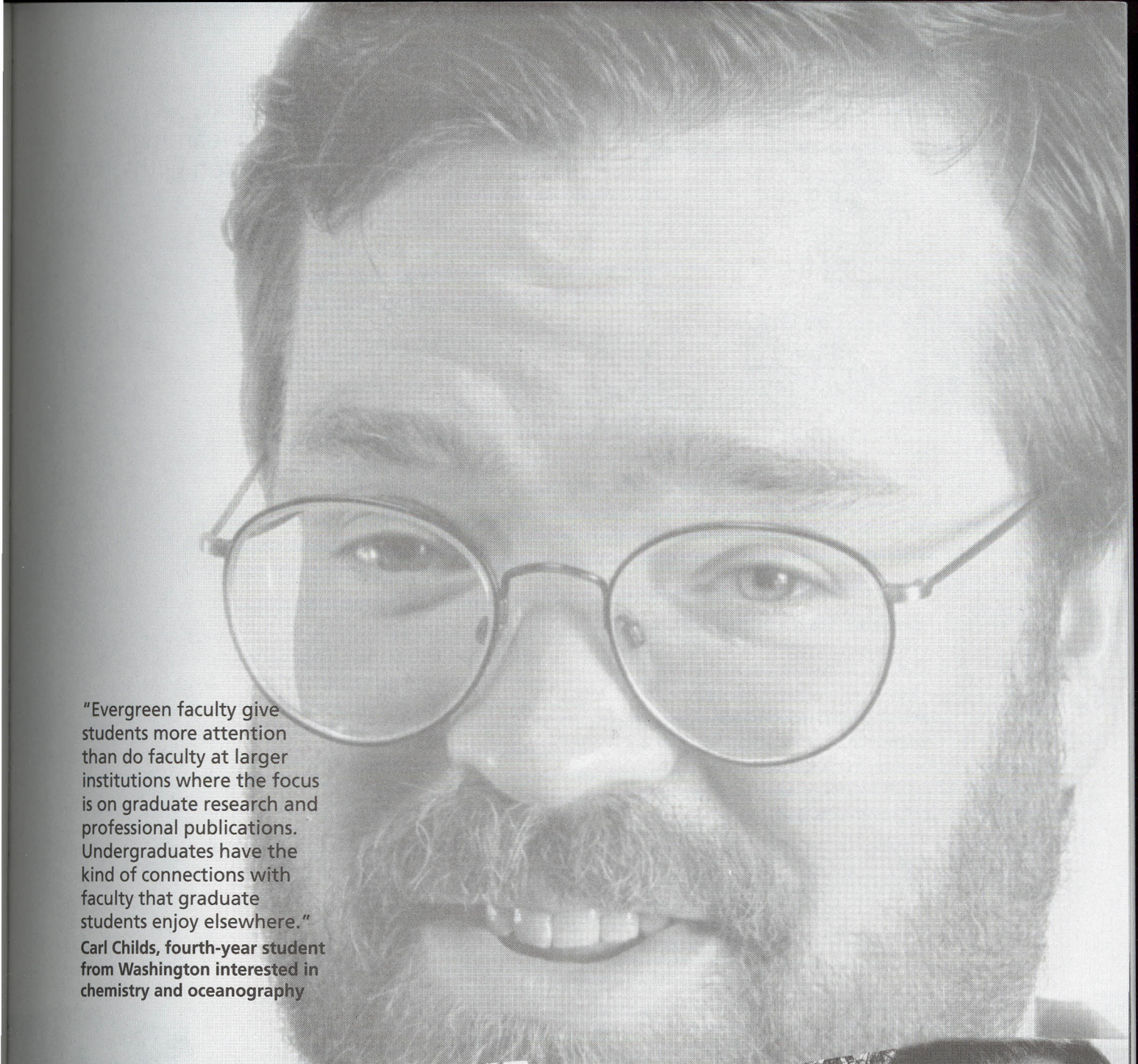
I am a guide, a mentor, a raconteur, an interdisciplinary mystagogue but also a co-learner.

I learn something from every student."

**Llyn De Danaan, Ph.D., faculty member**

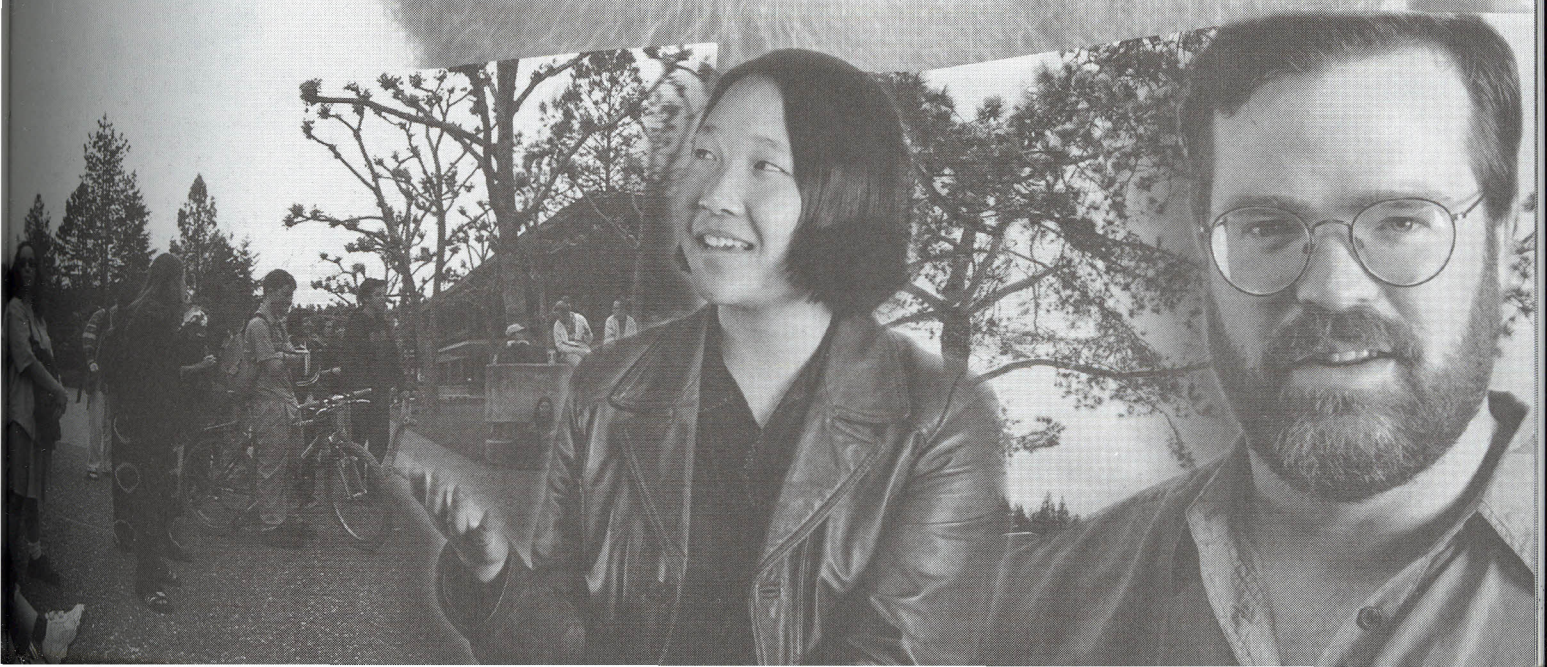


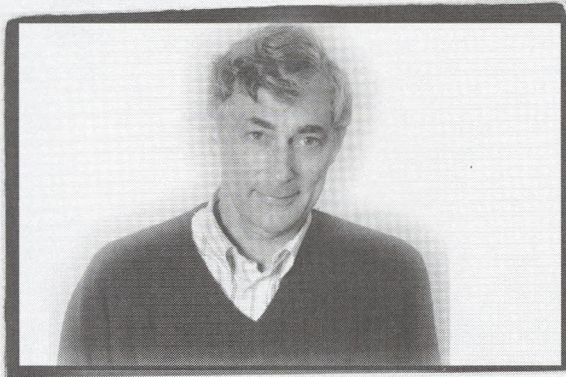




"Evergreen faculty give students more attention than do faculty at larger institutions where the focus is on graduate research and professional publications. Undergraduates have the kind of connections with faculty that graduate students enjoy elsewhere."

**Carl Childs, fourth-year student from Washington interested in chemistry and oceanography**





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

"Most knowledge is developed in community.

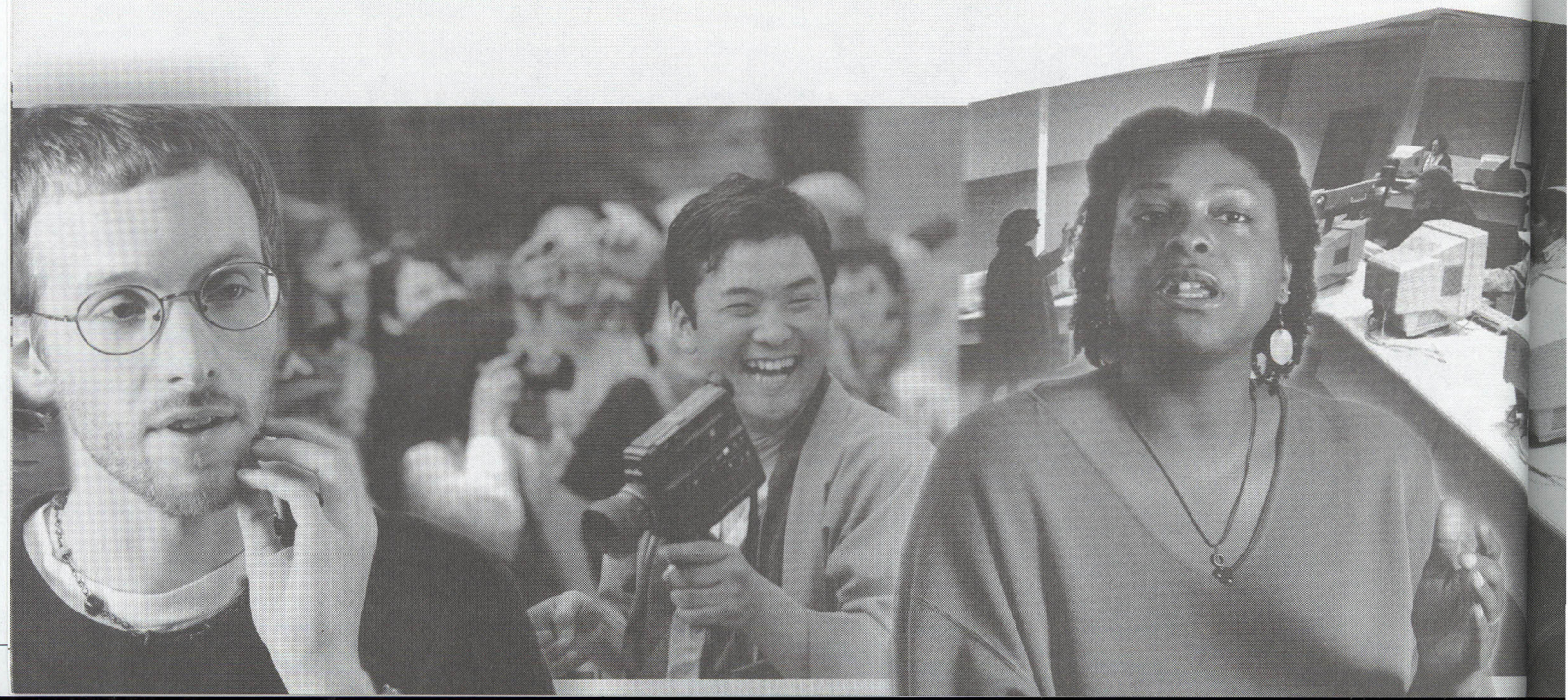
I try to create a community of learners, then I step back and make room for students to develop their own thoughts and judgments.


It's amazing to see what students will do to help one another in such a community. Students tell me they work harder on papers when they know their classmates are reading them."

**Don Finkel, Ph.D., faculty member**

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

**Clayton Hibbert, second-year student from Michigan interested in computers**





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

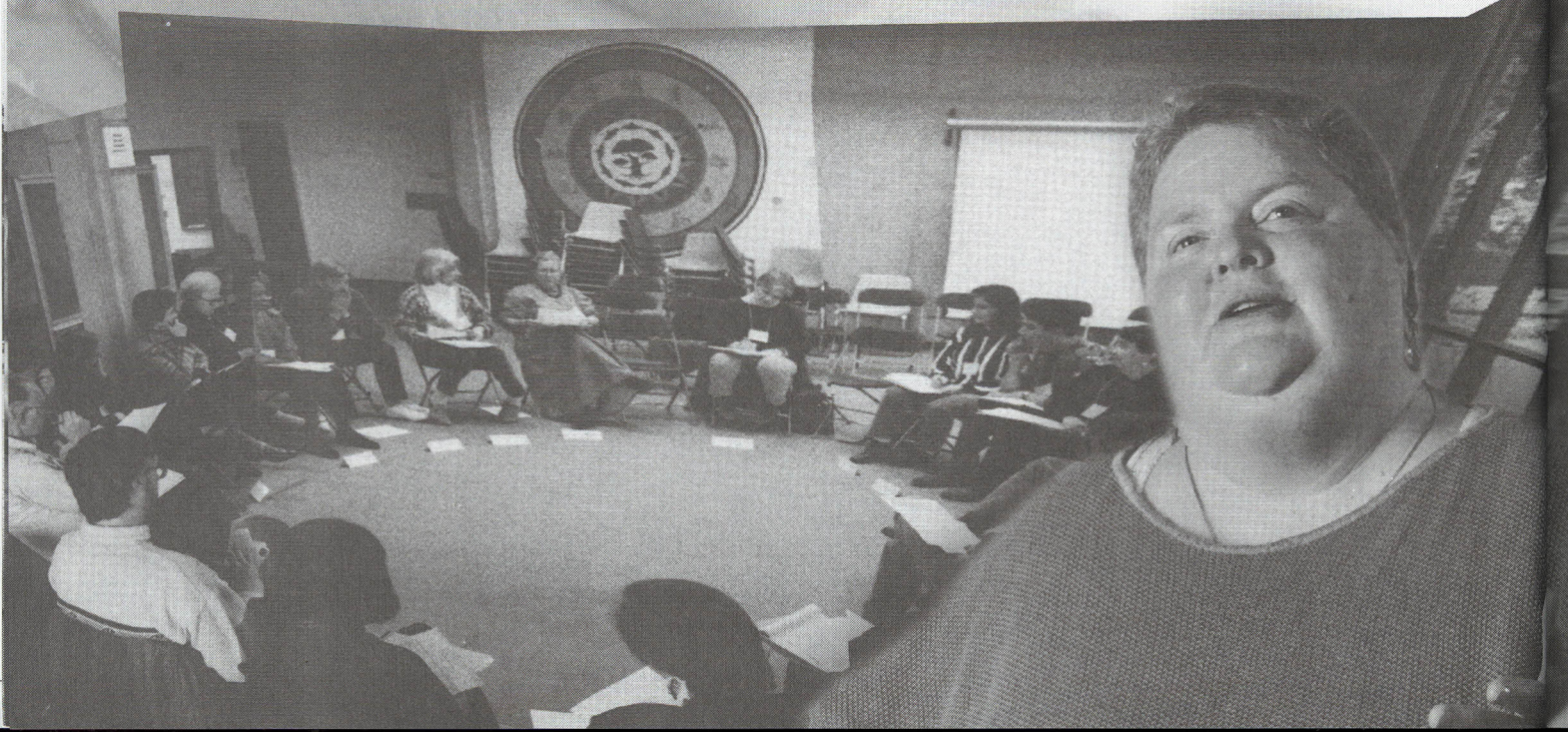
**Sandra Music, third-year student from Washington, interested in teaching science**





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

**Samira Kauthar, fourth-year student from Washington interested in theater management and production**

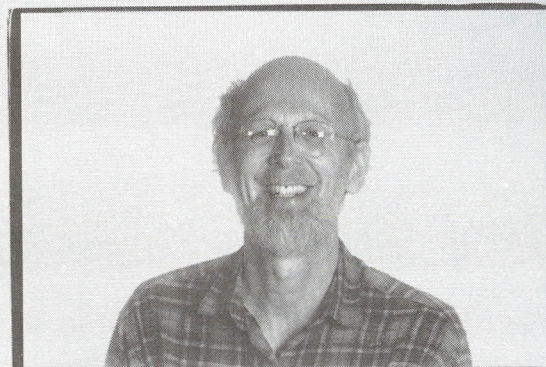


Teaching across  
differences is critical to learning.

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

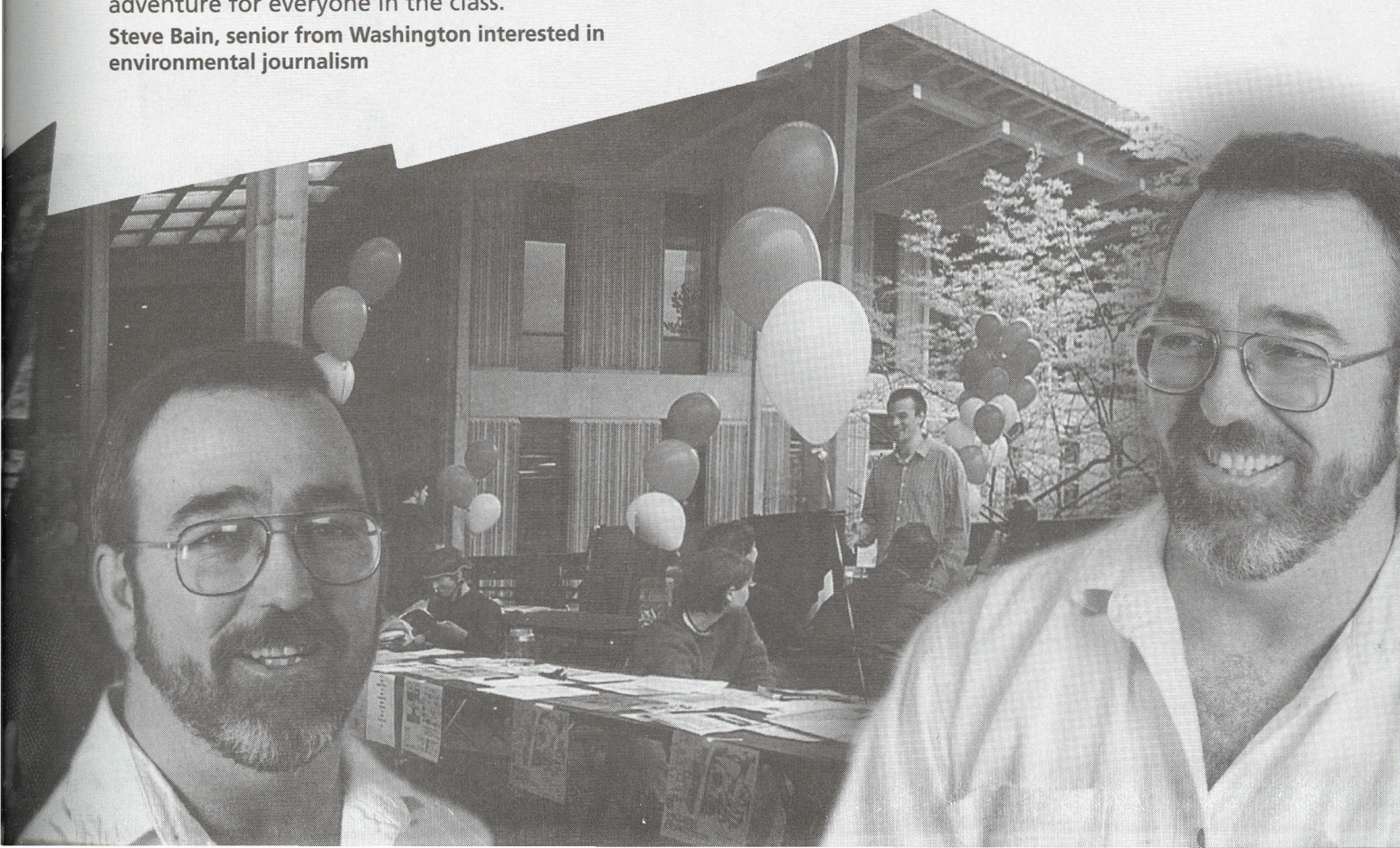
Seminars widen your sense  
of how complicated  
the world is,  
of all the different ways  
that who people are  
and what they think  
fit together.”

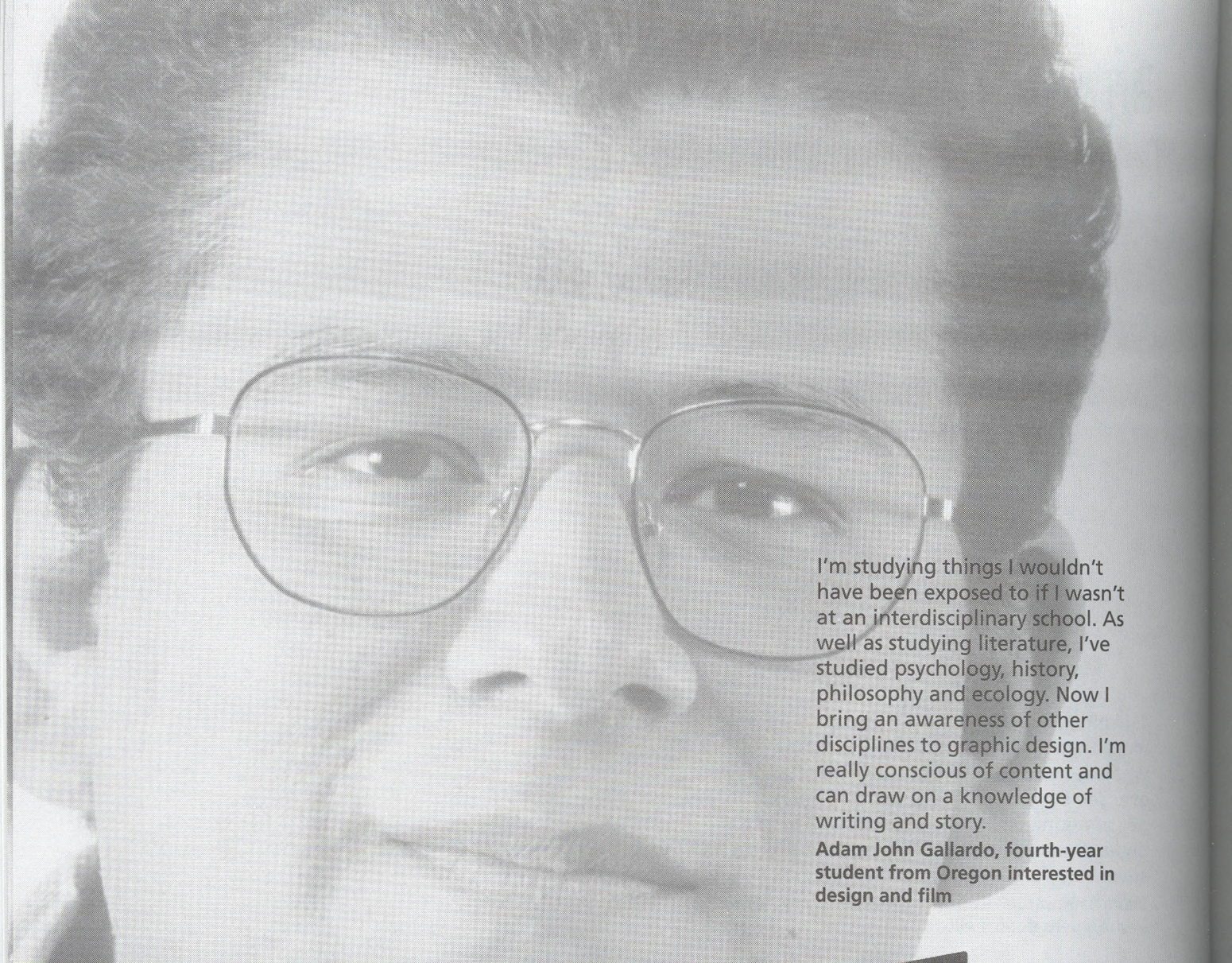
**Thad Curtz, Ph.D., faculty member**



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

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





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

**Adam John Gallardo, fourth-year student from Oregon interested in design and film**



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

“Some of the most interesting scientific research requires you to assemble an interdisciplinary, collaborative team.

Dividing lines can obscure rather than enlighten.

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

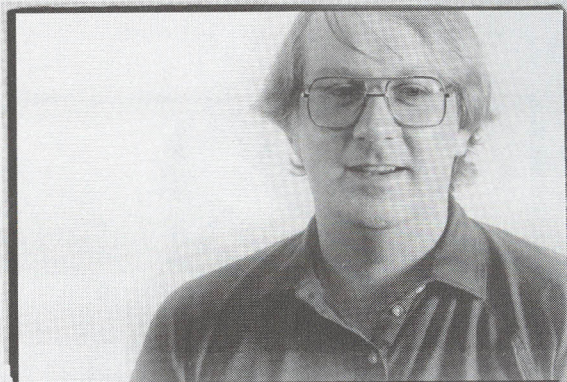
You have to know how the cells work,

how the body works,

how the mind works

and how they all interact.”

**James Neitzel, Ph.D., faculty member**



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

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



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

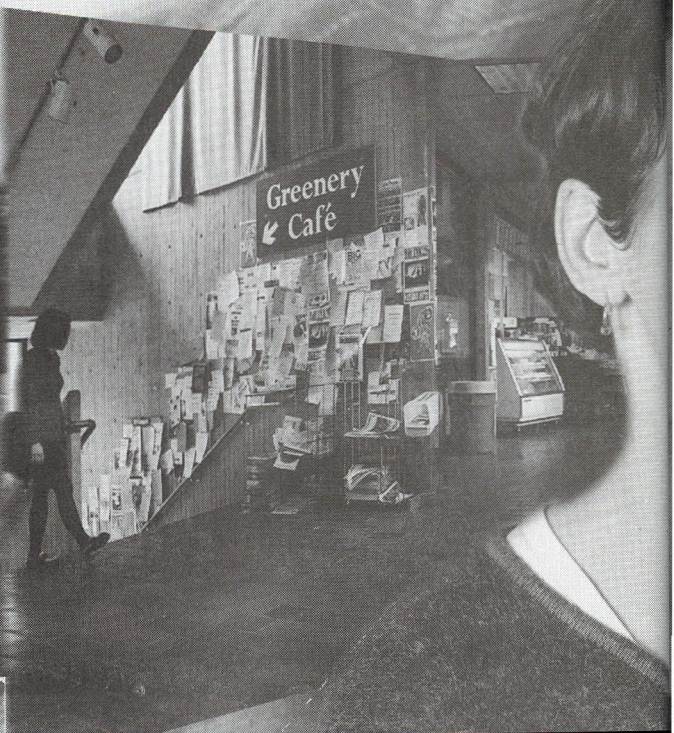
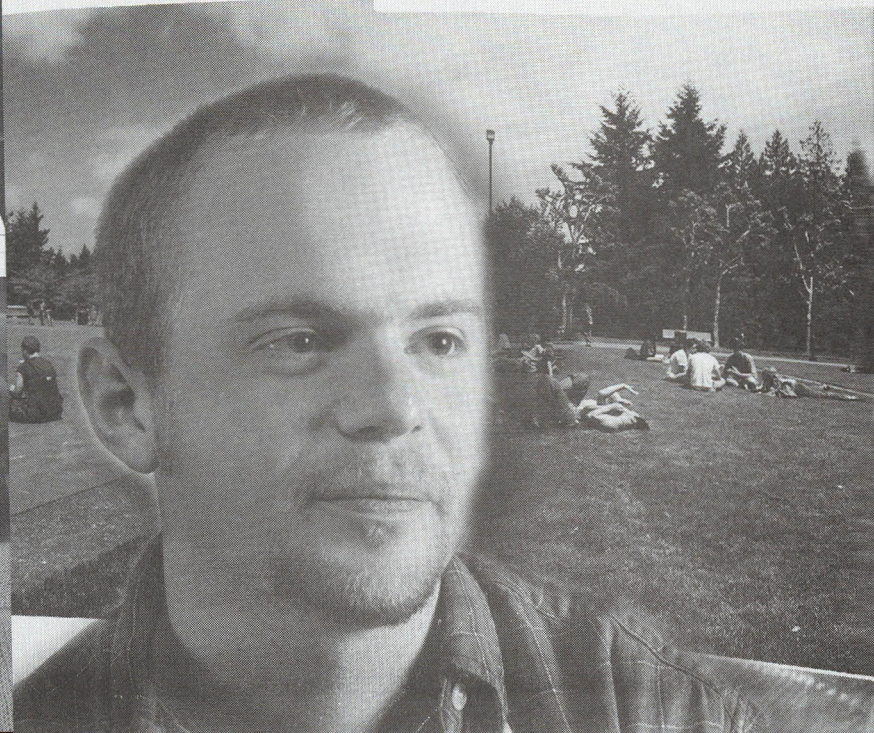


"I am constantly thinking about and talking about things that come up in seminars. I don't leave and forget everything or remember it only as it relates to stuff going on in the classroom. Friends at other schools talk about not having the stuff they learn actually matter in their lives and Evergreen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

**Paul Felten, second-year student from Nevada**

"You will map out an academic journey that recognizes your interests, skills and aspirations. The repercussions are powerful and continue after graduation. You will carry the kernels of your degree plan with you as the sum of your academic experience, as a direction for further studies or careers and as a guide that helps you sort and define the future."

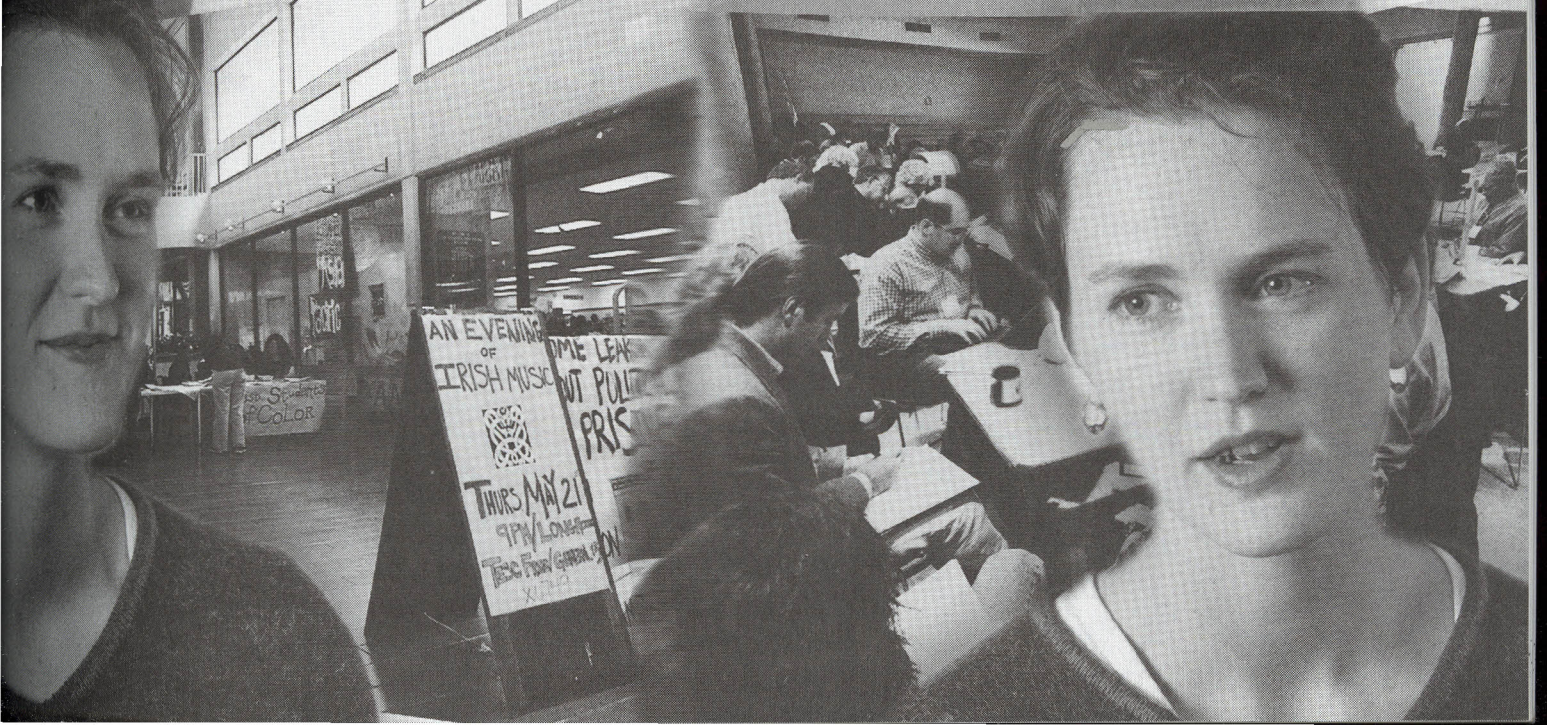
**Jackie McClure, assistant director, Academic Advising**








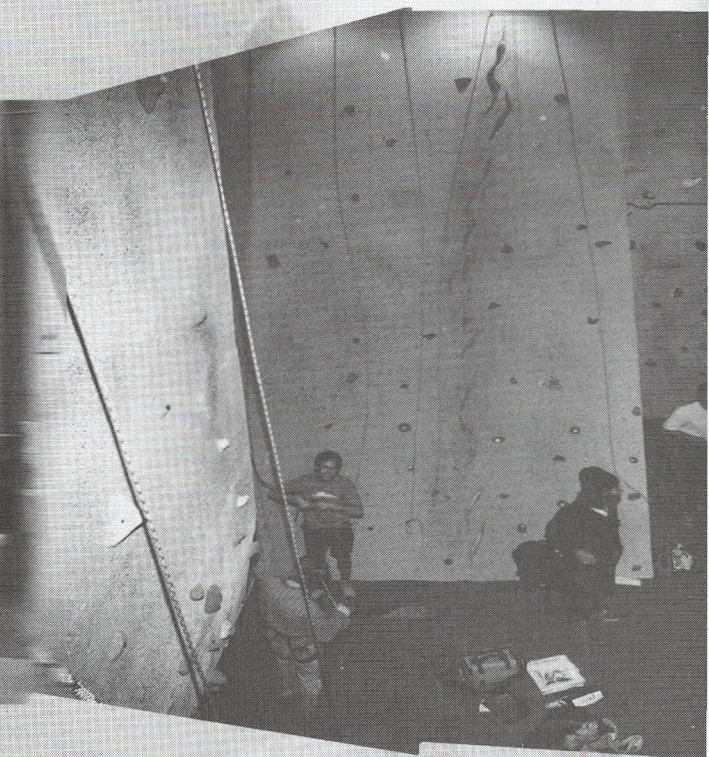
"We get access to equipment that undergraduates don't get to use at other colleges. And I'm always hearing about projects that are going on. I spoke to someone who built a weather station out at the Organic Farm using straw bales. Or instead of just learning about epidemiology, students might do a survey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





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

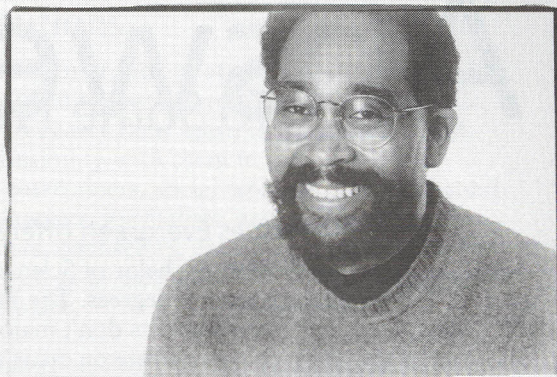
**Phoebe Smith, fifth-year dual-degree student from Washington interested in math and physics**



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

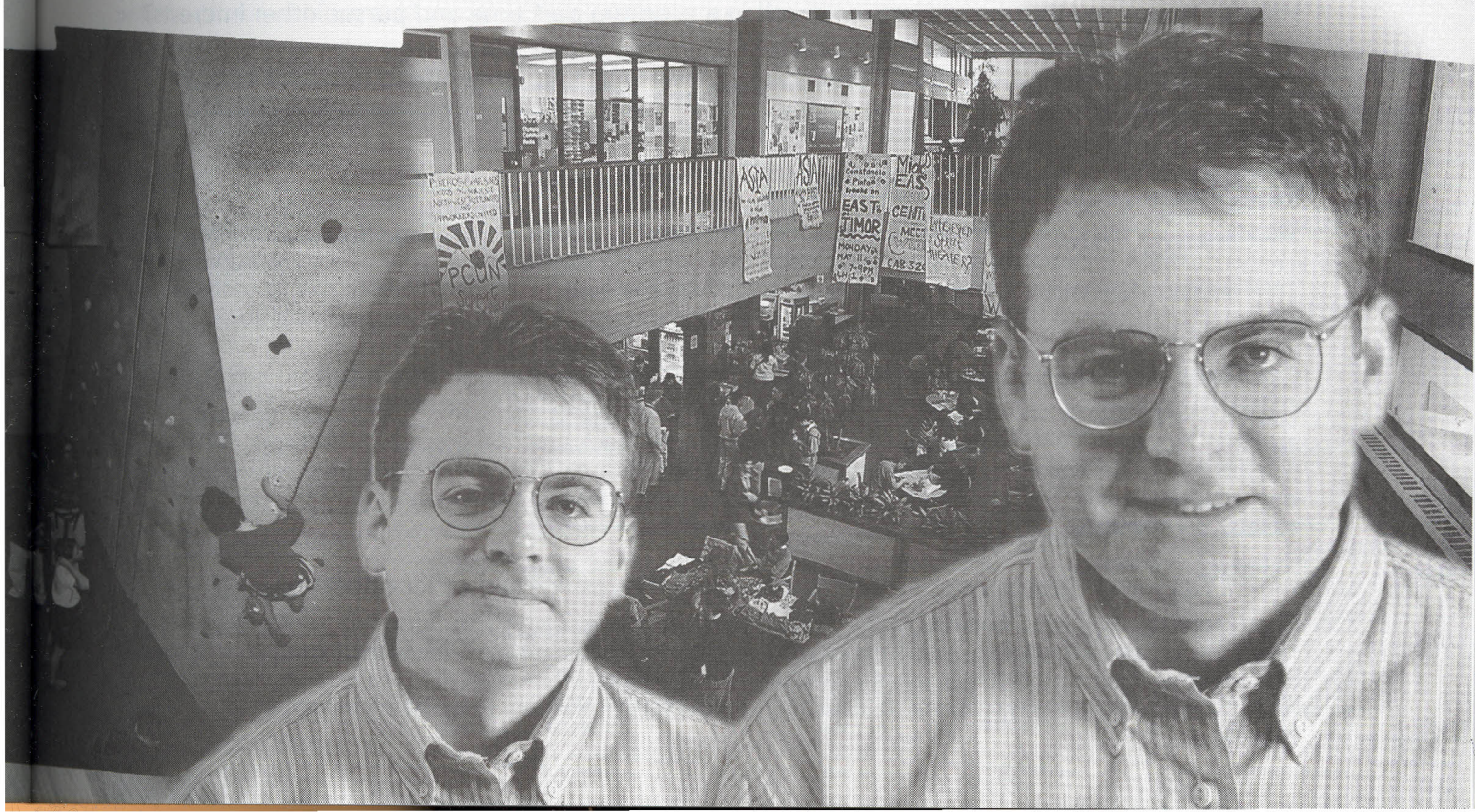
“There is a dynamic between analyzing something and doing something. The perspective of the researcher and the thinker is important, but the perspective of the person who has experienced things is also important. The struggle here is to break down this barrier, to learn through thoughtful work and experiential learning. When it’s done at its best, the two weave together seamlessly.”

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



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

Josh Morse, sixth-year dual-degree student from Washington interested in medical sciences



# Answers

## To Some Frequently Asked Questions

### What degrees does Evergreen offer?

The Bachelor of Arts, Bachelor of Science, Master in Teaching, Master of Public Administration and Master of Environmental Studies degrees. The Bachelor of Arts is awarded in Liberal Arts rather than any specific discipline. Evergreen students don't major in a single subject area, but they can design academic pathways that allow them to concentrate on areas such as: biology, communications, computer science, energy systems, environmental studies, health and human services, humanities, language studies, management and business, marine studies, mathematics, Native American studies, performing arts, physical science, politics and economics, pre-law, pre-medicine, visual arts and more.

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

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

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

Advisors in the Academic Advising Office, the faculty members in your current program or faculty in other areas that interest you — all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. The section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 40, is a great place to start. The Academic Fair is another great source of information (see pages 35, 118).

### Are all 1999-2000 programs listed in this Catalog, or are others added later?

One of the greatest strengths of Evergreen's academic programs is that they are replanned each year — ensuring a fresh approach and up-to-date information on issues relevant to today's world. Most programs listed in this Catalog were planned more than a year before the 1999-2000 academic year. It's inevitable that programs will be revised, revamped or deleted, and faculty create new programs each year to respond to student interests and needs. Information about these changes is available from Academic Advising.

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

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

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

We make every effort to ensure that students will have their first choice of program offerings, but this is not always possible. If you don't get your first choice, don't be discouraged. Part of your education at Evergreen involves learning to take risks. Be willing to try something you hadn't considered before and remember — academic advisors and faculty members can help you find out what's available to support your goals.

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

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

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

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

## Seeking Diversity, Sustaining Community

Evergreen is committed to increasing diversity among both students and faculty. We believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment.

While we are working to create diversity, we are also working to build a strong sense of community. In academic programs as well as in workshops, lectures, group activities and special events, Evergreen faculty and staff work with students to create a welcoming environment ... one that embraces differences ... fosters tolerance and understanding ... and celebrates a shared commitment to cultural, ethnic and racial awareness.

The work is far from complete. While Evergreen's commitment is real, the college is a microcosm of the larger, imperfect world. Evergreen, like all the rest of the world, has much to learn.

We invite you to join us in working toward honest and earnest exploration of real issues and problems and in safeguarding the Evergreen community for learners who seek to explore, to grow, to interact and to find meaningful connections in today's world.

## Graduates Making Important Contributions

The Evergreen environment attracts self-starters and encourages them to work hard to achieve their goals. Our graduates carry their sense of involvement and social responsibility with them in their careers as educators, entertainers, social workers, environmental engineers, lawyers, journalists, artists, administrators, care providers, counselors, entrepreneurs and business people, as well as in their interests and activities outside of the workplace.

The demands on Evergreen students are perhaps both greater than and different from those on students in traditional college settings, and it naturally follows that the results are greater, too. A recent survey found that both employers and graduate school faculty ranked Evergreen graduates as high and often higher in six main areas of preparedness (writing, speaking, critical thinking, blending theory with practice, appreciating cultural differences and integrating information) than counterparts from other schools.

## A Week in the Life of an Evergreen Student

Because most Evergreen programs are full time and centered around an interdisciplinary theme, you won't register for separate classes as an Evergreen student. But that doesn't mean you won't have a busy and varied schedule. Each week you will take part in an assortment of activities designed to build familiarity with each of the disciplines you will need to explore fully your program's central theme or question. In addition to lectures and seminars, you might have a choice of lab times if you are in a science program, or you might gather after class to work on a collaborative project with a small group of your fellow students. From time to time, your program might undertake special activities like a weeklong field trip. Unscheduled time is your time to study, play, socialize and work if you have a job.

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

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

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

# Student Support Services and Activities

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

Evergreen's commitment to you means more than just making all this available. We're committed to helping you make the most of your academic career, your social development and your physical well-being. Sound advice, genuine support, good information and easily accessible resources are invaluable tools for students making their way through this community of learners. We encourage you to take advantage of these services. For information on other services and resources, see page 118.



## Academic Advising

**Kitty Parker, Director**

**LIB 1401, ext. 6312, [www.evergreen.edu/advising](http://www.evergreen.edu/advising)**

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



## Access Services for Students with Disabilities

**Linda Pickering, Director**

**LIB 1407D, ext. 6348, TDD: 866-6834, [www.evergreen.edu/access](http://www.evergreen.edu/access)**

Access Services offers support services on an individual basis to qualified students with documented disabilities. Our mission is to ensure that students with disabilities have equal access to all Evergreen programs and activities. Staff will be happy to meet with you to answer any questions and discuss specific accommodation issues. Contact Access Services as soon as possible after you have been accepted to Evergreen. E-mail: [pickeril@evergreen.edu](mailto:pickeril@evergreen.edu).



