



EVERGREEN

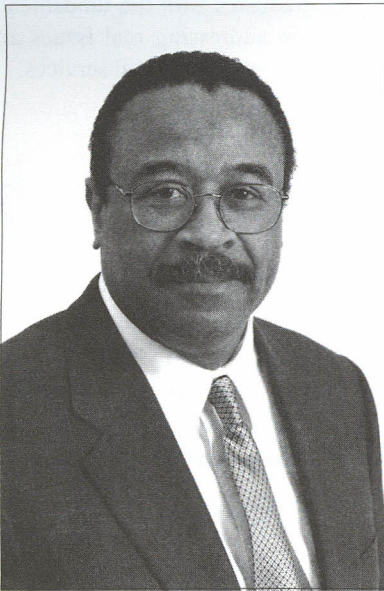
2002—2003
CATALOG

THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON



EVERGREEN

WELCOMES YOU



Welcome to The Evergreen State College, where we work hard to make learning happen, where we strive to put students at the center of their own education.

Evergreen has developed a distinctive method of teaching and learning, one that recognizes that students have individual learning styles and interests. Students here learn to speak and write effectively, think analytically, tackle challenges through collaboration, apply their knowledge to real-world situations, and work with diverse groups of people.

These skills prepare students to live and work in today's world. The same skills—combined with a passion for discovery and understanding—make lifelong learning possible.

My hope is that at Evergreen all of our students, whatever their interests, discover and nurture their own passion for lifelong learning.