## Career Development Center

**Wendy Freeman, Director**

**LIB 1407, ext. 6193, [www.evergreen.edu/career](http://www.evergreen.edu/career)**

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

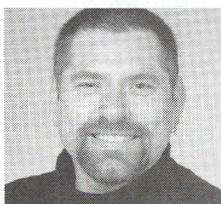


## Counseling and Health Centers

**Elizabeth Nyman, Director**

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

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



## First Peoples' Advising Services

**Ricardo Leyva-Puebla, Director** **LIB 1415, ext. 6467, [www.evergreen.edu/fpas](http://www.evergreen.edu/fpas)**

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



## Housing

**Mike Segawa, Director**

**Building A, Room 301, ext. 6132, [www.evergreen.edu/housing](http://www.evergreen.edu/housing)**

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

## KEY Student Services

LIB 1407, ext. 6464, [www.evergreen.edu/key](http://www.evergreen.edu/key)

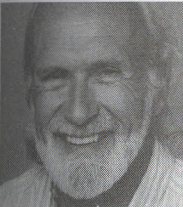
KEY (Keep Enhancing Yourself) Student Services is a federally funded support program. You are eligible for KEY if: 1) neither parent has a four-year college degree; 2) you have a physical disability or documented learning disability; or 3) you meet federal guidelines for low-income status. The KEY staff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



### Police Services

Steve Huntsberry, Director SEM 2150, ext. 6140

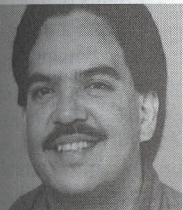
Evergreen's officers, who are state-commissioned and hold the same authority as county and municipal officers, see themselves as part of the college educational process and are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement.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



### Recreation, Wellness and Athletics

Pete Steilberg, Director CRC 210, ext. 6770, [www.evergreen.edu/crc](http://www.evergreen.edu/crc)

Evergreen has many facilities and programs to serve your recreational interests and fitness needs, including one of the finest recreation and fitness centers in the area; a covered outdoor sports pavilion; four tennis courts; five playing fields; movement rooms, weight rooms and aerobic workout rooms; an 11-lane pool with separate diving tank; indoor and outdoor rock climbing practice walls; a three-court gymnasium; a wide array of leisure and fitness education courses offered every quarter; a challenge course; an outdoor program featuring sailing, mountaineering, skiing, rafting, kayaking and mountain biking; recreation programs based on student interests such as running, rugby and ultimate Frisbee clubs; the opportunity to participate in varsity swimming, soccer, tennis and basketball; and the Wellness Program, which provides a more studied approach to fitness and nutrition.



### Student Activities

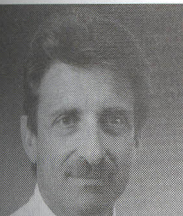
Tom Mercado, Director CAB 320, ext. 6220, [www.evergreen.edu/activities](http://www.evergreen.edu/activities)

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

### Student and Academic Support Services

LIB 1414, ext. 6034

Advice on Evergreen policies and procedures is available in this office, which is situated in the Student Advising Center. This office also offers mediation services and coordinates new student programs, such as fall, winter and spring orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students' needs, satisfaction and educational outcomes.



### Student Affairs

Art Costantino, Vice President LIB 3236, ext. 6296

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



### Writing Center

Tom Maddox, Director LIB 3407, ext. 6625, [www.evergreen.edu/writing](http://www.evergreen.edu/writing)

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

# Evergreen's Social Contract

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

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

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

## The Social Contract – A Guide for Civility and Individual Freedom

### THE SOCIAL CONTRACT

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

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

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

**FREEDOM AND CIVILITY:** The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to

others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

**INDIVIDUAL AND INSTITUTIONAL RIGHTS:** Each member of the community must protect: the fundamental rights of others in the community as citizens; the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

**SOCIETY AND THE COLLEGE:** Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group.

Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

**PROHIBITION AGAINST DISCRIMINATION:** There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment, or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board.\* Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

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



## Student Conduct Code/Grievance and Appeals

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

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

Copies of Evergreen's policy on sexual harassment are available from the Equal Opportunity Office, LIB 3103.

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

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

Evergreen does not stand in loco parentis for its members.

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

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

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

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

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

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

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

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

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

# Admission

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

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

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

## Admissions Deadlines

### FALL 1999: MARCH 1, 1999

Applications will be accepted from September 1, 1998 through March 1, 1999. All application materials must be received in the Admissions Office by 5 p.m. on March 1, 1999. The target date for notification of admission is April 1, 1999.

### WINTER 2000: OCTOBER 1, 1999

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

### SPRING 2000: DECEMBER 1, 1999

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

## Late Applications

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

## Notification and Deposit

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

## Commitment to Diversity

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

## Washington Residents

Washington residents may be given admissions priority.

## Criteria for First-Year Students

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

Grade-point average (GPA) from high school (minimum 2.0 cumulative);

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

Good standing of college work completed after high school graduation.

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

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

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

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

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

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

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

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

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

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

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

## Criteria for Transfer Students

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

GPA (minimum 2.0 cumulative);

Good standing at the last institution attended; and

Satisfactory completion of a variety of courses in the liberal arts and the sciences.

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

Special consideration will be given to applicants who (a) have 90 quarter credits of transferable college work; (b) have an Associate of Arts degree from a Washington community college; or (c) have an Associate of Technical Arts degree from a Washington community college with which Evergreen has negotiated an Upside Down Program (see page 28).

Applicants from other institutions who have completed 40 quarter credits of transferable work (see Transfer of Credit section, page 27) need not submit high school transcripts. Transfer students must submit official transcripts from every college or university attended. Currently enrolled students should ensure that the most recent transcript of their work at the current college is sent to Evergreen, then have a final official copy sent immediately upon completion of all course work there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

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

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

## Other Criteria

**Applicants 18 years of age or older who have not graduated from an accredited high school but have completed GED tests** will be considered. Normally, GED test scores should be at the 60th percentile or above in all categories. GED applicants must also submit any college transcripts and scores for the SAT, ACT or WPC (if WPC taken prior to 6/1/89).

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

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

**International students** must meet the minimum entrance requirements for universities in their native country and provide evidence of English proficiency. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+, 75 percent or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. They must also show evidence of having at least \$18,500 (U.S.) to pay normal expenses for one year at Evergreen. Interested students should request, in writing, specific information about applying from the Admissions Office by February 1. All application materials for international students must be received in the Admissions Office by April 15.

**Applicants who have completed secondary schooling through home-schooling** are evaluated individually. A recognized state agency or a public or private high school must verify that the applicant has met the academic core requirements and will graduate before the quarter begins. This verification must list subjects and titles of course work, credit earned and achievement measured by written evaluations or traditional grades. If verification is not possible, the applicant must submit official GED test scores. Home-schooled applicants are also required to submit official SAT or ACT test results.

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

## To Apply for Admission

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

### All applicants must submit:

The Washington Uniform Undergraduate Application;

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

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

An official high school transcript

Official test scores from the SAT or ACT.

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

Official set of GED test scores

Official test scores from the SAT or ACT.

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

An official high school transcript

Official test scores from the SAT or ACT

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

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

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

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

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

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

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

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

## General transcript information

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

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

Sent directly by the institution to the Admissions Office; or

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

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

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

## Right to Deny Admission

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



**JESSE WELCH**  
Dean of Enrollment Services



**CHRISTINE LICHT**  
Senior Officer for Admissions



**RACHELLE SHARPE**  
Admissions Counselor

## Eligibility for Admission

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

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

## Transfer of Credit

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

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

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

### Other Sources of Transfer Credit

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

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

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

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

Applicants should contact the Admissions Office for more information.

### Community College Transfer

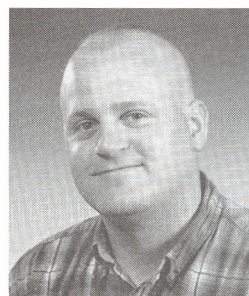
If you are a transfer student who has completed the appropriate academic associate's transfer degree at a Washington state community college, you may receive the maximum of 90 transfer credits. Since community colleges offer several degree programs, you should consult your advisor for more specific information.



**DIANE KAHAUMIA**  
Senior Officer for  
Enrollment Programs



**CLARISSA LEONG**  
Admissions Counselor  
First Peoples' Recruitment



**JAMES SPENCER**  
Admissions Counselor

### Upside Down Program

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

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

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

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

### Housing Applicants

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

### Scholarship Applicants

Scholarship information is available from the dean of Enrollment Services after November 2, 1998. The application deadline for these scholarships is February 1, 1999.

You are encouraged to prepare scholarship applications concurrently with your application for admission.

### Retention of Records

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

### Special Students and Auditors

Students wishing to enroll on a part-time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The educational outreach coordinator for Part-Time Studies assists special students with academic advising and registration information. Please refer to page 36 for further information about Part-Time Studies.

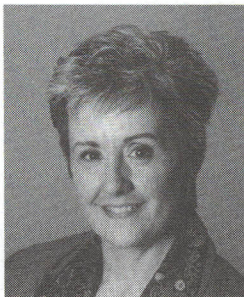
Auditing a program or course may be allowed with written permission from faculty. Auditors receive neither credit nor narrative evaluations that could be applied toward a degree if they later apply for admission. The Registration and Records Office can assist students wishing to audit.

### Summer Quarter

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

Full-time students who wish to continue their studies into fall quarter can do so only if they have been admitted to the college through the application process described in the To Apply for Admission section on page 26. However, if you are interested in Part-Time Studies, please review the preceding section titled Special Students and Auditors.

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



**ILEANA DORN**  
Admissions Counselor, Coordinator  
of High School Relations

# Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-December. Because funds are limited, it is recommended you submit your 1999-2000 Free Application for Federal Student Aid (FAFSA) to the processor by February 15, 1999 to receive full consideration for all available campus-based financial aid. Evergreen also requires that you read and complete additional paperwork by March 15, 1999. For more information, please contact the Financial Aid Office.

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

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

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

The Financial Aid Office also offers financial aid counseling and maintains a listing of part-time employment opportunities both on and off campus.

## Emergency Loan Program

Emergency loan funds are contributed by businesses, service and professional organizations, by individuals in the community and by state regulation. This program aids continuing students who have a temporary need by providing short-term loans of up to \$300. Apply at the Financial Aid Office.

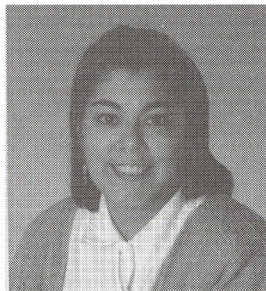
## Scholarships

A variety of scholarships funded by the college's foundation and private donors are available. Most of these scholarships are awarded on the basis of merit, such as high academic achievement, community service, or artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services, (360) 866-6000, ext. 6310. Scholarship information is available from the dean of Enrollment Services after November 4, 1998. The application deadline for these scholarships is February 1, 1999. Scholarship information will also be available on Evergreen's Web site at [www.evergreen.edu](http://www.evergreen.edu). You are encouraged to prepare your scholarship application(s) concurrently with your application for admission. Be sure to specifically request scholarship information, as it will not be sent to you automatically with information about financial aid.

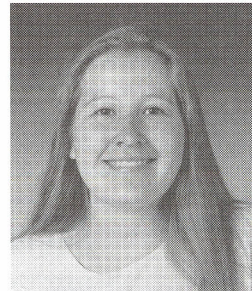
For more information about financial aid, call (360) 866-6000, ext. 6205 or send E-mail to [finaid@evergreen.edu](mailto:finaid@evergreen.edu).



**MARLA SKELLEY**  
Director of Financial Aid



**LAURA GRABHORN**  
Financial Aid Counselor



**AMYLYN RIBERA**  
Financial Aid Counselor



**BRIAN SHIRLEY**  
Technical Support/  
Financial Aid Counselor

# Tuition and Fees

## Residency Status for Tuition and Fees

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

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

Applications to change residency status must be made no earlier than four to six weeks prior to the quarter in which you may become eligible, and no later than the 30th calendar day of the quarter in which you may become eligible. Applications are available at the Office of Registration and Records.

## Billing and Payment Procedures

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

Tuition and fees are billed quarterly by mail if you are preregistered. Payments in full must be in the Cashier's Office by 3:45 p.m. on the deadline for each quarter. Cash, check, money order, Visa and MasterCard are all acceptable forms of payment.

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

Failure to pay tuition and fees in full by the deadline will result in cancellation of registration. Payments must be *received* by the deadline; i.e., **postmarks are not considered.**

Students allowed to register during the second week of class must pay a \$15 late-registration fee. Students allowed to register or re-enroll after the second week of the quarter must pay a \$50 late-registration fee.

## Estimated Expenses

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 1999-2000 nine-month academic year. Tuition and fees are based on 1998-99 rates. Rates for 1999-2000 were not available when this Catalog went to print.

|                    | Resident | Non-resident |
|--------------------|----------|--------------|
| Tuition and Fees   | \$2,637  | \$9,330      |
| Books and supplies | 800      | 800          |
| Housing and meals  | 5,046    | 5,046        |
| Personal needs     | 1,931    | 1,931        |
| In-state travel    | 1,200    | 1,200        |
| Total              | \$11,614 | \$18,307     |

Note: Full-time undergraduate tuition figures do not include the quarterly health fee, which is mandatory for students attending the Olympia campus.

## Refunds/Appeals

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

## Fee/Charge Category Applicable Refunds

|                  |  |
|------------------|--|
| Tuition and Fees | 100 percent to Friday of the first week of quarter; 50 percent to 30th calendar day; after that, no refund.  |
| Housing Deposit  | Please contact the Housing Office for a copy of the housing contract, which contains complete details on deposits and refund schedules. Appeals of Housing charges must be made to the Housing Office. |

For those students whose tuition is paid by financial aid, any refund will be made to the financial aid program, not to the student. Appeals of tuition and fee charges must be made to the Office of Registration and Records. Appeals of other charges must be made to the unit assessing the charge.



## Estimated Tuition and Fees

Rates are set by the Washington State Legislature and are subject to change without notice. The rates below are for the 1998-99 academic year. Rates for 1999-2000 were not available when this catalog went to print.

| Enrollment status       | Quarter credit hours        | Washington resident tuition*              | Nonresident tuition*                      |
|-------------------------|-----------------------------|---|---|
| Full-time undergraduate | 10-16                       | \$879 per quarter                         | \$3,110 per quarter                       |
| Part-time undergraduate | 9 or fewer                  | \$87.90 per credit;<br>2 credits minimum  | \$311 per credit;<br>2 credits minimum    |
| Full-time graduate      | 16 MIT;<br>10 MPA and MES † | \$1,405 per quarter                       | \$4,265 per quarter                       |
| Part-time graduate      | 9 or fewer                  | \$140.50 per credit;<br>2 credits minimum | \$426.50 per credit;<br>2 credits minimum |

For other fees, see the Miscellaneous Fees chart below.

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

† For purposes of financial aid, graduate students are considered full time and eligible for financial aid if enrolled for eight or more credits.

### Miscellaneous Fees

|  |           |
|--|-----------|
| Mandatory health fee (quarterly)§      | \$ 35     |
| WashPIRG (quarterly, waivable)†        | \$4       |
| Housing/administrative fee             |           |
| Rental contract                        | \$45      |
| Unit lease                             | \$75      |
| Transcript                             | \$10      |
| Extra copies ordered at same time      | \$5       |
| ID card replacement                    | \$5       |
| Returned check                         | \$15      |
| Application fee (nonrefundable)        | \$35      |
| Admission deposit (nonrefundable)      | \$50      |
| Late-registration fee                  | \$15      |
| Reinstatement/late-registration fee    | \$50      |
| Graduation fee                         | \$25      |
| Specialized facility use fee (varies)* | \$5-\$150 |
| Leisure Education (varies)             | \$5-\$100 |

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

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

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

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

# Registration and Academic Regulations

## Registration

### New and Continuing Student Enrollment Process

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

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

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

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

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

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

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

Special registration periods are held for those desiring to enroll as non-degree-seeking special students or auditors. These special registration periods, which usually follow the registration period for continuing students, are announced in publications distributed on and off campus.

## Address Changes

Throughout the year, important information will be mailed to you from a variety of campus offices, therefore *you are required to keep a current address* — even one of short duration — on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures on page 30.)

## To Drop or Change a Program

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

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

## Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See the tuition and fee refund schedule on page 30.)

## Leave of Absence

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

## Veteran Students

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

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



ANDREA COKER-ANDERSON  
Registrar

## Academic Credit

### General Policies

You accumulate academic credit for work well done and levels of performance reached and surpassed. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill academic obligations. Evergreen will not accept credit twice for the same course work.

### Partial Credit Options

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

### Credit Limit

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

### Evaluation

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

## Enrollment Status

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

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

## Amending Faculty Evaluations of Students

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

## Academic Honesty

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

## Record Keeping

### Transcript and Portfolio

The transcript and portfolio are the records of your academic achievement at Evergreen. Maintained by the Office of Registration and Records, your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your own evaluations.

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 30 calendar days or until you request your transcript to be sent out, whichever comes first.

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

*The entire body of information is mailed when a transcript is requested,* although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between the time you make your request and pay the \$10 fee and the time when your transcript is mailed. Evergreen reserves the right to withhold transcripts from students who are in debt to the institution. If you need more information on this issue, contact the Office of Registration and Records.

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

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

### Confidentiality of Records

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

## Academic Standing Policy

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

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

1. *Academic warning.* A student who earns fewer than three-fourths of the number of registered credits in *two* successive quarters will receive an academic warning issued by the dean of Enrollment Services. A student registered for six quarter credit hours or more who receives no credit in any quarter will receive an academic warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.

2. *Required leave of absence.* A student who has received an academic warning, and while in warning status receives either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year. A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

### Dismissal and Readmission

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

## Graduation Requirements

The minimum requirement for awarding either the Bachelor of Arts in Liberal Studies or the Bachelor of Science is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval by an academic dean.

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

If you have a bachelor's degree from a regionally accredited institution (including Evergreen) and wish to earn a second bachelor's degree, you must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

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

Concurrent awards of B.A. and B.S. degrees require at least 225 quarter hours, including 90 at Evergreen, and application at least one year in advance. To graduate, you must submit an application form to the Office of Registration and Records and pay a \$25 fee. Contact Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate graduate catalog.

# Selecting Your Program of Study

At Evergreen, you will have the privilege and responsibility of planning a personalized education. You will be able to shape your learning to your interests, your passions and your career goals. Making the most out of this tremendous opportunity can be challenging, but fortunately there are many services available to help you — whether you are creating a four-year academic plan or selecting a program for a single quarter.

Here are some tips for making sound educational choices:

## *Develop an academic plan*

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

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

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

**EXPLORATION** — Discovery for the sake of academic curiosity.

**LEARNING GOALS** — Understanding your academic purpose and intentions.

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

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

**INTEGRATION** — Making sense of your studies as a package.

**TRANSLATION** — Describing the sum of your education to others.

**TRANSITION** — Applying your learning to your life and career.

## *Discuss your choices and goals*

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

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

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

**VISIT OTHER OFFICES:** Several college offices may be able to provide you with information and advice that are critical to the success of your planning efforts. See the Student and Academic Support Services section on page 20 for more information.

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

## *Study this Catalog*

First-year students should carefully consider the Core and all-level programs described on pages 45-54. Other programs are listed by Planning Groups. InterArea programs co-taught by faculty from different Planning Groups will be crosslisted. Please review the How to Read a Program Listing section on page 44. If a specific subject interests you, look it up in the Matching Evergreen's Programs to Your Field of Interest section, which begins on page 40.

## *Attend the quarterly Academic Fair*

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

## *Select a program*

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

# Special Features of the Curriculum

## Individual Study/Internships

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

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

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

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

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

## Part-Time Studies

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

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

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

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

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

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

It is important that special students realize that they will not be able to register at the same time as students who have completed the admissions process, and that enrollment is on a first-come, first-served, space-available basis. Special students may register at an Academic Fair (contact Academic Advising for dates) and on the dates specified in the *Evergreen Times*, the catalog of Part-Time Studies offerings. Students who are interested in pursuing a degree and want to increase their chances of getting into specific programs and courses should apply for admission consideration at the earliest possible date (see page 24 for admission information).

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

For more information about Part-Time Studies contact the educational outreach coordinator for Part-Time Studies by calling (360) 866-6000, ext. 6164.

## Prior Learning from Experience (PLE)

Evergreen recognizes that adult students returning to college have acquired knowledge from their life and work experiences. If students want to document this knowledge and receive academic credit, Prior Learning from Experience provides one appropriate pathway.

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

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

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

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

## Longhouse Education and Cultural Center

Evergreen's Longhouse Education and Cultural Center is a center for multicultural study and a valuable resource to programs throughout the curriculum. The Longhouse — the only building of its kind on a public college campus in the United States — provides classroom space, supports Native American Studies (see page 103), and attracts conferences and events that educate, entertain and enrich the college and surrounding communities. Its design is based on historic longhouse structures and the traditions of Northwest Native American communities.

## The Evans Chair

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

## International Studies and Opportunities to Study Abroad

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

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

Every other year, the Environmental Studies Planning Group offers the Tropical Rainforests program with field work in Costa Rica (see page 87). Other programs with an emphasis on sustainability, community development, agriculture, natural history and conservation provide opportunities for projects and internships in developing countries. Most notable is our sister county study abroad program, a community partnership with the village of Santo Tomás, Nicaragua, the Thurston-Santo Tomás Sister County Association and the college.

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

**Evergreen participates in the following consortium programs for international study:**

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

■ Butler University, The Institute for Study Abroad; university programs in English speaking countries and in Costa Rica.

■ Interweave; Russian culture and environmental science programs.

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

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

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

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

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

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### Programs in the 1999–2000 curriculum with a strong international focus include:

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| Paris, Dakar, Fort de France: Voices of Revolution and Tradition | page 64     |
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# Condensed Curriculum 1999-2000

These pages feature the titles of programs planned during the spring of 1998 for the 1999-2000 academic year. This listing allows you to scan all of the college's academic offerings while determining your pathway through the curriculum. All of Evergreen's programs are organized within Planning Units, groups of faculty with similar interests who offer topical groupings of academic offerings. Within the offerings of each Planning Unit, you will find all-level programs, intermediate programs with a prerequisite of one year of college and no other specific requirements, and advanced programs geared toward junior- and senior-level students and offering upper-division credits. As you plan your educational pathway, you may decide to work for a number of quarters within one Planning Unit, or you may move from area to area to broaden your education. Either pattern may be appropriate, depending on your academic goals. Some programs will be listed in more than one planning group.

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

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# Matching Evergreen's Program to Your Field of Interest

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

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# How to Read a Program Description

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

HOW TO READ A PROGRAM DESCRIPTION

## Quarter(s)

Lists the quarters during which the program will run.

## Faculty

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

## Enrollment

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

## Prerequisite

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

## Program Description

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

## Program is preparatory . . .

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

## Horizon:

### Where Land Meets Sky

Winter, Spring/Coordinated Study

Faculty: Llyn DeDanaan, Marilyn Frasca

Enrollment: 50

Prerequisites: Junior and senior standing and at least one quarter at Evergreen.

Faculty Signature: No

Special Expenses: \$150 for art supplies; \$500 for field trip expenses.

Internship Possibilities: No

Travel Component: One overnight field trip plus possible two- to three-week field trip during spring quarter.

This is a two-quarter study of sky, land and the place where the two meet. The study is anthropological, historical and artistic. Together we will read texts that describe the way in which people of many cultures have used the horizon line to create place, time, season and a romance between the celestial and the terrestrial in art, poetry and the imagination. We will understand how the horizon line creates points along which constellations, planets, the sun and the moon appear to rise and set and how buildings and stones have marked these points and now image-makers have celebrated them.

During spring quarter we hope to study on site in Northern New Mexico where we will give attention to Anasazi cultures as a part of our group research. Faculty will provide workshops in cultural anthropology, research methodology, drawing and journal writing.

**Credit awarded in cultural anthropology, anthropology of pre-historic Southwest United States, drawing, art history and research methods.**

**Total: 12 or 16 credits winter quarter and 16 credits spring quarter. Students may enroll in a four-credit course winter quarter.**

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

## Program Type

Describes the type of program:

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

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

## Faculty Signature

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

## Special Expenses

Indicates expenses you should anticipate beyond books and normal supplies.

## Internship allowed

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

## Travel Component

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

## Credit awarded in . . .

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

## Total Credits

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

# Programs for First-Year Students

Lee Lyttle, Dean of First-Year Programs

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

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

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

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

All-level programs will enroll up to 25 percent first-year students. Like Core programs, they are broadly interdisciplinary coordinated studies. They combine seminars, individual conferences with faculty members, lectures, field trips, laboratories — depending on the content and goals of the program. As their name suggests, all-level programs will also enroll sophomores, juniors and seniors.

There are several things you should consider if an all-level program appeals to you. **The strength of your academic work in high school is one indication of readiness for an all-level program. Already having a good background in one of the main areas of inquiry is another. You should have strong writing skills and a strong, sustained interest in the topic is crucial.** You should weigh the advantages of in-depth study of an all-level theme that interests you against the advantages of a Core program's emphasis on foundation for college work. In an all-level program you should anticipate that faculty will provide less guidance about basic skills and that their expectations about what you already know how to do and what you can learn on your own will be higher. If you are interested in working with a wide mix of students (age, experience, stages in learning), this would be a good option for you.

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

## All Over the Place: Stories in a Multicentered Society

Fall/Group Contract

Faculty: Craig Carlson, Frank Motley

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

*A place is a story happening many times.... Over there? We say 'blind woman steaming clover roots become ducks.' We tell that story for you at place of meeting one another in winter. But now is our time for travel. We will name those stories as we pass them by.*

—Kwakiutl, told by Franz Boas

In the absence of shared past experiences in a multicentered society, storytelling and old photography serve as our separate imagined communities. Narratives and images describe relationships between the teller and told, here and there, past and present. What's up? The answer is story.

Stories once detailed shared experiences. Now it may be that only stories themselves offer us common ground. Once you start hearing certain stories and retelling them, you gain membership in a group and community. You become related, since the story is, as Terry Tempest Williams says, "...the umbilical cord between past, present, and future."

When most governments and educational institutions are no longer trusted, authority shifts to the storytellers. Often the most valuable local cultural resources are the grandmothers or young people with tape recorders or the man by the creek on the outskirts of town who can spin tales about the old days. The sense of place often outlasts the place itself.

This group contract is concerned with stories as they are written or told in the landscape or place by the people who live or lived there. The intersections of culture, history, geography and nature form the ground on which we stand — our land, our home, our group, the local.

We will study writings on place by a diverse group. These writings will include: *The Poetics of Space*, Gaston Bachelard; *The Power of Place: Urban Landscapes as Public History*, Dolores Hayden; *The Geography of Childhood: Why Children Need Wild Places*, Gary Paul Nabhanard and Stephen Trimble; *Through Navaho Eyes*, Sol Worth and John Adair; *On The Road*, Jack Kerouac; *Space and Place: The Perspective of Experience*; Yi-Fu Tuan; *Pilgrim At Tinker Creek*, Annie Dillard. We will also look at an eclectic group of visual artists and film makers such as: Norval Morrisseau, Ken Burns, Spike Lee, Olivia Gude, May Sun and Wym Winders.

We will begin genealogies, explore symbolic and "real" land/cityscapes, and examine the role of the storyteller/writer/visual artist as social/cultural witness through workshops, seminars, readings, performances, research, writing and student-originated projects. We all need to get good at looking at, listening to and telling stories, our own and others. Stories are our homes. "Finding a fitting place for oneself in the world is finding a place for oneself in a story," as Jo Carson explains.

Credit awarded in American studies, independent project, community studies, literature, narrative non-fiction writing and humanities.

Total: 16 credits.

Program is preparatory for careers and future studies in writing, media communications, cultural studies, community work, law, teaching and Native American studies.

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

## Alternative Calendars

Fall, Winter, Spring/Coordinated Study  
Faculty: Therese Saliba, Laurie Meeker, Gail Tremblay, Setsuko Tsutsumi  
Enrollment: 92

Prerequisites: None

Faculty Signature: No

Special Expenses: \$100 per quarter for arts and media production, and \$100 for overnight field trips.

Part-Time Options: No

Internship possibilities: No

Travel Component: Two overnight field trips to Neah Bay (one during fall quarter and the other during spring quarter). Fall quarter field trip payment of \$50 is due the end of the first week and spring quarter field trip payment \$50 is due week seven (May 8-12, 2000) of spring quarter.

Not all cultures think that we are approaching a millennium. This program examines alternative concepts of time and history as culturally bound and tied to specific geographies. Focusing on a variety of cultures with nonlinear, cyclical calendars, such as Native North American, Mayan and Aztec, we will examine the complex, interlocking cycles of seasons, nature, ancestry and history. We will also look at the way time is constructed in indigenous religions of Asia, like Taoism and Shintoism. Chinese and Egyptian cultures, with their long and ancient histories, further provide alternative frameworks to study early people's construction of time and history through numerology, astronomy and storytelling. We will look at how the rise of world religions, such as Buddhism, Judaism, Christianity and Islam, have affected our visions of time.

Over the centuries, trade, migration and colonization have brought people from diverse cultures into contact with one another. This has created further schisms between time and place. We will explore how migration of populations away from their native geographies have altered concepts of time and created new, hybrid forms of history and culture. Drawing on Marxist theory and the concept of "the end of history," we will examine the materialist possibilities of the future, as well as the ways in which the rise of capitalism and industrialization have shaped our notions of work-time, value and pleasure. To dismantle our modern consciousness of time and explore notions of visionary time, we will participate in a variety of projects that foster patience and put us more in tune with the world around us.

Through close study of a variety of cultural forms, including storytelling, literature, art, calligraphy, photography and film, we will examine conceptions and representations of time and history that challenge our contemporary pace and rhythms. Through art criticism, cinema studies and literary analysis, we will look at a variety of works, many of which are not linear in the way they construct time, and we will analyze the way in which the authors, artists and filmmakers explore relationships and create meaning.



All students taking this program will study expository writing. In addition, students will take four five-week workshops over the course of fall and winter to build skills in a variety of media. These workshops include 1) photography and video production, 2) creative prose writing, 3) Chinese characters and calligraphy, and 4) mixed media art. Students will also participate in a number of field trips and one or two overnight stays to explore the cycles of natural life in our region. Students will further conduct research on their own ancestral history, as they explore the relationship between past, present and future in their own lives through writing and artistic production.

Credit awarded in Native American studies, Asian studies, Arab-Islamic studies, art, comparative literature, film studies, photography, video production and writing.

Total: 16 credits each quarter.

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

## American Community

Fall, Winter, Spring/Coordinated Study

Faculty: Sam Schrage, David Marr

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Students should expect to spend \$40 on a year-end retreat.

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: Year-end, in-state, overnight retreat.

*A public philosophy for the twenty-first century will have to give more weight to the community than to the right of private decision. It will have to emphasize responsibilities rather than rights. It will have to find a better expression of community than the welfare state. It will have to limit the scope of the market and the power of corporations without replacing them with a centralized state bureaucracy.*

Historian Christopher Lasch's words invoke a vital, complex debate about America's past and future. At stake are competing visions of democracy. Do democratic ideals point toward a classless society where the good life flows from self-reliance, mutual respect and active citizenship? Or does democracy demand upward mobility, with great wealth and poverty, and elites leading all spheres of society? Abraham Lincoln and Martin Luther King embraced the first view, Lasch argues. But the second has proved ascendant. We've come to believe more in consumerism, in the state and in fulfillment of personal needs than in our capacity to live well in families and communities.

With Lasch's concerns as a starting point, this program will explore the past course and present prospects of the democratic experiment. We will examine Americans' changing consciousness about life in this country, focusing on the last hundred years, with some attention also given to the 19th century. At the center of this inquiry will be intensive reading of novels, history, documentary writing, social criticism and poetry — works that grapple imaginatively with widely felt tensions of experience. This reading will lead to sustained research projects: in fall, a library-based study on a historical issue; in winter, field-based oral history interviewing in the local community; in spring, more advanced ethnographic, historical or literary research and writing.

Our purpose is to work toward a public philosophy for citizenship in the new century. To this end, students and faculty will honestly face enduring dilemmas of self and community, matters involving equality, morality, diversity, faith, class, place and progress.

The program faculty will provide a stimulating intellectual context: guidance on writing, research methods and approaches to challenging texts and ideas. In turn, we will have high expectations. The work will be demanding. We welcome first-year students ready to be seriously engaged in their studies. We will also offer strong support to upper-division students.

Credit awarded in American history, American literature, cultural studies, community studies and sociology. Upper-division credit is available for those who earn it.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, social sciences, community service and law.

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

## Applying Principles of Environmental Science

Fall/Coordinated Study

Faculty: James Stroh, Rob Cole, David Milne  
Enrollment: 72

Prerequisites: This all-level program accepts up to 25 percent first-year students. Students must have high school algebra and strong math skills.

Faculty Signature: No

Special Expenses: Travel and lodging for overnight field trip and expenses for maps and texts (\$100-\$300).

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight field trip to the Long Beach Peninsula during the fifth or seventh week of the program.

The class will focus on selected fundamentals of marine biology, quantitative analysis, use of spatial data (particularly map information) and techniques for field studies. The students will use these principles and tools in a study of Willapa Bay, located in Southwest Washington. Several conflicting uses of the environment and invasions by exotic species make Willapa Bay a particularly interesting study site. Program participants will apply principles of geology, marine biology and modeling through simulation to the Willapa Bay estuary and associated uplands. While we will have guest speakers discuss policy issues, this is predominantly a science program.

This very intensive 10-week program of study will include lectures, seminars, labs (including extensive computer use), field trips, literature research seminars and workshops. This class will also require many hours of work outside the formal class schedule, especially field, lab and computer time.

Credit will be awarded in geographic information systems, quantitative methods, marine biology and earth science.

Total: 16 credits.

Program is preparatory for careers and future studies in environmental science and related fields.

This program is also listed in Environmental Studies.

## Astronomy and Cosmologies

Spring/Coordinated Study

Faculty: E. J. Zita

Enrollment: 24

Prerequisites: Facility with algebra and trigonometry. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$30 for equipment and \$1,000 for optional one-month field trip to Mexico and/or Central America.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Optional one-month field trip to Mexico and/or Central America.

Learn beginning-to-intermediate astronomy through lectures, interactive workshops and observation. Use naked eyes, binoculars and large and small scopes. Build learning tools such as celestial spheres and spectrometers (to be kept by students). Observe with large telescopes via the Internet at professional sites. Research a topic of interest (in the library and through observations) with a small team of classmates.

We will also seminar on cosmologies: how people across cultures and throughout history have understood, modeled and ordered their universe. We will study creation stories and world views, especially of ancient peoples on this continent.

Archaeoastronomy investigations will include a one-month field trip to Mexico and/or other regions of Central America to study ancient archaeoastronomy sites. First-year students may register for this program, but are not eligible to attend the field trip. About half the students will stay in Olympia working on their observations while the other half travel with the instructor through the study-abroad option.

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

Total: 16 credits.

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

This program is also listed under Scientific Inquiry.

## Basic Botany: Plants and People

Winter/Group Contract

Faculty: Frederica Bowcutt

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: Yes, consult with faculty for signature.

Internship Possibilities: Yes

Travel Component: None

Basic botany is an introductory group contract in plant science. We will work through a botany textbook learning about plant anatomy, morphology, systematics physiology, and ecology. Lectures based on the textbook readings will be supplemented with laboratory work getting hands-on experience with plants. Seminar readings will be on the general theme of plants and people. These readings will include, among others, the work of Gary Nabhan, who deals with indigenous peoples and their agricultural practices, Londa Schiebinger, who illustrates how human gender relations are reflected in the plant classification systems used in western science, Stephanie Mills, who discusses ecological restoration as it relates to people, and Mark Plotkin, who seeks to preserve indigenous knowledge of medicinal plants. Students will learn library research methods that they will apply to a research project of their choosing related to plants and people. Time will be spent helping students improve their ability to write a research paper. Students taking this program will be given first priority to a course on plant taxonomy and ecology that will be team taught in spring 2000 by Frederica Bowcutt and Al Wiedemann.

Credit awarded in introductory botany, plants and people and independent research in botany.

Total: 16 credits.

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

This program is also listed under Environmental Studies.

## Concepts of Computing

Spring/Group Contract

Faculty: George Dimitroff, TBA

Enrollment: 46

Prerequisites: This all-level program accepts up to 50 percent first-year students. Students must have taken high school-level algebra.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

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

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

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

Credit awarded in mathematics and introductory computing.

Total: 16 credits.

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

This program is also listed under Scientific Inquiry.

## Creativity in the 20th Century: Freud to Einstein to Brecht to Madonna

Fall, Winter, Spring/Coordinated Study

Faculty: Neal Nelson, Heesoon Jun, Sandie Nisbet

Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

What do geniuses share in common? What drives one to channel creativity — in the sciences, the arts and humanities? In this program we will look at our own creativity, as well as the socialization, expectations and creative perception of several famous innovators. What is the relationship between creativity and pathology? To understand the confusion and elegance behind a genius at work, we will read autobiography, literature and philosophy. Our workshops in creativity will run the gamut from writing, problem solving and mathematical analysis to drawing, performing and programming.

Students will be expected to explore the development of early scientific thought, as well as the evolution of technology. In the 20th century convergence of the two, we ask, "can computers be creative?" In our diverse study, a reading list could include *The Copernican Revolution* by Thomas Kuhn and Howard Gardner's *Creating Minds*, which features such genius as Einstein, Freud, T. S. Elliott, Martha Graham, Stravinsky, Picasso and Gandhi. Our aim is to experience, study and reflect on both scientific and artistic creativity.

Credit awarded in expressive arts and humanities, psychology, computing and mathematics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in computing and mathematics, humanities and expressive arts, psychology, cultural studies and history.

## Education: Beyond High School

Spring/Coordinated Study

Faculty: Bill Arney, Emily Decker

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: Yes, four-credit course, Education: the Future of Higher Education Lecture Series.

Internship Possibilities: No

Travel Component: None

This program examines the history and future of U.S. college and universities. Topics may include:

- Debates about access and quality. Access to college and university education expanded significantly following World War II. Accompanying that change was the argument that the quality of education diminished. We are currently engaged in another period of expanded opportunity for students, and the questions about quality have again risen.

- Technology: Current technology challenges old assumptions about education — that education happens only on a campus, that a library is an essential ingredient of education, that education occurs around books, that professors are the source of all knowledge.

- The purpose of university education: Universities have served many purposes over time — conservation of culture, promotion of ethnic identity, protection of linguistic heritage, creation of gentlemen. What is the purpose of the modern university? To promote excellence? To train workers for the 21st century? Who gets to ask these questions? Who gets to judge the answers?

- Expertise and the state: Might not the university be just a source of cheap knowledge for the state? (And do students and society subsidize this relationship?)

- Community colleges: Washington ranks high in college attendance but exceptionally low in four-year college and university attendance. What is the history and present role of community colleges?

There are three offerings under the title Education. Each requires a separate registration.

Credit awarded in education, politics, philosophy, history and sociology.

Total: 16 credits.

Program is preparatory for careers and future studies in education, public policy, humanities, public service and sociology.

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

**Education: Philosophy**

Winter/Group Contract

Faculty: Bill Arney

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

What is education? What is the aim of education? How is it done? This program provides an overview of issues in educational philosophy by considering both the questions and the ways in which they have been answered over time.

Texts may include: Plato, *Republic* and *Meno*; Locke, *On Education*; Dewey, *Democracy and Education*; and works by Maria Montessori, Sylvia Ashton-Warner, Paulo Freire, Jean Piaget, Erik Erikson, Ivan Illich and Carol Gilligan. The program will include a quarterlong reading of Jean-Jacques Rousseau, *Emile: Or On Education*.

There are three offerings under the title Education. Each requires a separate registration.

Credit awarded in education, philosophy and sociology of education.

Total: 16 credits.

Program is preparatory for careers and future studies in education, humanities and public service.

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

**Education: Politics of Public Schooling**

Fall/Coordinated Study

Faculty: Bill Arney, York Wong

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program covers the history and politics of public schooling. Topics may include: origins and expansion of public schooling in the United States, school financing and vouchers, testing and national or state standards, race, class, gender and the schools, the deschooling-alternative schooling-home schooling-no schooling movement, the "dumbing down" of the curriculum, moral education/literacy education. Students will do a research project on the history of a contemporary political issue.

There are three offerings under the title Education. Each requires a separate registration.

Credit awarded in politics of education, history of education, current social issues and sociology of education.

Total: 16 credits.

Program is preparatory for careers and future studies in education, public service, sociology, journalism and humanities.

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

**Exploration**

Fall, Winter, Spring/Coordinated Study

Faculty: Martha Henderson, Jim Neitzel, Bill Ransom

Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: Field trip expenses for boat, food and lodging, approximately \$150 per quarter.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight field trip.

This Core program will focus on the processes and impacts of exploring the surface of Earth. Exploration of Earth, especially the western hemisphere and polar regions, has created fundamental changes in environmental and in human/cultural conditions not only in the regions explored but in the natal states of the explorers. We will investigate the impetus for exploring new territory, the ideas and technologies that contributed to the success and failure of explorations and the impacts associated with exploration.

Explorations involve many academic disciplines. Our studies will focus on geography, chemistry, biology, writing and other representations. Geography offers both a technical and intellectual framework for understanding the process and product of exploration. Regions of the Old World and regions of the discovered or New World are complex entities. This program will offer an opportunity to investigate how Old World societies chose to participate in the process of exploration, what types of mapping technologies were available and how the process of social interaction transformed the New World. We will study the evolution of modern mapping skills, data recording and natural, social and cultural interactions between humans and the environment and between different social and cultural groups.

Explorers frequently pushed the limits of their understanding of physiology, diet and materials. In addition, the goal of exploration was to find or control new, useful materials or to examine the natural history of remote areas. We will use models from chemistry and biology to understand how human physiology, material goods and the environment interacted during exploration. These interactions will be examined in documents and texts, in the field and in the laboratory. Understanding these models, as well as the techniques used in cartography and navigation, will also require skills in numerical methods. Often, one result of exploration was biological change, as organisms and diseases were spread to new areas. Another aspect of change was the application of new crops and technologies in both the New and Old worlds. We will examine the many long-lasting effects of these biological and technical exchanges.

Knowledge gained during exploration would be of little use were it not for the ability to record and represent new data, ideas and technologies. Writing remains a fundamental component of the process of exploration; Old World governments and resource developers wrote out mandates, while journals, reports, poetry and letters by the explorers themselves documented their findings. The power of writing was equal to the actual exploration in creating a passion for and a fundamental transformation of Earth's natural and social environments.

During the fall quarter we will survey some of the most significant explorations of the Western Hemisphere and polar regions. We will model the process of exploration by discussing the conditions that brought about the major expeditions in the 16th through 19th centuries. We will use early technologies of mapping, experiment with the deficiencies of food and energy exchanges and read the words of governments, entrepreneurs, explorers and those who responded to these events. We will also engage in conversations with current explorers through the use of the Internet and Web pages. Finally, we will become explorers ourselves by participating in field trips to local points of major explorations. We will try to recreate the conditions under which explorers operated. Reading and writing about explorations, including our own, will be a major component of the quarter.

Winter quarter will find us closer to home. We will look at the consequences of exploration, the development of chemical and energy exchanges to support the needs of exploring and living in the New World and consider the role of writing in constructing the New World as a place of social interactions with new peoples and places. We will interact with current explorers, develop survival and social interaction skills and study the impact of exploration of the Pacific Northwest on the native life forms and cultural groups.

During spring quarter, students will design, propose and execute their own explorations in small groups and present their results as a term project.

Students must be prepared to endure extremes of weather, physical exertion, occasional isolation and a wide range of potentially unusual foods. A swimming test will be mandatory and both a sense of direction and a sense of humor will be helpful.

Credit will be awarded in introductory chemistry, biology, geography (social sciences), natural history, literature and writing (academic/expository and creative.)

Total: 16 credits each quarter.

Program is preparatory for careers in science, environmental studies, nature writing and humanities.

## Field School to Chile

Spring/Group Contract

Faculty: Jorge Gilbert

Enrollment: 24

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

Faculty Signature: Yes, must have background knowledge of Latin American studies. Faculty will set up interviews. Transfer students may call Jorge at (360) 866-6000, ext. 6740 or E-mail him at gilbertj@evergreen.edu. Students must apply before February 1, 2000. Decisions will be made by February 15.

Special Expenses: Approximately \$2,300 for four weeks and approximately \$2,700 for eight weeks in Chile (see included expenses below).

Part-Time Options: No

Internship Possibilities: No

Travel Component: Four or eight weeks in Chile.

This program's interdisciplinary curriculum will allow students to study, research and experience firsthand political, cultural, artistic, economic, environmental and agricultural concerns affecting Chile and South America at the end of the 20th century.

This field school will provide practical opportunities to evaluate the neo-liberal model being applied in Chile at the recommendation of the International Monetary Fund and other international organizations. Workshops, conferences and discussions with political and community leaders and grassroots organizations will explore the direct impact this polemic model is having on various social sectors of the country.

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

**Background of Chile:** One of the oldest Latin American democracies — democracy was abruptly interrupted by a military coup d'état between 1973 and 1990 — Chile is rapidly trying to insert itself into a new international world order under the leadership of an elected civilian government. International organizations proudly exhibit its economy as one of the most effective and successful in the Third World. Chilean exports reach all world markets and investments in Chile's economy have grown significantly. At all levels, programs and projects are being developed by governmental, private, international and non-governmental organizations. For these reasons, the country is changing fast, not only economically but culturally and politically.

Though many Chileans are of European extraction, the indigenous traditions are strong in several parts of the country. The desert north, once part of the Inca Empire, preserves important archaeological remains, while Aymara Indians still farm Andean valleys and terraces. South of the heartland are Mapuche Indians communities whose symbolic importance in Chilean life greatly exceeds their political and economic significance. Until the

end of the 19th century, the Mapuche maintained an effective and heroic resistance to the southward advance of Chilean rule. Chile's tremendous geographic diversity and surprising cultural variety have made it an important destination in its own right.

**Logistics:** The first weeks of the quarter will introduce students to the culture, politics and geography of the country. Working groups will form to undertake research projects that reflect the interests of the participants. Once in Chile, the group will travel around the country visiting governmental, non-governmental, private and church development projects in urban and rural areas of the country. Trips to the Andes, rural, urban and mining sectors, the National Congress in the Port of Valparaíso, and meetings with governmental authorities, political leaders and grassroots organizations take place. Students will have the opportunity to interact with a wide range of the Chilean population to learn and evaluate the effects of the new economic and cultural changes. Classes, conferences and workshops about this and other topics will be available at University of Chile and other educational and research institutions.

**Requirements:** Students are expected to keep a journal about their experiences in the country and to work in a group research project (individual projects may be approved after discussion with the faculty). For research, students can travel around the country, consult with people, visit libraries and universities. Students must submit their research proposals by the third week of the spring quarter.

Although knowledge of the Spanish language is not required, it is highly recommended that students gain familiarity with this language. Most program activities will be enhanced by knowledge of Spanish; lectures and workshops will be in English.

Students can stay for four or eight weeks in Chile. Those who return earlier can complete their projects on campus using material gathered in Chile.

Participants of this field school are required to pay a deposit of \$150 (refundable upon certain circumstances) by February 16, 1999.

**Field School Cost:** The base price of this field school is approximately \$2,700 for those staying for eight weeks and \$2,300 for four-week stays. The costs include: airfare (round trip Seattle to Santiago to Seattle), tuition and fees in Chile, room and board in the city of Santiago, on-site orientation, program-related expenses and transportation in the country. The field school costs do not include Evergreen tuition and fees.

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

Total: 16 credits.

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

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

## Forms in Nature: Studies in Art, Ecology and Human Development

Fall, Winter, Spring/Coordinated Study  
Faculty: Oscar Soule, Terry Ford, Bob Haft,  
Sherry Walton  
Enrollment: 70  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: Three- to five-day field trip  
fall or winter quarter, approximately \$150.  
Payment is due one month prior to the trip.  
Part-Time Options: No  
Internship Possibilities: Spring only, for  
continuing students.  
Travel Component: Field trip.

What do you see when you walk through your front door? Through a vacant lot? Through a forest or by a stream? What do you know about the natural world you inhabit and humans' (or your) relationships with it? How do you understand "art" in relationship to nature? This program will help you explore the interrelationships between art, ecology and human development through coordinated workshops, labs, lectures and field experiences. While work in the program will be at the introductory college level, the results of our explorations and investigations will be applied to the real world and presented in public forums.

The program is designed to provide practical skill development in nature studies and drawing, broaden perspectives on human development and the uses of language, and build team skills. Specific examples include life drawing, forest ecology, family studies and popular language patterns through media. We will design presentations about fall quarter studies to special interest groups in winter quarter. This will be complemented by going deeper into the themes stated in the fall. Students will work on team-developed field projects in the spring along with programmatic work. There will be the opportunity for spring internships for students continuing in the program.

This program will provide an introduction to college work and life while being a natural conduit to almost all intermediate-level programs at Evergreen.

Credit awarded in ecology, drawing, composition, human development and independent research.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in natural sciences, arts, humanities and education.

## Music and Dance of Brazil and the Caribbean

Spring/Group Contract  
Faculty: Sean Williams, TBA  
Enrollment: 48  
Prerequisites: This all-level program accepts up to 25 percent first-year students; Core program or equivalent; previous work in music or dance.  
Faculty Signature: No  
Special Expenses: \$50 for retreat. Students must pay by the second week of class.  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: Three-day retreat.

The Caribbean and Brazil have a rich and varied history of performing arts, set in a context of economic tension, colonialism and slavery. In this program we will use approaches from the fields of ethnomusicology and ethnochoreology (the study of culture through music and dance, respectively) to explore some of the dynamics of culture and power in the diaspora. We will also examine the historical events that led to the development of samba in Brazil; the spiritual and musical links between Haitian Vodou, Cuban Santería, Brazilian Candomblo and their sources; and important social and ritual connections in dance and movement. This program is not for the academically faint of heart; we expect students to commit to a significant reading load and to dedicate themselves to active, hands-on rehearsals of dance and music. In addition, each student will write a 10-page research essay on any aspect of the performing arts in the diaspora, and participate in a three-day intensive performance retreat.

Credit will be awarded in ethnomusicology, dance and culture, music and dance of the Caribbean and music and dance of Brazil.

Total: 16 credits.

Program is preparatory for careers and future studies in ethnomusicology, dance, anthropology and folklore.

This program is also listed under Expressive Arts.

## The Nature of America

Fall, Winter, Spring/Coordinated Study  
Faculty: Brian Price, Matt Smith, Chuck Pailthorp  
Enrollment: 69  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: About \$300 for overnight field trips.  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: Overnight field trips.

Can the essence of America derived from the relationship between people and the environment — the way the land has spoken to us and the way we have learned to manipulate nature for our own ends? This is the question driving our program, which takes into account recent, influential ways of examining relations between Americans and nature. Richard White, for example, argues that we know nature through our work. The Environmental Justice movement states that the environment is where we live, work and play. William Cronon argues, "Environment may initially shape the range of choices available to a people at a given moment but then culture reshapes environment responding to these choices. The reshaped environment presents a new set of possibilities for cultural reproduction, thus setting up a new cycle of mutual determination. Changes in the way people create and re-create their livelihood must be analyzed in terms of changes not only in their social relations but in their ecological relations as well."

Grounded in environmental history and political economy, our program will examine the interactions of diverse Americans and nature/environment as expressed in literature, art, and music. Our work will involve us in more than the analysis of relations of other Americans with nature and the environment; we will also develop our understandings of our own interactions with nature and the environment through drawing and field observation. Accordingly, while we will participate in reading seminars and in a great deal of research and writing, we will also participate in basic drawing workshops, field natural history workshops and considerable explorations of outdoors in urban, rural, and relatively undisturbed environments.

In fall, we look at human and nature interactions from the first Americans to the end of the 18th century. In winter we will focus on the 19th century. In spring, the 20th century will be the center of our attention.

Students participating in this program should be extremely motivated, hard working and willing to have the program work consistently at the center of their lives.

Credit will be awarded in environmental studies, political economy and drawing.

Total: 16 credits each quarter.

Program is preparatory for careers and future study in environmental studies, political economy, social sciences, humanities and arts.

## Performing Arts and Culture

Fall, Winter/Coordinated Study  
Faculty: Sean Williams, Meg Hunt, Doranne Crable  
Enrollment: 69  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: \$50 per quarter for attending performances.  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

This program is designed to give the student a set of perspectives on how the performing arts (music, dance and theater) have expressed the concerns and values of people in particular times and places. We will examine social changes that gave rise to shifts in the arts, focusing in particular on eras or phenomena that are of specific cultural interest. Such eras might include the golden age of Greece, the power of Rome, the Middle Ages, the 19th century, and the early 20th century. In addition to examining European and American forms, we will look at several Asian performing arts and the contexts that gave rise to them. We expect to ask provocative questions, such as: What is the relationship between power, patronage and the performing arts? Does the artist predict the culture or does the culture call forth the artist? Is there a connection between ritual origins of the performing arts and their spiritual effects? What social contexts have given rise to the gender-based divisions in the performing arts? In addition to reading, viewing films and attending lectures, students will be asked to present individual research and collaborative project work.

This program generates 12 credits per quarter; students are encouraged to take the additional four credits in either skill-based performing arts or a foreign language. Faculty will be offering three Asian performing arts courses (four credits each) in Gamelan (Indonesia), Butoh (Japan) and Orissi dance (India); we will give program students priority in course enrollment. Other skill-based courses in the arts and languages are also available.

Credit will be awarded in European performing arts history and theory, performance theory, introductory performance skills and expository writing.

Total: 12 credits each quarter.

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

## Politics and Ideologies From the Americas

Fall, Winter/Coordinated Study  
Faculty: Jorge Gilbert  
Enrollment: 24  
Prerequisites: None. This all-level program will accept up to 25 percent first-year students.  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

Rich and industrialized nations from the North assert that capitalism brought progress and welfare to many nations. People from Africa, Asia, Latin American and the Caribbean argue that capitalism was based on primitive accumulation rooted in the primitive violence, pillage and genocide of the inhabitants of the Third World. Accordingly, they claim that rich nations exist today because their ancestors plundered other nations for centuries. First Europe and then the U.S.A., after they expropriated Third World people of their right to life, have created and imposed structures and laws that allowed them to decide the destiny of these continents. These conditions have permitted historical oppressors to behave like creditors and judges who dictate sentences forcing Third World countries to continue funneling their wealth toward the developed economies, according to this interpretation. Through these mechanisms, Africa, Asia, Latin America and the Caribbean were converted into secondary chapters of the European history, it is argued by the Third World. Besides the rules of European capitalist markets, their culture, religion and identity were imposed upon them. Peoples from these continents were forced to be ashamed of themselves because they were Indians or Blacks, to renegade their cultures and to accept living under eternal conditions of exile in their own lands.

This group contract will study the above processes in the Americas from pre-Columbian times until today from a multidisciplinary approach that includes history, politics, economics, religion, culture, folklore, literature, theater, media, art, etc. Within this context, the process of underdevelopment, which characterizes the region today, will be historically analyzed and evaluated in light of the formation and expansion of the capitalist system in Europe first and the United States later. This program will utilize Latin American approaches and interpretations, as opposed to Eurocentric studies and models from Europe and the U.S.A.

This group contract will also include a component that applies social research methods to study the subjects described here. Projects, including video production, cultural journalism, folklore, theater, alternative media and Spanish language, will be developed by students working in small groups. During winter quarter the program will offer interested students a chance to prepare for spring quarter travel to Chile. Participation in research projects and production of several short documentaries about relevant topics studied in this program will be the focus of the Field School to Chile, a separate program (see page 51).

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

Total: 16 credits each quarter.

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

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

## Sacred Places

Fall, Winter/Coordinated Study

Faculty: Rita Pougiales, E. J. Zita, TBA

Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: One three-day field trip each quarter, approximately \$60 per quarter. Field trip fee to be paid in the second week of each quarter.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Three-day field trip each quarter.

There are places in the world that are imbued with a feeling of sacredness. Throughout time people have inhabited these places and, by design and practice, made them into sites for cultural and spiritual activity. In this program we will focus on such places as a way to learn about the cultural origins of places, the sacred attributes and meanings associated with places, the systems of knowledge and thought reflected in these places, and the relationships between local knowledge systems and environment.

We will focus our study on sacred places — those places inhabited by people yet distinguished by their otherworldliness. The sacredness associated with these places — the attribution of holiness, spirits or energy — will help focus our study on the essential, often intangible, knowledge, insight and relationships peoples in the world have struggled to make known.

In our study we will explore the relationship between physical and cognitive structures. We will look closely at such sites as Chaco Canyon, Stonehenge and Delphi, as well as local Pacific Northwest peoples' knowledge and beliefs and their physical structures. In so doing we will draw on material from anthropology, archaeoastronomy, archaeology, history, literature, algebra and geometry. Our texts will be both written and visual.

This is an introductory program. We will work closely on helping students develop academic skills and background to effectively study and interpret the material. We will emphasize reading, writing, study skills, computer and Internet use, research and a variety of computation skills. We will study algebra, geometry and order of magnitude estimates. Throughout the program we will pay close attention to the practices and assumptions of science as it shapes our study of sacred places.

Credit awarded in anthropology, archaeology, astronomy, algebra, geometry, history, literature and writing.

Total: 16 credits each quarter.

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

## Shelter: Eco-Design in the Real World

Fall, Winter, Spring/Coordinated Study

Faculty: Rob Knapp, TBA, TBA

Enrollment: 72

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

Faculty Signature: No

Special Expenses: Three-day in-state field trips fall and winter, approximately \$35 per trip, payable by week three of each quarter; four-day field trip to Oregon spring quarter, approximately \$50, payable by week one.

Part-Time Options: No

Internship Possibilities: With faculty signature.

Travel Component: Three field trips.

What are ecologically sound homes and workplaces for real, present-day human beings? We will pursue this question by combining large visions with solid foundational knowledge.

The heart of the program is designing: homes and workplaces must be imagined before they can be built. A yearlong design studio will teach relevant skills and knowledge through a series of small and large projects.

For some students, this may mean helping design real-world buildings, such as the new Seminar II classroom building, an appropriate-technology house at the Organic Farm, a possible expansion of Housing or a youth hostel for downtown Olympia.

Other students may focus on off-grid living, Third World needs, waste management, energy, alternative materials such as straw, earth or recycled tires, the technological visions of people like Buckminster Fuller or Amory Lovins, the whole systems understanding of Lynn Margulis and others, or the social visions of Boston's Dudley Street Project.

As vital background to designing, students and faculty will do readings, lectures, seminars, library research and site visits on two major themes: human needs, wants and hopes; and nature's processes, within which human life must take place.

Students and faculty will develop their facility in graphics, structural and environmental analysis, modeling, literature searching on- and off-line, group problem solving and effective writing.

This program seeks students from a variety of levels, backgrounds and interests. Be ready to participate energetically, to learn from fellow students as well as faculty, to share skills and insights generously. Some program activities will be organized according to level; others will be shared by all.

Credit awarded in design studio, humanities, social science and natural science. Upper-division credits will depend on student background and performance.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in design professions, environmental studies, community development, social science, humanities and natural science.

Program is also listed under Environmental Studies, Expressive Arts and Scientific Inquiry.

## Staying Put: The Story As Home

Spring/Group Contract

Faculty: Craig Carlson

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Some have settled down. Some have fashioned a life firmly grounded — in a home, within a community, inside a long-term relationship. They use the same tools, have a deep knowledge of place, and know their neighbors and neighborhood. Their lives are a radical rebuke to Western consumerist/throw-away culture. When vagabond winds blow, some bundle up and stay put.

What does it mean to be alive in an era when the earth is being devoured, and in the country that is mainly responsible for the process? What are we called to do? What are we up against, those of us who want to become grounded in one place? How strong, how old, is the impulse we resist? And if you stick in one place, won't you become stuck? Won't you become narrow, dull, backwards? The song of the open road is America's song, after all; how can and why should anyone resist it? How can we harness our restlessness?

This group contract is concerned with the sense of staying put in one place and with storytelling as it is written or told in the landscape or place by the people who live or lived there over time.

We will study writings on place by a diverse group such as: Russell Sanders, whose book names our program and animates our approach; *The Real Work: Interviews and Talks 1964-1979*, Gary Snyder; *A Year in the Country*, Sue Hubbell; *Dakota: A Spiritual Biography*, Kathleen Norris; *The Wooing of Earth*, Rene Dubos; and writings by Wendell Berry, Henry David Thoreau and Anne Dillard. We will also look at the indigenous wisdom of American Indians and Australian Aborigines.

We will begin genealogies, write weekly and quarterly narrative nonfiction writings and stories, and examine the role of the storyteller/writer as social/cultural witness through workshops, seminars, research and writing. We all need to get good at looking at, listening to and telling stories, our own and others. Stories are our homes. "Finding a fitting place for ourselves in the world is finding a place for oneself in a story," as Jo Carson explains.

Credit awarded in American studies, humanities, independent project, narrative nonfiction writing, community studies and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in community studies, law, community work, cultural studies, teaching, writing, media communication and Native American studies.

Program is also listed under Culture, Text and Language.



# Culture, Text and Language

Rita Pougiales, Planning Unit Coordinator

## AFFILIATED FACULTY:

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

Charles McCann, the founding president of the college, spoke about teaching and learning at Evergreen in the following way:

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

The faculty members in the Culture, Text and Language area share these views and offer programs in which faculty and students alike engage in scholarly inquiry of our social world. Programs in this area focus on questions related to knowledge and interpretations of the social world. Those questions are explored with content and strategies from the humanities, integrating perspectives from the social sciences, practices in the arts and the natural and physical sciences.

The faculty members in Culture, Text and Language invite students to join them in the programs they offer and together create "living links" between both our past and our present society and the urgent questions still before us. This area is distinguished in that its members' backgrounds and interests span the full breadth of the liberal arts, including humanities, sciences, arts and social sciences. As such it offers intermediate and advanced interdisciplinary programs relevant to all students at the college.

Culture, Text and Language offers programs in language and culture, area studies, cultural studies, philosophy and psychology. In the language and culture offerings, students have an opportunity for intensive, challenging, interdisciplinary study. The study of language at Evergreen is integrated fully with the study of culture. Because we believe that learning languages is the key to understanding other cultures (and vice versa), we teach them together. That is, we teach language through the study of history, literature, philosophy and art; and culture through the study of language.

The area also offers programs in cultural studies with emphases in anthropology, sociology and psychology. The focus of these programs includes ethnography, popular culture, media studies and cultural theory. In these programs current issues, events and practices offer foci for exploring relevant historical and philosophical traditions.

The area regularly offers programs that inquire critically into European history and philosophical traditions. Programs are organized around rigorous study of key texts such as Plato's *Republic* or Hannah Arendt's *The Human Condition*. Program emphases include philosophy, history, political theory and literature.

## All Over the Place: Stories in a Multicentered Society

Fall/Group Contract

Faculty: Craig Carlson, Frank Motley

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

*A place is a story happening many times. ... Over there? We say 'blind woman steaming cloverroots become ducks.' We tell that story for you at place of meeting one another in winter. But now is our time for travel. We will name those stories as we pass them by.*

—Kwakiutl, told by Franz Boas

In the absence of shared past experiences in a multicentered society, storytelling and old photography serve as our separate imagined communities. Narratives and images describe relationships between the teller and told, here and there, past and present. What's up? The answer is story?

Stories once detailed shared experiences. Now it may be that only stories themselves offer us common ground. Once you start hearing certain stories and retelling them, you gain membership in a group and community. You become related, since the story is, as Terry Tempest Williams says, "...the umbilical chord between past, present, and future."

When most governments and educational institutions are no longer trusted, authority shifts to the storytellers. Often the most valuable local cultural resources are the grandmothers or young people with tape recorders or the man by the creek on the outskirts of town who can spin tales about the old days. The sense of place often outlasts the place itself.

This group contract is concerned with stories as they are written or told in the landscape or place by the people who live or lived there. The intersections of culture, history, geography and nature form the ground on which we stand — our land, our home, our group, the local.

We will study writings on place by a diverse group. These writings will include: *The Poetics of Space*, Gaston Bachelard; *The Power of Place: Urban Landscapes As Public History*, Dolores Hayden; *The Geography of Childhood: Why Children Need Wild Places*, Gary Paul Nabhanard and Stephen Trimble; *Through Navaho Eyes*, Sol Worth and John Adair; *On The Road*, Jack Kerouac; *Space and Place: The Perspective of Experience*; Yi-Fu Tuan; *Pilgrim At Tinker Creek*, Annie Dillard. We will also look at an eclectic group of visual artists and film makers such as: Norval Morriseau, Ken Burns, Spike Lee, Olivia Gude, May Sun and Wym Winders.

We will begin genealogies, explore symbolic and "real" land/cityscapes, and examine the role of the storyteller/writer/visual artist as social/cultural witness through workshops, seminars, readings, performances, research, writing and student-originated projects. We all need to get good at looking at, listening to and telling stories, our own and others. Stories are our homes. "Finding a fitting place for oneself in the world is finding a place for oneself in a story," as Jo Carson explains.

Credit awarded in American studies, independent project, community studies, literature, narrative non-fiction writing and humanities.

Total: 16 credits.

Program is preparatory for careers and future studies in writing, media communications, cultural studies, community work, law, teaching and Native American studies.

This program is also listed under First-Year Programs.

## American Community

Fall, Winter, Spring/Coordinated Study

Faculty: Sam Schragger and David Marr

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Students should expect to spend \$40 on a year-end retreat.

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: In-state, overnight retreat.

*A public philosophy for the twenty-first century will have to give more weight to the community than to the right of private decision. It will have to emphasize responsibilities rather than rights. It will have to find a better expression of community than the welfare state. It will have to limit the scope of the market and the power of corporations without replacing them with a centralized state bureaucracy.*

Historian Christopher Lasch's words invoke a vital, complex debate about competing visions of democracy in America. Do democratic ideals point toward a classless society where the good life flows from self-reliance, mutual respect and active citizenship? Or does democracy demand upward mobility, great wealth and poverty, and elites leading all spheres of society? Abraham Lincoln and Martin Luther King embraced the first view, Lasch argues. But the second has proved ascendant. We believe more in consumerism, the state and fulfilling personal needs than in our capacity to live well in communities.

This program will explore the past course and present prospects of the democratic experiment. We will examine Americans' changing consciousness about life, focusing on the last hundred years, with attention also given to the 19th century. At the center of this inquiry will be intensive reading of novels, history, documentary writing, social criticism and poetry. This reading will lead to sustained research projects: in fall, a library-based historical study; in winter, gathering oral histories in the local community; in spring, advanced ethnographic, historical or literary research and writing.

Our purpose is to work toward a public philosophy for citizenship in the new century. Students and faculty will honestly face enduring dilemmas of self and community, matters involving equality, morality, diversity, faith, class, place and progress.

Program faculty will provide a stimulating intellectual context: guidance on writing, research methods and approaches to challenging texts and ideas. In turn, we have high expectations. We welcome first-year students ready to be seriously engaged in their studies and offer strong support to upper-division students.

Credit awarded in American history, American literature, cultural studies, community studies and sociology. Upper-division credit is available for those who earn it.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, social sciences, community service and law.

Program also listed under First-Year Programs.

## The Balkans in Our Times: Land, People and Mythos

Spring/Group Contract

Faculty: Tom Rainey, Rita Pougiales

Enrollment: 50

Prerequisites: Sophomore standing; background in European and near Eastern history and/or literature is highly desirable.

Faculty Signature: No

Special Expenses: No

Part-Time Options: Yes

Internship Possibilities: No

Travel Component: None

This program will explore the history, culture, and literature of the Balkans since 1800. This is an area where cultures have met and clashed for more than 500 years, where East meets West, where Christianity meets Islam. The Balkans has recently become, as it has been so many times before, the cockpit of Europe, where ethnic identities and historical experiences of different peoples are extraordinarily important.

The area is of great world historical importance. Through the reading of historical accounts, literature, folk tales and epics and anthropological studies, we will attempt to project ourselves empathetically into the life experiences of the Balkan peoples in the 19th and 20th centuries. We will question and try to counter many stereotypes about the peoples of this area that have recently been cultivated in the Western press. Areas of concentration will include: Greece, Bulgaria, Macedonia, Romania, Serbia, Bosnia, Croatia, Albania and Slovenia.

Credit awarded in history of the Balkans, anthropology and literature.

Total: 12 or 16 credits.

Program is preparatory for careers and future studies in history, international relations and applied anthropology.

## Bilingual Education and Teaching

Fall, Winter/Group Contract

Faculty: Evelia Romano

Enrollment: 25

Prerequisites: Junior or senior standing.

Students must have previous course work in linguistics and previous or concurrent study of a foreign or second language.

Faculty Signature: No

Special Expenses: \$100 for three-day field trip.

Part-Time Options: Yes

Internship Possibilities: Yes

Travel Component: Three-day field trip to Toppenish and Pasco, Washington.

During fall quarter we will explore several theoretical issues related to and preparatory for the study of bilingual education and teaching in the following order: first and second language acquisition, the relationships of language, culture and society, and a historical introduction to bilingual education and the politics of bilingualism. A three-hour workshop each week will be devoted to the study of second language teaching, with particular consideration of different theories and methodologies.

During winter quarter, we will study the historical, political and social connotations of bilingualism in the United States and language policy as it relates to the concept of the nation/state. Students will be introduced to bilingual education in elementary and high schools, program design and assessment. We will visit bilingual classrooms throughout the state and conduct ethnographic observations during field trips. We will continue with the weekly workshops on teaching methodologies, emphasizing connections between theory and practice. Students will have the opportunity to go out into the community (elementary schools, high schools, etc.) to acquire practical experience and apply theories discussed in class.

A four-credit intermediate/advanced Spanish module will be an optional part of the program throughout fall and winter quarters. This program is aimed at upper-level students and will require full-time dedication. Requirements include two short response papers and a comprehensive midterm exam each quarter plus a two-quarter research project culminating in an oral presentation.

During spring quarter, Evelia will sponsor internships for students from the program interested in furthering their practical knowledge and experience.

Credit awarded in bilingual education theory, history and policy, linguistics, language acquisition and sociolinguistics, multicultural education, ESL and second or foreign language teaching methodology and practice and intermediate/advanced Spanish.

Total: 12 or 16 credits each quarter.

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

## Black and Green 2000: The Struggle for Community and Equality in the United States

Spring/Coordinated Study

Faculty: Angela Gilliam and Patrick Hill

Enrollment: 50

Prerequisites: Junior standing. At least two years of college-level study of the humanities and social sciences.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: No

Most of us have become aware that the official story of our nation's past, as told in the history books of our primary and secondary schools, is just one version of what happened, a socially constructed version designed to serve certain purposes. We may also have become aware that this official version is too narrow or exclusive to serve the democratic aspirations of our increasingly multicultural democracy.

This program, drawing upon the experience of the two instructors, will focus in its readings and lectures on the "hidden histories" of two peoples in the United States: the African American and the Irish American. In terms of time periods, the foci will be (1) the so-called "founding" or colonial era; (2) the afterbirth of the nation, with attention to such topics as post-famine migration from Ireland, minstrelsy, the American Civil War and Reconstruction; and (3) the post-World War II era in which the American "community" is consolidated in the face of civil-rights struggles, the labor movement and the emergence of North-South conflict. Special attention will be given in a quarter-ending conference to the often strained relations between peoples like Irish Americans and African Americans whose shared experience of catastrophe might have yielded (and may yet yield) a more cooperative struggle.

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

Student work in this program will build on work of students in previous offerings of the program and will be shelved in the library as contributions to the creation of the new multicultural narrative vital to the future of the nation. Program activities will include the lectures, films and videos, and twice-weekly seminars, and weekly written work will be required. But in addition and most importantly, all students will be required (1) to do extensive research into some aspect of hidden histories (e.g., of Chinese American settlements in the 19th century New York City or the participation and leadership of Native American women in tribal governance), (2) to enter into collaborative dialogue with differently focused students in the program, (3) to present one's own research and respond to the research of others in end-of-the-program public conferences, and (4) to assist us all in framing the inclusion of those histories in an ultimately comprehensive multicultural narrative that enables us to live together with respect for and appreciation of our differences.

Credit awarded in American history, political economy, cultural studies, philosophy of history, African American studies and Irish American studies.

Total: 16 credits.

Program is preparatory for careers and future studies in American history, educational and governmental administration, teaching, and ethnic, cultural and gender studies.

This program is also listed under Social Science.

## Bones and Stones: The Roots of Society, the Achievements of Our Prehistoric Ancestors

Winter/Group Contract

Faculty: Gordon Beck

Enrollment: 25

Prerequisites: Junior or senior standing

Faculty Signature: No

Special Expenses: None

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

In this program we will be reading the "prehistoric library" of bones, stones and ancient artifacts. Our goal is to develop an understanding of the world of the earliest humans and to ponder the achievements of all of our ancestors through reading texts of bone, stone, ivory, paint, metals and ancient cities. Our major activity is research.

Our program of exploration and discovery will utilize the tools of history, archaeology, anthropology, art history and mythology. We will read several secondary texts in order to survey current opinions; however, our investigations will involve a great deal of research, careful interpretation of evidence and speculative reasoning.

We will explore the dim past of our human species, the formation of the continents and of the earliest societies. From the Olduvai Gorge to Lascaux, from Ur to Ife, from Nagarjunakonda to the Nile Valley, from Guilá Naquitz to Monte Albán and from Catal Hüyük to Mohenjo-Daro, our research will help us seek to understand the roots of social order.

This program will use books, writing, evaluation of primary evidence and analytical speculation in search of understanding. Our texts are often to be found in the surviving artifacts of various cultures.

Books used will include L. Cavalli-Sforza, *Great Human Diasporas; History of Diversity and Evolution*; C. Gamble, *Timewalkers: The Prehistory of Global Colonization*; J. Lester, *Writing Research Papers*; C. Lumsden and E. O. Wilson, *Promethean Fire; Reflections on the Origin of Man*; S. Mithen, *Prehistory of the Mind*; C. Renfrew and P. Bahn, *Archaeology: Theories, Methods and Practices*; W. I. Thompson, *Coming Into Being*; and Colin Tudge, *Time Before History*.

Our activities will include lectures, seminars, research presentations, field trips, image workshops and films. Reading, writing and discussion are central to all of these.

Credit awarded in anthropology of prehistoric peoples, art of prehistoric people, archaeology of human habitation and research writing.

Total: 16 credits.

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

## Creative Non-Fiction: Reading and Writing the Literature of Reality

Fall, Winter/Group Contract

Faculty: Tom Foote

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: Yes. Faculty interview

during fall quarter to determine student

writing ability. Call Tom for an appointment at (360) 866-6000, ext. 6118.

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Writers have come to realize that non-fiction can be as colorful and gripping as any piece of fiction. The difference is that non-fiction writers are not burdened with inventing characters, plot and description as everything they write about actually happened. Creative non-fiction writers assemble facts and events and array them artistically and stylistically using the descriptive techniques of the fiction writer. They immerse themselves in a venue, set about gathering their facts while demonstrating scrupulous accuracy, and then write an account of what happened in their own voice. Students will become facile with the form through intensive field work, research and writing.

This program combines journalism, field research and investigation of literary techniques. We will study folklore and field research to learn to pay attention to detail, and journalism to learn how to construct a fact hierarchy and write a lead. Students will be introduced to the focus structure format, where the writer proceeds from the particular to the general. This is an excellent feature writing tool and we will spend some part of the quarter writing feature stories. A main emphasis in fall quarter will be the diligent pursuit of venues for field observations in preparation for writing the substantive final piece in spring quarter.

In the winter we will continue the study of creative non-fiction, as well as hone our sensitivity to literature techniques, and students will begin work on the first draft of their major non-fiction piece. The form allows the use of first-person narration and literary conventions ordinarily forbidden in the writing of news copy. It requires the writer to be immersed in a subject area over an extended period of time and demands careful attention to detail to assure accuracy. John McPhee says, "the piece of writing has a structure inside it. It begins, goes along, and ends in a manner that is thought out beforehand." That being the case, all the writer has to do is find that architecture and the piece practically writes itself. This helps to define and describe the form of creative non-fiction. The story and structure are already there and all the writer has to do is take the mallet and chisel and chip away the unnecessary marble encasing it to see the artistic form emerge.

Richard Rhodes, creative non-fiction writer, assembled the following list of descriptors of the form: historical sweep, attention to language, participation and immersion, symbolic realities, accuracy, sense of time and place, grounded observations, context and voice.

Mark Kramer, noted writer and teacher in the genre of creative non-fiction said, "It is like a Steinway piano. It's good enough for all the art I can put in into it. You can put Glenn Gould on a Steinway and the Steinway is still better than Glenn Gould. It's good enough to hold all the art I can bring to it. And then some."

We will continue to study the form and discuss representative pieces written by noted authors like Joseph Mitchell, Jane Kramer, Susan Orlean and Tom Wolfe. Following a period of redrafting and corrections, students will finish the polished piece and make a presentation to the group in the last week of spring quarter.

Credit will be awarded in feature writing, creative non-fiction, folklore, field research and the literature of reality.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in communications, media and other career opportunities that require writing skills.

## Crescent, Cross and Cupola: Islam and Christianity of the East and West

Fall, Winter/Coordinated Study

Faculty: Nancy Allen, Patricia Krafcik, Lance Laird

Enrollment: 75

Prerequisites: Sophomore standing or above

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Our entry into the new millennium has stimulated a powerful upsurge of interest in spiritual experience. In confronting our spirituality, we are asking new and tough questions about death and salvation, mystical and ecstatic experience, sex and gender, violence, morality, the direction of humanity, the end of the world, the identity of the Creator. How do Islam and Christianity in the East and West approach these questions? What are some significant differences between Eastern and Western Christianity on these and other issues? What are the historical, theological, and cultural roots of these faiths? How does each of these faiths view itself in relation to the others? As participants in the program, we will work to replace our sometimes vague impressions and assumptions with a more accurate, sensitive and grounded comprehension of these traditional faiths.

In lectures and seminars we will explore these questions historically and as they unfold in the contemporary world. We will read the history and sacred literature of these faiths, studies of controversial issues, and novels and short stories that deal with our questions in imaginative ways. Students will engage in individual and group research. Finally, we will acquaint ourselves firsthand with the varieties of Christian and Islamic worship through field trips to churches and mosques and in discussions with both Christian and Islamic clergy. Welcome to the feast!

Credit awarded in comparative religion, cultural anthropology, sacred literature, European and Near Eastern history and culture.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Humanities, comparative religion, theology, European and Near Eastern history, professional service in Islam or Christianity, sacred literature.

## Cultural Crossings: Labor and Migration in the Americas

Fall, Winter/Coordinated Study

Faculty: Tom Womeldorff, José Gómez, Peta Henderson, Alice Nelson

Enrollment: 100

Prerequisites: Sophomore standing. Core program or equivalent.

Faculty Signature: No

Special Expenses: Up to \$200 for retreat and field trip to Eastern Washington.

Part-time Options: No

Internship Possibilities: No

Travel Component: Possible retreat and field trip.

Over the last 150 years, the Americas have become increasingly intertwined economically, politically and culturally. Using multiple perspectives from the humanities and the social sciences, this program will study aspects of the historical and contemporary experiences of Mexicans and Puerto Ricans, both in their countries of origin and in the United States. In particular, we will explore how the uneven colonial, class, ethnic and gender relationships within and between countries have played themselves out in a series of displacements. These displacements have ranged from the more literal pushes and pulls of migration patterns and labor relations to the more metaphorical transformations of cultural forms and group identities over the course of time.

In the fall, we will focus on the interconnectedness of economics, politics and culture in Mexico and Puerto Rico, in the context of phenomena as diverse as: 1) economic "development" models such as Puerto Rico's Operation Bootstrap and Mexico's Border Industrialization Program; 2) political and cultural resistance movements such as Puerto Rico's Independentista and Mexico's Zapatista movements; and 3) migrations both to and from the United States, with their indelible effects on families and communities.

In the winter, we will cross the borders into the United States, where Mexican Americans and mainland-born Puerto Ricans, as well as recent migrants, have created vibrant synthesizing forms of political, economic and cultural action and protest. Topics may include: 1) the history of United States immigration and recent congressional efforts to regulate it; 2) the farmworkers' movement and recent labor struggles, and 3) the emergence of distinctive Chicano and Puerto Rican literary and theatrical forms (e.g., Teatro Campesino, border art and Nuyorican poetry).

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

Over the course of the two quarters, students will gain an in-depth ability to interpret literary and visual texts in their social contexts and to use political economic and legal models to address specific social questions. In addition, each student will carry out a research project over the two quarters on a topic related to program themes; this project will hone skills in prospectus- and report-writing, library and community-based research, and oral presentation. Because this is conceived as an integral two-quarter sequence, no new students will be accepted in the winter.

Credit will be awarded in Latin American and Latino history and literature, political economy, economics of migration and labor, cultural anthropology and legal studies.

Total: 16 credits each quarter.

This program is preparatory for careers and future study in Latin American and Latino Studies, international political economy and economics, literature, cultural anthropology and international relations.

This program is also listed under Social Science.

## Down and Out

Winter/Group Contract

Faculty: Gilbert Salcedo

Enrollment: 25

Prerequisites: Sophomore standing. One year humanities or social science.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

In this one-quarter humanities group contract we will study prose fiction, poetry, autobiography, memoir and social history. The central theme is the determination of individuals to survive, spiritually and physically, against the odds they face in a variety of hostile social, cultural and historical settings. The primary aim is to acquaint students with the many dimensions of a universal theme as expressed in novels, poems and plays, and to provide the opportunity for intellectual growth through reasoned, moral assessment of the conflict between the demand for social conformity as a reflection of communal value-consensus and the individual's struggle for personal integrity and self-preservation.

Seminar readings will focus on the writings of individuals who have left us a record of their hopes, dreams, pain, disillusionment and courage in their battle for existence outside the margins of respectable society. Works to be studied include Cormac McCarthy's *Suttree*; Guzman's *Lazarillo* of 16th century Spain (in English translation); the experiences in the 1920s of George Orwell in his *Down and Out in Paris and London*; Jerzy Kosciński's tale of war-time survival in Eastern Europe, *The Painted Bird*; the pathos of Tennessee Williams' *Twenty-Seven Wagons Full of Cotton*, one-act plays about people just barely hanging on; and the hard-edged compassion for the urban underdogs of the late 20th century Los Angeles in *Ham On Rye* and *Love is a Dog From Hell*, the stories and poems of Charles Bukowski.

Students will have the opportunity to refine informal discussion skills through seminars on the interpretation of literature, develop critical reflection skills through theme-related journals and strengthen formal exposition skills through the composition of short essays. Seminar will include oral presentation of writing.

An additional four credits are possible through a related independent project or additional course.

Credit awarded in literature, social and intellectual history and expository writing.

Total: 12 or 16 credits.

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

## Education: Beyond High School

Spring/Coordinated Study

Faculty: Bill Arney, Emily Decker

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: Yes, Four-credit course,

Education: the Future of Higher Education Lecture Series.

Internship Possibilities: No

Travel Component: None

This program examines the history and future of U.S. colleges and universities. Topics may include:

- Debates about access and quality. Access to college and university education expanded significantly following World War II. Accompanying that change was the argument that the quality of education diminished. We are currently engaged in another period of expanded opportunity for students, and the questions about quality have again risen.
- Technology: Current technology challenges old assumptions about education — that education happens only on a campus, that a library is an essential ingredient of education, that education occurs around books, that professors are the source of all knowledge.
- The purpose of university education: Universities have served many purposes over time—conservation of culture, promotion of ethnic identity, protection of linguistic heritage, creation of gentlemen. What is the purpose of the modern university? To promote excellence? To train workers for the 21st century? Who gets to ask these questions? Who gets to judge the answers?
- Expertise and the state: Might not the university be just a source of cheap knowledge for the state? (And do students and society subsidize this relationship?)
- Community colleges: Washington ranks high in college attendance but exceptionally low in four-year college and university attendance. What is the history and present role of community colleges?

There are three offerings under the title Education. Each requires a separate registration.

Credit awarded in education, politics, philosophy, history and sociology.

Total: 16 credits.

Program is preparatory for careers and future studies in education, public policy, humanities, public service and sociology.

This program is also listed under First-Year Programs.

## Education: Philosophy

Winter/Group Contract

Faculty: Bill Arney

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

What is education? What is the aim of education? How is it done? This program provides an overview of issues in educational philosophy by considering both the questions and the ways in which they have been answered over time.

Texts may include: Plato, *Republic* and *Meno*; Locke, *On Education*; Dewey, *Democracy and Education*; and works by Maria Montessori, Sylvia Ashton-Warner, Paulo Freire, Jean Piaget, Erik Erikson, Ivan Illich and Carol Gilligan. The program will include a quarterlong reading of Jean-Jacques Rousseau, *Emile: Or On Education*.

There are three offerings under the title Education. Each requires a separate registration.

Credit awarded in education, philosophy and sociology of education.

Total: 16 credits.

Program is preparatory for careers and future studies in education, humanities and public service.

This program is also listed under First-Year Programs.

## Education: Politics of Public Schooling

Fall/Coordinated Study

Faculty: Bill Arney, York Wong

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program covers the history and politics of public schooling. Topics may include: origins and expansion of public schooling in the United States, school financing and vouchers, testing and national or state standards, race, class, gender and the schools, the deschooling-alternative schooling-home schooling-no schooling movement, the "dumbing down" of the curriculum, moral education/literacy education. All students will do a research project on the history of a contemporary political issue.

There are three offerings under the title Education. Each requires a separate registration.

Credit awarded in politics of education, history of education, current social issues and sociology of education.

Total: 16 credits.

Program is preparatory for careers and future studies in education, public service, sociology, journalism and humanities.

This program is also listed under First-Year Programs.

## Field School to Chile

Spring/Group Contract

Faculty: Jorge Gilbert

Enrollment: 24

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

Faculty Signature: Yes, must have background knowledge of Latin American studies. Faculty will set up interviews. Transfer students may call Jorge at (360) 866-6000, ext. 6740 or E-mail him at gilbertj@elwha.evergreen.edu.

Students must apply before February 1, 2000. Decisions will be made by February 15.

Special Expenses: Approximately \$2,300 for four weeks and \$2,700 for eight weeks in Chile (see included expenses below).

Part-Time Options: No

Internship Possibilities: No

Travel Component: Four or eight weeks in Chile.

This program's interdisciplinary curriculum will allow students to study, research and experience firsthand political, cultural, artistic, economic, environmental and agricultural concerns affecting Chile and South America at the end of the 20th century.

This field school will provide practical opportunities to evaluate the neo-liberal model being applied in Chile at the recommendation of the International Monetary Fund and other international organizations. Workshops, conferences and discussions with political and community leaders and grassroots organizations will explore the direct impact this polemic model is having on various social sectors of the country.

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

**Background of Chile:** One of the oldest Latin American democracies — democracy was abruptly interrupted by a military coup d'état between 1973 and 1990 — Chile is rapidly trying to insert itself into a new international world order under the leadership of an elected civilian government. International organizations proudly exhibit its economy as one of the most effective and successful in the Third World. Chilean exports reach all world markets and investments in Chile's economy have grown significantly. At all levels, programs and projects are being developed by governmental, private, international and non-governmental organizations. For these reasons, the country is changing fast, not only economically but culturally and politically.

Though many Chileans are of European extraction, indigenous traditions are strong in several parts of the country. The desert north, once part of the Inca Empire, preserves important archaeological remains, while Aymara Indians still farm Andean valleys and terraces. South of the heartland are Mapuche Indians communities whose symbolic importance in Chilean life greatly exceeds their political and economic significance. Until the end of the 19th century, the Mapuche

maintained an effective and heroic resistance to the southward advance of Chilean rule. Chile's geographic diversity and surprising cultural variety have made it an important destination in its own right.

**Logistics:** The first weeks of the quarter will introduce students to the culture, politics and geography of the country. Working groups will form to undertake research projects that reflect the interests of the participants. Once in Chile, the group will travel around the country visiting governmental, non-governmental, private and church development projects in urban and rural areas of the country. Trips to the Andes, rural, urban and mining sectors, the National Congress in the Port of Valparaíso, and meetings with governmental authorities, political leaders and grassroots organizations take place. Students will have the opportunity to interact with a wide range of the Chilean population to learn and evaluate the effects of the new economic and cultural changes. Classes, conferences and workshops about this and other topics will be available at University of Chile and other educational and research institutions.

**Requirements:** Students are expected to keep a journal about their experiences in the country and to work in a group research project (individual projects may be approved after discussion with the faculty). For research, students can travel around the country, consult with people, visit libraries and universities. Students must submit their research proposals by the third week of the spring quarter.

Although knowledge of the Spanish language is not required, it is highly recommended that students gain familiarity with this language. Most program activities will be enhanced by knowledge of Spanish; lectures and workshops will be in English.

Students can stay for four or eight weeks in Chile. Those who return earlier can complete their projects on campus using material gathered in Chile.

Participants of this field school are required to pay a deposit of \$150 (refundable upon certain circumstances) by February 16, 1999.

**Field School Cost:** The base price of this field school is approximately \$2,700 for those staying for eight weeks and \$2,300 for four-week stays. The costs include: airfare (round trip Seattle to Santiago to Seattle), tuition and fees in Chile, room and board in the city of Santiago, on-site orientation, program-related expenses and transportation in the country. The field school costs do not include Evergreen tuition and fees.

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

Total: 16 credits.

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

This program is also listed under First-Year Programs.

## Great English Novels

Winter/Group Contract

Faculty: Charles McCann

Enrollment: 25

Prerequisites: Junior standing

Faculty Signature: Yes. Prospective students should bring an essay of 500-700 words to an interview before or at the Academic Fair.

Charles McCann may be reached at (360) 867-0227 or (360) 866-6000, ext. 6492.

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Students will become familiar with its history, main lines of the form's development, styles of the major writers and ways of talking and writing about the novel. We will read Richardson's *Clarissa*; Fielding's *Tom Jones*; Sterne's *Tristram Shandy*; Smollett's *Humphry Clinker*; Austen's *Emma*; Scott's *The Heart of Modlothian*; Dickens (an early and late novel); Thackeray's *Vanity Fair*; E. Bronte's *Wuthering Heights*; C. Bronte's *Villette*; Eliot's *Middlemarch*; Hardy's *Tess of the D'Urbervilles*; James' *The Ambassadors*; Conrad's *Nostromo*; Lawrence's *Women in Love*; and Joyce's *Ulysses*.

Seminars will take place twice a week that allows exactly equal time for their presentation. Each student will read a five- to ten-minute paper in each seminar. There will be a final examination.

Only those capable of reading at least 20 to 25 pages per hour and willing to invest long hours should consider this group contract, as most of the novels are long.

Credit awarded in 18th century English novel\*, 19th century English novel\*, 20th century English novel\*.

Total: 16 credits.

Program is preparatory for careers and future studies in any field for which a liberal education is desirable.

## The Great Russian Novel

Winter/Group Contract

Faculty: Tom Rainey

Enrollment: 25

Prerequisites: Junior or senior standing.

Background in European history and literature is highly desirable.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Participants in this group contract will explore, in considerable detail, several of the great novels of Russian literature. Above all, we will determine why they are considered great by the Russian people and why they have taken their rightful place among the annals of great world literature. We will also examine the novels for what they reveal about Russian cultural and social history in the 19th and 20th centuries. Russians have tended to look to their great writers for moral and, in some cases, spiritual guidance. They regarded Dostoevsky and Tolstoy, to cite two famous examples, not only as great writers, but also as philosophers and social critics. We will thus consider the novels as works of art, moral statements and social documents. The reading will include the works of the following novelists: Lermontov, Turgenev, Goncharov, Dostoevsky, Tolstoy, Bely, Bulgakov and Pasternak.

Credit awarded in 19th and 20th century Russian literature, Russian intellectual history and Russian social history.

Total: 16 credits.

Program is preparatory for careers and future studies in Russian studies, European studies, international studies, comparative literature and any career or course of study that requires intelligent conversation.



## Kazantzakis

Fall/Group Contract

Faculty: Gilbert Salcedo

Enrollment: 25

Prerequisites: Junior or senior standing including one year of humanities/social science.

Faculty Signature: No

Special Expenses: No

Part-Time Options: Yes

Internship Possibilities: No

Travel Component: None

This group contract will focus on the life and work of Nikos Kazantzakis (d. 1957), the preeminent Greek novelist of the 20th century. Kazantzakis's writings reflect the philosophical vision of a great postmodern artist who was deeply engaged in the most vital moral and intellectual quest of our time: the search for spiritual meaning to anchor personal commitment as both an individual and a participant in the human community.

The group contract will be structured around cooperative seminar, informal lecture, in-class writing, small-group discussion, brief reports and informal oral presentation of papers in seminar.

Students enrolled for 16 credits will prepare and present orally an independent research topic related to course themes.

Students will read *Nikos Kazantzakis: A Biography Based On His Letters*, Helen Kazantzakis; *The Cretan Glance: The World and Art of Nikos Kazantzakis*, Morton P. Levitt; *Thus Spake Zarathustra*, Friederich Nietzsche; *What The Buddha Taught*, Walpola Rahula; selections from the *Old Testament* and the *New Testament*; as well as the following works by Nikos Kazantzakis: *Zorba The Greek*, *Freedom or Death*, *The Greek Passion*, *Journey To The Morea*, *Report To Greco* (autobiography), *The Saviours of God: Spiritual Exercises* and *The Last Temptation of Christ*.

Credit awarded in history, literature, philosophy and individual study.

Total: 12 or 16 credits.

Program is preparatory for careers and future studies in government, law, education and travel.

## The Making of the Modern Woman

Fall, Winter, Spring/Group Contract

Faculty: Nancy Taylor

Enrollment: 25

Prerequisites: Junior or senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

The goal of this group contract is to understand the changing concepts and definitions of womanhood as they developed in European and American cultures. We will study the social, political and cultural history of women from the 18th century to the postwar era, exploring women's interaction with the state, the workforce, men and with one another. We will focus on primary sources, both historical and literary, to get the story of women through women's voices as much as possible.

Here is a sampling of some themes we will discuss: origins of feminist thought, the private versus the public spheres, suffrage politics, representations of female sexuality, the female artist and her male critic, women, war and pacificism and women in health and medicine. We'll read classic texts by writers such as Mary Wollstonecraft, Harriet Taylor, and Virginia Woolf; we'll read fiction by George Eliot, Kate Chopin and Charlotte Perkins Gilman; and autobiographies and biographies. And, we will study theoretical and interpretative works by current scholars.

The questions always will be, "How do women get defined and how do they define themselves?" and "What does it mean to be a 'modern' woman?" We will study historical methods by delving into the ways historians select evidence from and then make interpretations about the historical past. And we will work to understand current literary theory as it is used to explicate women's experience. There will be opportunities for serious debate, for discovering keys to the current conversation about women and gender and for forming a small scholarly group of people who can support one another in pursuing questions of personal interest.

Students will each do a major literary or historical research project using primary sources, which should extend over the whole year. Students will learn to frame useful research questions and carry out a substantial piece of research themselves.

This program is designed for serious students of history and literature who consider themselves well-read, good writers, highly motivated and genuinely curious about the changing roles and definitions of women.

Credit awarded in history, literature, research methods, feminist studies, literary theory, writing.

Total: 16 credits. Students who enroll in a foreign language course may register for 12 credits with faculty signature.

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

## On Interpretation: Foundation Work in the Humanities and Interpretive Social Sciences

Fall, Winter/Coordinated Study

Faculty: Greg Mullins, TBA

Enrollment: 50

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

What does it mean to understand a poem, or a picture, or what happened a hundred years ago, or why someone keeps acting in a stupid way? Is it just a matter of opinion or somebody else's guess? Do some people really see and know a lot more than others about such things? This program involves ongoing practice in trying to answer questions like these better, as well as careful exploration of theories about what, if anything, can be known about the meaning of others' actions.

This program prepares students for sophisticated work in the humanities and interpretive social sciences (fields like anthropology, sociology, history and some types of psychology). Such disciplines attempt to understand human acts — from slips of the tongue to religious rituals, sonnets to political choices, cartoons to painted church ceilings. They all involve the same fundamental intellectual process—interpreting situations that have multiple sources of meaning, including the intentions of the actor, what some audiences make of those actions and other contexts as well. We will pay close attention to the methods and tools of various disciplines, to ideas about the functions and values of art and to analyzing and critiquing philosophical arguments about what is involved in claiming to understand someone else's actions.

Credit awarded in literature, art history, philosophy, history, psychology, anthropology, media and social science.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, social sciences and careers involving interpretation, like law and counseling.

This program is also listed under Social Science.

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

### The Paradoxes of Romanticism

Fall, Winter/Coordinated Study  
Faculty: Argentina Daley, Charles Teske, TBA  
Enrollment: 50

Prerequisites: Sophomore standing; one year college-level composition; one year college-level literature; experience in performing or visual arts desirable but not mandatory.

Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

This program will draw from literature, music and art in pursuing the paradoxes of Romanticism. The Romantic movement in Europe, the British Isles and America was born out of the American and French political revolutions, the Industrial Revolution and the shift from mechanism to organicism in the Western world view. It generated some of the most powerful works of art — especially in literature and music — and powerful idealistic thoughts in the history of Western culture. But it also led to self-indulgent Bohemianism and sowed the seeds that were to produce the cult of the hero, resulting eventually in totalitarian Fascism in Italy, Germany and Spain.

Romantic artists idealized communal belonging, but also megalomaniacal individualism; connections with the medieval past and folk traditions, but also highly self-conscious innovations; freedom for all, but also fervent nationalism. They explored the heights of human aspiration, but also the depths of human despair. Often Romantic artists lost or abandoned their functional places in society to become “alienated geniuses.”

To appreciate the greatness and understand the tensions in Romanticism, we shall concentrate our focus fall quarter on William Blake, S. T. Coleridge, William Wordsworth, Lord Byron, Mary Shelley and Goethe. We will also look at the musical figures of Beethoven, Berlioz, Schubert, Schuman and perhaps Wagner and Verdi.

During winter quarter, our focus of study will most likely focus on Carlyle, Thoreau, Emerson, Hawthorne and Melville in an attempt to understand how European thought influenced the development of American thought, and how the Americans brought their own experience to bear on this European influence.

The program, at least for fall quarter, will provide an optional part-time, four-credit module in a foreign language or other subject related to the program's themes and areas of study. Additionally, modules will be offered internally by the program faculty. Faculty approval will be required for the inclusion of outside modules.

Credit awarded in Romantic art and music, comparative literature, European and American cultural history and principles of literary and aesthetic interpretation.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, education and cultural studies.

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

Fall, Winter, Spring/Coordinated Study  
Faculty: Marianne Bailey, Stacy Davis  
Enrollment: 50

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

Faculty Signature: No  
Special Expenses: Optional spring quarter travel to France as a group, approximately \$3,500.

Part-Time Options: Yes, 6 credits in French language.

Internship Possibilities: No  
Travel Component: Optional spring quarter travel to France.

The French-speaking world offers a veritable crossroads of cultures; its literature, history, film and visual arts provide the voices of revolution and tradition our program will explore. We will trace the history of aesthetic, social and political developments within France and in the Francophone cultures of Africa and the Caribbean from the contemporary world back as far as 1789.

Fall quarter we will study revolution through the parallel historical examples of the French and Haitian revolutions and through literary and artistic figures whose words caused upheaval in a tradition-bound society. We will read Rousseau and Voltaire, who laid the foundations for revolution, and study the romantic, symbolist, decadent and naturalist aesthetics through such authors as Hugo, Sand, Baudelaire, Rimbaud, Jarry and Zola. We will read Césaire and James on the Haitian Revolution and compare the ideals and expectations of that revolution with the concurrent one in France.

Winter quarter we will consider the Cubist, Dada-Surrealist, Existentialist and Négritude movements. We will emphasize the voices of writers from Africa and the Caribbean who use the colonizer's French as a tool of their liberation and discuss such concepts as religious and cultural syncretism, culture building and ritual. Students will learn about colonialism from the viewpoint of the colonized and the colonizer, and study the war for liberation in Algeria. We will read Césaire, Maximin, Condé and Schwarz-Bart from the Caribbean; Abouzeid and Chraïbi from North Africa; Sembene, Senghor and Laye from West Africa; Sartre, Genet, Artaud, Nin and Irigaray from France.

During spring quarter we anticipate a travel option to Rennes, Paris and Lyon, France. Spring quarter students remaining on campus may continue language study at beginning, intermediate or advanced levels (for four credits).

More than half of the work we will do in this program will be in French; however, students will choose one of the following module offerings (conducted in English) each quarter: (1) seminar in French and Francophone texts in translation; (2) seminar in historical texts and historiography.

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

Total: 6 or 16 credits fall and winter quarters; 4 or 16 spring quarter.

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

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

## Perspectives from The Quarterdeck

Fall, Winter, Spring/Group Contract

Faculty: John Filmer

Enrollment: 6

Prerequisites: Junior or senior standing

Faculty Signature: Yes, with faculty interview.

Students will be notified by mail or fax.

Special Expenses: During spring quarter, students will go on a two-week sailing field trip, approximately \$300 per student.

Part-Time Options: No

Internship Possibilities: Yes, winter and spring

Travel Component: Two-week sailing trip.

While afloat and aboard, rain or shine, we will examine some of Puget Sound's most interesting waterfront communities, their history, economy, politics and demography, tailoring our studies to the interests of you, the crew of the *Resolute*, Evergreen's 44-foot yawl. While exploring Puget Sound, we will often conduct classes on the deck of one of the last of the Annapolis 44s. Crew members will learn power cruise and sail seamanship, how to get along with crewmates, rules of the road, about tides and currents, weather, boating safety and regulations, the use of the compass and nautical chart and various sailor's arts. All decisions on board will be made by the skipper and strict rules of discipline will be followed. In addition to specific assigned duties, crew members are expected to help with vessel maintenance. This may involve several hours a month of hard work.

Each crew member will develop his or her own research proposal (in coordination with the faculty and other crew members) for community study and possible community activities, focusing on the way things are now in the context of the past, and particularly from the perspective of the Water Link, the Puget Sound. Class activities will include field trips to organizations and shore-side installations to observe and learn how Puget Sound inhabitants participate in the regional and global economy. These trips may require appropriate apparel and other digressions and deferrals commensurate with and respectful for the environs and individuals visited. Students may develop part-time internships during the winter and spring quarters as they become more focused on a specific activity. Students should plan on at least one very long day per week on board the vessel.

Applicants must pass a swim test and the requirements and judgment of the skipper for building a balanced crew. Applicants will be interviewed by John Filmer and should be willing to contract full time for the entire academic year. Admittance will be based solely on the determination of the skipper.

Credit awarded in sociology, history, economics, business, political science and navigation.

Total: 16 credits.

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

Program is also listed under Culture, Text and Language.

## Philosophy of Religion

Spring/Group Contract

Faculty: Alan Nasser, Pris Bowerman

Enrollment: 50

Prerequisites: Junior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program will pursue questions about religious belief that can be answered with the use of unaided (by faith) human reason. This is not an inspirational offering, nor does it support any particular position on religious belief. It focuses exclusively on Western philosophy and religion.

There will be four principal foci:

- We will examine some of the classical arguments of natural theology, i.e., some of the best known proofs and disproofs of God's existence.

- We will study the philosophy of religion of some of the followers of the distinguished 20th century philosopher Ludwig Wittgenstein.

- We will examine the moral and religious philosophy of Simone Weil. Both Wittgenstein and Weil offer profound reflections on the place of religion in human life, which are quite at odds with the mainstream tradition in Western philosophy.

- In contemporary American culture, religion plays an important role in political discourse. The theological fundamentalism of the "religious right" is a significant force in discussions of social, political and economic issues in this country. In other parts of the world "liberation theology," a left/progressive religious orientation, is alive and well.

We will study both left and right political uses of religious beliefs and practices.

This academic and predominately analytic program emphasizes the careful and detailed study of demanding texts. This program is geared to juniors and seniors only.

Credit awarded in philosophy of religion, Wittgenstein on religion and sociology of religion.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in philosophy, theology and social philosophy.

This program is also listed under Social Science.

## Politics and Ideologies From the Americas

Fall, Winter/Coordinated Study

Faculty: Jorge Gilbert

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Rich and industrialized nations from the North assert that capitalism brought progress and welfare to many nations. People from Africa, Asia, Latin American and the Caribbean argue that capitalism was based on primitive accumulation rooted in the primitive violence, pillage and genocide of the inhabitants of the Third World. Accordingly, they claim that rich nations exist today because their ancestors plundered other nations for centuries. First Europe and then the United States of America, after they expropriated Third World people of their right to life, have created and imposed structures and laws that allowed them to decide the destiny of these continents. These conditions have permitted historical oppressors to behave like creditors and judges who dictate sentences forcing Third World countries to continue funneling their wealth toward the developed economies, according to this interpretation. Through these mechanisms, Africa, Asia, Latin America and the Caribbean were converted into secondary chapters of the European history, it is argued by the Third World. Besides the rules of European capitalist markets, their culture, religion and identity were imposed upon them. Peoples from these continents were forced to be ashamed of themselves because they were Indians or Blacks, to renege their cultures and to accept living under eternal conditions of exile in their own lands.

This group contract will study the above processes in the Americas from pre-Columbian times until today from a multidisciplinary approach that includes history, politics, economics, religion, culture, folklore, literature, theater, media, art, etc. Within this context, the process of underdevelopment, which characterizes the region today, will be historically analyzed and evaluated in light of the formation and expansion of the capitalist system in Europe first and the United States later. This program will utilize Latin American approaches and interpretations, as opposed to Eurocentric studies and models from Europe and the United States of America.

\* indicates upper-division credit

This group contract will also include a component that applies social research methods to the subjects described here. Projects, including video production, cultural journalism, folklore, theater, alternative media and Spanish language, will be developed by students working in small groups. During winter quarter the program will offer interested students a chance to prepare for spring quarter travel to Chile. Participation in research projects and production of several short documentaries about relevant topics studied in this program will be the focus of the Field School to Chile, a separate program (see page 61).

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

Total: 16 credits each quarter.

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

This program is also listed under First-Year Programs.

## Postmodern Fiction: John Barth and Haruki Murakami

Spring/Group Contract  
Faculty: Harumi Moruzzi  
Enrollment: 25  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

Postmodernism is a term that is frequently mentioned in academia as well as in popular culture today; it is the term that nobody seems to be able to define unequivocally. Postmodernism means different things to different people. For instance, it may mean an eclectic mixture of many traditions for some people, or it may mean the negation of canonical values for others, depending on their intellectual premises or their academic fields. In any case, what we get from these multifaceted definitions of postmodernism is a realization that we are at a sometimes confusing, sometimes exhausting, sometimes exhilarating point in history when everything is up for grabs.

In 1921, Yeats wrote in the first stanza of his poem "The Second Coming,"

*Turning and turning in the widening gyre  
The falcon cannot hear the falconer;  
Things fall apart; The center cannot hold;  
Mere anarchy is loosed upon the world,  
The blood-dimmed tide is loosed, and  
everywhere*

*The ceremony of innocence is drowned;  
The best lack all conviction, while the worst  
Are full of passionate intensity.*

Is Yeats' premonition a mere feverish nightmare inspired by a momentary sense of powerlessness?

In this group contract, we will read fiction written by John Barth, an American writer, and Haruki Murakami, a Japanese writer, to understand the complexity of our contemporary reality, while reading some texts pertaining directly to the concept of postmodernism such as Baudrillard and Lyotard.

Credit awarded in Japanese culture, Japanese literature, American literature and contemporary philosophy.

Total: 16 credits.

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

## Property

Spring/Group Contract  
Faculty: Jerry Lassen, Mark Levensky  
Enrollment: 50  
Prerequisites: Sophomore standing; college-level reading and interpretive skills and one year of college.  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

Property will explore the origins and present nature of property in private and public contexts. The program will include an examination of the relationship of property to personal identity, justice and power. Other topics that might be explored include property rights, intellectual property, entitlements, ownership of one's body, money, living without property and the role of government in legitimizing the acquisition and distribution of property. Students will be encouraged to lead the way. Forms for program work will include lectures, large and small book seminars, small group projects, oral presentations and writing, in class and out. The small-group projects will concern local property disputes. The oral presentations and writing will be largely self-directed.

Credit awarded in theories of property and community studies.

Total: 16 credits.

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

This program is also listed under Social Science.

## Self, Gender and Culture: Japanese and American Literature and Cinema

Fall, Winter/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This group contract is designed for students interested in crosscultural exploration of the concepts of self and gender.

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American women feel more valued as wage earners. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues. Thus, in this program we explore the concepts of self and gender represented in American and Japanese literature, cinema as well as popular media.

During fall quarter, our focus will be on film. At the beginning of the quarter, students will be introduced to the rudiments of film technology and the basic concepts of film theory through texts and lectures. With these analytical tools in hand, students will then examine images of individuals and genders produced in American and Japanese films through seminars and critical writings. In addition to critically viewing film, students will engage in weekly readings concerning culture and gender.

Students will also acquire rudimentary experience in video production during fall quarter. They will learn how to use a camcorder and how to edit VHS videotapes. By the end of the quarter, groups of four or five students will produce media works that deal with gender issues in specific cultural contexts.

In winter quarter, our focus will shift to literature, but film viewing will continue. At the beginning of the quarter, students will be introduced to the major critical theories to familiarize themselves with varied approaches to literature; then, students will examine representations of individuals, genders and cultures in American and Japanese literature through seminars and critical writings.

Credit awarded in psychology, gender studies, Japanese culture, Japanese literature, American culture, American literature, film technology, film criticism, Japanese cinema and American cinema.

Total: 16 credits each quarter.

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

## Social Work Practice

Fall, Winter/Group Contract

Faculty: Justino Balderrama

Enrollment: 25

Prerequisites: Core program or sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This is a two-quarter, upper-division group contract to explore social work as both a social movement and a helping profession.

During fall quarter, our focus is on the philosophical and historical evolution of social work from a social movement to a contemporary professional community practice.

During winter quarter we explore two fundamental professional skills used by social work practitioners: social work research methods and social work counseling methods. Both skills are examined from a generalist, multicultural, interdisciplinary perspective.

Credit awarded in history of social work\*, social work research methods\*, social work counseling methods\*, social work community practice\* and human behavior in the social environment\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social work and human services, cultural studies, social psychology, community studies, public policy, social science and sociology.

This program is also listed under Social Science.

## South

Fall, Winter, Spring/Coordinated Study  
Faculty: David Hitchens, Tom Grissom, Tom Rainey

Enrollment: 75

Prerequisites: Junior or senior standing; successful completion of a Core program; at least one year each of U.S. history and American literature.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

South will be a yearlong advanced program in the humanities, primarily history and literature. It will cover the history and culture of the Southern United States from the earliest white settlements through the triumph of the Civil Rights Movement. Fall quarter will take this history through the Civil War. Winter quarter will move from Reconstruction through the Great Depression. Spring quarter will cover the region from the beginnings of the Civil Rights Movement to the present.

Topics to be explored in each quarter include:

- Fall — settlement patterns; ethnic differences among settlers; the Revolution in the South; drafting the Constitution and the debate about its acceptance; the development of slavery; Indian removal; Jeffersonians and States Rights; Jacksonianism and the Nullification Crisis; pro-slavery and abolition; the causes of the Civil War; the conduct of the Civil War; why the South lost.

- Winter — the Reconstruction governments in the various states; the policies of the Radical Republican Congress; the Redeemer governments; the rise of "The New South"; crosscurrents in African American leadership; the Populist Revolt; the creation of legal segregation; the revival of the Ku Klux Klan; the agrarian critique; the share-cropping system; Southern Industrialism; the New Deal; Southern Liberalism and Southern demagoguery.

- Spring — the Emmett Till case; the Montgomery Improvement Association; the Citizens' Councils; SCLC and SNCC; integrating the universities; white support for integration; black militancy; the black migration north; the Southern Strategy; the rise of the Sunbelt.

Students will be expected to carry out extensive library research and writing in preparation for program-sponsored public symposia on "The Peculiar Institution"; "The Populist Revolt, the New South, and Jim Crow"; and "The Great Depression." In addition, students will write short research papers for fall and winter (two for fall, three for winter) and undertake an individual project for spring for one third of that quarter's work.

There will be lectures and seminars each week. Some seminars will be "issues seminars," which will look at a specific problem or issue. Others will be history seminars. Adequate preparation for seminar will require the student to choose a state to investigate in preparation for the common work. Typically, the students will represent their states in discussions so that, for instance, in discussions of Indian removal the situation in Florida or Louisiana would be adequately detailed. Students may wish to investigate and represent a particular figure or person — a delegate to the constitutional Convention, a major historian, a key figure during the Civil War. At least one seminar each week will explore the development and elaboration of Southern Literature.

Additionally, the program will have monthly dinners to prepare and experience Southern cooking and will have a weekly video or film showing that will feature such series as the Burns *Civil War* and the *Eyes on the Prize* documentary about the Civil Rights Movement.

Credit awarded in Southern history, Southern literature, U.S. people of color, history of race relations and civil rights.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, teaching, academics and foreign service.

## Staying Put: The Story As Home

Spring/Group Contract

Faculty: Craig Carlson

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Some have settled down. Some have fashioned a life that is firmly grounded — in a home, within a community, inside a long-term relationship. They use the same tools, have a deep know-ledge of place, and know their neighbors and neighborhood. Their lives are a radical rebuke to Western consumerist/throwaway culture. When vagabond winds blow, some bundle up and stay put.

What does it mean to be alive in an era when the earth is being devoured, and in the country that is mainly responsible for the process? What are we called to do? What are we up against, those of us who want to become grounded in one place? How strong, how old, is the impulse we are resisting? And if you stick in one place, won't you become stuck — won't you become narrow, dull, backwards? The song of the open road is America's song, after all; how can and why should anyone resist it? How can we harness our restlessness?

This group contract is concerned with the sense of staying put and with storytelling as it is written or told in the landscape or place by the people who live or lived there over time.

We will study writings on place by a diverse group such as: Russell Sanders, whose book names our program and animates our approach; *The Real Work: Interviews and Talks 1964-1979*, Gary Snyder; *A Year in the Country*, Sue Hubbell; *Dakota: A Spiritual Biography*, Kathleen Norris; *The Wooing of Earth*, Rene Dubos; and writings by Wendell Berry, Henry David Thoreau and Anne Dillard. We will also look at the indigenous wisdom of American Indians and Australian Aborigines.

We will begin genealogies, write weekly and quarterly narrative nonfiction writings and stories, and examine the role of the storyteller/writer as social/cultural witness through workshops, seminars, research and writing. We all need to get good at looking at, listening to and telling stories, our own and others. Stories are our homes. "Finding a fitting place for ourselves in the world is finding a place for oneself in a story," as Jo Carson explains.

Credit awarded in American studies, humanities, independent project, narrative nonfiction writing, community studies and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in community studies, community work, cultural studies, law, teaching, writing, media communication and Native American studies.

Program is also listed under First-Year Programs.

## Turning Eastward: Explorations in East/West Psychology

Fall, Winter/Group Contract

Faculty: Ryo Imamura

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: Yes. Students must have an interest in the subject and have general writing ability. Students must submit a portfolio, including an essay questionnaire. Submissions will be accepted beginning one week prior to the May 12, 1999 Academic Fair and continuing until class is filled.

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Travel Component: None

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

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

In this program, we will take a critical look at the basic assumptions and tenets of the major currents in traditional Western psychology, the concept of mental illness and the distinctions drawn between normal and abnormal thought and behavior. We will then investigate the Eastern study of mind that has developed within spiritual traditions, particularly within the Buddhist tradition. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Eastern thought — the attempt to fit Eastern ideas and practices into unexamined Western assumptions and traditional intellectual categories.

Lastly, we will address the encounter between Eastern and Western psychology as possibly having important ramifications for the human sciences in the future, potentially leading to new perspectives on the whole range of human experience and life concerns.

Credit will be awarded in personality theory, abnormal psychology, Buddhist thought and practice, Taoism, communication skills and social psychology.

Total: 16 credits each quarter.

This program is preparatory for careers and future study in psychology, counseling, social work and religious studies.

This program is also listed under Social Science.

## User Friendly: Unmasking the Communications Revolution

Fall, Winter, Spring/Group Contract

Faculty: Virginia Hill

Enrollment: 25

Prerequisites: Junior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: Yes, spring quarter

Travel Component: None.

Many are celebrating the so-called communications revolution in which Americans have been sometimes unwitting participants for more than 40 years. In the midst of those celebrations of a wired world, instant access and 500 channels of video enjoyment, it is important to ask fundamental questions: What difference does it make when many of the images we see, the stories we enjoy and the sounds we hear come not from life shared with the people around us but from unknowable sources behind a screen or a stereo speaker? What difference does it make when those images, stories and sounds are shaped not by natural communication processes in a face-to-face community but by the instruments of the communications revolution: television, the computer, synthesized sound? What difference does it make when these sources make images, stories and sounds not to express the human condition but to make money or to garner political power? This program will address questions such as these as it examines the worldwide communications revolution that has been underway since television became widespread in the late Fifties. The program will provide skill training in basic reporting, as well as in visual image making to help students appreciate how media technologies shape communications. There will be instruction on using the Internet, including home page construction. We will examine organizations that produce and distribute mass communications to understand the impact of economics, management and politics on the production of mass communicated images, stories and sounds. In spring quarter, students will do internships in mass communications to experience concretely the processes and situations they studied during fall and winter.

Credit awarded in mass communications and society\*, persuasion and propaganda\*, news reporting\*, communications systems\*, television production\*, Internet skills\* and public relations\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in mass communications, including advertising, public relations, news reporting and campaign management.

## Whole and Holy: Alternative Herstories of Healing

Fall, Winter, Spring/Coordinated Study

Faculty: Janet Ott, Sarah Williams

Enrollment: 25

Prerequisites: Sophomore standing or above

Faculty Signature: Yes. Faculty will assess writing skills and interest in the program.

Students must submit a writing sample to Janet Ott, Lab I, (360) 866-6000, ext. 6019 or Sarah Williams, SE 3127, (360) 866-6000, ext. 6561 before or at the Academic Fair, May 12, 1999. Faculty will conduct phone or in-person interviews. Students will be notified prior to fall registration, May 17, 1999.

Special Expenses: \$50 for materials.

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: None

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

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

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

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

Total: 16 credits each quarter.

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

Program is also listed under Scientific Inquiry.

## Writer's Workshop

Spring/Group Contract

Faculty: Argentina Daley

Enrollment: 25

Prerequisites: Sophomore standing, Core program or equivalent, some writing experience highly preferred; preference given to juniors and seniors.

Faculty Signature: Yes. Faculty will assess student's writing skill, background knowledge and degree of interest in this program. Students must submit a writing sample portfolio, including a faculty evaluation and transcript. Students can mail application materials to Argentina Daley, SE 3127.

Special Expenses: \$50 in duplication costs; students must provide multiple copies of work and tutorials for workshop discussion.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Writers! Here's your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. We will study the formal properties of fiction and poetry in workshop, seminar and lecture activities. Each student will also be responsible for the tutorial presentation of an author of his or her choice.

Students wishing to apply for this program should submit a portfolio consisting of three faculty evaluations and two to three pieces of significant writing. Transfer students should prepare a portfolio consisting of their transcript and two pieces of significant writing. All material is due to Argentina Daley by Friday, February 25, 2000.

Credit awarded in creative writing (fiction or poetry), American literature, or contemporary American literature or ethnic American literature.

Total: 16 credits.

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



# Environmental Studies

Michael Beug, Planning Unit Coordinator

## AFFILIATED FACULTY:

Sharon Anthony  
Michael W. Beug  
Frederica Bowcutt  
Jovana J. Brown  
William H. Brown  
Paul R. Butler  
Richard A. Cellarius  
Gerardo Chin-Leo  
Robert Cole  
Russell R. Fox  
Martha Henderson  
Steven G. Herman  
Patricia Labine  
John T. Longino  
Lee Lyttle  
David H. Milne  
Carol Minugh  
Ralph W. Murphy  
Nalini Nadkarni  
Lin Nelson  
John H. Perkins  
Brian Price  
Paul Przybylowicz  
Matthew E. Smith  
Oscar H. Soule  
Kenneth Tabbutt  
Erik Thuesen  
Gabriel F. Tucker  
Ted Whitesell  
Alfred M. Wiedemann  
Thomas Womeldorff

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

{I} *Human Communities and the Environment* — addresses environmental policy, ethics, and human relations with, and ways of thinking about, the natural world. Includes community studies, political economy, geography, environmental economics, environmental health, history and planning.

{II} *Natural History* — focuses on observation, identification and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. Includes ecology, ornithology, mammalogy, herpetology, entomology, botany and mycology with exploration of issues in biodiversity.

{III} *Environmental Sciences* — deal primarily with the study of the underlying mechanisms and structures of natural systems, both living and non-living. Environmental sciences often involve significant laboratory and field work. They include chemistry, biology, geology, hydrology, oceanography, climatology, physiological ecology, evolutionary biology, forest ecology, biogeochemistry, marine biology and oceanography.

Each of these three thematic areas will be consistently available in the curriculum. Students wishing to focus on a particular theme will find program offerings with substantial thematic content available every year. These three themes, however, are not mutually exclusive, but overlap significantly. Programs will be interdisciplinary between themes, as well as within a particular theme. Students should also consider offerings in political economy, physical science and mathematics, including but not limited to Political Economy and Social Change, Introduction to Natural Science, Matter and Motion and Molecule to Organism.

Please note that if you intend to pursue graduate studies in environmental studies or science, a minimum of one full year of undergraduate study in biology, chemistry and statistics is strongly recommended. For some graduate programs physics is also required. These subjects may also be prerequisites to some of the upper-division science programs in all three of the thematic areas.

To aid you in making your program choices, the program descriptions in the following pages list the significant content and credits in each of the three thematic areas within Environmental Studies. Additionally, all environmental Studies faculty, in their role as advisors, are well-equipped to help you determine appropriate routes through the curriculum. The faculty, particularly the Environmental Studies coordinator, will also be aware of changes and additions to the Catalog that occur because of the two-year lag between the creation of the Catalog and the actual offerings.

In your planning it is important to realize that program titles and content change from year to year. Every year we offer one or two Introduction to Environmental Studies programs intended for second-year and transfer students and open to well-prepared first-year students. Every year a marine environments program is offered. Introductory programs in geology are taught in alternate years, rotating with more advanced topics in geology. Ecological agriculture is offered on an alternate year basis, rotating with Community Development or Working in Development. The Temperate Rainforest and Tropical Rainforest programs are offered on an alternate basis with programs focused on the Pacific Northwest. Ornithology is another program that happens every other year. Each year one or more one-time programs are offered so it is important to seek help in selecting the optimum sequence of offerings that meets your needs.

## Applying Principles of Environmental Science

Fall/Coordinated Study

Faculty: James Stroh, Rob Cole, David Milne  
Enrollment: 72

Prerequisites: This all-level program accepts up to 25 percent first-year students. Students must have high school algebra and strong math skills.

Faculty Signature: No

Special Expenses: Travel and lodging for overnight field trip and expenses for maps and texts (\$100-\$300).

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight field trip to the Long Beach Peninsula during the fifth or seventh week of the program.

The class will focus on selected fundamentals of marine biology, quantitative analysis, use of spatial data (particularly map information) and techniques for field studies. The students will use these principles and tools in a study of Willapa Bay, located in Southwest Washington. Several conflicting uses of the environment and invasions by exotic species make Willapa Bay a particularly interesting study site. Program participants will apply principles of geology, marine biology and modeling through simulation to the Willapa Bay estuary and associated uplands. We will have guest speakers discuss policy issues, but this is predominantly a science program.

This very intensive 10-week program of study will include lectures, seminars, labs (including extensive computer use), field trips, literature research seminars and workshops. This class will require many hours of work outside the formal class schedule, especially field, lab and computer time.

Credit will be awarded in geographic information systems, quantitative methods, marine biology and earth science.

Total: 16 credits.

Program is preparatory for careers and future studies in environmental science and related fields.

This program is also listed in First-Year Programs.

## Basic Botany: Plants and People

Winter/Group Contract

Faculty: Frederica Bowcutt

Enrollment: 24

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

Faculty Signature: No

Special Expenses: No

Part-Time Options: Yes, consult with faculty for signature.

Internship Possibilities: Yes

Travel Component: None

Basic botany is an introductory group contract in plant science. We will work through a botany textbook learning about plant anatomy, morphology, systematics, physiology and ecology. Lectures based on the textbook readings will be supplemented with laboratory work getting hands-on experience with plants. Seminar readings will be on the general theme of plants and people. These readings will include, among others, the work of Gary Nabhan, who deals with indigenous peoples and their agricultural practices, Londa Schiebinger, who illustrates how human gender relations are reflected in the plant classification systems used in western science, Stephanie Mills, who discusses ecological restoration as it relates to people, and Mark Plotkin, who seeks to preserve indigenous knowledge of medicinal plants. Students will learn library research methods that they will apply to a research project of their choosing related to plants and people. Time will be spent helping students improve their ability to write a research paper. Students taking this program will be given first priority to a course on plant taxonomy and ecology that will be team taught in spring 2000 by Frederica Bowcutt and Al Wiedemann.

Credit awarded in introductory botany, plants and people and independent research in botany.

Total: 16 credits.

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

This program is also listed under First-Year Programs.

## Ecological Agriculture

Fall, Winter, Spring/Coordinated Study

Faculty: Pat Labine, Russ Fox

Enrollment: 50

Prerequisites: Sophomore standing. General chemistry, economics, and/or political science recommended.

Faculty signature: No

Special Expenses: Food and lodging on extended field trips, approximately \$100.

Part-Time Options: Yes, with faculty signature.

Internship Possibilities: Yes, spring quarter.

Travel Component: Extended field trips.

The Ecological Agriculture program provides a broad, interdisciplinary study of agriculture from a critical perspective of social and ecological sustainability. In fall seminar we will examine the history and present predicaments of American agriculture. During winter term, we will consider alternatives and possible futures for agriculture. Spring term will focus on the role of agriculture in Third World development. Critical reading and expository writing will be emphasized. In addition to seminar work, there will be substantial study in the natural and social sciences (ecology, soil science, entomology, community studies, farmland preservation, land use planning). Students will also have the opportunity for practical experience in food production at the Organic Farm under the direction of the farm manager. Students wanting more extensive training in agricultural production may begin the program The Practice of Sustainable Agriculture in spring quarter as part of their work in Ecological Agriculture. Other student projects and internships will also be spring quarter options.

Credit awarded in ecology, community studies, political economy of American agriculture, agroecology, entomology, land use planning, agriculture and development in the Third World, expository writing, library research and farm practicum.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental studies, agriculture and community development.

## Entomology

Spring/Group Contract

Faculty: John Longino

Enrollment: 50

Prerequisites: Junior or senior standing. At least one year of college study in biology.

Faculty Signature: No

Special Expenses: Expect \$20 worth of individually purchased dissecting tools and lab supplies.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program explores the diversity of insect life. There will be two main components: a lecture series to treat general concepts in entomology and an entomology laboratory addressing insect diversity. Emphasis will be placed on learning major insect groups through the development of an insect collection. To benefit from this program you will need to be familiar with basic language and concepts in biology.

**Please note:** To participate in this program you must be willing to kill insects for scientific and educational purposes.

Credit awarded in entomology\*.

Total: 8 credits.

Program is preparatory for careers and future studies in entomology, environmental studies, ecology, agriculture and zoology.

## Environmental Movements

Winter/Group Contract

Faculty: Lin Nelson

Enrollment: 25

Prerequisites: Junior or senior standing.

Equivalent of one year in environmental studies or political economy or community development/studies or equivalent programs.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: Possibly, for 4 credits

Travel Component: None

Environmentalism is shaped by different philosophies and strategies (deep ecology, social ecology, eco-feminism, environmental justice, among others), by other movements (labor, social justice) and by complex organizational and international conditions. In view of historical roots and contemporary debates, we will examine diverse approaches to environmental protection. We will explore how race, class, gender, nationality, identity shape and challenge environmentalism; how democratic knowledge and pedigreed science collide and connect; how communities become enabled to monitor, reshape and restore environments; how organizational form and process impacts movement agendas. Particular issues and strategies for examination will include organizational development and governance, public interest science, participatory research, legal options, direct action and coalition-building. Students will do substantial analysis, field study in the region, consultation with regional environmental advocates, team projects and writing.

Credit awarded in environmental policy\*, political ecology\*, environmental history\*, environmental organizations\*, community development/studies\* and social movements\*.

Total: 16 credits.

Program is preparatory for careers and future study in environmental studies/science, environmental and public policy, community development, non-governmental organizations, public interest research and advocacy.

## Herpetology

Spring/Group Contract

Faculty: Steven Herman

Enrollment: 15

Prerequisites: Junior or senior standing; students must have a demonstrable background in natural history.

Faculty Signature: Yes, with faculty interview.

Special Expenses: \$300 for transportation and related expenses.

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: Field trip

This group contract will focus on the identification, biology, ecology and conservation of reptiles and amphibians with emphasis on forms found in the Pacific Northwest. Working primarily with two recent field guides written by William Leonard, we will explore the historic and current distribution and abundance of Northwest reptiles and amphibians. Lectures will cover the essentials of this subdiscipline of zoology; preserved specimens will be available in The Evergreen State College Museum of Natural History. Each student will write an account of a species, based on an extensive literature search.

We will seek specimens on local field trips, and an extensive field trip at the end of the quarter will take us to the Southwest, where reptiles are relatively abundant.

Credit will be awarded in herpetology and another course or area of emphasis on reptiles and amphibians.

Total: 16 credits.

Students who do well in Herpetology will gain an excellent background in the natural history and physiology of reptiles and amphibians and a thorough working knowledge of the natural history of Washington and Southwest reptiles and amphibians. These studies are applicable to career preparation in natural resource work and will be especially helpful for graduate studies in zoology.

## Hydrology

Winter/Group Contract

Faculty: James Stroh, Paul Ray Butler

Enrollment: 25 undergraduate students; 18 graduate students

Prerequisites: Graduate standing or junior or senior standing; good math and spreadsheet skills (calculus not required); physics and calculus strongly suggested for the groundwater portion (equivalent of Matter in Motion or Physical Systems).

Faculty Signature: No

Special Expenses: Optional field trips (Grand Canyon dory trip, \$1,500; Death Valley hydrogeology, \$300).

Part-Time Options: Yes

Internship Possibilities: Yes

Travel Component: Several one-day field trips; two optional two-week trips.

Both graduate and advanced undergraduate students are afforded the opportunity to study surface water and/or groundwater hydrology. Each of these options will be offered as a separate four-credit module. In each area of study, the focus will be on the physical processes that determine the distribution and movement of this vital resource. In addition, students have the option of taking another module covering geographic information systems applications in hydrology, surface-water management in Grand Canyon National Park (16-day dory trip), hydrogeology near Death Valley (two-week field trip, dependent on park service permit; similar trip may be offered as an alternative) and/or an independent research component dealing with a local water-related issue. The two optional field trips will run concurrently at the end of the quarter and are open to both graduate and undergraduate students.

Students interested in the Grand Canyon trip should contact Paul Butler by November 19, 1999.

Graduate students can register separately for the hydrology graduate electives: Surface Water Hydrology for 4 credits, and Groundwater Hydrology for 4 credits.

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

Total: 4, 8, 12 or 16 credits.

Program is preparatory for careers and future study in hydrology, geology, environmental science and natural resource management.

## Introduction to Environmental Studies: Mt. Rainier

Fall, Winter, Spring/Coordinated Study

Faculty: Ken Tabbutt, Carolyn Dobbs, Gabe Tucker

Enrollment: 75

Prerequisites: Sophomore standing; one year of college. This program will begin two weeks prior to the start of fall quarter; for purposes of this program, fall quarter will run September 13 through December 2, 1999.

Faculty Signature: No

Special Expenses: \$200 for overnight, in-state field trips and equipment.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight, in-state field trips.

Mt. Rainier National Park contains the highest mountain in Washington state and one of the most magnificent alpine and sub-alpine environments in North America. Its centennial year is a chance to recognize its value as a park and produces an opportunity for the public to contribute in shaping the future of the park. National parks face an increasingly daunting task of maintaining ecosystem integrity while providing a retreat for humans through an access infrastructure that is expected to accommodate a constantly increasing number of visitors. Visitor safety, as well as the aesthetics and fragile ecosystems of the park, are being jeopardized by inadequate funding. This program will focus on the physical, social and biological aspects of the ecosystems of Mt. Rainier National Park and the impact of both heavy use and park policy on these systems. Mt. Rainier National Park was chosen because of proximity, range of ecosystems, unique hydrologic and geologic environment, recent concerns about potential geologic hazards associated with the mountain and changes in management and park policy. Both quantitative problem solving and writing will be stressed, with writing assignments ranging from field journals to research papers. Service learning will also be an integral component of this program.

Fall quarter will introduce students to forest biology, physical geology, political science and legal research. Comparisons will be made between the legal definition and management of various federally administered public lands, including forest service wilderness areas, national monuments, national forests and national parks. The focus during winter quarter will be geologic hazards, environmental geology, disturbance ecology, human communities and human ecology. These topics address the impact that humans have on the park and the impact, or potential impact, of the park on human communities. Spring quarter will introduce nutrient cycles, aqueous chemistry and geochemistry, and allow students the opportunity to work on team research projects that focus on Mt. Rainier and its environs.

Credit awarded in political science, social science field research, forest ecology, botany, physical geology, environmental geology and aqueous chemistry.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in environmental studies, natural resource management and public policy.

## Mammalogy

Fall/Group Contract

Faculty: Steven Herman

Enrollment: 15

Prerequisites: Junior or senior standing; introduction to biology; general understanding of natural history and interest in field work.

Faculty Signature: Yes, with faculty interview  
Special Expenses: \$150 for transportation and related expenses.

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: Field trip

Mammalogy is an advanced program designed to familiarize students with the class Mammalia, emphasizing Washington mammals through lectures as well as lab and field work. Students will be required to prepare 10 scientific study skins and research one species of mammal in both the library and the field. Our major (three-day) field trip takes us to the east side of the Cascades early in the quarter. Most other field work will be local, emphasizing live trapping. Students will maintain field records using a rigorous technique pioneered by Joseph Grinnell. Required materials will include a curatorial kit, standard field guides, Mammalogy by T. Vaughn and shorter texts as needed.

Credit will be awarded in mammalogy and another course or area of emphasis on mammals.

Total: 16 credits.

Students who do well in Mammalogy will gain an excellent background in the natural history and physiology of mammals and a thorough working knowledge of the natural history of Washington mammals, including selected marine species. These studies are applicable to career preparation in natural resource work and will be especially helpful for graduate studies in vertebrate zoology.

## Marine Life: Marine Organisms and Their Environments

Winter, Spring/Group Contract

Faculty: Dave Milne, Erik Thuesen

Enrollment: 50

Prerequisites: Junior or senior standing; at least two quarters of college chemistry and two quarters of biological sciences with labs; an ability to work easily with numbers and equations; experience using a personal computer.

Faculty Signature: No

Special Expenses: Up to \$60 per quarter for overnight field trips.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Three- to four-day, in-state field trips.

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

The faculty will facilitate identification of student research projects, which may range from studies of trace metals in local organisms and sediments to ecological investigations of local estuarine animals. Students will design research projects during winter quarter and write a research proposal for a program peer review. The research projects will be carried out during spring quarter. The scientific process is completed when results of the research projects are documented in written papers, and students give oral presentations during the last week of spring quarter. This two-quarter process requires that students enroll in winter and remain in the program through spring.

Credit may be awarded in marine biology\*, oceanography\*, invertebrate zoology\*, marine ecology\* and research\*. Although circumstances may change, we anticipate that all credit will be designated "upper-division science" for those students completing both quarters of the program.

Total: 16 credits each quarter.

Program is preparatory for careers and future study in marine science, environmental science and other life sciences.

## Natural Resource Policy: Salmon

Fall/Coordinated Study

Faculty: Jovana Brown, TBA

Enrollment: 50

Prerequisites: Junior or senior standing; Introduction to Environmental Studies or Political Economy or equivalent.

Faculty Signature: No

Special expenses: Approximately \$50 for field trips.

Part-Time Options: No

Internship possibilities: No

Travel Component: None

Many wild salmon stocks in the Pacific Northwest are on the brink of extinction. This program examines this critical resource issue in terms of policy making and salmon biology. The fate of the salmon has been determined by international, federal, state and tribal policies. We will begin the quarter by learning about the factors that have contributed to the decline of salmon such as land-use practices, water uses, fish harvest, hatcheries and other practices and policies. This program will then examine the multiple levels of policy making and what has actually been implemented to attempt to save the salmon. We will pay particular attention to the importance of treaty rights of American Indians in the Pacific Northwest and co-management of salmon. New approaches to salmon habitat issues such as watershed planning will also be examined. We will ask whether these approaches are based on sound ecological principles and offer reasonable hope for salmon recovery.

Credit awarded in natural resource policy\*, salmon biology and ecology\*, water resource policy\* and aquatic conservation\*.

Total: 12 or 16 credits.

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

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

## Plant Ecology and Taxonomy

Spring/Group Contract

Faculty: Al Wiedemann, Frederica Bowcutt

Enrollment: 28

Prerequisites: Junior or senior standing; botany background; preference is given to students who have completed Basic Botany: Plants and People.

Faculty Signature: Yes. Test and faculty interview to determine introductory botany background. Students may contact Al Wiedemann, (360) 866-6000, ext. 6023, or Frederica Bowcutt, (360) 866-6000, ext. 6744, to arrange for the test and interview. Special Expenses: \$200 for field trip.

Part-Time Options: No

Internship Possibilities: Yes, consult faculty for signature.

Travel Component: Field trip.

We will work through a plant ecology textbook learning primarily about community ecology. Lectures will loosely follow the textbook readings. Students will work twice weekly in the laboratory learning how to use Hitchcock and Cronquist's *Flora of the Pacific Northwest*, a technical key for identifying plants. Time will be spent in the field and laboratory discussing diagnostic characteristics of plant families. Seminar readings will be scientific journal articles focused on vegetation ecology. Students will learn basic vegetation sampling methods that they will apply to a group field project. This project will allow students to develop data analysis and presentation skills in addition to learning about field methods. A required multiple-day field trip will give students an opportunity to learn about Pacific Northwest plant communities in the field.

Credit awarded in plant taxonomy, plant ecology and vegetation of the Pacific Northwest.

Total: 16 credits.

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

## The Practice of Sustainable Agriculture

Spring, Summer, Fall/Course

Faculty: Pat Moore

Enrollment: 18

Prerequisites: Junior or senior standing, good writing skills.

Faculty Signature: Yes. Students must demonstrate good writing skills, a background in natural and environmental science and an interest in pursuing a career in agriculture or horticulture. To apply, students must fill out a short questionnaire available from the faculty at the Organic Farm during winter quarter and submit it to the faculty prior to or at the Academic Fair on March 10, 1999. Eligible students will be notified at the Academic Fair or by phone the day before the fair. Special Expenses: Field trips, approximately \$60-\$80.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Field trips.

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

Completing a short questionnaire and a faculty signature are prerequisites to joining this program. The goal of the questionnaire is to assess motivation, maturity, communication and writing skills and background in environmental studies. Transfer students must complete the questionnaire and mail a description of college courses taken, related work experience and letters of recommendation no later than the eighth week of winter quarter. Pat Moore, faculty, will contact transfer students during weeks nine and 10 of winter quarter. Continuing students should contact faculty at the winter quarter Academic Fair on March 10, 1999.

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

Total: 8 credits each quarter.

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

## Rainforest Research

Spring/Group Contract

Faculty: TBA

Enrollment: 20

Prerequisites: Junior or senior standing. Temperate Rainforests or Tropical Rainforests or equivalent.

Faculty Signature: Yes. Interview and project proposal required.

Special Expenses: The program will involve independent research at various sites throughout Costa Rica, overseen by an in-country faculty liaison. It is expected that most students in the program will already be in Costa Rica, having attended the three-week field trip at the end of the Tropical Rainforests program. Students must finance their own travel and project needs. Expect costs of \$20-\$30 per day for basic living expenses in Costa Rica.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Costa Rica.

This program is a successor to the Temperate Rainforests and Tropical Rainforests programs; applicants from those programs will receive first priority. Students will carry out an independent scientific research project in Costa Rica. Proposals for projects will have been developed during the earlier rainforests programs, or through direct consultation with faculty. It is expected that projects will involve extensive field work in tropical biology.

Credit awarded in tropical biology\*.

Total: 16 credits.

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

## Shelter: Eco-Design in the Real World

Fall, Winter, Spring/Coordinated Study

Faculty: Rob Knapp, TBA, TBA

Enrollment: 72

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

Faculty Signature: No

Special Expenses: Three-day in-state field trips fall and winter quarters, approximately \$35 per trip, payable by week three of each quarter; four-day field trip to Oregon spring quarter, approximately \$50, payable by week one of the quarter.

Part-Time Options: No

Internship Possibilities: Yes, with faculty signature.

Travel Component: In-state and out-of-state field trips.

What are ecologically sound homes and workplaces for real, present-day human beings? We will pursue this question by combining large visions with solid foundational knowledge.

The heart of the program is designing: homes and workplaces must be imagined before they can be built. A yearlong design studio will teach relevant skills and knowledge through a series of small and large projects.

For some students, this may mean participating in the design of specific real-world buildings, such as Evergreen's new Seminar II classroom building, an appropriate-technology house at the college's Organic Farm, a possible expansion of Housing or a youth hostel for downtown Olympia. We are arranging the program to make this involvement easy and productive.

Other students may focus more on off-grid living, Third World needs, waste management, energy, alternative materials such as straw, earth or recycled tires, the technological visions of people like Buckminster Fuller or Amory Lovins, the whole systems understanding of Lynn Margulis and others, or the social visions of Boston's Dudley Street Project.

As vital background to designing, students and faculty will do readings, lectures, seminars, library research and site visits on two major themes: human needs, wants and hopes; and nature's processes, within which human life must take place.

Both students and faculty will develop their facility in graphics, structural and environmental analysis, modeling, literature searching on and off-line, group problem solving and effective writing.

This program actively seeks students from a variety of levels, backgrounds and interests. The problems of ecological design are too big to be solved or even understood by any one kind of person. Be ready to participate energetically, to learn from fellow students as well as faculty, to share skills and insights generously. Some program activities will be organized according to level; others will be shared by all.

Credit awarded in design studio, natural science, humanities and social science. Upper-division credits will depend on student background and performance.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in design professions, environmental studies, community development, social science, humanities and natural science.

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

## Symbiosis

Fall/Group Contract

Faculty: Erik Thuesen

Enrollment: 25

Prerequisites: Junior or senior standing. A minimum of one year of college-level chemistry with lab and course work in botany, microbiology, mycology or zoology.

Faculty Signature: Yes. A signature indicates that the faculty has approved prerequisites; it does not guarantee entry into this program.

New transfer students who cannot attend the Academic Fair may obtain a signature with an interview by telephone, call (360) 866-6000, ext. 6584, or by E-mail

thuesene@evergreen.edu.

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

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

This program will look at the biology of symbiotic associations through lecture, readings, laboratory, field work and seminar topics taken from the primary literature. Although we will pay particular attention to mutualistic symbioses, we will also study parasitic associations. Defining aspects of plant-animal, animal-animal, bacteria-plant, bacteria-animal, protozoa-animal and fungi-plant symbioses will be examined at the organismal, physiological, cellular, biochemical, molecular and ecological levels. Characteristics that define the integration between the host and symbiont of specific associations will be investigated through fieldwork and in the laboratory. Students will complete a take-home examination, keep a lab notebook and undertake a small research project that culminates in a poster with a short oral presentation.

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

Total: 16 credits.

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

## Temperate Rainforests: Studies in Ecology and Visual Arts

Fall/Coordinated Study

Faculty: Nalini Nadkarni, Susan Aurand

Enrollment: 50

Prerequisites: Junior standing; one year of ecology/natural history coursework, desire to learn drawing skills.

Faculty Signature: Yes, submit one-page letter outlining: relevant courses/programs, work/internship experience and reasons for taking the program, including the names of references (preferably Evergreen faculty) to either Nalini Nadkarni, Lab II or Susan Aurand, Lab I, by May 7, 1999. Students will be notified of acceptance at the Academic Fair or by mail.

Special Expenses: Approximately \$220 for overnight field trip and art supplies.

Part-Time Options: No

Internship Possibilities: No

Travel Component: In-state field trips.

Temperate rainforests are a poorly understood and highly valued ecosystem in the Pacific Northwest and other parts of the world. They support a complex and interconnected web of life that encompasses a tremendous diversity of biota, including humans. In Temperate Rainforests, we will learn about ways of understanding these ecosystems using a variety of contemporary approaches in ecology and natural history and drawing. Our focus will be on the ecology and aesthetics of rainforests of the Olympic Peninsula. We will also examine how temperate rainforests have been understood through art, particularly of the native cultures of the forest. We will make our own images expressing our understanding of and relationships to the forest. Students will undertake an independent study project that combines science and art. The program will go on an extended field trip to the Olympics to study biological and aesthetic aspects of temperate rainforests.

Credit awarded in forest ecology\*, drawing, natural history and art history/aesthetics.

Total: 16 credits.

Program preparatory for careers and future study in forest ecology, arts and humanities.

This program is also listed under Expressive Arts.

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

## Tropical Rainforests

Winter/Coordinated Study

Faculty: John Longino, Susan Aurand

Enrollment: 50

Prerequisites: Junior or senior standing, one year of college-level science, previous college-level art experience preferred but not required.

Faculty Signature: Yes. Students will submit an application during fall quarter of the 1999-2000 academic year. It will contain: (1) an essay addressing fulfillment of the prerequisites, interest in the program, background knowledge in organismal biology and whether they wish to be considered for the Costa Rica field trip; (2) evaluation from a previous science program; and (3) the name and telephone number of a previous instructor. Assessment will be based on writing skills and background knowledge in organismal biology. Selection for the Costa Rica field trip (24 students maximum) will be based on interviews at or before the fall Academic Fair. Students who cannot be on campus can arrange telephone interviews.

Special Expenses: Art supplies: \$150, Costa Rica field trip: \$700 airfare, \$900 food, lodging, transport in Costa Rica.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Three-week field trip to Costa Rica at the end of winter quarter.

This program will focus on tropical forests from both scientific and artistic perspectives. Tropical ecosystems are home to most of the world's biodiversity, and our understanding of the origins and maintenance of this diversity relies on principles of community ecology, evolution and biogeography. At the same time, images of tropical rainforests have been a powerful inspiration for artistic expression, and aesthetic concerns are strong motivations for conserving tropical forests.

The program is designed for advanced science students and requires no previous experience in the arts. Skill-building will include technical scientific writing, quantitative analysis of diversity data, drawing, scientific illustration and visual literacy. This is a successor to Temperate Rainforests, although Temperate Rainforests is not a prerequisite. Faculty will lead an approximately three-week field trip to Costa Rica at the end of the quarter (enrollment limit of 24). Students who cannot take part will carry out independent activities on campus. Admission to the program will be by application. Admission to the field trip will be by interview. Assessment will be based on writing skills, knowledge of organismal biology and evidence of a genuine interest in combining advanced science and art studies. This program contains an optional two-credit support course in conversational Spanish.

Credit awarded in tropical biology\*, art history, aesthetics.

Total: 16 credits.

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

Program is also listed under Expressive Arts.

## Worts and Witches: Medieval European Herbalism

Fall/Group Contract

Faculty: Frederica Bowcutt

Enrollment: 25

Prerequisites: Sophomore standing. Students must be able to write a research paper and know how to read a text critically. Willingness to read copious amounts is essential.

Faculty Signature: Yes. A questionnaire will be available in advance through the faculty in Lab II or at the Academic Fair, May 12, 1999. Students must provide a research paper writing sample during the interview or with their questionnaire. Frederica will interview selected students. Acceptance list will be posted outside Frederica's office door prior to registration.

Special Expenses: \$150 for overnight field trips.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight field trips.

Botanical knowledge is developed within a cultural context as is any scientific discipline. This program will focus on cultural dimensions of plant science as practiced between roughly the 13th and 17th centuries in Western Europe. During this time period, the study of plants revolved around medicinal uses. Herbs served as the primary texts. Part of our study will be on old herbals including aesthetics and plant taxonomy. We will also spend some time on herb gardens and their design. Other topics include trends during this time period toward the professionalization of medicine and the impacts of this on plant folk knowledge and rural practitioners of herbal medicine. Issues of gender will factor into our explorations of this professionalization as well as changing attitudes about the environment.

We will spend time exploring different world views or paradigms held during this period in history. We will also attempt to make connections to contemporary trends in health care. Some time will be spent on plant uses and identification skills, however this will not be the primary focus of the class. The focal point will be exploring the roots of western botany as an ethnobotany, richly linked to a web of cultural influences. This course will be rigorous, requiring copious amount of reading and research papers written in an expository style. Willingness to be a co-learner within a community doing research in this area of study is essential.

Credit awarded in history of plant science\*, gender and science\* and ethnobotany\*.

Total: 16 credits.

Program is preparatory for careers and future studies in midwifery, naturopathy, herbal medicine and botany.



# Expressive Arts

Sally Cloninger, Planning Unit Coordinator

## AFFILIATED FACULTY:

Susan Aurand - Visual Art  
Andrew Buchman - Music  
Arun Chandra - Music  
Sally Cloninger - Film/Video  
Doranne Crable - Performance  
Studies, Literature  
Joe Feddersen - Visual Art  
Anne Fischel - Film/Video  
Marilyn Frasca - Visual Art  
Ariel Goldberger - Scenic Design  
Bob Haft - Visual Art, Photography  
Lucia Harrison - Visual Art  
Ruth Hayes - Animation  
Meg Hunt - Dance  
Rose Jang - Theater  
Bud Johansen - Dance  
Hiro Kawasaki - Art History  
Jean Mandeberg - Visual Arts/  
Sculpture  
Laurie Meeker - Film/Video  
Sandie Nisbet - Theater  
Ratna Roy - Dance, African American  
Studies, South Asian Studies  
Terry Setter - Music  
Paul Sparks - Visual Art, Photography  
Gail Tremblay - Fiber Arts, Creative  
Writing  
Sean Williams - World Music

The Expressive Arts planning unit is primarily concerned with helping students gain skills and experience in the arts with a very deliberate focus on the interplay of theory and practice. In many programs, students have the opportunity to work in more than one art form simultaneously and with collaborative and crossdisciplinary approaches to learning. Program themes are drawn from current aesthetic and ideological interests of the faculty and vary widely from year to year, ensuring that the faculty and curriculum remain vital and relevant. Students should be aware that sequential skills training is not available in most of the arts but a hands-on approach is taken in every program that has Expressive Arts faculty as members of the teaching team. Expressive Arts offerings usually include work in the performing arts (theater, music and dance), media arts, visual arts and creative writing. In all of these contexts, we are working to create a learning environment that supports a strong multicultural perspective.

The Expressive Arts faculty are committed to the importance of creative work as a central element in liberal arts education. The skills acquired in Expressive Arts programs will contribute to the work students undertake in future academic programs as well as professionally. However, the faculty feel it is vital for students primarily interested in the arts to have a broad range of other academic experiences and often require academic work outside of the area for admission to certain arts programs. Students should not expect to do all their undergraduate work within the Expressive Arts. They are encouraged to move into and out of the area, taking advantage of study opportunities in other planning areas at Evergreen. While studying in the Expressive Arts, students are also encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students.

Offerings in the Expressive Arts include annual entry-level programs in media arts (Mediaworks), performing arts (Performing Arts and Culture and Theater Intensive) and visual arts (Foundations of Visual Arts). These programs are designed to provide an introduction to and theoretical foundation for work in one or more arts disciplines. Because of high student demand, enrollment in some of these programs requires the completion of a written application or a portfolio review. Cross-divisional programs that examine several media and are theme-based are also typical. In addition, the area offers some junior- and senior-level programs where students refine particular skills or create new work in a specialized setting.

Students will not be admitted to entry-level programs in visual arts, media or theater or advanced group contracts in the Expressive Arts if they have not completed at least one year of full-time, interdisciplinary work in a coordinated studies program outside of the arts. Exceptions may be made for some transfer students whose academic record demonstrates broad training in the humanities, social sciences or sciences.

Individual contracts and senior thesis projects allow students to do work that suits their own particular needs and abilities. For both these options, eligibility requirements include a minimum of three quarters prior experience in the Expressive Arts. Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements before submitting proposals. Faculty are also available to support Student Originated Studies contracts for advanced, upper-division students. Students may also enroll in skill-development modules designed to supplement work in programs and group contracts. Finally, internship possibilities are available for preprofessional work experience.

The senior thesis project in the Expressive Arts is a competitive program involving the production of senior-level work in one or more media; participating students are advised by a thesis committee comprised of three faculty or staff. Each spring students may submit proposals; these are reviewed by the Expressive Arts faculty and successful projects are supported by a small stipend.

**Advanced Work in Film/Video:** Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video or mixed-media piece; writing a script or screenplay; or research on media history or theory. To do an independent contract, students must be at the junior or senior level and must demonstrate a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs, courses and modules equivalent to a concentration. Students must have at least three quarters' prior experience in the expressive arts or expect to have taken

and successfully completed an entry-level film and video program such as Mediaworks. Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive course work in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

**Portfolio for Visual Arts:** The following items should be included in the portfolio students submit when seeking entrance into an advanced program in the visual arts: (1) At least six examples from a body of work that examines a particular theme or topic. The theme may be explored using a single medium or through the use of several different two-

dimensional and three-dimensional media. Slides, photographs and actual pieces may be included, (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of diverse skills that they have developed, (3) Several examples of written work. Assigned papers, creative writing and/or self-evaluations would serve this purpose. These materials should be contained in an easily portable portfolio. They should be arranged in a coherent sequence based on one of the following factors: chronology, medium, theme or the sequences of programs in which the work was completed. Students should contact the relevant faculty or the Academic Advising Office for information concerning the times and places for submission of portfolios.

## African Music, Dance and Culture

Fall, Winter/Group Contract

Faculty: Terry Setter

Enrollment: 25

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: \$50 for overnight field trip.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight field trip.

This program will explore the relationship between the arts and daily life in West Africa by learning the music and dance of the region while coming to better understand the cultures that create them.

This program will be divided into lectures, book seminars, instructional drumming workshops and a weekly dance workshop. Readings will consist of books on West African culture, music and dance such as *African Rhythm and African Sensibility* by Chernoff. A one-page research paper on a topic of each student's choice will be due for each seminar meeting and a final research paper of five pages or more will be due at the end of each quarter. Program members will present their final research papers orally to the other members of the class. They also will participate in a public performance of West African "Gahu" drumming and dance.

Credit awarded in cultural studies, music performance, dance performance, African history and ethnomusicology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in music, dance and anthropology.

## Building Character

Fall, Winter/Group Contract

Faculty: Ruth Hayes

Enrollment: 25

Prerequisites: Sophomore standing with two quarters experience in Expressive Arts or equivalent. Previous animation or drawing experience is not necessary but work in interdisciplinary studies involving humanities, social sciences or sciences is strongly preferred.

Faculty signature: Yes. Students must complete a written application describing previous experience in interdisciplinary studies and arts. The application will be available in April, 1999 from Academic Advising or the program secretary.

Special Expenses: \$150 for art/media materials.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Cartoon character animation is the best known genre of animation. It is a staple of children's entertainment and has recently regained a presence in adult popular culture not seen since the 1950s. However, non-cartoon genres of character animation also exist and may provide clues as to how one may caricature personalities without resorting to degrading or clichéd stereotypes. In this two-quarter group contract, students with art, animation, performance and/or media experience will explore the arts and industry of both traditional and nontraditional forms of character animation. These studies will include the social, economic and political conditions affecting animation production and aesthetics. From this work students will develop their own approaches to expressing character for individually and collaboratively produced animated film or video.

Students will learn character animation production skills and techniques through extensive drawing assignments, workshops in acting, mime or puppetry and animation design problems in various media. As animation is an inherently interdisciplinary art form, we will investigate character-centered works from the visual and performing arts, literature and live-action cinema through readings, lectures and screenings. Students will also research and write critiques of character studies from these different disciplines.

Cartoons offer laughter, escape and sometimes guilty pleasure. In the guise of entertainment, they may propagandize, advertise products, exploit audience alienation or articulate resistance against dominant culture. We will analyze these various functions of animated works in the context of the cultures from which they spring and the audiences for whom they are produced. We will pay special attention to the political implications of representations based on ethnic, class, gender or other stereotypes and work to express character in more innovative and creative ways.

Credit awarded in introduction to character animation, history of animation, animation theory and analysis, drawing, writing for animation.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in arts, animation, media, visual and performing arts, communications and humanities.

## Dance and Culture

Winter, Spring/Group Contract

Faculty: Ratna Roy

Enrollment: 25

Prerequisites: Junior standing; previous study in performing arts or equivalent.

Faculty Signature: No

Special Expenses: Performance and workshop tickets in winter; \$2,500 for travel to India in the spring.

Part-time Options: No

Internship Possibilities: Yes

Travel Component: Travel to India for ethnographic fieldwork.

The program will study the anthropology of dance as an academic branch of learning and the value of approaching the study of culture through one of humankind's basic activities: dance. Although the art form of dance has been too often maligned and trivialized in Euro-American culture, it has been, in most of the world throughout most of history, a powerful force in the life of the human community. In the fall, we will examine how one looks at and defines dance in ways that respect its place in its own culture; we will also study specific forms from several different cultures. In addition to theoretical readings, there will be workshops by guest artists in different forms of dance. Students will select one dance form to examine in greater depth. The emphasis will be on reading, writing, understanding of ethnographic work and research rather than studio work in the winter. In the spring, we will go to India, live with dancers and complete a piece of ethnographic writing. It is not necessary to be a dancer to enroll in this program.

Credit will be awarded in dance history, cultural studies, ethnographic writing and performance studies.

Total: Winter, 8 credits; spring, 16 credits. Winter quarter students have the option of taking any dance course they want for 8 credits. Ratna Roy will teach two 4 credit courses in Part-Time Studies: Hindi Language and Orissi: Intermediate and Performance Dance. Students intending to go to India are encouraged to take the Hindi course.

Program is preparatory for careers in dance, performance studies, anthropology, history, cultural studies and education.

## East Wind, West Wind: Chinese Culture in Global Context

Fall, Winter/Coordinated Study

Faculty: Rose Jang, Andrew Buchman

Enrollment: 50

Prerequisites: Sophomore standing; Core program or equivalent.

Faculty Signature: No

Special Expenses: \$60 for Chinese music concerts and theatrical events.

Part-time Options: No

Internship Possibilities: No

Travel Component: Field trip to Seattle area for concerts and events.

The winds of change currently blowing in China are affecting cultural traditions that are amazingly old and well-preserved. Our goal during fall term will be to become familiar with the basic components of Chinese culture: history, philosophy, literature and performing arts. In addition, small groups will pursue areas of special interest and present their research to the program, expanding our survey.

East, west, south and north of the "Middle Kingdom," accounts and aspects of Chinese culture have spread around the globe, growing and hybridizing with other cultures. During winter quarter, we will examine the global impact of Chinese culture, from its profound role in neighboring nations for many centuries, through stories by European and American travelers, to contemporary works by Chinese American composers and playwrights who examine the character of Chinese culture through postmodern eyes and ears. Again, student groups will pursue special studies and present their work. Together we will gain a crucial understanding of the most populous culture on earth.

Credit awarded in Chinese history, Asian history, Asian-American history, philosophy, literature and performing arts.

Total: 16 credits each quarter.

Program is preparatory for career and future study in Asian studies, cultural studies and performing arts.

## The Empty Stage: A Theater Intensive

Fall, Winter, Spring/Coordinated Study

Faculty: Ariel Goldberger, TBA

Enrollment: 50

Prerequisites: One year of a coordinated studies program.

Faculty Signature: No

Special Expenses: \$210 for theater tickets, makeup, costumes and field trips.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Overnight field trips.

This theater intensive program will prepare participants to undertake more-advanced, interdisciplinary and experimental studies of theater. Students will explore the practical and theoretical aspects of contemporary professional theater in this country, focusing on the Euro-American theatrical tradition. Theater will be studied as a laboratory of the human experience, a mirror of society and an art that reflects social and political contexts. The program will address the poetics of the stage and the politics of representation. Expect to spend a minimum of 40 hours per week in class, in rehearsal or backstage.

Studies will cover dramatic literature whose origins range from Ancient Greece to contemporary America and Europe. We will read and research plays written by playwrights of different national, cultural and ethnic origins, focusing on American and European theater. We will include dramaturgical research and readings on the history and theory of theater to place the plays in cultural and political context. When possible, we establish connections between the theater, different currents of thought and art movements. Spring quarter, we will explore 20th century dramatic theory and the politics of representation. Students will develop collaborative skills, a theatrical vocabulary, critical skills and writing skills.

Participants will attend skill-building workshops that include acting, dramaturgy, movement, stage combat, design (scenic, costume and lighting), scenic crafts, writing, collaboration and technical theater. Guest artist workshops will provide different outlooks on particular topics. Videos and films documenting theater work will be shown and discussed. To familiarize participants with all aspects of the theatrical collaboration, all will be required to gain experience on stage, backstage and in scenic and costume shops.

On-stage work will include an informal play reading in the fall, a staged reading in winter and a faculty-directed public production at the end of the program. We will travel to productions at the Oregon Shakespeare Festival and in Seattle and Portland.

Students wishing to pursue intermediate, experimental and contract work in the theater are strongly encouraged to take this program.

Credit awarded in theater, theater history, theater theory, acting and design for the stage.

Total: 16 credits each quarter.

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

## Foundations of the Visual Arts

Fall, Winter/Coordinated Study

Faculty: Lucia Harrison, TBA

Enrollment: 44

Prerequisites: Sophomore standing and the completion of a coordinated studies program.

Faculty Signature: Yes. Students wishing to enter FOVA should bring a portfolio of their work, which will be used to assess whether a student's skill level is beyond that covered in an entry-level visual arts program, and a writing sample to Lucia Harrison at the Academic Fair, May 12, 1999 or to the advising sessions held two weeks prior to the fair. Students should contact the program secretary to confirm acceptance into the program by Monday, May 17, 1999.

Special Expenses: \$300 for art supplies.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

In the fall, this program will introduce students to a wide range of drawing methods and materials. It is an opportunity for beginning art students to acquire new skills and form a grounding for future work in the arts. Students will develop a visual arts vocabulary, refine visual analytic capacity, acquire basic mechanical skills and gain a historical perspective through a survey of art history. Everyone will complete weekly studio projects designed to help students learn how to make creative and personal images in response to difficult visual problems. Students will develop a working process whereby they take charge of their own image making. Each week, students will work in the studio a minimum of four hours per day and participate in weekly life drawing classes, critiquing sessions, seeing seminars and art history lectures.

In the winter, students will continue a survey of art history and develop new technical skills in painting, printmaking, digital imaging and two-dimensional design. The first half will focus on skill building and color, two-dimensional design exercises and the second half will help students continue to develop a working process to explore personal thematic ideas and work in series. Students will also increase their understanding of the lives and issues faced by contemporary artists and explore the social context in which art is made. Students will participate in weekly studio classes, art history lectures, critiquing sessions, seeing seminars and visiting artist lectures.

This is a full-time program. Students should expect to work a minimum of 40 hours per week in the studio and attend art history and visiting artist lectures in the evening.

Credit awarded in drawing, painting, sculpture, design, art history and aesthetics.

Total: 16 credits per quarter.

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

## Foundation of the Visual Arts: Sculpture

Spring/Group Contract

Faculty: TBA

Enrollment: 25

Prerequisites: Sophomore standing. Fall and winter quarters of Foundations of Visual Arts.

Faculty Signature: Yes, with a faculty interview.

Special Expenses: Approximately \$100 for art supplies and materials.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Spring quarter of FOVA will introduce students to the technical, design, historical and aesthetic considerations of contemporary sculpture. Emphasis will be on experimentation with form and materials, imaginative applications of ideas and development of personal imagery. All students will also be expected to take the four-credit Art History course.

Credit awarded in introduction to sculpture, three dimensional design and art history.

Total: 16 credits.

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

## I Am a Camera

Fall, Winter/Group Contract

Faculty: Paul Sparks

Enrollment: 25

Prerequisites: Junior standing, solid writing skills, college-level work in the visual or media arts and a sense of humor. A portfolio containing a writing sample and other creative work is due at the Academic Fair, May 12, 1999. Transfer students should contact faculty in advance of the fair.

Faculty Signature: Yes

Special Expenses: At least \$200 for photographic supplies.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program explores the nature of images and narratives. Students will make photographs, read good books and look at films. In fall quarter, we will make our own images and use them as texts in a cross-disciplinary dialogue about creativity and how audiences shape artists and vice-versa. In the winter, each student will complete a short graphic novel or the first draft of a feature-length film script. Previous college-level photographic experience is not necessary for success in this program, but good writing skills are a necessity.

This is an intensive program aimed at the student who wants to do serious work. Both the expectations and the workload will be higher than normal. Successful completion of the fall quarter is a condition for participation in winter quarter.

Credit awarded in black-and-white still photography, creative writing, art history, aesthetics and literature.

Total: 16 credits.

Program is preparatory for careers and future studies in the arts and humanities, photography, studio art, film making, creative writing and informed life.

## Interrogations: Whiteness, Maleness and the Morality of Wealth

Fall/Coordinated Study  
Faculty: Angela Gilliam, Ratna Roy  
Enrollment: 50  
Prerequisites: Junior standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

This program will examine a body of Third World theory and First World thought that interrogates Western concepts and social relations of Capitalism. It will use the lens of the dominated to describe society and social relations, exploring globalization of the economy and the reinvestment in patriarchy; internationalization of American paradigms about race; the growing struggles between nationalisms and ethnic renewal; international sex trade as a problem of migration, human rights and the struggle for meaningful work; and other themes. The readings will include subaltern studies from South Asia and critical race theory by theorists such as Richard Delgado, Mari Matsuda, Patricia Williams and Kimberle Crenshaw. The program will also examine the languages of political theater, dance and film as the voice of the subalterns.

Credit awarded in anthropology, cultural studies, development theory and gender theory.

Total: 16 credits.

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

This program is also listed under Social Science.

## Mediaworks

Fall, Winter, Spring/Group Contract  
Faculty: Anne Fischel, TBA  
Enrollment: 50  
Prerequisites: Sophomore standing or above.  
Successful completion of course work involving critical reading and writing and/or work in visual arts, media, music or performance.  
Faculty Signature: Yes. Students submit a written application plus copy of previous evaluation and self-evaluation, or transcript. Applications will be available by mid-April and can be picked up from the program secretaries in COM 301 or the Academic Advising office. Written application is due Friday, May 7, 1999. Students will be notified of acceptance by program secretary.  
Special Expenses: \$100-\$300 each quarter for film and video materials and post-production fees.  
Part-Time Options: No  
Internship possibilities: Yes, during spring quarter.  
Travel Component: None

Mediaworks is the entry-level program in film and video production, history and theory. Our focus is on the nonfiction image, a broad category that includes documentary, experimental film, installation, video art, autobiography and mixed-genre work. In Mediaworks, as in all moving image programs at Evergreen, we stress the linkage of theory and practice, analyze the politics of representation and work to support each student's development of a critical perspective on image-making.

Mediaworks is a flexible program that responds to current issues in production and theory. In 1999-2000 our focus will include both documentary and experimental film and video. In addition to studying film, video, television and audio production, students will make installations and experiment with performance techniques. Themes and genres explored will include: experimental video and the linkages between art and video movements, autobiography, documentary, activist and community-based film and video, feminist theory and practice, and alternative representations of race, class, gender and sexual orientation in film and video.

In fall and winter, students will acquire production skills and produce short projects in a variety of media. Screenings and seminars will help them develop critical viewing skills and explore current and historical issues of visual representation. Students will be expected to do extensive research on a significant filmmaker or film movement and present their research verbally and in writing. In spring quarter each student will have the opportunity to produce an extended independent project.

Students should expect to work collaboratively on projects consistent with the focus of the program. Technical instruction will include: pre-production design, cinematography, lighting, film and video editing, sound recording and post-production strategies. We will pay attention to the process as well as the product of media production, with emphasis on experimentation, screening work in progress, group discussion and critique, and the development of individual critical and aesthetic perspectives.

Evergreen students wishing to apply for this program should complete an application (available at the program secretary's office or Academic Advising by mid-April), and an evaluation and self-evaluation from a previous Evergreen program. Transfer students should submit the application and a transcript. All applications and support materials are due by Friday, May 7, 1999. In considering applications we look for evidence of critical reading and writing skills, interest in the arts or media, willingness to engage in intensive study and research, commitment to non-fiction production and willingness to work collaboratively.

Credit awarded in film history, film theory, film production, video production, installation, performance and art history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in media, visual arts and communications.

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

## Movement, Masks and Metaphors

Spring/Group Contract  
Faculty: Doranne Crable  
Enrollment: 20

Prerequisites: Junior or senior standing. All students must have completed a full coordinated studies program in the arts or humanities or equivalent.

Faculty Signature: Yes. Interview and portfolio review during winter 2000.

Special Expenses: \$75 for mask-making materials, makeup, costuming and program-related expenses not covered by program budget.

Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

Poetry, movement and the mask have long-standing importance in the creative and spiritual traditions of many cultures. It has been observed by many people that our most profoundly moving and learning experiences elicit expressions in silence, motion and "non-rational" sound. This is what we will explore for a quarter.

This multifocused program integrates the study of poetry, mask-making, performance and Laban-based movement. Poetry will be selected from both Western and non-Western sources, providing the foundation on which we will build verbal and nonverbal expression through performance. We will consider the mask, historically and creatively, as an expression of poetic metaphors in various cultural contexts; we will explore Laban-based movement as the vehicle that integrates poetry and mask. Workshop components will focus on creating minimalist poetic images and simple masks. Although no previous choreographed movement, creative writing or 3-D visual arts training is required, it is essential that participants have experienced collaborative work, studies in literature, and introductory performance theory and practice.

Among the poetry we will consider are 10th and 11th century Japanese tankas; songlines from indigenous communities in several cultures; American poets; sacred invocations to deities and "enlightened" human beings; and lyrics to contemporary and non-contemporary songs in various languages. We will concentrate on the rhythms, phrasing and spatial harmonies of sound and motion through intensive workshops in Laban movement, adding the voice-as-accompanying-or-imitating instrument. Inner-dialogue work, "drawing from the landscape" exercises, meditation, observation exercises and listening explorations will constitute our skills development activities. Assigned poetry will provide the focus for the skills development. Collaboratively designed performances will occur throughout the quarter, in both in-house and public venues, culminating in three evenings of performance at the end of the quarter, either on the campus or in a theater in the wider community.

Guest artists and performers will facilitate workshops and interactive training in the first half of the quarter, offering insights and experiences in mask-making, stilt-building, instrument making, non-Laban movement and poetry.

A book list will be available at the Academic Fair, May 12, 1999.

Credit awarded in Laban movement (effort, space harmony and fundamentals), cultural studies in the mask and individual skills in performative/technical theater).

Total: 12 credits.

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

## Music and Dance of Brazil and the Caribbean

Spring/Group Contract  
Faculty: Sean Williams, TBA  
Enrollment: 48

Prerequisites: This all-level program accepts up to 25 percent first-year students; Core program or equivalent; previous work in music or dance.

Faculty Signature: No

Special Expenses: \$50 for retreat. Students must pay by the second week of class.

Part-Time Options: No  
Internship Possibilities: No

Travel Component: Three-day retreat.

The Caribbean and Brazil have a rich and varied history of performing arts, set in a context of economic tension, colonialism and slavery. In this program we will use approaches from the fields of ethnomusicology and ethnochoreology (the study of culture through music and dance, respectively) to explore some of the dynamics of culture and power in the diaspora. We will also examine the historical events that led to the development of samba in Brazil; the spiritual and musical links between Haitian Vodou, Cuban Santería, Brazilian Candomblo and their sources; and important social and ritual connections in dance and movement. This program is not for the academically faint of heart; we expect students to commit to a significant reading load and to dedicate themselves to active, hands-on rehearsals of dance and music. In addition, each student will write a 10-page research essay on any aspect of the performing arts in the diaspora, and participate in a three-day intensive performance retreat.

Credit will be awarded in ethnomusicology, dance and culture, music and dance of the Caribbean and music and dance of Brazil.

Total: 16 credits.

Program is preparatory for careers and future studies in ethnomusicology, dance, anthropology and folklore.

This program is also listed under First-Year Programs.

## Shelter: Eco-Design in the Real World

Fall, Winter, Spring/Coordinated Study  
Faculty: Rob Knapp, TBA, TBA  
Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.  
Faculty Signature: No  
Special Expenses: Three-day in-state field trips fall and winter quarters, approximately \$35 per trip, payable by week three of each quarter; four-day field trip to Oregon spring quarter, approximately \$50, payable by week one of the quarter.

Part-Time Options: No

Internship Possibilities: Yes, with faculty signature.

Travel Component: In-state and out-of-state field trips.

What are ecologically sound homes and workplaces for real, present-day human beings. We will pursue this question by combining large visions with solid foundational knowledge.

The heart of the program is designing: homes and workplaces must be imagined before they can be built. A yearlong design studio will teach relevant skills and knowledge through a series of small and large projects.

For some students, this may mean participating in the design of specific real-world buildings, such as Evergreen's new Seminar II classroom building, an appropriate-technology house at the college's Organic Farm, a possible expansion of Housing or a youth hostel for downtown Olympia. We are arranging the program to make this involvement easy and productive.

Other students may focus more on off-grid living; Third World needs, waste management, energy, alternative materials such as straw, earth or recycled tires, the technological visions of people like Buckminster Fuller or Amory Lovins, the whole systems understanding of Lynn Margulis and others, or the social visions of Boston's Dudley Street Project.

As vital background to designing, students and faculty will do readings, lectures, seminars, library research and site visits on two major themes: human needs, wants and hopes; and nature's processes, within which human life must take place.

Both students and faculty will develop their facility in graphics, structural and environmental analysis, modeling, literature searching on and off-line, group problem solving and effective writing.

This program actively seeks students from a variety of levels, backgrounds and interests. The problems of ecological design are too big to be solved or even understood by any one kind of person. Be ready to participate energetically, to learn from fellow students as well as faculty, to share skills and insights generously. Some program activities will be organized according to level; others will be shared by all.

Credit awarded in design studio, natural science, humanities and social science. Upper-division credits will depend on student background and performance.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in design professions, environmental studies, community development, social science, humanities and natural science.

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

## Sources

Spring/Group Contract

Faculty: Marilyn Frasca

Enrollment: 25

Prerequisites: Junior or senior standing

Faculty Signature: No

Special Expenses: Amount varies with scope of student project.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This group contract will provide an opportunity for intermediate and advanced students to produce work in drawing, painting, printmaking or writing and to examine the sources that still guide our decisions about the content and form of our work. We will investigate sources drawn from autobiographical material that may include our political attitudes and beliefs and the myriad of cultural influences that affect our creative work. Activities will include weekly intensive journal workshops, book and sources seminars and work discussion critiques. Students will be expected to produce and present their own work at the end of the program and to identify and study the life context of an artist or writer whose work they believe to be a major influence.

Credit awarded in the area of student work, writing and humanities.

Total: 12 or 16 credits.

Program is preparatory for careers and future study in arts and humanities.

### Student Originated Studies: Media

Fall, Winter, Spring/Group Contract  
Faculty: Sally Cloninger (F), TBA (W), Ruth Hayes (S)

Enrollment: 24

Prerequisites: Junior or senior standing, Mediaworks or equivalent.

Faculty signature: Yes, portfolio review.

Special expenses: Depends on the nature of student projects.

Part-Time Options: Yes

Internship Possibilities: Yes

Travel Component: None

SOS: Media is for junior or senior students only. Students are invited to design their own small group contracts in aspects of media production, design, writing, history or theory and to collaborate with media faculty in three different versions of the program during the 1999-2000 academic year. SOS groups could be organized around a collaborative production, a theme, a critique group, etc. Successful groups in the past have involved a one-quarter experimental television production group, an animation critique group, a senior film collective and a screenwriting group.

To be considered, you must have completed at least one quarter of Evergreen program work. This is not the place to do beginning studies in media. It should be seen as an opportunity for students who share similar skills and common interests to do advanced work that may have grown out of previous academic projects and programs. Remember, this is not a class that you just sign up for (although you will register in SOS with a faculty member's signature), you must gather a group of like-minded students and design the class yourselves with help from the faculty sponsor.

To be considered for this advanced program you should have also successfully completed Mediaworks (the entry-level program in media studies at Evergreen, see page 83) or its equivalent (i.e., approximately a year of media skill training, media history and media theory) and have a portfolio that contains copies of recent faculty evaluations, a sample of your writing and a VHS tape with two examples of your best work in film or video.

Sally Cloninger will be reviewing applications for SOS: Media (fall and winter) during May 1999 and November 1999. Ruth Hayes will be reviewing applications for SOS: Media (spring) during February 2000.

Credit awarded in media studies and production.

Total: 8-16 credits each quarter.

Program is preparatory for careers and future studies in media, film, video and communications.

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

### Student Originated Studies: Performing Arts

Fall, Winter/Group Contract

Faculty: Bud Johansen

Enrollment: 12

Prerequisites: Sophomore standing.

Foundations of Performing Arts or equivalent college-level work in music, theater or dance.

Faculty Signature: Yes, performance experience will be assessed at an interview with faculty no later than the first week of the quarter.

Special Expenses: Production costs will depend on project; expenditures for such things as costumes, makeup and prop materials may be required.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This group contract will help students accomplish their goals in the performing arts by providing an all-program seminar and critique of participating students' works.

Each student will arrange an in-house contract with the sponsor that focuses on some form of performance, i.e., musical theater production, music ensemble, theater production, etc.

The faculty will direct the seminar and critique sessions with strong input by the students; will aid and assist in the productions as needed; will have close contact regarding the creative process; and will critique the projects.

Students will need the skills to work collaboratively on projects that they will develop and produce. All students will share their works in progress each week for reactions and helpful critiques by the group.

Credit awarded in performing arts according to each student's project. (Credit will reflect the type of work done by each student and may vary depending on his or her role in the project.)

Total: 16 credits each quarter.

Program is preparatory for careers and future study in performing arts and arts management.

### Student Originated Studies: Visual Arts

Fall, Winter, Spring/Group Contract

Faculty: Marilyn Frasca, Joe Feddersen

Enrollment: 25

Prerequisites: Junior or senior standing and one quarter of previous full-time study at Evergreen.

Faculty Signature: Yes. Faculty will review student portfolio of visual work to assure student's skill preparation for work on his or her own.

Special Expenses: Amount varies with scope of student projects.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Student Originated Studies is a place in the curriculum where groups of students may make their own program of study. It differs in this important way from Individual Learning Contracts: It is not an aggregation of individual contracts. The process of forming a group of advanced students and "organically" developing an academic program is challenging and time-consuming. It is excellent preparation for the kind of support groups artists form after leaving the structure of academic life.

Groups of students will develop, design and submit plans for each quarter. The group must involve no more than six students and no fewer than four. The submitted proposal must include: a program description and a goals statement; ten weekly schedules with activities such as reading lists, seminar/discussions, critique, visitors, studio time, field trips, etc., including meeting times and places; a rough draft of a covenant describing the shared responsibilities and obligations that is signed by all students in the group (with addresses and phone numbers); a description of and schedule for the mid-quarter and end-of-quarter peer evaluation process; and adherence to the deadlines of the planning process.

Submit plans for fall quarter to Marilyn Frasca (Lab I) by the end of the fifth week, April 30, 1999. Submit plans for winter quarter to Joe Feddersen by the end of the fifth week of fall quarter, October 29, 1999.

Credit awarded in the area of student work.

Total: 12 or 16 credits each quarter.

Program is preparatory for careers and future study in arts and humanities.



## Temperate Rainforests: Studies in Ecology and Visual Arts

Fall/Coordinated Study

Faculty: Nalini Nadkarni, Susan Aurand

Enrollment: 50

Prerequisites: Junior standing; one year of ecology/natural history course work, desire to learn drawing skills.

Faculty Signature: Yes, submit one-page letter outlining: relevant courses/programs, work/internship experience and reasons for taking the program, including the names of references (preferably Evergreen faculty) to either Nalini Nadkarni, Lab II or Susan Aurand, Lab I, by May 7, 1999. Students will be notified of acceptance at the Academic Fair or by mail.

Special Expenses: Approximately \$220 for overnight field trip and art supplies.

Part-Time Options: No

Internship Possibilities: No

Travel Component: In-state field trips.

Temperate rainforests are a poorly understood and highly valued ecosystem in the Pacific Northwest and other parts of the world. They support a complex and interconnected web of life that encompasses a tremendous diversity of biota, including humans. In Temperate Rainforests, we will learn about ways of understanding these ecosystems using a variety of contemporary approaches in ecology and natural history and drawing. Our focus will be on the ecology and aesthetics of rainforests of the Olympic Peninsula. We will also examine how temperate rainforests have been understood through art, particularly of the native cultures of the forest. We will make our own images expressing our understanding of and relationships to the forest. Students will undertake an independent study project that combines science and art. The program will go on an extended field trip to the Olympics to study biological and aesthetic aspects of temperate rainforests.

Credit awarded in forest ecology\*, drawing, natural history and art history/aesthetics.

Total: 16 credits.

Program preparatory for careers and future study in forest ecology, arts and humanities.

This program is also listed under Environmental Studies.

## Tropical Rainforests

Winter/Coordinated Study

Faculty: John Longino, Susan Aurand

Enrollment: 50

Prerequisites: Junior or senior standing, one year of college-level science, previous college-level art experience preferred but not required.

Faculty Signature: Yes. Students will submit an application during fall quarter of the 1999-2000 academic year. It will contain: (1) an essay addressing fulfillment of the prerequisites, interest in the program, background knowledge in organismal biology, and whether they wish to be considered for the Costa Rica field trip; (2) an evaluation from a previous science program; and (3) the name and telephone number of a previous instructor.

Assessment will be based on writing skills and knowledge of organismal biology. Costa Rica field trip selection (24 students maximum) will be based on interviews at or before fall Academic Fair. Students who cannot be on campus can arrange telephone interviews.

Special Expenses: Art supplies: \$150. Costa Rica field trip: \$700 airfare, \$900 for food, lodging, transport in Costa Rica.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Optional three-week field trip to Costa Rica at end of winter quarter.

This program will focus on tropical forests from both scientific and artistic perspectives. Tropical ecosystems are home to most of the world's biodiversity, and our understanding of the origins and maintenance of this diversity relies on principles of community ecology, evolution and biogeography. At the same time, images of tropical rainforests have been a powerful inspiration for artistic expression, and aesthetic concerns are strong motivations for conserving tropical forests. The program is designed for advanced science students and requires no previous experience in the arts. Skill-building will include technical scientific writing, quantitative analysis of diversity data, drawing, scientific illustration and visual literacy. This program is a successor to Temperate Rainforests, although Temperate Rainforests is not a prerequisite. Faculty will lead an approximately three-week-long field trip to Costa Rica at the end of the quarter, with an enrollment limit of 24. Students who cannot go on the field trip will carry out independent activities on campus. Admission to the program will be by application.

Admission to the field trip will be by interview. Assessment will be based on writing skills, background knowledge in organismal biology and evidence of a genuine interest in combining advanced science and art studies. This program contains an optional two-credit support course in conversational Spanish.

Credit awarded in tropical biology\*, art history, aesthetics.

Total: 16 credits.

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

This program is also listed under Environmental Studies.

## Twentieth Century Cinema

Spring/Group Contract

Faculty: Sally Cloninger

Enrollment: 24

Prerequisites: This all-level program accepts up to 25 percent first-year students; basic college-level competency in writing.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship possibilities: No

Travel component: None

This one-quarter group contract will examine milestones in the history of the 20th century's most influential art form: the movies. Beginning with the origins of the apparatus of cinema, we will examine the cultural and historical context of each decade of the last century as we study how the film form was transformed by social events, aesthetics, economics and the force of individual personality. We will focus our work primarily on the film director, studying a film by an influential director each week. Program activities will include screenings of feature films and short oppositional works, lectures on cinema history, seminars and study group meetings.

Of course, we will also be concerned with the acquisition of a critical perspective on film. To this end, students will be expected to write weekly critical essays and to complete a quarter-long research project on a 20th century film director. The quarter will conclude with a symposium at which time students will lecture on their director and present a film of their choice to the entire program. (Note: prospective students will need to arrange their schedules to attend class every day and evening for the final week of spring quarter). In addition, students will complete biweekly projects in film studies including storyboards, single frame analysis and character sketches. Students will also make oral presentations on 20th century social history.

Weekly readings will include excerpts from a history of the 20th century, a film history text (such as Gerald Mast's *A Short History of the Movies*), and texts that speak to the decade as well as the film of the week (i.e., novels, screenplays and works of nonfiction). Our seminars will be concerned with the weekly films and these contextual readings. Possible directors for our study include: Charles Chaplin, Yasujiro Ozu, Federico Fellini, Ida Lupino, Orson Welles, Satyajit Ray, Dorothy Arzner and Marlon Riggs.

Credit awarded in film history, film analysis and media literacy.

Total: 16 credits.

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

\* indicates upper-division credit

## Visual Manipulation: Utilization of Print Processes in Contemporary Art

Fall/Group Contract

Faculty: Joe Feddersen

Enrollment: 18

Prerequisites: Junior or senior standing;  
Foundations of Visual Arts or equivalent.

Faculty Signature: No

Special Expenses: Art supplies, approximately \$100.

Part-time Options: No

Internship Possibilities: No

Travel Component: None

Visual Manipulation is an intermediate/advanced visual arts program designed to examine the interplay of printed matter in contemporary arts and build skills related to the printed image. A discussion of related texts and articles interweaves current topics into the program. Students will keep a journal documenting the development of intellectual and creative work, outlining central concepts from the program texts and documenting the stages of the creative process. The first part of the quarter consists of a series of printmaking workshops and the last five weeks is open to the development of a related body of work. Interested students need to submit a portfolio. Portfolios encompass a writing sample and examples of artwork. Foundations of Visual Arts or equivalent is required. Some knowledge of printmaking is advisable, though not required. This is an excellent opportunity for visual arts students to engage in an intensive period of theoretical study with ample time allotted for personal explorations using a variety of print media.

Credit will be awarded in art history/theory, cultural studies and printmaking.

Total: 16 credits.

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

## What Is to Be Experimental Music Now?

Fall, Winter, Spring/Group Contract

Faculty: Arun Chandra

Enrollment: 25

Prerequisites: Sophomore standing; one year of college-level study in music.

Faculty Signature: Yes. Portfolio review and interview with faculty member.

Special Expenses: \$75 for tickets to concerts and performances.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

"MUSIC"

The art of preserving relationships against their content.

"IS TO BE"

Not "What has been," nor "What is," but what is not yet, and so needs us to become it.

"NOW"

Neither bygone nor anticipated glories, but an alluring trepidation with the intensity of "*Hic Rhodus, hic salta!*"

"EXPERIMENTAL"

Not yet supported by existing facts and truths.

"WHAT"

The result of our makings, thinkings, resistings, passions and becomings: what is not yet is to be our "what."

We will read about, listen to, talk around, compose toward and perform experiments in musical composition. We will listen to lots of compositions written in the past 40 years and discuss the contexts in which those pieces were once experimental and whether they remain so.

One of the questions that we will discuss: Now, at the end of the 20th century, when capitalism boasts of its triumph, what must art be so that it resists the appeal of its commodification?

Readings on related subjects in contemporary music history and aesthetics will be drawn from the works of Roland Barthes, Walter Benjamin, Theodor Adorno, Jacques Attali, Susan Buck-Morss and others.

Class meetings will be divided into lectures, seminars, listening sessions, rehearsals and workshops. Students will be expected to take a related course (such as Music Theory or Computer Music) to complete their 16 credits of study.

As well as making performances, we will attend performances of new music as they occur. A strong emphasis in the program will be projects composed and performed by groups of students in the class.

Credit awarded in music performance, music composition, music history and experimental music.

Total: 12 credits each quarter.

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

## Working Small

Fall, Winter/Group Contract

Faculty: Jean Mandeborg

Enrollment: 18

Prerequisites: Foundations of Visual Art or equivalent college-level experience in design, drawing and sculpture (which might include woodworking, fiber arts, metalworking, fine metals or ceramics).

Faculty Signature: Yes. Portfolio review and interview at the Academic Fair, May 12, 1999. Transfer students can mail a slide portfolio and statement of interest to Jean Mandeborg, Lab II, prior to May 12, 1999. Jean will post acceptance list on her office door after the Academic Fair.

Special Expenses: Students can expect to provide art materials, including precious metals and nonferrous metals, and specialized tools and supplies needed to accomplish a series of small scale works.

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This is a two-quarter program for advanced visual art students interested in the particular demands of making small scale art in jewelrymaking, metalsmithing and mixed-media sculpture. Working primarily in the Fine Metals Studio, we will combine intensive studio work and critique with design research, writing, seminars and readings on contemporary craft, art and folk art.

Students must be prepared to confront the artist's and audience's experience of small-scale artwork while considering such issues as the cultural values associated with scale, miniaturization, the intensification of form, imagination, mobility, technical precision and craftsmanship.

Students will learn to express their ideas through appropriate materials in small-scale to take advantage of this unique viewpoint.

Credit awarded in metalsmithing and jewelrymaking, sculpture, issues in contemporary art and art history.

Total: Fall quarter 16 credits; winter quarter 14 or 16 credits. Winter quarter students may enroll in the two-credit course The Artist's Portfolio.

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

# Scientific Inquiry

David Paulsen, Planning Unit Coordinator

## AFFILIATED FACULTY:

Clyde Barlow  
Dharshi Bopegedera  
John Aikin Cushing  
Judy Bayard Cushing  
George E. Dimitroff  
Burton S. Guttman  
Linda B. Kahan  
Jeffrey J. Kelly  
Robert H. Knapp, Jr.  
Elizabeth M. Kutter  
Albert C. Leisenring  
Donald V. Middendorf  
Frank Motley  
James Neitzel  
Neal Nelson  
Janet Ott  
David Paulsen  
Paula Schofield  
Sheryl Shulman  
Julio Soto  
James Stroh  
Jude Van Buren  
E. J. Zita

Science and technology play an important role in modern America. It is essential that citizens be scientifically informed in order to make responsible decisions, and that scientists be broadly trained in the liberal arts to contribute responsibly to social issues.

The Scientific Inquiry area aims to teach students to think like scientists; that is, to collect and evaluate data, to employ theory, to do quantitative modeling and to use appropriate instruments and technology. This approach is embodied in the study of different scientific domains, including the physical sciences, mathematics, computing and laboratory biology. These subjects are studied in several ways: for their own sake, for their applications in terms of the philosophical issues they raise, and for their place in society.

Programs offered by faculty from this area will be useful to those interested in careers or future work in science, those interested in applying science in selected technical areas, as well as those interested in understanding more about science by doing science as part of their general liberal arts education. Students from this area go on to graduate study in a variety of scientific or related areas, enroll in medical school and work in careers requiring scientific, mathematical or computing background. High-quality introductory and advanced study provides students with a foundation (in theory and practice) that can enable them to be part of the conversation in these fields, as informed listeners able to effectively communicate the processes and results of scientific inquiry in speech and writing.

## Astronomy and Cosmologies

Spring/Coordinated Study

Faculty: E. J. Zita

Enrollment: 24

Prerequisites: Facility with algebra and trigonometry. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$30 for equipment and \$1,000 for optional one-month field trip to Mexico and/or Central America.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Optional one-month field trip to Mexico and/or other regions of Central America.

Learn beginning-to-intermediate astronomy through lectures, interactive workshops and observation. Use naked eyes, binoculars and large and small scopes. Build learning tools such as celestial spheres and spectrometers (to be kept by students). Observe with large telescopes via the Internet at professional sites. Research a topic of interest (in the library and through observations) with a small team of classmates.

We will also seminar on cosmologies: how people across cultures and throughout history have understood, modeled and ordered their universe. We will study creation stories and world views, especially of ancient peoples on this continent.

Archaeoastronomy investigations will include a one-month field trip to Mexico and/or Central America to study ancient archaeoastronomy sites. First-year students may register for this program, but are not eligible to attend the field trip. About half the students will stay in Olympia working on their observations while the other half travel with the instructor through the study-abroad option.

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

Total: 16 credits.

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

This program is also listed under First-Year Programs.

## Astronomy and Energy: Cosmic Models

Fall, Winter, Spring/Group Contract

Faculty: Don Middendorf

Enrollment: 25

Prerequisites: Junior or senior standing, one year of calculus-based physics (for the fall quarter astronomy module, algebra is a prerequisite).

Faculty Signature: No

Special Expenses: Fall quarter textbooks will cost over \$400 and must be purchased by the second day of classes. Additional costs include good binoculars, journal subscriptions and overnight field trips.

Part-Time Options: Introductory Astronomy (five credits fall quarter) component of program is open to all students.

Internship Possibilities: No

Travel Component: Possible field trips to observatory or planetarium.

This contract is a yearlong study of our current models of the universe, including the role of spectroscopy, relativity and electromagnetism in studying stars, planets and black holes. We will examine such questions as: How do we know that stars undergo fusion? How do we interpret theory and experiments for objects such as stars and black holes? What are some of the ramifications of embracing one model instead of another? What is energy? Are neutrinos and quarks real? Are we learning about preexisting objective facts (truth) or are our experimental results solely the products of our theories? We will explore these questions by examining important ideas from physics, mathematics, and philosophy. Although we will find many strange and provocative answers, our goal will be to learn to ask even more sophisticated questions about "nature" and "reality."

We will use our eyes, binoculars and telescopes to examine the sun and the night sky, so we'll need to meet one night each week on average. We will study cultural beliefs and compare these with the facts and speculations in modern astrophysics.

Evergreen has several telescopes that we will use, but each student must own binoculars. We will use the Web to access observations from telescopes around the world. Students must subscribe to three journals — *Astronomy*, *Science News* and the *American Journal of Physics*. These journals will be used in weekly discussions and student presentations about recent developments in astronomy and modern physics. Attendance at seminars, labs and presentations is required for all students.

Upper-division credit is possible for all portions of the program except the five-credit Introductory Astronomy module in the fall. Upper-division credit will be awarded only for upper-division performance. The fall quarter Astronomy module is required for those enrolled in this program, but is open as a separate module to sophomores or above. It will meet one or two nights each week. Students who have prior credits in Astronomy will be able to obtain upper-division credit in this portion of the program as well as all of the others.

Credit awarded in astronomy, modern physics, special and general relativity, electromagnetism, scientific research and philosophy of science. Upper-division science credits are possible contingent on performance.

Total: 5 or 16 credits each quarter.

Program is preparatory for careers and future studies in science or mathematics, especially physics, engineering, astronomy or philosophy. The program fulfills many (but not all) of the requirements for the state endorsement in physics teaching.

## Atoms, Molecules and Research

Fall, Winter, Spring/Group Contract

Faculty: TBA

Enrollment: 25

Prerequisites: Junior or senior standing; one year of college-level chemistry (or AP high school chemistry) and ability to do differential and integral calculus.

Faculty Signature: Yes. Faculty will conduct an interview at the Academic Fair, May 12, 1999 and by phone to determine student eligibility.

Special Expenses: No

Part-Time Options: Yes, Thermodynamics (3 credits), Quantum Mechanics (3 credits), Inorganic Chemistry (3 credits).

Internship Possibilities: No

Travel Component: None

This program is designed to provide advanced preparation that will enable students to pursue careers in chemistry and chemical engineering (graduate school and industry), fields that have the highest employment demands in the sciences. It will also be useful for students considering careers in medicine, biochemistry or chemical physics.

During the fall and winter quarters, the lecture portion of the program will cover the traditional junior- and senior-level topics in physical chemistry and inorganic chemistry. These include thermodynamics, quantum mechanics, inorganic chemistry, chemical kinetics, statistical mechanics and spectroscopy. During the spring quarter, if time permits, the lecture portion of the program will cover some special topics in chemistry.

During the fall quarter, the laboratory portion of the program will train students to use the chemical instrumentation available at the college to carry out assigned laboratory experiments. All members of the chemistry faculty and science instructional technicians will be involved in teaching the laboratory part, ensuring breadth and individual guidance. In the winter and spring quarters, students will be assigned laboratory research projects they will conduct under the close supervision of chemistry faculty. Students will present the results of their research at the annual American Chemical Society Undergraduate Research meeting.

Students will participate in workshops on technical writing skills and library research methods, including on-line searching.

Credit awarded in thermodynamics\*, quantum mechanics\*, inorganic chemistry\*, instrumentation laboratory\*, undergraduate research in chemistry\*.

Total: 3, 6, 9 or 16 credits each quarter.

Program is preparatory for careers and future studies in chemistry, chemical engineering, chemical physics, medicine and biochemistry.

## Concepts of Computing

Spring/Group Contract

Faculty: George Dimitroff, TBA

Enrollment: 46

Prerequisites: This all-level program accepts up to 50 percent first-year students. Students must have high school-level algebra.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

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

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

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

Credit awarded in mathematics and introductory computing.

Total: 16 credits.

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

This program is also listed under First-Year Programs.

## Data to Information

Fall, Winter, Spring/Coordinated Study

Faculty: Masao Sugiyama, Sheryl Shulman

Enrollment: 50

Prerequisites: Sophomore standing. Students must possess adequate analytical and mathematical abilities and background, including algebra skills equivalent to second-year high school algebra.

Faculty Signature: No

Special Expenses: No

Part-Time Options: On a space-available basis. Contact the faculty for details.

Internship Possibilities: No

Travel Component: None

Data to Information is an entry-level program for students interested in doing substantive work in computer science. Although you will not have to know how to program to start, you will learn to program a computer well. You will also study mathematics related to computer science. Much of the technical work you do will require that you use both the mathematics and computer program that you will learn during the year. In addition, you will participate in building a very simple computer and study the architecture of computers and the operating systems which control them. There is also a book seminar in which you will explore the ethical and societal implications of computers and computing. Finally, you will learn to apply what you learn to program for the World Wide Web.

Fall quarter topics include programming, mathematics, digital logic and machine organization. Winter quarter topics include data structures and algorithms, mathematics and computer architecture. Spring quarter topics include a continuation of data structures and algorithms, mathematics and operating systems.

Credit awarded in computer programming, computer-related mathematics, digital logic\*, computer architecture\*, operating systems\*, data structures and algorithms\* and seminar\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in computer related fields, science and mathematics.

## Introduction to Natural Science

Fall, Winter, Spring/Coordinated Study  
Faculty: Burton Guttman, TBA, TBA  
Enrollment: 75

Prerequisites: Sophomore standing; high school algebra. Other high school science recommended.

Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

Introduction to Natural Science will cover topics from physics, chemistry and biology. We will develop these topics partially in a historical context by reading about the development of scientific thought from ancient civilizations through the birth of modern science, and we will read about the work of contemporary scientists to develop a conception of science as a human activity. Our concern for the human dimensions of science will place a lot of emphasis on developing ways of thinking and methods of analysis. For this reason, students should not expect a traditional comprehensive coverage of topics in each science, but we will develop a strong preparation for further study, particularly in biology and the environmental sciences.

The work week will entail a few lectures, a seminar and a regular series of laboratories; much of the time will be spent in workshops where students are expected to work together to solve problems and develop concepts for themselves. We expect dedication to the ideals of the college, especially personal involvement, personal responsibility and learning through active, cooperative discussion. The program will demand a lot of time and hard work; students who are unable to commit themselves wholeheartedly to their studies should not enroll.

Introduction to Natural Science is the standard entry program into the natural sciences, especially for students interested in biology and those who do not want the more intensive concentration on calculus, physics and chemistry offered by Matter and Motion. Students need have only basic facility with high school mathematics, and we expect to offer two or three levels of mathematics instruction to fit student mathematical abilities.

Credit awarded in precalculus mathematics, general physics, general chemistry, general biology and social implications of science.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in all sciences, including environmental studies, graduate and professional in health sciences and medicine.

## Mathematical Systems

Fall, Winter, Spring/Group Contract  
Faculty: Hazel Jo Reed  
Enrollment: 25

Prerequisites: Junior or senior standing; one year of calculus.

Faculty signature: No  
Special expenses: No  
Part-Time Options: With permission of instructor.  
Internship Possibilities: No  
Travel Component: None

This contract is a yearlong, intensive study of several fundamental areas of pure mathematics, including a nucleus of advanced calculus, geometry, abstract algebra and topology. We will also consider such questions as: Are mathematical systems discovered or created? Why does a particular culture allow some systems to flourish while ignoring others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

The contract is designed for people intending to pursue studies or teach in mathematics and the sciences, and for those who want to know more about mathematical thinking. We will look at the historical contexts of mathematical and scientific events to help us understand how mathematical ideas are discovered. We will develop skills not only in handling mathematical syntax, but also in the crucial area of reading and writing rigorous proofs in axiomatic systems.

Students may enroll in individual modules or the entire constellation of activities. If you have any questions about the appropriateness of your background for the various segments, consult the instructor.

Credit awarded in advanced calculus\*, abstract algebra\*, geometry, topology\*, history and cognition of mathematics and individual projects.

Total: 4 or 8 or 12 or 16 credits each quarter.

Program is preparatory for careers and future study in mathematics, physics, Masters in Teaching program, history of mathematics and science.

## Matter and Motion

Fall, Winter, Spring/Coordinated Study  
Faculty: Sharon Anthony, Renee Lang  
Enrollment: 50

Prerequisites: Sophomore standing. Precalculus math required. Students must be ready to start calculus. High School chemistry or physics recommended. Students should plan on devoting 50-70 hours per week to this program.

Faculty Signature: Yes. Students must pass a math entrance exam. Exam will be available March 1, 1999 from the Academic Advising Office. Students will be notified as they pass the exam.

Special Expenses: Four-day field trip during winter quarter, approximately \$100.

Part-Time Options: No  
Internship Possibilities: No  
Travel Component: Field trip winter quarter.

Matter and Motion is an integrated study of chemistry, physics and calculus for the motivated student preparing to do advanced work in the physical and biological sciences. The program is strongly recommended for all pre-med students. Students will all learn computer applications and work in the chemistry and physics laboratory. There will be small-group workshops and seminars plus whole-group lectures in chemistry, physics and calculus. Guest lecturers will introduce special topics.

A central feature of the program will be the use of important topical issues as a basis for learning the science. We will spend about three weeks on each topic, focusing on issues such as: What should we do about global warming? What's all the fuss about fat? Airbags? Biomass conversion? Why does the ozone hole form in the Antarctic spring? What happens to acid rain? We will explore the science and the social issues with these topics and students will do presentations, conduct mock hearings and do scientific poster sessions to develop their speaking and analytical skills. We anticipate that students in Introduction to Natural Science may be exploring many of these same topics and we may sometimes share chemistry lectures and guest speakers.

Credit awarded in general chemistry, university physics and calculus.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in any science field and medicine.

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

## Molecule to Organism

Fall, Winter, Spring/Coordinated Study  
Faculty: Clyde Barlow, Jeff Kelly, Elizabeth Kutter, Julio Soto  
Enrollment: 75

Prerequisites: Junior or senior standing; one-year of college chemistry, biology and algebra.  
Faculty Signature: No  
Special Expenses: \$50 for program retreats.  
Part-Time Options: Yes  
Internship Possibilities: Yes  
Travel Component: Overnight, in-state retreats.

Molecule to Organism develops a view of biological systems that integrates the molecular basis of biology with more complex structure-function relationships, examining key topics in traditional biology and premedical curricula. We will put particular emphasis on aspects of biochemistry and microbiology that are most relevant to current environmental and health issues. The experimental basis of our rapidly growing knowledge in these fields will be emphasized, as well as the use of scientific literature. Laboratories will play a major role in the program and will explore microbiology, enzymology, nucleic acid chemistry and molecular genetics, as well as special projects.

Molecule to Organism is Evergreen's introduction to experimental (laboratory) biology and to organic and biochemistry. It is designed for students who have already learned general chemistry (usually through a program such as Matter and Motion or Introduction to Natural Science) and who plan to go on to advanced work in chemistry and field or laboratory biology. It includes organic chemistry and the upper-division topics of anatomy, genetics, microbiology, physiology, immunology, molecular and cellular biology and biochemistry in a yearlong sequence.

The program begins with two separate themes — one at the "cell" level and the other at the "molecule" level. In the cell theme we start with the cell and microbiology and proceed to the whole organism with examinations of structure and function relationships at all levels including some anatomy and physiology. In the molecular theme we will examine organic chemistry, the nature of organic compounds and reactions, and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes merge through studies of cellular and molecular processes in molecular biology, developmental biology, physiology and immunology.

Credit awarded in physiology\*, cell biology\*, molecular biology\*, organic chemistry I, organic chemistry II\* and III\*, biochemistry\*, microbiology\* and development biology\*.

Total: Fall, 6 or 10 or 16 credits; winter, 2 or 4 or 6 or 10 or 12 or 16 credits; spring, 16 credits. Students may enroll in components of this program. Consult with faculty for advise.

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

## Science of Mind

Fall, Winter, Spring/Coordinated Study  
Faculty: David Paulsen, Linda Kahan, TBA  
Enrollment: 75

Prerequisites: Junior or senior standing, or science background.  
Faculty Signature: No  
Special Expenses: No  
Part-time Options: With faculty signature.  
Internship Possibilities: No  
Travel Component: None

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is its structure? What is the relationship of mind and brain? Does the brain work like a computer; if so, what kind of computer? How do culture and biology affect the development of the mind? To what extent is the mind rational?

A "cognitive revolution" has transformed the study of these questions. Science of Mind will explore the nature of this revolution. It will consider theories from past and contemporary cognitive psychology and neurobiology, issues in philosophy of science and mind, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of perception, attention, memory, reasoning and language as well as current developments in the study of neural nets. The program will cover basic cellular neurobiology, application of neural network models, theory and practice of experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological research applications, use of the computer for data analysis and computer simulation mental activity.

Fall and winter quarters: considerable work in statistics and research design, as well as a survey of research in cognitive psychology, neurobiology and related philosophical fields.

Spring quarter: an extensive research project in experimental cognitive psychology, neurobiology, computer modeling or library research and reading in these areas or the philosophy of mind.

Credit awarded in cognitive science\*, cognitive psychology\*, research methods in psychology\*, neurobiology with laboratory\*, descriptive and inferential statistics\* (upper-division credits not awarded for fall quarter statistics, 3 credits), data analysis using the Statistical Package for the Social Sciences\* and a research project\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future study in psychology, medicine, biology, computer science and philosophy.

This program is also listed under Social Science.

## Shelter: Eco-Design in the Real World

Fall, Winter, Spring/Coordinated Study  
Faculty: Rob Knapp, TBA, TBA  
Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.  
Faculty Signature: No  
Special Expenses: Three-day in-state field trips fall and winter, approximately \$35 per trip, payable by week three of each quarter; four-day field trip to Oregon spring quarter, approximately \$50, payable by week one.  
Part-Time Options: No  
Internship Possibilities: With faculty signature.  
Travel Component: Field trips.

What are ecologically sound homes and workplaces for real, present-day human beings? We will pursue this question by combining large visions with solid foundational knowledge.

The heart of the program is designing: homes and workplaces must be imagined before they can be built. A yearlong design studio will teach relevant skills and knowledge through a series of small and large projects.

For some students, this may mean participating in the design of specific real-world buildings, such as the new Seminar II classroom building, an appropriate-technology house at the Organic Farm, a possible expansion of Housing or a youth hostel for Olympia.

Other students may focus more on off-grid living, Third World needs, waste management, energy, alternative materials such as straw, earth or recycled tires, the technological visions of people like Buckminster Fuller or Amory Lovins, the whole systems understanding of Lynn Margulis and others, or the social visions of Boston's Dudley Street Project.

As vital background to designing, students and faculty will do readings, lectures, seminars, library research and site visits on two major themes: human needs, wants and hopes; and nature's processes, within which human life must take place. Students and faculty will develop their facility in graphics, structural and environmental analysis, modeling, literature searching on- and off-line, group problem solving and effective writing.

This program actively seeks students from a variety of levels, backgrounds and interests. Be ready to participate energetically, to learn from fellow students as well as faculty, to share skills and insights generously. Some program activities will be organized according to level; others will be shared by all.

Credit awarded in design studio, natural science, humanities and social science. Upper-division credits will depend on student background and performance.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in design professions, environmental studies, community development, social science, humanities and natural science.

Program is also listed under First-Year Programs, Environmental Studies and Expressive Arts.

## Student Originated Software

Fall, Winter, Spring/Coordinated Study

Faculty: Judith Cushing, TBA

Enrollment: 50

Prerequisites: Junior or senior standing; Data to Information or equivalent, or experience in both computing and an application area such as science or media; completion of a questionnaire and if requested a faculty interview. Students must demonstrate technical expertise and a commitment to a group software development project.

Questionnaire is available from the program faculty and from the Academic Advising office after May 1, 1999.

Faculty Signature: Yes

Special Expenses: Diskettes for student project work and two field trips, approximately \$100.

Part-Time Options: 8 credit option for part-time students only.

Internship Possibilities: Only if in conjunction with the software project, or for 4 credits spring quarter.

Travel Component: None

Critical problems with software systems remain despite the best efforts of many very smart people over the last 50 years. Software is often late, over budget, socially irresponsible, unable to perform according to user needs or has some combination of these shortcomings. The software engineering problem is not just a matter of technology but a problem of organization, psychology, group dynamics and culture. In addition, considerable knowledge and understanding of the relevant domain is required to design and implement a successful system. Student Originated Software is intended to prepare students to face these problems.

This yearlong program is designed to give students with advanced programming skills (or some programming skills and considerable domain expertise) the ability to identify and carry out a viable software project. Students will work in groups to identify a software project, prepare market research and feasibility studies for that project, identify a real-world client (or class of clients) and write software specifications. Under the guidance of faculty and working with users, students will conduct systems analysis and design, implementation and product testing and validation. They will write user manuals and system maintenance plans and, where appropriate, conduct or plan system installation and user training. Students will evaluate their software project according to technical, legal and social criteria.

Domains of successful past projects include the sciences, music, visual arts, education, computer security and databases for small business and local and state agencies. The program seminar will address ergonomics and human-machine interaction and the psychology of computer programming; the role of technical expertise and the Internet in modern society; the organizational, social and cultural milieu of the workplace.

Credit awarded in computer science\*, software engineering\*, object-oriented analysis\*, design\*, programming and databases\*, computer graphics or user interface design\*, distributed computing systems\*, software tools\* and special topics\*.

Total: 8 or 16 credits each quarter.

Program is preparatory for careers and future study in computer science and software engineering or the project application area.

## Undergraduate Research in Scientific Inquiry

Fall, Winter, Spring, Summer/Group Contract

Faculty: Betty Kutter, Clyde Barlow, Dharshi Bopegedera, Judith Cushing, Burt Guttman, Jeff Kelly, Rob Knapp, Jim Neitzel, Janet Ott, E. J. Zita

Enrollment: 25

Prerequisites: Negotiated individually with faculty; laboratory experience such as Molecule to Organism (where appropriate).

Faculty Signature: Yes

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

A number of the faculty in this planning group are engaged in research projects that offer collaborative research opportunities for advanced students. These provide an important mode of advanced work in the sciences, taking advantage of faculty expertise, Evergreen's flexible structure and excellent equipment purchased through grants from the National Science Foundation and the Murdock Foundation. In general, students begin by working in apprenticeship mode with more senior personnel and gradually take on more independent projects within the context of the specific program. These projects generally run 12 months a year; a signature is required from the faculty with whom students will be working.

Betty Kutter (molecular biology), Burt Guttman (genetics) and Jim Neitzel (biochemistry) study Bacteriophage T4, which has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. These faculty members are working to clone and overexpress the many host-lethal genes that are responsible; purify and characterize their protein products; determine their specific functions; look at ways in which they can be used to better understand bacterial metabolism; and examine the infection process under a variety of environmental conditions. Evergreen is the center for genomic analysis and database development for these phages, and work with phage ecology and potential uses as antibiotics.

Judith Bayard Cushing studies how scientists use distributed computing and data to conduct research. She would like to work with students who have a background in computer science or molecular biology, forest ecology, chemistry or physics and a strong motivation to explore new computing paradigms, such as object-oriented systems and multiplatform computing.



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

Dharshi Bopegedera is interested in studying vibration-rotation spectra of unstable molecules. Students with a solid background in chemistry can get experience in synthesizing unstable gaseous molecules and recording their infrared spectra with her newly acquired FTIR spectrophotometer.

Janet Ott studies alternative healing methods, especially the mechanisms involved in acupuncture and acupressure, by measuring changes in such physiological processes as EEG, ECG, EMG and respiration during treatments. Students with strong backgrounds in biology, chemistry, physics or statistics can obtain laboratory experience applying their expertise to this growing field. Students with an interest in alternative medicine may also find this laboratory experience of use to their training.

E.J. Zita (physics) studies the structure and dynamics of magnetic stars. Like plasmas (ionized gases) in fusion energy research labs, stars can create and respond to electromagnetic fields. Zita's theoretical model explains how twisting magnetic fields can cause sound waves in stars, which are well understood in the Sun but a puzzle in hotter stars. Students' calculations generate predictions and diagrams based on her model (using software such as Excel or Mathematica). Students' observations can help test and refine the model (using telescopes on campus and in Eastern Washington or observing remotely via the Internet).

Rob Knapp studies thermal and electric energy flows in buildings, as a contribution to ecologically conscious design of homes and workplaces. A National Science Foundation grant has provided instrumentation to measure heat loss, air flows, solar gains and related aspects of conventional and alternative buildings by which to compare different approaches to energy conservation and renewable resource use. Students with backgrounds in physics, electronics or computer modeling can help with these explorations.

**Credit will be awarded in lab biology\* and chemistry,\* health sciences\*, teaching and environmental sciences,\* physics\* and astronomy lab biology.\***

**Total: 4-16 credits each quarter.**

**This program is preparatory for careers and future study in lab chemistry and biology, health and teaching.**

## Whole and Holy: Alternative Herstories of Healing

Fall, Winter, Spring/Coordinated Study

Faculty: Janet Ott, Sarah Williams

Enrollment: 25

Prerequisites: Sophomore standing or above.

Faculty Signature: Yes. Faculty will assess student's writing skill and degree of interest in the program. To apply, students must submit a writing sample to Janet Ott, Lab I, (360) 866-6000, ext. 6019 or Sarah Williams, SE 3127, (360) 866-6000, ext. 6561 before or at the Academic Fair, May 12, 1999. Faculty will conduct phone or in-person interviews.

Students will be notified of acceptance prior to fall registration, May 17, 1999.

Special Expenses: \$50 for materials

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: None

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

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

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

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

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

Total: 16 credits each quarter.

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

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

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

# Social Science

Laurence Geri, Planning Unit Coordinator

## AFFILIATED FACULTY:

Don Bantz  
Peter G. Bohmer  
Priscilla V. Bowerman  
Bill Bruner  
Stephanie Coontz  
Elizabeth Diffendal  
Carolyn E. Dobbs  
Peter Dorman  
John Robert Filmer  
Theresa L. Ford  
George Freeman, Jr.  
Laurence R. Geri  
Angela Gilliam  
José Gómez  
Jeanne E. Hahn  
Peta M. Henderson  
Taylor E. Hubbard  
Heesoon Jun  
Janice Kido  
Lowell Kuehn  
Gerald Lassen  
Daniel B. Leahy  
Russell M. Lidman  
Carrie Margolin  
Earle W. McNeil  
Lawrence J. Mosqueda  
Raul Nakasone (Suarez)  
Alan Nasser  
Dean Olson  
Toska Olson  
Mark Papworth  
Alan R. Parker  
Yvonne Peterson  
Zahid Shariff  
Niels Skov  
Linda Moon Stumpff  
Masao Sugiyama  
Paul Tamburro  
Michael Vavrus  
Sherry L. Walton  
Gregory Weeks  
Sonja Wiedenhaupt

SOCIAL SCIENCE

Social Theory, Social Change and Public Policy integrates anthropology, economics, history, law, public policy, labor studies, management, political science, philosophy, sociology, health sciences and psychology as a set of tools for understanding society and the individual's role in society.

The area has a diverse range of faculty who look at ways societies are organized and governed and the ramifications for class, race and gender in global, national and local contexts. Through our various academic offerings, we explore the evolution of historical and contemporary problems: how they are understood, how and why certain decisions are made and what difference various solutions make for the quality of societal and individual existence. We also examine strategies for social change in historical, present and alternative future time frames.

Depending on which programs are undertaken in this area, students can learn about management skills, including values and ethics and the public interest; social, psychological and biological forces that affect human health and behavior; and policy formulation and implementation.

Since all major social problems are deeply grounded in cultural, philosophical, social economic and political theories, history and practice, the understanding and integration of these areas will prepare students for solving contemporary problems and anticipating new and changing realities.

This area also works collaboratively with the faculty assigned to the Master in Teaching program and Graduate Program in Public Administration to develop the curriculum in the social sciences.

## Alternatives and Resistance to Neoliberalism

Spring/Group Contract

Faculty: Peter Bohmer

Enrollment: 25

Prerequisites: Junior or senior standing.

Students must have some background in political economy and social change, introductory micro and macroeconomics, Marxism and international political economy.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

As we prepare to enter the 21st century, the dominant ideology is that there are no alternatives to capitalism and that the only path for countries to take is one that worships the "free market," and that is totally open to the products and investment of multinational corporations. In this one-quarter group contract, we will research social movements in a variety of countries that are actively resisting this neoliberal model and the related structural adjustment policies of the International Monetary Fund and World Bank; and that are in theory and practice putting forward alternative visions and models for meeting human needs.

We will examine the concept of economic development as well as differing contemporary theories of development. We will study noncapitalist alternatives in the context of the global capitalist system. The bulk of this program will be researching relevant case studies. The particular ones selected will be based on the interests of the students and faculty. Possibilities include but are not limited to Cuba, the United States, Mexico, Vietnam, South Africa, Nicaragua and Guatemala. Students will form groups to research, write up and present to the class the particular country and social movement they have chosen.

Credit awarded in comparative economic systems\*, Latin American studies\* and international political economy\*.

Total: 16 credits.

Program is preparatory for careers and future studies in economics, third world studies and international solidarity work.

## Black and Green 2000: The Struggle for Community and Equality in the United States

Spring/Coordinated Study

Faculty: Angela Gilliam, Patrick Hill

Enrollment: 50

Prerequisites: Junior standing; two years of college humanities and social sciences.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: No

Most of us are aware that the official story of our nation's past, as told in the school history texts, is just one version of what happened, a socially constructed version designed to serve certain purposes. We may also have become aware that this version is too narrow or exclusive to serve the democratic aspirations of our increasingly multicultural democracy.

This program, drawing upon the experience of the instructors, will focus in its readings and lectures on the "hidden histories" of two peoples in the United States: the African American and the Irish American. In terms of time periods, the foci will be (1) the "founding" or colonial era; (2) the afterbirth of the nation, with attention to such topics as post-famine migration from Ireland, minstrelsy, the Civil War and Reconstruction; and (3) the postwar era in which the American "community" is consolidated in the face of civil-rights struggles, the labor movement and the emergence of North-South conflict. Special attention will be given in a quarter-ending conference to the often strained relations between peoples like Irish Americans and African Americans whose shared experience of catastrophe might have yielded (and may yet yield) a more cooperative struggle.

Student work will build on the work of students in previous offerings of the program and will be shelved in the Library as contributions to the new multicultural narrative vital to the future of the nation. Students will be required (1) to do extensive research into some aspect of hidden histories, (2) to enter into collaborative dialogue with differently focused students in the program, (3) to present one's own research and respond to the research of others in end-of-the-program public conferences, and (4) to assist us all in framing the inclusion of those histories in an ultimately comprehensive multicultural narrative that enables us to live together with respect for and appreciation of our differences.

Credit awarded in American history, political economy, cultural studies, philosophy of history, African American studies and Irish American studies.

Total: 16 credits.

Program is preparatory for careers and future studies in American history, educational and governmental administration, teaching and ethnic, cultural and gender studies.

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

## Cultural Crossings: Labor and Migration in the Americas

Fall, Winter/Coordinated Study

Faculty: Tom Womeldorf, José Gómez,

Peta Henderson, Alice Nelson

Enrollment: 100

Prerequisites: Sophomore standing. Core program or equivalent.

Faculty Signature: No

Special Expenses: Up to \$200 for retreat and field trip to Eastern Washington.

Part-time Options: No

Internship Possibilities: No

Travel Component: Possible retreat, field trip.

Over the last 150 years, the Americas have become increasingly intertwined economically, politically and culturally. This program will study historical and contemporary experiences of Mexicans and Puerto Ricans, in their countries of origin and in the United States. We will explore how uneven colonial, class, ethnic and gender relationships within and between countries played themselves out in a series of displacements. These have ranged from the more literal pushes and pulls of migration patterns and labor relations to the more metaphorical transformations of cultural forms and group identities over time.

In the fall, we will focus on the interconnectedness of economics, politics and culture in Mexico and Puerto Rico, in the context of phenomena as diverse as: 1) economic "development" models; 2) political and cultural resistance movements; and 3) migrations to and from the United States.

In the winter, we will migrate into the United States, where Mexican Americans and mainland-born Puerto Ricans, as well as recent migrants, have created vibrant synthesizing forms of political, economic and cultural action and protest. Topics may include: 1) the history of U.S. immigration; 2) the farmworkers' movement and recent labor struggles; and 3) the emergence of distinctive Chicano and Puerto Rican literary and theatrical forms.

Students will learn to interpret literary and visual texts in social contexts and to use political, economic and legal models to address social questions. Each student will also conduct a two-quarter research project that will hone skills in prospectus and report writing, library and community-based research and oral presentation.

This is an integral two-quarter sequence; no new students will be admitted in the winter.

Credit will be awarded in Latin American and Latino history and literature, political economy, economics of migration and labor, cultural anthropology and legal studies.

Total: 16 credits each quarter.

This program is preparatory for careers and future study in Latin American and Latino Studies, international political economy and economics, literature, cultural anthropology and international relations.

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

## If You Weren't Listening . . . . Say, "Yes, Go On"

Fall, Winter, Spring/Group Contract

Faculty: George Freeman, Jr.

Enrollment: 25

Prerequisites: senior standing preferred, general psychology, introduction to psychology, some research methods and statistics and course work in human biology or physiology and anatomy.

Faculty Signature: Yes. Student must complete a reading and writing assignment and submit it to the faculty, Lab I during spring quarter. Contact George Freeman for the assignment. Faculty will interview with students and notify them of acceptance into the program by the end of spring quarter.

Special Expenses: Travel to internship site; retreat expenses; \$15 per quarter fee for the on-campus, 4-H Challenge and experiential learning component of the program.

Part-Time Options: No

Internship Possibilities: Yes, 20 hours per week required in winter and spring quarters.

Travel Component: Individual travel to internship site.

This program will explore some of the myths and realities of psychology, concepts of mental health, the mental health system and psychological counseling. The title of this program was taken from a cartoon Nonsequitor by Wiley. It shows an analyst sitting behind a client on a couch. Taped to the back of the couch is a set of instructions the client cannot see. Our program title is the first set of instructions. If you take this program, you'll learn what the other set just happens to be.

There will be a strong emphasis on our personal values and attitudes toward people who have traditionally been marginalized within American culture: women, people of color, lesbian, bisexual and gay people, people with disabilities, individuals with lower socioeconomic status and religious groups. Too often, our life stories are seen as adjuncts to the central themes of psychology and psychotherapy as the object of study. An examination of the constructs and structures within the discipline of psychology, the mental health field and psychological counseling is necessary to explode the current perspective used to embark on a study of this field and to create a new psychology. Within the context of this exploration, the areas of abnormal psychology; personality theory; individual, dyadic and family and group dynamics; community psychology and the mental health system in the United States; and ethics will be considered. Collaborative learning, lectures, workshops, speakers, seminar, films, research and communication skill lab will be the format used for increasing our understanding of this material. We will use challenge and experiential learning as an integral component of the program to expand our understanding of the "self" along with autobiography.

Program participants will study basic counseling theory and techniques for both individual and group counseling, gain an historical perspective of psychology, obtain experience that may be applied toward a future job placement or graduate study and examine the dynamics of oppression and discrimination in shaping human behavior.

Internships of 20 hours per week are required during winter and spring quarters. Supervision will be provided by professionals at the setting. Program participants and the instructor, using a group format, will utilize our personal experiences and expertise for further supervision. Both the program participants and the instructor will determine the most appropriate internship based on the program participant's needs and available resources.

This program is not for the faint of heart, those not willing to explore their own identities and values, people who want to save the world, students who understand their education as commodities or any others whose hearts are in the right place but are unwilling to reveal their own drives and desires.

Credit will be awarded in counseling theory and technique\*, abnormal psychology\*, personality theory\*, family and group therapy\*, gender issues\*, lesbian/bisexual and gay studies\*, ethnic studies\*, cross cultural counseling\*, history of psychology\*, counseling practicum\* and counseling internship\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in counseling and clinical psychology, cross cultural studies, ethnic studies, lesbian/bisexual and gay studies, gender studies.

## Interrogations: Whiteness, Maleness and the Morality of Wealth

Fall/Coordinated Study

Faculty: Angela Gilliam, Ratna Roy

Enrollment: 50

Prerequisites: Junior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program will examine a body of Third World theory and First World thought that interrogates Western concepts and social relations of Capitalism. It will use the lens of the dominated to describe society and social relations, exploring globalization of the economy and the reinvestment in patriarchy; internationalization of American paradigms about race; the growing struggles between nationalisms and ethnic renewal; international sex trade as a problem of migration, human rights and the struggle for meaningful work; and other themes. The readings will include subaltern studies from South Asia and critical race theory by theorists such as Richard Delgado, Mari Matsuda, Patricia Williams and Kimberle Crenshaw. The program will also examine the languages of political theater, dance and film as the voice of the subalterns.

Credit awarded in anthropology, cultural studies, development theory and gender theory.

Total: 16 credits.

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

This program is also listed under Expressive Arts.

## Modern American Capitalism

Fall, Winter/Coordinated Study  
Faculty: Pris Bowerman, Jerry Lassen  
Enrollment: 50

Prerequisite: Sophomore standing; successful completion of a Core program or one year of college.

Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

This program will provide an historical and theoretical context for understanding the shape of the modern U.S. economy. In fall quarter we will trace the development of the economy from reconstruction to the Depression. Principles of microeconomics will be included as part of the program.

In the winter, the program will discuss the development of the modern economy from the Depression to the present. Emphasis will be placed on marking the significance of political and social influences on that development. Additionally, there will be a focus on the macroeconomics principles that shape the policies utilized to reduce economic instability. Accordingly, principles of macroeconomics will be included as part of the winter offering.

Credit will be awarded in microeconomics, macroeconomics, American economic history, economic thought and political economy.

Total: 16 credits each quarter.

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

## On Interpretation: Foundation Work in the Humanities and Interpretive Social Sciences

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

Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Travel Component: None

What does it mean to understand a poem, or a picture, or what happened a hundred years ago, or why someone keeps acting in a stupid way? Is it just a matter of opinion or somebody else's guess? Do some people really see and know a lot more than others about such things? This program involves ongoing practice in trying to answer questions like these better, as well as careful exploration of theories about what, if anything, can be known about the meaning of others' actions.

This program prepares students for sophisticated work in the humanities and interpretive social sciences (fields like anthropology, sociology, history and some types of psychology). Such disciplines attempt to understand human acts — from slips of the tongue to religious rituals, sonnets to political choices, cartoons to painted church ceilings. They all involve the same fundamental intellectual process — interpreting situations that have multiple sources of meaning, including the intentions of the actor, what some audiences make of those actions and other contexts as well. We will pay close attention to the methods and tools of various disciplines, to ideas about the functions and values of art and to analyzing and critiquing philosophical arguments about what is involved in claiming to understand someone else's actions.

Credit awarded in literature, art history, philosophy, history, psychology, anthropology, media and social science.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, social sciences and careers involving interpretation, like law and counseling.

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

## Perspectives from the Quarterdeck

Fall, Winter, Spring/Group Contract  
Faculty: John Filmer  
Enrollment: 6

Prerequisites: Junior or senior standing  
Faculty Signature: Yes, with faculty interview. Students will be notified by mail or fax.  
Special Expenses: During spring quarter, students will go on a two-week sailing field trip, approximately \$300 per student.  
Part-Time Options: No  
Internship Possibilities: Yes, winter and spring  
Travel Component: Two-week sailing trip.

While afloat and aboard, rain or shine, we will examine some of Puget Sound's most interesting waterfront communities, their history, economy, politics and demography, tailoring our studies to the interests of you, the crew of the *Resolute*, Evergreen's 44-foot yawl. While exploring Puget Sound, we will often conduct classes on the deck of one of the last of the Annapolis 44s. Crew members will learn power cruise and sail seamanship, how to get along with crewmates, rules of the road, about tides and currents, weather, boating safety and regulations, the use of the compass and nautical chart and various sailor's arts. All decisions on board will be made by the skipper and strict rules of discipline will be followed. In addition to specific assigned duties, crew members are expected to help with vessel maintenance. This may involve several hours a month of hard work.

Each crew member will develop his or her own research proposal (in coordination with the faculty and other crew members) for community study and possible community activities, focusing on the way things are now in the context of the past, and particularly from the perspective of the Water Link, the Puget Sound. Class activities will include field trips to organizations and shore-side installations to observe and learn how Puget Sound inhabitants participate in the regional and global economy. These trips may require appropriate apparel and other digressions and deferrals commensurate with and respectful for the environs and individuals visited. Students may develop part-time internships during the winter and spring quarters as they become more focused on a specific activity. Students should plan on at least one very long day per week on board the vessel.

Applicants must pass a swim test and the requirements and judgment of the skipper for building a balanced crew. Applicants will be interviewed by John Filmer and should be willing to contract full time for the entire academic year. Admittance will be based solely on the determination of the skipper.

Credit awarded in sociology, history, economics, business, political science and navigation.

Total: 16 credits.

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

Program is also listed under Culture, Text and Language.

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

## Philosophy of Religion

Spring/Group Contract

Faculty: Alan Nasser, Pris Bowerman

Enrollment: 50

Prerequisites: Junior standing.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program will pursue questions about religious belief that can be answered with the use of unaided (by faith) human reason. This is not an inspirational offering, nor does it support any particular position on religious belief. It focuses exclusively on Western philosophy and religion.

There will be four principal foci:

- We will examine some of the classical arguments of natural theology, i.e., some of the best known proofs and disproofs of God's existence.

- We will study the philosophy of religion of some of the followers of the distinguished 20th century philosopher Ludwig Wittgenstein.

- We will examine the moral and religious philosophy of Simone Weil. Both Wittgenstein and Weil offer profound reflections on the place of religion in human life, which are quite at odds with the mainstream tradition in Western philosophy.

- In contemporary American culture, religion plays an important role in political discourse. The theological fundamentalism of the "religious right" is a significant force in discussions of social, political and economic issues in this country. In other parts of the world "liberation theology," a left/progressive religious orientation, is alive and well.

We will study both left and right political uses of religious beliefs and practices.

This academic and predominately analytic program emphasizes the careful and detailed study of demanding texts. This program is geared to juniors and seniors only.

**Credit awarded in philosophy of religion, Wittgenstein on religion and sociology of religion.**

**Total: 16 credits.**

**Program is preparatory for careers and future studies in philosophy, theology and social philosophy.**

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

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

## Political Economy and Social Movements: Race, Class and Gender

Fall, Winter/Coordinated Study

Faculty: Dan Leahy, Peter Bohmer, Toska Olson

Enrollment: 75

Prerequisites: Sophomore standing and above

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: Yes

Travel Component: None

Political Economy and Social Movements is a two-quarter program for students with sophomore-level standing and above. We will examine the historical construction of the U.S. political economy, the role social movements have played in its development and future possibilities for social justice.

Our goal is to gain a clear understanding of how the U.S. economy has been organized and reorganized over time, how it has been controlled and who has benefited from it, the nature of racism and sexism and how social movements, particularly those based on race, class and gender, have resisted and shaped its direction. We will also examine the current and future direction of the U.S. economy and society and how various social movements are responding to the changing global order, nationally and globally.

Fall quarter's work will focus primarily on the historical development of the U.S. and on learning and critiquing various ideologies and frameworks such as liberalism, various feminist theories, Marxism and neoclassical economics. Current economic restructuring efforts and the reorganization of the social welfare state will be examined. Key issues and topics — such as the growing inequality of income and wealth; the changing nature of technology, work and unions; poverty, public education, youth, immigration and prisons — will be studied historically and as we prepare to enter the 21st century. For each of these topics the role of race, class and gender will be examined, as will short-run and longer-run solutions to related social problems.

Winter quarter's work will center on the interrelationship between the U.S. economy and the changing global system. We will study the causes and consequences of the growing globalization of capital; the role of international organizations such as the World Bank, the IMF and the World Trade Organization; the meaning of various trade agreements and regional organizations such as NAFTA, APEC and the European Union; and the response of social movements and civil society who oppose this emerging global order. We will pay particular attention to the human consequences of this new order, as well as resistance to it in some case studies in the South, such as Mexico and South Africa. We will look at alternative ways of organizing society for the United States and beyond.

Films will be shown throughout the program, and there will be a substantial amount of reading in a variety of genres. There will be workshops in economics, writing and organizing for social change. During fall quarter, students will write a series of short, primarily analytical papers. During winter quarter, students will complete a research project or participate in a social change group or do relevant community service. Students taking this program should have an interest in the social sciences, in theory of social movements and/or principles of organizing.

**Credit awarded in political economy, U.S. history, economics, sociology of social movements, international political economy, global studies, sociology of racism and women's studies.**

**Total: 16 credits each quarter.**

**Program is preparatory for careers and future studies in teaching, labor and community organizing, public service and economic and social movement theory.**

## Property

Spring/Group Contract

Faculty: Jerry Lassen, Mark Levensky

Enrollment: 50

Prerequisites: Sophomore standing; college-level reading and interpretive skills and one year of college.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

Property will explore the origins and present nature of property in private and public contexts. The program will include an examination of the relationship of property to personal identity, justice and power. Other topics that might be explored include property rights, intellectual property, entitlements, ownership of one's body, money, living without property and the role of government in legitimizing the acquisition and distribution of property. Students will be encouraged to lead the way. Forms for program work will include lectures, large and small book seminars, small group projects, oral presentations and writing, in class and out. The small-group projects will concern local property disputes. The oral presentations and writing will be largely self-directed.

Credit awarded in theories of property and community studies.

Total: 16 credits.

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

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

## Science of Mind

Fall, Winter, Spring/Coordinated Study

Faculty: David Paulsen, Linda Kahan, TBA

Enrollment: 75

Prerequisites: Junior or senior standing or science background

Faculty Signature: No

Special Expenses: No

Part-time Options: With faculty signature.

Internship Possibilities: No

Travel Component: None

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is its structure? What is the relationship of mind and brain? Does the brain work like a computer; if so, what kind of computer? How do culture and biology affect the development of the mind? To what extent is the mind rational?

A "cognitive revolution" has transformed the study of these questions. Science of Mind will explore the nature of this revolution. It will consider theories from past and contemporary cognitive psychology and neurobiology, issues in philosophy of science and mind, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of perception, attention, memory reasoning, and language as well as current developments in the study of neural nets. The program will cover basic cellular neurobiology, application of neural network models, theory and practice of experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological research applications, use of the computer for data analysis and computer simulation mental activity.

Fall and winter quarters: considerable work in statistics and research design, as well as a survey of research in cognitive psychology, neurobiology and related philosophical fields.

Spring quarter: an extensive research project in experimental cognitive psychology, neurobiology, computer modeling or library research and reading in these areas or the philosophy of mind.

Credit will be awarded in cognitive science\*, cognitive psychology\*, research methods in psychology\*, neurobiology with laboratory\*, descriptive and inferential statistics\* (upper-division credits not awarded for fall quarter statistics, 3 credits), data analysis using the Statistical Package for the Social Sciences\* and a research project\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future study in psychology, medicine, biology, computer science and philosophy.

This program is also listed under Scientific Inquiry.

## Self and Community

Fall, Winter/Coordinated Study

Faculty: Alan Nasser, Sonja Wiedenhaupt

Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

A defining characteristic of our culture — i.e., of contemporary U.S. culture — is a firm belief in the dignity of the individual and the value of personal or individual liberty. This stance carries with it a correlative conception of society as something that at least potentially threatens to smother or constrain personal freedom. Indeed, this way we think of society is largely a function of our culture's more fundamental commitment to the dignity and liberty of the individual. But what is the individual self and what exactly is its relation to the society — community? — in which it lives? Are self and society mutual antagonists?

In this program we will pursue both psychological and philosophical investigations into the way our culture conceives of the individual, society and the relationship between the two. We shall examine types of personality theory, with special emphasis on the contrast between trait vs. narrative approaches to personality. A key question we will address in this context is: Is personality something that carries over across social situations or is personality situationally constituted? When we seek to explain behavior, what roles do individual differences among persons, as opposed to social, historical and cultural context, play in these explanations? These issues in turn raise crucial psychological and philosophical questions about the very idea of studying the self. What methods do psychologists use in the study of the self, and how do they evaluate their own methods?

We shall also examine some key controversies surrounding the practice of psychotherapy. What exactly is a "mental illness?" How has it come to pass that the number of legitimate and certified categories of mental illness has exploded in the past decade or two? The vast proliferation of "mental disorders" has coincided with a pervasive cultural preoccupation with the risks and dangers that are supposed to plague everyday life. Is this merely coincidental or are deeper historical and cultural currents at work? Everything we study in this program will be considered in historical and cultural context. That is, we shall inquire into the social, historical and cultural circumstances that make the questions we ask in this program possible.

Credit awarded in social psychology, sociology and philosophy

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in psychology, social work, sociology and philosophy.

## Social Work Practice

Fall, Winter/Group Contract

Faculty: Justino Balderrama

Enrollment: 25

Prerequisites: Core program or sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This is a two-quarter, upper-division group contract to explore social work as both a social movement and a helping profession.

During fall quarter, our focus is on the philosophical and historical evolution of social work from a social movement to a contemporary professional community practice.

During winter quarter, we explore two fundamental professional skills used by social work practitioners: social work research methods and social work counseling methods. Both skills are examined from a generalist, multicultural, interdisciplinary perspective.

Credit awarded in history of social work\*, social work research methods\*, social work counseling methods\*, social work community practice\* and human behavior in the social environment\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social work and human services, cultural studies, social psychology, community studies, public policy, social science and sociology.

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

## Strategic Business Policies for the 21st Century

Fall, Winter, Spring/Coordinated Study

Faculty: Dean Olson, TBA

Enrollment: 50

Prerequisites: Junior or senior standing.

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Travel Component: None

This program is shaped by the belief that liberal arts graduates bring a special talent to the study and practice of business management. They are "big picture" thinkers, skilled at framing the larger issues that often drive strategic thinking in public and private organizations. Evergreen graduates, in particular, learn collaborative processes that enable them to span and build on differences between theory and application, ethnicity, gender and discipline. Liberal arts graduates become strong critical thinkers and active listeners. They communicate ideas clearly and reason about ethical principles and moral outcomes. They know enough about finance, marketing, organizational behavior and other disciplines to know how to get specialized expertise when needed, but will not devote the bulk of their education to one area. Their talent is putting elements together into a comprehensive strategic plan that will be competitively successful and ethically consistent with their sense of what is right, just and fair.

This program aims to make meaningful progress toward these learning objectives: (1) writing clear and well-structured essays and reports; (2) listening actively and reading effectively; (3) expressing ideas clearly and supporting argumentation; (4) developing strategic planning skills; (5) refining small-group interaction skills; (6) defining ethical parameters for business policy-makers.

Spring work will emerge from computer models: student groups will simulate strategic planning and implementation in a competitive industry with operations in several countries. Workshops will focus on reading financial statements and budgets, understanding economic data, interpreting organizational behavior patterns and effective writing.

The program seeks to identify the social, political, economic and environmental issues shaping business policy as we enter the 21st century. Week activities include two seminars, a lecture and discussion period and two workshops. Weekly seminar papers and periodic workshop submittals are required. A research paper is required each quarter (individual submittals in fall; group submittals in winter). Conferences with faculty are expected.

Credit awarded in financial management\*, international business\*, organizational behavior\*, strategic planning\*, business and society\* and business policy\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in business management and nonprofit organizations.

## Turning Eastward: Explorations in East/West Psychology

Fall, Winter/Group Contract

Faculty: Ryo Imamura

Enrollment: 25

Prerequisites: Sophomore standing.

Faculty Signature: Yes. Interest in the subject and general writing ability. Student portfolios, including an essay questionnaire, will be accepted from one week prior to the Academic Fair, May 12 until class is filled.

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Travel Component: None

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

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

This program will take a critical look at the basic assumptions and tenets of the major currents in Western psychology, the concept of mental illness and the distinctions drawn between normal and abnormal thought and behavior. We will then investigate the Eastern study of mind that has developed within spiritual traditions, taking 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 intellectual categories. Lastly, we will address the encounter between Eastern and Western psychology as having ramifications for the human sciences in the future, potentially leading to new perspectives on human experience and concerns.

Credit will be awarded in personality theory, abnormal psychology, Buddhist thought and practice, Taoism, communication skills and social psychology.

Total: 16 credits each quarter.

Program is preparatory for careers and future study in psychology, counseling, social work and religious studies.

Program is also listed under Culture, Text and Language.



# Native American and World Indigenous Peoples Studies

## AFFILIATED FACULTY:

Carol Minugh  
Alan Parker  
Paul Tamburro

Native American and World Indigenous Peoples Studies (NAWIPS) offers a variety of opportunities for academic work. The area programs focus on the indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers these educational opportunities through on-campus programs, a reservation-based program and the Longhouse Education and Cultural Center.

On campus, yearly coordinated-study NAWIPS programs require that students begin their studies by understanding the basic principles and concepts of the treaty relationship between the Tribal Nations and the U.S. government. Participants will examine political, social, economic and cultural issues related to indigenous history, exploring a continuum that begins in pre-Columbian times and examines the effects of colonialism and the movements of the contemporary era.

Off campus, the reservation-based program emphasizes community building within Native American communities where the classes are held. The yearlong coordinated study program offers participants opportunity to be effective inside or outside their reservation. Material is taught using the tribal perspective and issues related to tribal communities are often the topics of discussion.

The two programs join together four times each quarter in the Longhouse for a combined educational experience.

The Longhouse Education and Cultural Center represents a living, contemporary cultural link to the Indigenous Nations of the Pacific Northwest. The purpose and philosophy of the Longhouse Center is based in service and hospitality to students, the college, indigenous communities and the community at large. The primary function of the facility is to provide classroom space on campus, house the NAWIPS program, serve as a center for multicultural and crosscultural interaction and host conferences, cultural ceremonies, performances, exhibits and community gatherings.

## The Quickening of the Nations: Indigenous People Yesterday, Today and Tomorrow

Fall, Winter, Spring/Coordinated Study  
Faculty: Alan Parker, Carol Minugh, TBA  
Enrollment: 75

Prerequisites: Sophomore standing; Native American studies or equivalent.

Faculty Signature: Yes. Students must submit a short essay describing their background knowledge and degree of interest to Alan Parker, Lab I, or Carol Minugh, Lab I. Faculty will conduct an interview to determine eligibility.

Special Expenses: \$100 for overnight field trips.

Part-Time Options: Yes, with faculty signature.

Internship Possibilities: Yes

Travel Component: Overnight field trips.

Recent scholarship has documented that indigenous peoples across the globe share a common world view that is based on the belief that all people share a custodial responsibility to the earth as an entity and to our natural environment as its manifestation. The United Nations has acknowledged that approximately 6,000 indigenous peoples continue to exist in distinct communities occupying their ancestral lands and maintaining their native language and culture. Most of these communities, including American Indian Tribal Nations, also share a common heritage of oppression resulting from the impacts of European colonialism and the colonialist policies of the governments that succeeded European colonial powers. In the face of this history of oppression and its contemporary manifestations, many indigenous peoples are experiencing a "quickenning," a period of unprecedented revitalization. This awakening is seen in the cultural, political, social and economic arenas and appears to rest on spiritual and psychological foundations that often defy definition in Western terms.

In this program, students will identify most of the indigenous peoples of the world, where they live and why they are situated there, how they maintain community and what makes them distinct peoples. We will examine the physical, social and political realities that confront indigenous peoples as they attempt to fulfill their destiny. Over the academic year, we will identify the artistic, literary and spiritual traditions that inspire indigenous artists, writers and philosophers. Finally, from a holistic perspective and as contemporary scholars, we will analyze the relationships between indigenous peoples and the larger societies within which they exist.

Particular emphasis will be given to identifying the cultural, political, social and economic contributions of indigenous peoples, often unknown, overlooked and unacknowledged by these larger societies. As we identify the roles that indigenous peoples now play within the local, regional and global society, we will examine how these roles can make a contribution in the future to effectively address the more pressing issues facing us all as members of and participants in the larger society. Conservation of natural species such as salmon and other fisheries, an ethic of environmental management, achieving balance between positive life values and economic growth and production, respect for elders, for children and for ourselves — these issues challenge all of us who attempt to live thoughtful and aware lives. In our analysis of indigenous peoples yesterday, today and tomorrow, we shall look for evidence of how their experiences provide important lessons for all of us now and in the future.

**Credit awarded in astrology of the ancients, history of indigenous people, land and water issues, culture and environment and politics of indigenous people.**

**Total: 12 or 16 credits each quarter.**

**Program is preparatory for careers and future studies in international affairs, politics, tribal government and social services.**

## Tribal: Reservation-Based/Community-Determined

Fall, Winter, Spring/Coordinated Study

Faculty: Paul Tamburro, TBA

Enrollment: 50

Prerequisites: Consult coordinator.

Faculty Signature: Yes

Special Expenses: Expenses related to at least four visits to the Olympia campus each quarter. Travel to other reservation sites may also be included.

Part-Time Options: No

Internship Possibilities: No

Travel Component: Four campus visits to the main campus each quarter.

This community-determined program seeks tribal members and other students who work or live on a reservation.

The program emphasizes community-building within the Native American communities in which classes are held. Students and tribal officials design the curriculum by asking what an educated member of an Indian nation needs to know to contribute to the community. The interdisciplinary approach allows students to participate in seminars while also studying in their individual academic interest areas.

Curriculum development for the academic year begins with community involvement the previous spring. Students and tribal representatives identify educational goals and curriculum topics. A primary goal of this process is the development of students' ability to be effective inside and outside the Native community. Using suggestions received, the faculty develop an interdisciplinary curriculum and texts, methods and resources to assist the learning process. Students make the learning appropriate to them in their community.

Within the framework of the identified curriculum is the premise that an "educated person" needs to have skills in research, analysis and communication. Material is taught using a tribal perspective and issues related to tribal communities are often the topics of discussion. Scholarship and critical thinking skills are assessed as part of student evaluations.

This program is primarily designed for upper-division students seeking a liberal arts degree. Program themes change yearly on a rotating basis. The theme for 1999-2000 is U.S. Government/Tribal Government Relationships. Natural resources is integrated into the program each year.

For program information, contact Paul Tamburro, program director, The Evergreen State College, Lab I, Olympia, WA 98505, (360) 866-6000, ext. 6020.

**Credit distribution relates to specific curricular foci and topics adopted in the program.**

**Total: 12 or 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.**

**Program is preparatory for careers and future studies in human services, tribal government and management, natural resources, community development, Native American studies and cultural studies.**

# Tacoma Campus

Director: Dr. W. J. Hardiman

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

## Features and Benefits

- Situated in an urban inner-city environment
- Faculty and student diversity
- Flexible class schedule
- Day and evening classes
- Interdisciplinary studies with linked classes
- A curriculum that integrates students' life experiences and goals
- An emphasis on diverse cultural perspectives and experiences
- Opportunities to engage in dialogues across and beyond differences
- Personalized academic support and evaluation processes
- Upper-division studies leading to a Bachelor of Arts degree
- Twenty-five-year record of student success
- A tradition of employer satisfaction with graduates
- High graduate school placement rate

## Who Should Apply

Working adult learners from Western Washington who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge base and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma campus, call (253) 593-5915 or, through the Olympia campus, (360) 866-6000, ext. 6004.

## Transitional Studies: Historical, Theoretical and Pragmatic Perspectives

Fall, Winter, Spring/Coordinated Study  
Faculty: Willie Parson, Artee Young, Duke Kuehn, Richard Brian, TBA, TBA  
Enrollment: 175

Prerequisites: Junior standing  
Faculty Signature: Yes. Interview with faculty. Students will be notified by the Admissions Office.

Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: Yes  
Travel Component: None

The goal of this yearlong interdisciplinary program is to conduct research, do in-depth textual analysis and draw conclusions about individuals, institutions and communities in transition. This program is designed to respond to the changing needs of communities, work environments and society and to assist individuals, families and organizations in transition.

Fall quarter will focus on the historical, crosscultural and contemporary theories and practices regarding personal, systemic, societal and geocultural transitions. Winter quarter will focus on exploring specific issues such as children's rights, educational rights, employment rights, community stewardship, values and ethics that accrue to transitional stages in our life cycle. This development and exploration will occur through courses in law, public policy, culture, multimedia, science, statistics, writing and the arts. Spring quarter will emphasize applying the conceptual and theoretical foundations gained in previous quarters to specific, pragmatic, transitional phenomena.

By the end of the program, students will be capable of conducting advanced bibliographic and electronic research. Students will also be able to demonstrate their acquired and developed aptitudes, knowledge and skills through spring quarter collaborative projects.

The program format will consist of large-group lectures and dialogues, small-group book seminars, workshops and collaborative projects. Data collection, analysis and oral, written and multimedia presentations will occur each quarter. Students will also develop and refine skills in the areas of autobiographical and biographical reflection, collaboration and coalition building.

Credit awarded in cultural studies\*, media literacy\*, social science\*, research\*, public health\*, law and public policy\*, human biology\*, library research methods\* and computer studies\*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in community development, cultural advocacy, organizational leadership, law and public policy, education, social and human services administration, public health, media and other creative arts.

"Enter to learn, depart to serve."

# Graduate Study at Evergreen

## Master in Teaching (MIT)

Director: Michael Vavrus

Admissions Officer: Susan Hirst

Field Services Officer: Lyndel Clark

### Graduate Teacher Education

The Master in Teaching Program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MIT degree and initial teacher certification in Washington state. The program is fully accredited by the state Board of Education.

The MIT Program reflects the Evergreen coordinated studies model; the curriculum is organized around integrated themes. An interdisciplinary team of faculty and a cohort of a maximum of 60 full-time students form a community of learners to investigate curricular themes.

The MIT Program is centered around the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values.

The program interrelates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, nearly 70 percent of MIT student time is allocated to direct involvement in K-12 schools.

Year one of each MIT cycle begins according to the Evergreen schedule in late September. Year two begins in late August in accordance with the public school calendar.

### Teaching Endorsements

An endorsement identifies the subject matter and grade level an individual may teach in Washington's schools. Before beginning the MIT program, students should have their endorsement course work completed or nearly completed (within 12 quarter hours).

4-12: Subject-area endorsement for teaching grades four through 12 within a departmentalized classroom. MIT applicants must have a major endorsement and are encouraged to add a minor endorsement as well.

K-8: "Kindergarten through grade eight endorsement shall be granted in the subject area of elementary education which shall include all subject areas taught in such grades." (Washington Administrative Code.) MIT applicants must fulfill either (a) one major subject-area endorsement (see "4-12" above) or (b) two minor endorsements.

Some major and minor subject-area endorsements are available through the Evergreen undergraduate curriculum; eligibility for others can be reviewed by a qualified Evergreen faculty member on the basis of a transcript from another institution.

For complete information on endorsements, please consult the current Master in Teaching Catalog.

### Application Review Process

Prospective students are urged to plan ahead and complete their applications as early as possible to ensure consideration. The program begins accepting applications in September and the first admissions decisions are based on a review of all applications completed and received by January 15.

Admission is competitive and the 60 available slots are offered to the most qualified candidates.

If the available slots are not full after reviewing all applications received by January 15, the program will continue to consider applications as they are received.

**For complete information on admissions requirements and procedures, please consult the current Master in Teaching Catalog.**

The Evergreen Master in Teaching Catalog is available from the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

### Prerequisites for MIT Admission

- 1. A bachelor's degree from a college or university accredited by its regional accrediting body.**
- 2. A 3.0 GPA in the final 90 hours of an undergraduate transcript or the equivalent level of scholarship on narrative transcripts.**
- 3. Graduate Record Examinations (GRE) scores.**
- 4. General education requirements:**

Successful completion of the following (successful is equivalent to C level — 2.0 on a 4.0 system — or above):

  - 12 quarter hours in college-level writing.
  - 8 quarter hours in college-level natural science, including lab or field work.
  - 8 quarter hours in college-level social science.
- 5. Subject-area requirements:**

Within 12 quarter hours of completion of endorsement requirements (see Master in Teaching catalog).

### Program Location

The two-year MIT program cycles for 1999-2001 and 2000-2002 are based in Olympia. Students assume responsibility for finding transportation to and from field sites and other program-related activities.

## Graduate Program in Environmental Studies (MES)

Director: Richard Cellarius

The Graduate Program in Environmental Studies (MES Program) combines a deep understanding of ecological and environmental issues with a study of environmental policy development and implementation. The program focuses on the relationship between science and policy, so students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues. Since 1984, the program has prepared students for employment in the public and private sectors or continuing graduate study in related fields.

The MES Program is open to part-time and full-time students. To accommodate working students, course work is concentrated in the evening and late afternoon. Part-time students enroll for eight credits per quarter, while full-time students enroll for 12. The 72-credit completion requirement can be met by part-time students in nine quarters, while full-time students can complete it in as few as six quarters. Students are expected to have recent course work in the social and natural sciences and in statistics before entering the program.

The MES Program consists of three parts: required core courses, elective course work and a thesis. The core is taught by an interdisciplinary team of faculty, representing the natural and social sciences. The core sequence is eight credits per quarter and runs for four quarters: Political, Economic and Ecological Processes (fall); Population, Energy and Resources (winter); Case Studies: Environmental Assessment, Policy and Management (spring); and Quantitative Analysis for Environmental Studies (fall).

Electives are in-depth, four-credit courses that focus on specific topics of environmental analysis and problem solving. Part-time students enroll in electives after completing core courses. Full-time students enroll in both core courses and electives. Typically, three or four elective courses are offered each quarter.

All students are required to complete a thesis. The MES Program offers an eight-credit and 16-credit thesis option. The eight-credit thesis is completed during winter and spring quarter. Students selecting the eight-credit thesis option complete the MES degree with 32 credits of core courses, 32 credits of elective course work and eight credits of thesis. The 16-credit thesis option offers students the opportunity for extended research, data collection and analysis. Students selecting the 16-credit thesis complete the MES degree with 32 credits of core, 24 credits of electives, and 16 credits of thesis.

Questions concerning the MES Program should be directed to Bonita Evans, Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

## Graduate Program in Public Administration (MPA)

Director: Linda Moon Stumpff

The primary commitment of the Graduate Program in Public Administration (MPA Program) is to challenge and thoroughly prepare students to seek democratic, equitable, practical solutions to problems facing public, private and non-profit sectors and citizens in the Pacific Northwest.

The program welcomes students intending to pursue a public sector career as well as those already working for government or organizations involved in public issues. We also encourage students with career interests in the non-profit or private sectors to consider the MPA Program. Most MPA students are employed full time in the public, non-profit or private sectors. To accommodate working students, classes are offered in the evenings.

A student can complete the 60-credit degree requirement in six to eight academic quarters. Students lacking significant public-sector experience are expected to complete an internship for at least one quarter. Students are required to have recently completed course work in statistics and micro/macro economics. Both are offered in Evergreen's summer school.

To satisfy the degree requirement, a student must participate in a sequence of six core programs and complete 12 hours of elective courses. Each core program is interdisciplinary and team-taught by two or three faculty.

The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to instill in students the habit of examining the political and economic context of public administration and policy-making, addressing the ethical dimension of administration and policy and attending to issues of race and gender in the workplace and in public policy.

The MPA core curriculum includes: The Political and Economic Context of Public Administration; Research Methods for the Public Sector; Understanding Public Organizations; Fiscal Policy; Public Policy and Its Administrative Implications; and the Applications Project.

The eight-credit applications project is completed during spring quarter of the second year. It is typically a group-authored research effort with practical impact for current public policy issues. Topic, form and content will vary with students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

Elective courses allow a student to broaden the study of public administration beyond the range of the core programs.

Address inquiries about the MPA program to Bonita Evans, Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

## MES and MPA Program Procedures

The MES/MPA Graduate Catalog

The MES/MPA Graduate Catalog contains a full description of the curriculum, academic policies, admissions procedures and requirements for both programs, plus an application form. Please consult the MES/MPA Graduate Catalog before applying for admission. Individuals interested in receiving a copy or applying to either program should contact the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

### Admissions

First admissions decisions are made on applications completed by February 15. After that date, applications will be considered as they are completed until the programs are filled.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the MES/MPA Graduate Catalog for complete details regarding these procedures):

1. MES/MPA application for admission
2. Official academic transcripts certifying receipt of a bachelor's degree
3. Statement of interest
4. Letters of recommendation
5. Brief essay by the applicant (MPA only)
6. GRE score (MES only)

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers the applicant's academic preparation as well as his or her professional accomplishments or other public activities and may require an interview with faculty.

### Financial Aid

Limited financial aid is available in the form of fellowships, assistantships, scholarships, tuition waivers, work-study assistance and guaranteed student loans. The Free Application for Federal Student Aid must be completed before any financial aid decision can be made. Financial aid forms should be mailed to the central processor by February 15, 1999. Later applicants who qualify for financial aid will compete for remaining monies. In some cases, the MPA or MES programs can assist a student in obtaining part-time public-sector employment. Information on financial aid is available from the assistant to the directors for the MES/MPA programs and the Financial Aid Office.

# Trustees, Administration and Faculty

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Dean of Enrollment Services

This is a listing of Evergreen's faculty as of summer 1998.

A more extensive description of Evergreen faculty members' areas of expertise can be found in the Student Advising Handbook, available at Academic Advising.

**Richard W. Alexander**, Emeritus, English and Literature, 1970; Assistant Academic Dean, 1980-82; B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

**Nancy Allen**, Literature and Languages, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

**Sharon Anthony**, Environmental Chemistry, 1998; A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

**William Ray Arney**, Sociology, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

**Susan M. Aurand**, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

**Marianne Bailey**, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, West Germany.

**Justino Balderrama**, Health and Human Services, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

**Don Bantz**, Public Administration, 1988; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

**Clyde Barlow**, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Gordon Beck**, Emeritus, Art History and Archaeology, 1971; A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

**Michael W. Beug**, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

**Peter G. Bohmer**, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Bopegedera**, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**Frederica Bowcutt**, Ecology, 1996; B.A. Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

**Priscilla V. Bowerman**, Economics, 1973; Director of Graduate Program in Public Administration, 1986-89; Academic Dean, 1990-1994; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.

**Richard B. Brian**, Emeritus, Mathematics, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

**Jovana J. Brown**, Natural Resource Policy, 1974; Dean of Library Services, 1974-81; A.B., Political Science, University of California, Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.

**William H. Brown**, Emeritus, Geography, 1974; B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

**Bill Bruner**, Economics, 1981; Dean of Library Services, 1992-present; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman**, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

**Paul R. Butler**, Geology and Hydrology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

**Craig B. Carlson**, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

**Richard A. Cellarius**, Plant Biology, Biophysics and Environmental Policy, 1972; Director of Graduate Program in Environmental Studies 1994-present; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.

**Arun Chandra**, Music Performance, 1998; B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois at Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois at Urbana/Champaign, 1989.

**Gerardo Chin-Leo**, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.

**Caryn Cline**, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri, Columbia, 1976; M.A., English, University of Missouri, Columbia, 1978.

**Sally J. Cloninger**, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

**Robert Cole**, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Stephanie Coontz**, History and Women's Studies, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

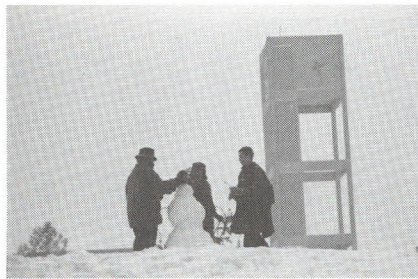
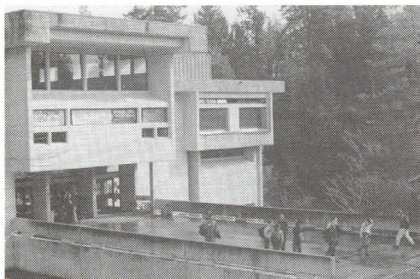
- Doranne Crable**, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies and Laban Movement Theory and practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.
- Thad B. Curtz**, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.
- John Aikin Cushing**, Computer Science, 1976; Director of Computer Services, 1976-84; Academic Dean, 1993-present; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.
- Judith Bayard Cushing**, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.
- Argentina Daley**, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.
- Virginia Darney**, Literature and Women's Studies, 1978; Academic Dean, 1994-present; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.
- Leo Daugherty**, Emeritus; Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.
- Stacey Davis**, European History, 1998; B.A., History, Princeton University, 1992; M.A., History, Yale University, 1993; M. Philosophy, History, 1996; Ph.D., History, Yale University, 1998.
- Llyn DeDanaan**, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal**, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.
- George E. Dimitroff**, Mathematics, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.
- Carolyn E. Dobbs**, Urban Planning, 1971; Academic Dean, 1987-1991; Interim Vice President for Student Affairs, 1991-1992; Academic Dean, 1992-1994; Director of Graduate Program in Public Administration 1994-1998; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.
- Kenneth Dolbear**, Emeritus; Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar, Denmark, 1989-90.
- Peter Dorman**, Political Economy, 1998; B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.
- Fred Dube**, Emeritus; Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.
- Larry L. Eickstaedt**, Emeritus; Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.
- Betty R. Estes**, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.
- Joe Feddersen**, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal**, Linguistics and Languages, 1973; Academic Dean, 1996-present; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer**, Management and International Business, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.
- Donald Finkel**, Psychology, 1976; Chair of Faculty, 1985-86; B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.
- Anne Fischel**, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.
- Thomas H. Foote**, Education and Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Theresa L. Ford**, M.I.T., 1997; B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.
- Russell R. Fox**, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Marilyn J. Frasca**, Art, 1972; B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.
- George Freeman, Jr.**, Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Laurance R. Geri**, Master of Public Administration, 1997; B.A., Economics, University of Washington, 1980; M.P.A., Policy Analysis and Evaluation, George Washington University, 1982; D.P.A., University of Southern California, 1996.
- Jorge Gilbert**, Sociology, 1988; Licenciado en Sociologia, Universidad de Chile; M.A., Sociology in education, University of Toronto, 1975; Ph.D., Sociology in education, University of Toronto, 1980.
- Angela Gilliam**, Anthropology, 1988; B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., The Union Graduate School, 1975; Fulbright Scholar, 1994.
- Ariel Goldberger**, Theatrical Design, 1996; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- José Gómez**, Social Sciences and Law, 1988; Assistant Academic Dean, 1988-90; Associate Academic Dean 1990-1996; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autonoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Margaret H. Gribskov**, Emerita, 1990; Journalism and Education, 1973; Ph.D., Education, University of Oregon, 1973.
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- Burton S. Guttman**, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.
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- Jeanne E. Hahn**, Political Science, 1972; Assistant Academic Dean, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- W. Joye Hardiman**, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate studies, Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.
- Phillip R. Harding**, Emeritus; Architecture, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
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- Steven G. Herman**, Biology, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.
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- Winifred Ingram**, Emerita, 1981; Consultant to M.I.T. Program, 1991-92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.
- Ren-Hui (Rose) Jang**, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Bernard Johansen**, Dance, 1972.
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- Kazuhir Kawasaki**, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.
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- Lance Laird**, Comparative Religion, 1998; B.A., Religious Studies, 1986; M.Div., Theology, The Southern Baptist Theological Seminary, 1989; Th.D., Comparative Religion, Harvard Divinity School, 1998.
- Eric H. Larson**, Emeritus, Anthropology, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
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- Russell M. Lidman**, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-90; Academic Vice President and Provost, 1990-94; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972; Fulbright Scholar, 1994.
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- John Marvin**, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.
- Charles J. McCann**, Emeritus, 1991; English, 1968; President, 1968-77; B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.
- Earle W. McNeil**, Sociology, 1971; Academic Advisor, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
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- Helena Meyer-Knapp**, Politics and Government, 1998; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.
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- Carol Minugh**, Environmental Studies (Native American Community-Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.
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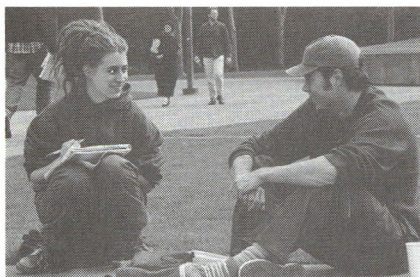


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- Arthur Mulka**, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
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- Nalini Nadkarni**, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.
- Raul Nakasone (Suarez)**, Education, 1991; Credentials for Secondary Education in Mathematics, Physics, and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.
- Alan Nasser**, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel**, Chemistry, 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson**, Spanish Language and Culture, 1992; A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification (expected), Latin American Studies, Duke University, 1992; Ph.D., Spanish, Duke University, 1994.
- Lin Nelson**, Environmental Health, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, Pennsylvania State University, 1975; Ph.D., Sociology, Pennsylvania State University, 1981.
- Neal N. Nelson**, Computing and Mathematics, 1998; B.A., Mathematics, Washington State University, 1974; M.S., Computer Science, Washington State University, 1976; Ph.D., Computer Science, Oregon Graduate Institute, 1995.
- Charles T. Nisbet**, Economics, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Sandra Lewis Nisbet**, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.
- Dean Olson**, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
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- Charles N. Pailthorp**, Philosophy, 1971; Academic Dean, 1988-1992; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
- Mark Papworth**, Emeritus, Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- Alan R. Parker**, Native American Policy, 1997; B.A., Philosophy, St. Thomas Seminary, 1964; Juris Doctor, University of California, Los Angeles, 1972.
- Willie L. Parson**, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.
- David Paulsen**, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Sarah Pedersen**, English Literature and Library Science; Dean of Library, 1986-92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, Lexington, Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins**, Biology, History of Technology and Environment, 1980; Academic Dean, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.
- 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.
- Rita Pougiales**, Anthropology and Education, 1979; Academic Dean, 1985-88; 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.
- David L. Powell**, Literature, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.
- Susan Preciso**, Literature and Writing, 1998; B.A., English, Portland State University, 1986; M.A., English, Portland State University, 1988.
- Brian Price**, History, 1987; B.A., American and English Literature, University of East Anglia, England, 1977; M.A. History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.
- Paul Przybylowicz**, Environmental Studies Generalist, 1998; B.S., Forest Entomology, SUNY College of Environmental Science and Forestry, 1978; Ph.D., Plant Pathology, Oregon State University, 1985.
- Thomas B. Rainey**, History, Environmental and Russian Studies, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.
- Bill Ransom**, Creative Writing, English, Sociology, Education, 1997; B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University.
- Hazel J. Reed**, Mathematics, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.
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- Ratna Roy**, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge**, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Gilbert G. Salcedo**, History, 1972; B.A., U.S. History, San Jose State College, 1970; Graduate work in Modern European History, San Jose State College; Research Fellowship, Center for Research and Advanced Study, San Jose State College.
- 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.
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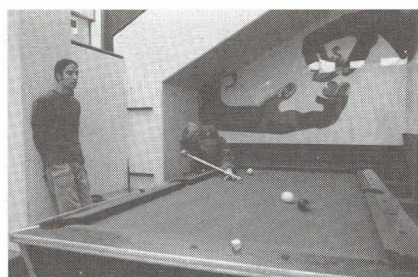
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- Julio Soto**, Developmental Biology, 1998; B.S., Biology, University of Puerto Rico, 1985; M.S., Biology, Texas A & I University, 1987; Ph.D., Molecular and Cell Biology, University of California, Berkeley, 1994.
- Oscar H. Soule**, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; Associate Academic Dean, 1972-73; Academic Advisor, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.
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- 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 at Santa Barbara, 1992.
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- Sonja Wiedenaupt**, Social Psychology, B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California at Berkeley, expected 1998.
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- Sarah Williams**, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California at Santa Cruz, 1991.
- Sean Williams**, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.
- William C. Winden**, Emeritus, Music, 1972; Assistant Academic Dean, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.
- Thomas Womeldorff**, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- York Wong**, Management/Computer Sciences, 1975; Director of Computer Services, 1973-75; Assistant Academic Dean, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.
- Artee F. Young**, Law and Literature, 1996; B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.
- E.J. Zita**, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D. Physics, University of Wisconsin-Madison, 1993.



The heart of the Evergreen campus is Red Square, where students gather when the weather is nice (which happens more often than locals are prone to admit). Most buildings are clustered around the square within easy walking distance of one another — even after an unusual snowfall.



Learning extends outside the classroom. Everywhere you turn — from comfortable sitting areas in the hallways, to Red Square to large venues like the Lecture Halls and the Gymnasium — students discuss and debate classroom concepts and current issues.



Housing offers an array of rooms with a view, wooded walkways, a community center, recreational opportunities and much more, all a short walk from the central campus. You can even purchase food and other items at the The Branch.

## SPEAKING OF EVERGREEN: A GLOSSARY

A few words about Evergreen, a college built on the philosophy that teachers should focus on the educational experience of each individual student. Free of distractions created by academic departments, grades and majors, Evergreen is a college truly unlike any other. A few words commonly used on campus help describe this educational experience. We share them with you here, as you begin to explore all that Evergreen has to offer.

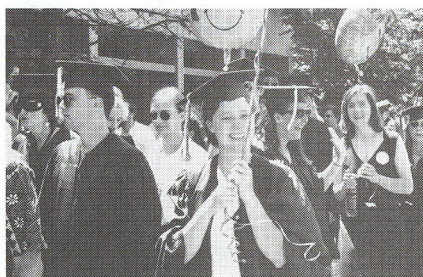
**Academic Advising** A key part of the student support services available in the Student Advising Center, Academic Advising offers up-to-date information on internships, academic programs, faculty and academic services. Advisors provide valuable advice for planning your education. You'll also receive advising services — formal or informal, individual or group — on an ongoing basis from faculty in your programs and areas of interest.

**Academic Fair** A mass gathering of faculty, student services staff and students held in the Library Lobby at the beginning of each academic year and near the end of fall, winter and spring quarters. It is a great opportunity to get information about upcoming programs, explore possible contracts and get help your with planning. Check with Advising, Admissions or Registration & Records for dates and times.

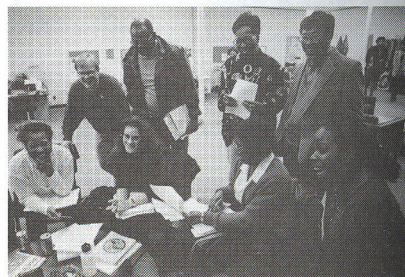
**Academic Pathways** The way to specialize in a particular field of study is to plan an academic or career "pathway." Talk with an advisor or a faculty member teaching in your field of interest to find out how to plan your own academic pathway.



Students congregate in the College Activities Building to eat, relax, work and study. "The CAB" also houses the college Bookstore, your source for art materials, office supplies, computers and software, sundries, gifts and, of course, books. Upstairs, students staff the offices of approximately 50 student organizations.



Evergreen's festive outdoor graduation ceremony is attended by family and friends of approximately a thousand graduates. The day after graduation is Super Saturday, the largest one-day festival in Washington state. More than 25,000 people a year enjoy the music, crafts and food at this free gathering.



The Longhouse Education and Cultural Center, which incorporates the architecture of Pacific Coast tribes, reflects Evergreen's commitment to multicultural education. Evergreen also offers programs on Native American reservations and its Tacoma Campus provides upper-division programs for urban adults.

**CAB** Unless you're calling a taxi, CAB refers to the College Activities Building.

**Chaos** Around here, it's spelled KAOS and it's the college's community radio station.

**Contracts** Evergreen offers three kinds of academic contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. Talk to an academic advisor or faculty member to learn more.

**Coordinated Study Programs** Academic program with a team of two to five faculty and 40 to 100 students. Primarily full time and one or more quarters in length, they focus on interdisciplinary study and research on a particular theme or topic.

**Core Programs** Coordinated studies for beginners. Participants study several disciplines while improving college-level skills.

**Courses** Part-time courses, each with a single disciplinary focus, supplement the main curriculum. They can be combined with programs, contracts and internships.

**CPJ** It's the Cooper Point Journal, the colleges' student newspaper.

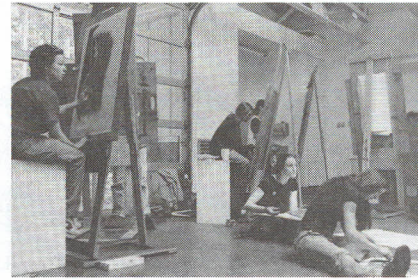
**Credits** Full-time students at Evergreen earn 12 to 16 credits. The amount of credit earned in a program is clearly specified at the end of the evaluation of the student's academic performance.

**DTF** Disappearing Task Forces. Evergreen's planners, hoping to avoid permanent committees, created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate. Contact the Office of the Vice President for Student Affairs.

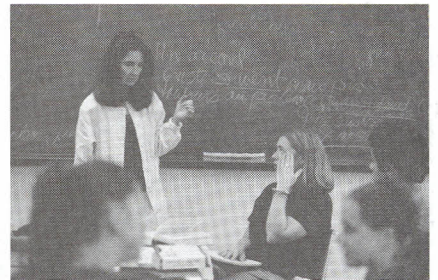
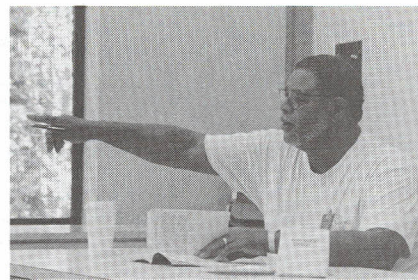
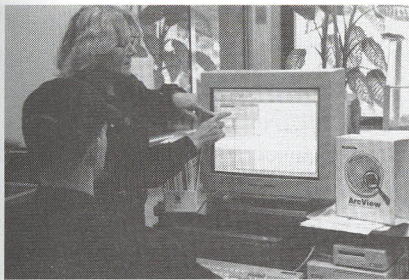
**EARS** Evergreen's Automated Registration System lets currently admitted students register for classes over the phone. Appointment information will be mailed to you each quarter.



Evergreen students learn by doing; in the arts, doing means performing live. Students display sculpture, produce plays, perform on the college's Indonesian gamelan and much more. And a host of artists, from the thriving local scene and from around the world, appear on campus and at Olympia-area venues.



Evergreen has a wealth of specialized facilities where students put theory into practice. These include editing studios for media work, research laboratories and art studios for painting and drawing, metalworking, woodworking, pottery, printmaking and glass blowing.



Whether lecturing, participating in seminars, or working with students one-on-one, Evergreen faculty spend more time with students than their peers at most comparable colleges and universities. Faculty members work full time each quarter with one group of 23 to 25 students.

**Equivalencies** The approximate course titles and credit hours listed at the end of the program descriptions. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history, mathematics, science and writing for your work in a single coordinated studies program.

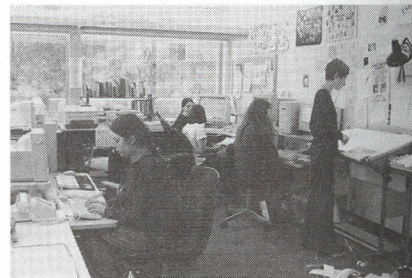
**Evaluation** Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become part of the faculty member's official portfolio.

**Evaluation Conference** A quarterly conference in which a faculty member and a student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the 11th and final week of each quarter.

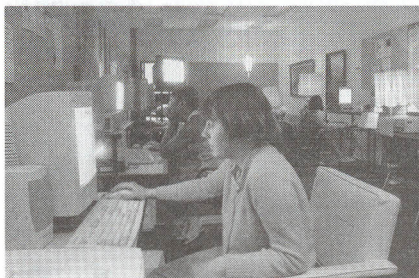
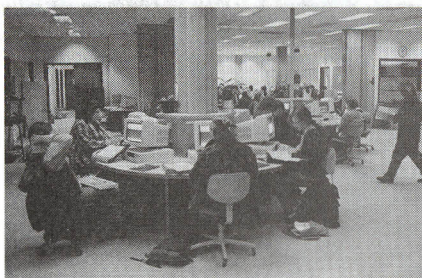
**Faculty Sponsor** A student's primary instructor during a quarter in a group contract, individual contract or internship.

**Field Trips** Trips off campus are often integrated into the schedule of program activities — just like lectures, seminars, etc.

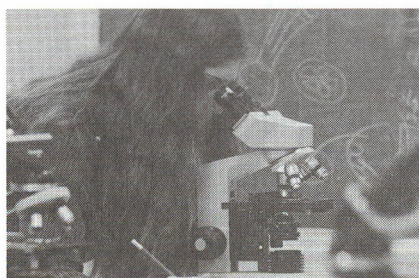
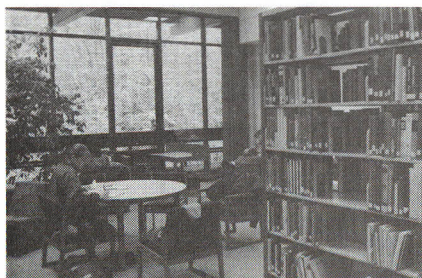
**First Peoples** At Evergreen, First Peoples refers to people of color — often referred to as minorities. The name recognizes the unique indigenous heritages of all people of color. See First Peoples' Advising Services on page 20 and the First Peoples' Recruitment staff on page 27.



At KAOS Community Radio, students line up to create an eclectic mix of weekly shows. And if print is your medium of choice, there's the *Cooper Point Journal*, the weekly student newspaper, and *Slightly West*, the literary magazine.



Day and night, the Computer Center buzzes with quiet intensity as students pursue projects on more than 100 Macintosh and PC computers. In the Graphics Imaging Lab, students manipulate digital images. In the Computer Applications Lab, they use computers as scientific tools, acquiring and crunching data and building maps from databases.



Evergreen prides itself on providing resources for student research and projects — whether that involves searching through books, periodicals, films, recordings and on-line databases in the Library, staring down the barrel of a microscope in the science labs or making a documentary with equipment from Media Loan.

**Geoduck** The campus mascot — a legacy from our early humorists — is an oversized clam native to this area and noted for digging deep and fast.

**Governance** An ongoing demonstration of our commitment to working together to make decisions. Students participate in governance along with staff and faculty members, usually through a DTF.

**Greener** Short for Evergreener.

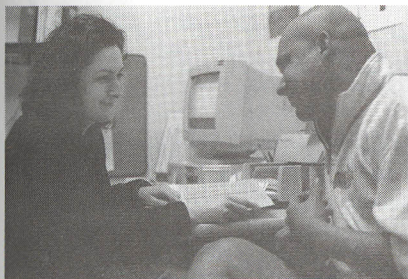
**Individual Learning Contract** An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, photography, painting, field studies and research — whatever suits your academic needs and interests. Requires well-defined goals, self-discipline, lots of motivation and the ability to work with minimal supervision. For advanced students and available only in limited numbers.

**Interdisciplinary Study** Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. You may find yourself learning about science and art in the same program, or about social science and human development, or combining history with exploration of literature.

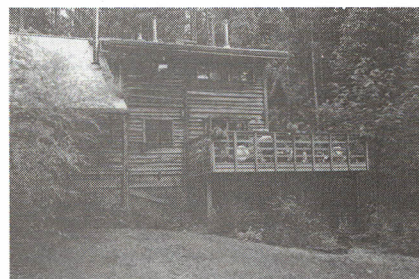
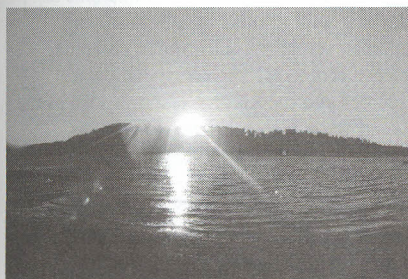
**Internships** Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through Academic Advising.

**Part-Time Programs** Half-time (8 credit) evening and weekend programs designed for working adults and others who cannot attend daytime classes to earn credit toward a bachelor's degree.

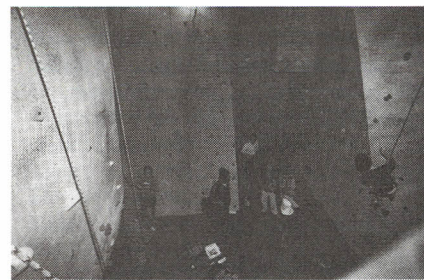
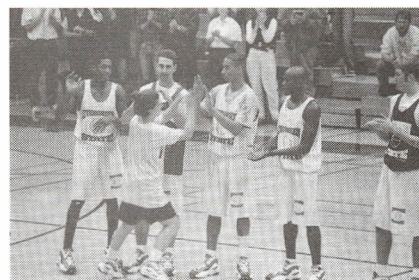
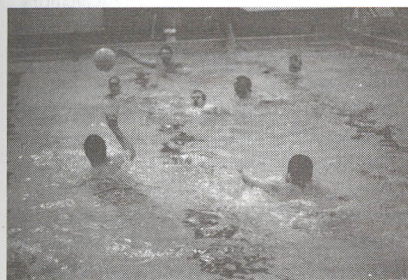
**Part-Time Studies** Evening and weekend offerings that include half-time interdisciplinary programs and two-, four- and six-credit courses on specific subjects.



Charting your own course doesn't mean going it alone. Evergreen faculty and the advisors at Academic Advising will help you design an academic pathway. And at Academic Fairs you can meet with faculty members to gather information about their programs.



From the central campus, where buildings never rise above the surrounding trees, you can follow forested trails to the beach or the Organic Farm. Or board a college sailboat to explore Puget Sound. Forest, sound and farm are all living laboratories (and the Farmhouse is an inviting venue for potlucks and other events).



Student athletes enjoy intercollegiate competition in soccer, basketball, swimming and tennis, plus intramural sports leagues and club rugby. Recreation opportunities include climbing walls, a swimming pool and diving well, weight rooms, racquetball courts, sailing and kayaking, and rental equipment is available for outdoor pursuits.

**Planning Unit** An interdisciplinary grouping of Evergreen faculty interested in a specific set of disciplines or issues. Faculty in each Planning Unit meet regularly to plan curriculum and often teach together.

**Prior Learning From Experience** Also known as PLE. Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit.

**Programs** To distinguish our multidisciplinary and full- or half-time offerings from courses or classes at other institutions, we use the term "programs."

**Retreat** Many academic programs go on retreats, often off campus, for secluded work on a particular project or the finale to an entire year's studies.

**Self-Evaluation** Your evaluation of your academic work as measured against your objectives for the quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

**Seminars** A central experience of an Evergreen education. Seminar participants meet to discuss assigned readings. The group, a faculty member and 22 to 25 students, prepares by reading and analyzing the material to be discussed.

**Social Contract** Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See page 22.

**The Student Advising Handbook** Published by Academic Advising, this handbook is an invaluable source of information and a tool for planning your career at Evergreen and beyond.

# Campus Services and Resources

## Access for Students With Disabilities

Evergreen welcomes students with disabilities. The Access Services for Students with Disabilities Office is committed to providing equal access to all activities, facilities and programs offered at Evergreen. To help Access Services identify services appropriate to your needs, please contact us as soon as possible upon admission to the college. Written documentation of a disability must be received by Access Services prior to provision of services.

In addition to the services provided by this office, you will find valuable help from the on-campus student organization, The Evergreen State College Union for Students With Disabilities. Volunteers are available for guided tours of the campus.

### Offices that will assist you:

Access Services, Library 1407D  
(360) 866-6000, ext. 6348, TDD: 866-6834

Union for Students With Disabilities  
CAB 320, (360) 866-6000, ext. 6092

## Campus Bookstore

The Evergreen Bookstore, in the College Activities Building, is the place to find all program books and materials. The Bookstore also features general reading and reference books; video, computer and software sales; film processing; ticket sales; novelty items and the latest in Geoduck leisure wear. For late-night needs, including books, magazines, snacks and school supplies, check out the Branch, a subsidiary of the Bookstore in Housing's Community Center.

## Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows:

|               | Automobiles | Motorcycles |
|---------------|-------------|-------------|
| Daily         | \$1         | \$1         |
| Quarterly     | \$25        | \$12.50     |
| Academic Year | \$65        | \$35        |
| Full Year     | \$75        | \$37        |

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term permits can be purchased at the Parking Office, Seminar 2150. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver.

The college does not assume responsibility for any vandalism or theft while vehicles are parked on campus.

Convenient parking is available for persons with disabilities. A Washington state disabled parking permit must be displayed when a vehicle is parked in a disabled parking space. Persons with temporary disabilities may obtain a permit through the Parking Office. Additionally, an Evergreen daily parking pass or parking permit must be purchased and displayed.

For more information on campus parking, call (360) 866-6000, ext. 6352.

## Campus Police Services

The Campus Police Services staff is responsible for providing services that enhance the safety and welfare of Evergreen community members and maintain the security of campus buildings and property, both public and private. Campus Police Services will also assist students, staff and faculty with personal property identification and will register bicycles at no charge.

Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner can be easily identified.

The Campus Police Services Office is open 24 hours a day, seven days a week and is staffed by state-commissioned police officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works with the grievance officer and the administration to resolve issues using the college's Social Contract whenever possible. The office is located in Seminar 2150. Reach them by telephone at (360) 866-6000, ext. 6140 or 866-6832.

## Center for Mediation Services

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences.

Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available.

For more information, call (360) 866-6000, ext. 6656.

## Child Care Center

The Child Care Center is licensed by the Washington State Department of Social and Health Services. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program.

The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (18 months to six years). Student rates depend on family size and income level; please contact the center for more information at (360) 866-6000, ext. 6060.

## Computing Services

In Academic Computing the emphasis is on students and technology. Students are encouraged to use computers throughout the curriculum — from writing evaluations to solving complex statistical, scientific or computer science problems. The use of computer facilities and the Internet resources such as the World Wide Web continues to grow as computing becomes an integral aspect of Evergreen's curriculum.

Located in Library 2408, the Computer Center is a place where individual attention comes first. Computer Center student consultants provide general assistance and consultation on the use of Computer Center resources.

Resources include microcomputer laboratories, clusters of microcomputers, workstations and minicomputers. These offer a diversity of computer languages (such as C++, Prolog, LISP and BASIC), as well as application software (such as Word, Excel, graphics packages and SPSS). These facilities also provide access to worldwide information resources through the Internet, including the World Wide Web.

Evergreen's computing laboratories include IBM-compatible and Macintosh computers networked to central servers and Internet resources. Laboratories include video and audio projection equipment. Labs are networked to shared printers, peripherals and application resources and provide students with graphics, word processing, imaging, scanning and desktop publishing capabilities for academic projects.

The Computer Center also provides equipment for the physically challenged including scanners, sound synthesizers and image enlargement. Microcomputers designed for science applications are available in the Computer Applications Lab, located in Laboratory Building II. The Graphic Imaging Lab in the Library provides facilities for graphics and imaging projects.

Evergreen has been able to maintain state-of-the-art computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital Equipment Corp., Microsoft Corp. and other organizations.



## Equal Opportunity

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

Responsibility for protecting this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, Library 3103. For information on equal opportunity contact Paul Gallegos, special assistant to the president for equal opportunity, (360) 866-6000, ext. 6368. Persons who believe they have been discriminated against at Evergreen are urged to contact Lee Lambert, special assistant to the president for civil rights and legal affairs, (360) 866-6000, ext. 6386 or TDD: (360) 866-6834.

## Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

### Alcoholic Beverages

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

### Use of College Premises

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

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, (360) 866-6000, ext. 6192.

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

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors are provided tables for a \$2 fee. For private vendors and alumni, the fee is \$20. Nonstudent vendors are limited to one table per day and three days per quarter.

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

### Firearms

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

### Pets

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

### Bicycles

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

### Smoking

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

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

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

### Food Services

Located in the College Activities Building, the dining services are designed to meet your food-service needs. The Deli, the Greenery and burrito and espresso carts offer a wide variety of food choices for your pleasure and convenience. You may purchase items in any of the food-service locations with either a Geobuck card or cash.

A Geobuck card is a declining-balance credit card that allows freedom of choice without carrying cash. A Geobuck card can be purchased at the Food Services Office, CAB 107.

## Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment) more than 240,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches and 2,000 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more materials through interlibrary loan and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call (360) 866-6000, ext. 6252 or drop in and talk to any Library staff member.

## Mail Services

Mail service for campus residents is provided Monday through Saturday. Students moving into campus housing may send their belongings in advance to Receiving and Mail. Labels should be addressed as follows:

**Name**  
The Evergreen State College  
**Building letter and room number**  
**Building street address**  
Olympia, WA 98505

A self-service postal unit is located on the first floor of the College Activities Building for outgoing mail needs. Direct questions to Receiving and Mail, Library 1321, (360) 866-6000, ext. 6326.

## Public Service at Evergreen

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

**The Evergreen Center for Educational Improvement** focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center's principal foci are curriculum development through integration, classroom assessment of learning and organizational change.

**The Evergreen State College Labor Education and Research Center**, established in 1987, offers credit and non-credit classes in labor education, labor economics, political economy and labor organizing to undergraduate students, union members and residents of Washington state. The center designs and implements union-initiated and center-sponsored programs throughout the year. The center also provides internships for students interested in working in the labor movement and sponsors a part-time labor studies class on Saturdays. The Labor Center is located in Library 2102, (360) 866-6000, ext. 6525.

**The Washington Center for Improving the Quality of Undergraduate Education** was established in 1985 and includes 46 participating institutions — all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center focuses on higher-education reform and helps institutions share and more effectively utilize existing resources by supporting the development of interdisciplinary "learning community" programs and other curriculum-reform projects; facilitating faculty exchanges; holding workshops and conferences; and providing technical assistance on effective approaches to teaching and learning.

**The Washington State Institute for Public Policy**, established in 1983, undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of applied research on key public-policy issues to the Washington State Legislature and state agencies.

## Student Governance

There has never been a permanent student governance structure at The Evergreen State College. Nevertheless, students have played an important role in the ongoing governance of the college. Through participation in "disappearing task forces" and standing committees students ensure that their voices and thoughts are included in decisions made by the college.

Students interested in being informed of and involved with such efforts may contact the Office of the Vice President for Student Affairs, Library 3236, (360) 866-6000, ext. 6296.

## Student Organizations

In addition to providing financial support to the College Recreation Center, Child Care Center, *Cooper Point Journal*, KAOS-FM and the Student Activities Administration, Service and Activities fees fund a broad range of student organizations. These student groups enhance the college community with the many social, cultural, recreational, spiritual and educational services and activities sponsored throughout the academic year. Student groups active on campus include:

- American Indian Science and Engineering Society
- Amnesty International
- Anime
- Asian Students in Alliance
- Bike Shop
- Camarilla
- Community Gardens
- Environmental Resource Center
- Evergreen Animal Rights Network
- Evergreen Community of Parents
- Evergreen Political Information Center
- Evergreen Queer Alliance
- Evergreen Students for Chlorine-Free Paper
- Evergreen Students for Christ
- Gaming Guild
- International Student Association
- Irish American Student Organization
- Jewish Cultural Center
- Latin American Student Association
- Linux/Unix Users Group
- MEChA (Chicano student movement)
- Men's Center
- Middle East Resource Center
- Mindscreen (film group)
- Multi-Ethnic Students in Solidarity
- Native Student Alliance
- Pacific Islander Association
- Peace and Conflict Resolution Center
- Percussion Instrument Club
- Pre-Medical Association
- Rape Response Coalition
- S&A Fee Allocation Review Board
- S&A Productions
- Slightly West (literary magazine)
- Society for Creative Anachronism
- Spring Arts Festival
- Student CD Project
- Students on Drug Awareness
  - Prevention of Pain (SODAPOP)
- Students at Evergreen for Ecological Design
- Student-Produced Art Zone (SPAZ)
- Student Workers Organization
- Talking About Race
- The Evergreen Math Network
- Umoja (African American student organization)
- Unified Graduate Student Association
- Union of Students with Disabilities
- Women of Color Coalition
- Women's Center
- Yoga Club
- Young Democrats at Evergreen

The Student Activities Office, *Cooper Point Journal*, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the College Activities Building.

# Mission Statement

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

---

## Principles that guide Evergreen's educational programs:

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

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

# Campus Profile

|                                     |            |
|-------------------------------------|------------|
| <b>FACULTY</b>                      | <b>174</b> |
| Ph.D. or terminal degree            | 79%        |
| Female                              | 42%        |
| Male                                | 58%        |
| Faculty of color                    |            |
| Total                               | 22%        |
| Olympia campus                      | 20%        |
| Tacoma campus                       | 89%        |
| Instructional student/faculty ratio | 22:1       |
| <b>STAFF</b>                        | <b>423</b> |

|                                      |              |
|--------------------------------------|--------------|
| <b>STUDENTS</b> (fall semester 1997) | <b>4,084</b> |
| Undergraduate                        | 3,812 93%    |
| Graduate                             | 272 7%       |
| Female                               | 2,387 58%    |
| Male                                 | 1,697 42%    |
| Full-time                            | 85%          |
| Part-time                            | 15%          |
| 18-24 age group                      | 63%          |
| 25-29 age group                      | 14%          |
| 30-39 age group                      | 11%          |
| 40+ age group                        | 12%          |
| Students of color                    | 16%          |
| Asian/Pacific Islander               | 4%           |
| Black/African American               | 4%           |
| Mexican/Latino/Hispanic              | 4%           |
| Native American/Indian               | 4%           |
| Students with disabilities           | 8%           |

|   |              |
|---|--------------|
| <b>Olympia campus</b>                                     | <b>3,890</b> |
| Undergraduate   | 93%          |
| Graduate  | 7%           |
| Female  | 58%          |
| Male  | 42%          |
| Students of color   | 13%          |
| Students living on campus                                 | 975          |
| <b>Tacoma campus</b>                                      | <b>173</b>   |
| Undergraduate   | 100%         |
| Female  | 74%          |
| Male  | 26%          |
| Students of color   | 57%          |
| <b>Tribal program</b>                                     | <b>21</b>    |
| Female  | 76%          |
| Male  | 24%          |
| Native American   | 81%          |
| <b>Entering class</b>                                     | <b>1,737</b> |
| Applicants, degree seeking                                | 3,913        |
| Admitted  | 3,390 87%    |
| Enrolled  | 1,542        |
| Nondegree-seeking enrollment                              | 195          |
| Washington residents                                      | 1,258        |
| Residents of other states                                 | 453          |
| Residents of other countries                              | 26           |
| <b>Financial aid recipients</b>                           |              |
| Students receiving aid                                    | 3,000        |
| Average award   | \$7,000      |
| <b>GRADUATES</b> (1996 graduate placement after one year) |              |
| Employed  | 71%          |
| Graduate school   | 18%          |
| Other or no response                                      | 11%          |

## GPA AND SAT SCORES (distribution for students admitted and enrolled for 1997-98)

| FIRST-YEAR STUDENTS | GPA | 2.00-2.49 | 2.50-2.99 | 3.00-3.49 | 3.50-4.00 |
|---------------------|-----|-----------|-----------|-----------|-----------|
| Admitted            |     | 9%        | 29%       | 35%       | 27%       |
| Enrolled            |     | 11%       | 34%       | 34%       | 21%       |

|          | SAT Verbal | 200-349 | 350-499 | 500-649 | 650-800 | No SAT |
|----------|------------|---------|---------|---------|---------|--------|
| Admitted |            | 1%      | 13%     | 52%     | 22%     | 12%    |
| Enrolled |            | 1%      | 12%     | 50%     | 21%     | 16%    |

|          | SAT Math | 200-349 | 350-499 | 500-649 | 650-800 | No SAT |
|----------|----------|---------|---------|---------|---------|--------|
| Admitted |          | 1%      | 23%     | 52%     | 12%     | 12%    |
| Enrolled |          | 1%      | 23%     | 50%     | 10%     | 16%    |

| TRANSFER STUDENTS | GPA | 2.00-2.49 | 2.50-2.99 | 3.00-3.49 | 3.50-4.00 |
|-------------------|-----|-----------|-----------|-----------|-----------|
| Admitted          |     | 17%       | 31%       | 35%       | 17%       |
| Enrolled          |     | 18%       | 30%       | 34%       | 18%       |

# Contacting Evergreen

Inquiries about admission should be directed to:

Office of Admissions  
The Evergreen State College  
Olympia, Washington 98505  
or (360) 866-6000, ext. 6170

E-mail: [admissions@evergreen.edu](mailto:admissions@evergreen.edu)

Direct other correspondence to the appropriate office.

Dial (360) 866-6000, then dial or ask for the extension or name listed.

|                                    |           |
|------------------------------------|-----------|
| Academic Advising                  | ext. 6312 |
| Academic Deans                     | ext. 6870 |
| Admissions                         | ext. 6170 |
| Financial Aid                      | ext. 6205 |
| Housing                            | ext. 6132 |
| Part-Time Studies                  | ext. 6164 |
| President's Office                 | ext. 6100 |
| Recreation Center                  | ext. 6530 |
| Registration and Records           | ext. 6180 |
| Student Accounts                   | ext. 6447 |
| Student Advising Center            | ext. 6312 |
| Tacoma Campus                      | ext. 6004 |
| Vice President for Student Affairs | ext. 6296 |

## Campus Location

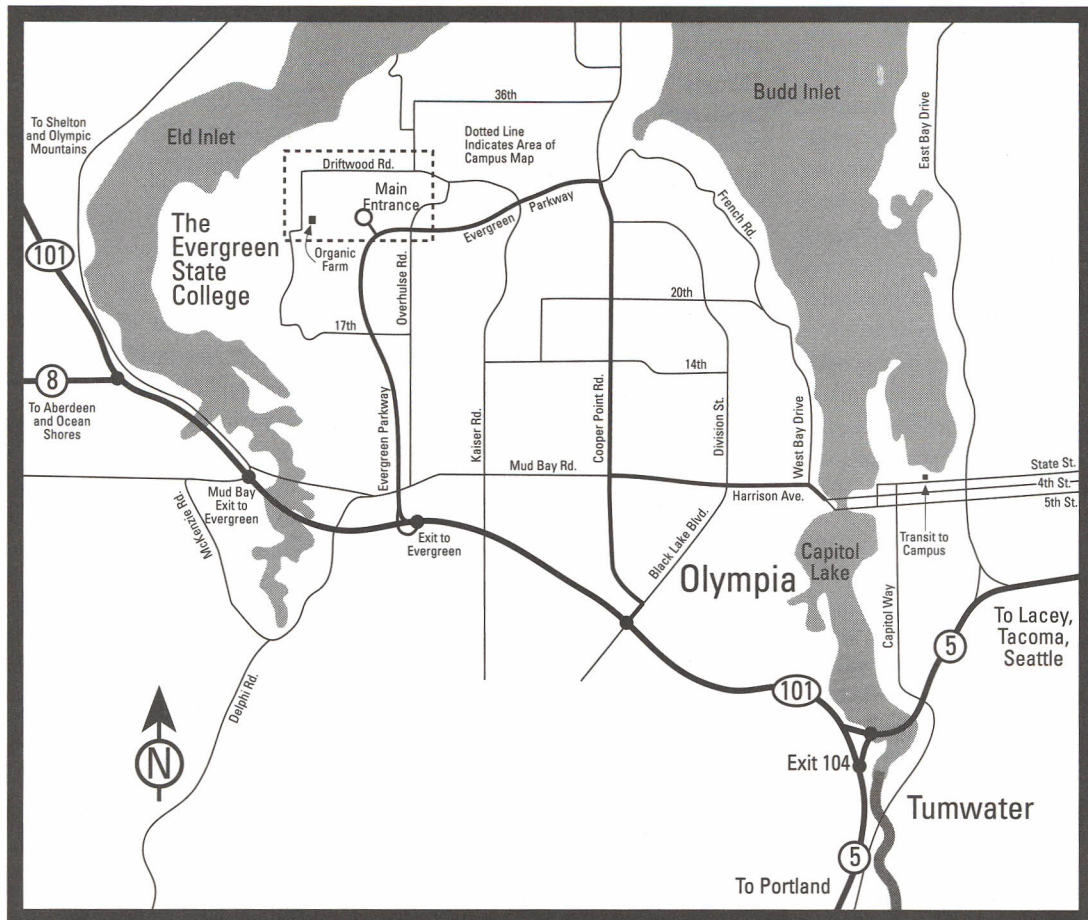
The Evergreen State College is an hour's drive from Seattle-Tacoma International airport. Olympia is also served by the Greyhound and Trailways bus companies and Amtrak. Evergreen and the state capital are just a short, scenic drive from most Western Washington cities and major points of interest.

## How to Get Here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit and go another two miles on Evergreen Parkway to the campus entrance (on the left).

## Evergreen on the Web

You can also find The Evergreen State College in cyberspace. On the World Wide Web, direct your browser to [www.evergreen.edu](http://www.evergreen.edu).



# Index

Picking an academic program? Two indexes elsewhere in this catalog are specifically designed to help you identify academic programs that meet your interests and needs. The Condensed Curriculum, on page 38, lists programs by the Planning Groups that offer them and the type of students they are geared toward. Matching Evergreen's Programs to Your Field of Interest, on page 40, lists programs according to traditional academic subjects areas.

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# 1999-2000 Academic Calendar

|                | FALL           | WINTER                 | SPRING         | SUMMER           |                 |
|----------------|----------------|------------------------|----------------|------------------|-----------------|
|                |                |                        |                | First Session    | Second Session  |
| Orientation    | Sept. 21-25    |                        |                |                  |                 |
| Quarter Begins | Sept. 27       | Jan. 3                 | March 27       | June 19          | July 24         |
| Evaluations    | Dec. 13-18     | March 13-18            | June 5-10      | July 24-29       | Aug. 28-Sept. 2 |
| Quarter Ends   | Dec. 18        | March 18               | June 10        | July 22          | Aug. 26         |
| Vacations      | Thanksgiving   | Martin Luther King Day | Memorial Day   | Independence Day |                 |
|                | Nov. 21-28     | Jan. 18                | May 31         | July 4           |                 |
|                | Winter Break   | Presidents' Day        | Commencement   |                  |                 |
|                | Dec. 19-Jan. 2 | Feb. 15                | June 9         |                  |                 |
|                |                | Spring Break           | Super Saturday |                  |                 |
|                |                | March 19-26            | June 10        |                  |                 |

ACADEMIC CALENDAR/CONTACTING EVERGREEN

## Estimated Tuition and Fees

Rates are set by the Washington State Legislature and are subject to change without notice. The rates below are for the 1998-99 academic year. Rates for 1999-2000 were not available when this Catalog went to print.

| Enrollment status       | Quarter credit hours        | Washington resident tuition*              | Nonresident tuition*                      |
|-------------------------|-----------------------------|---|---|
| Full-time undergraduate | 10-16                       | \$879 per quarter                         | \$3,110 per quarter                       |
| Part-time undergraduate | 9 or fewer                  | \$87.90 per credit;<br>2 credits minimum  | \$311 per credit;<br>2 credits minimum    |
| Full-time graduate      | 16 MIT;<br>10 MPA,<br>MES † | \$1,405 per quarter                       | \$4,265 per quarter                       |
| Part-time graduate      | 9 or fewer                  | \$140.50 per credit;<br>2 credits minimum | \$426.50 per credit;<br>2 credits minimum |

For other fees, see the Miscellaneous Fees chart below.

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

† For purposes of financial aid, graduate students are considered full time and eligible for financial aid if enrolled for eight or more credits.

**Accreditation** The Evergreen State College is accredited by the Commission on Colleges, Northwest Association of Schools and Colleges, 11130 NE 33rd Place, Suite 120, Bellevue, WA 98004.  
**Disclaimer** Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

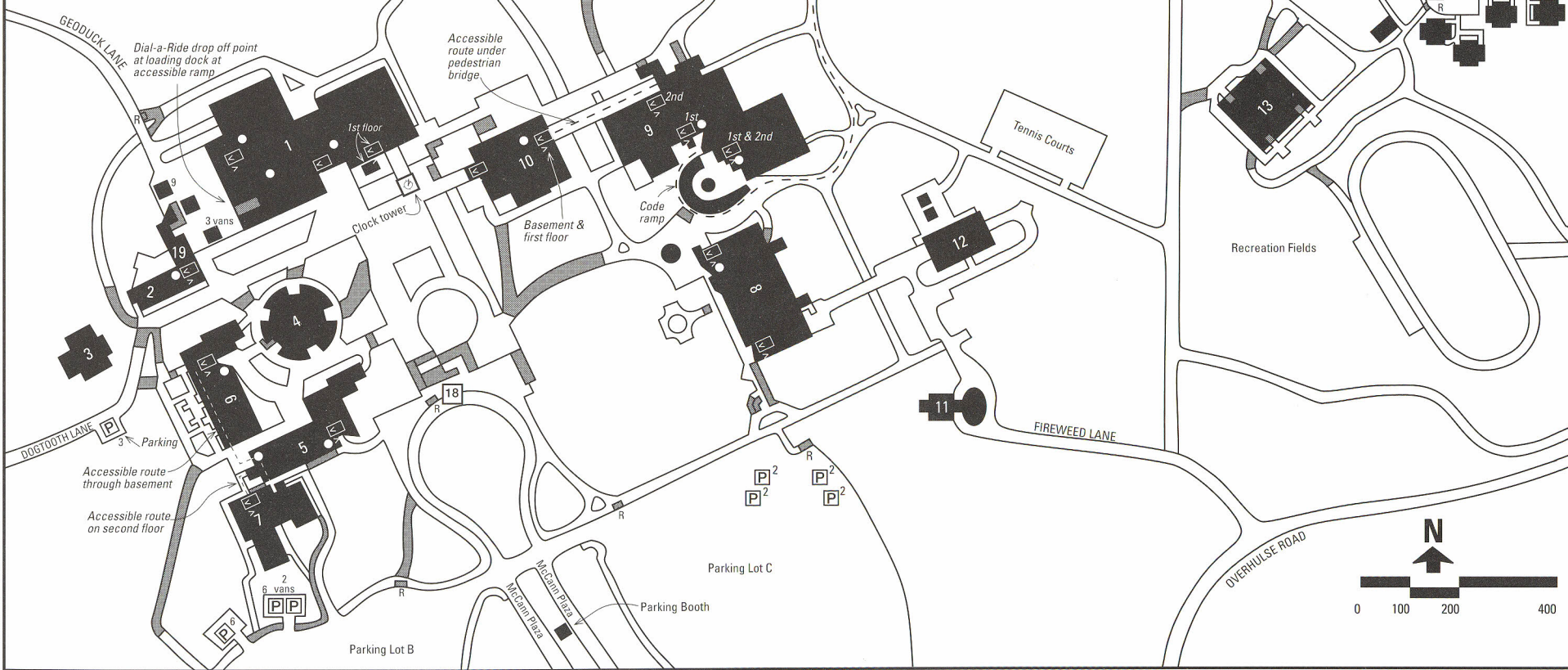
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This Catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus. In particular, the production team would like to thank Debbie Waldorf for assembling the 1999-2000 curriculum.

This Catalog is published by The Evergreen State College Office of College Advancement. © 1998 by The Evergreen State College

Printed on recycled paper.

The information contained in this Catalog is available in other media with 24 hours' notice. TDD: (360) 866-6834.

This Catalog is dedicated to the memory of Registrar Judy Huntley.



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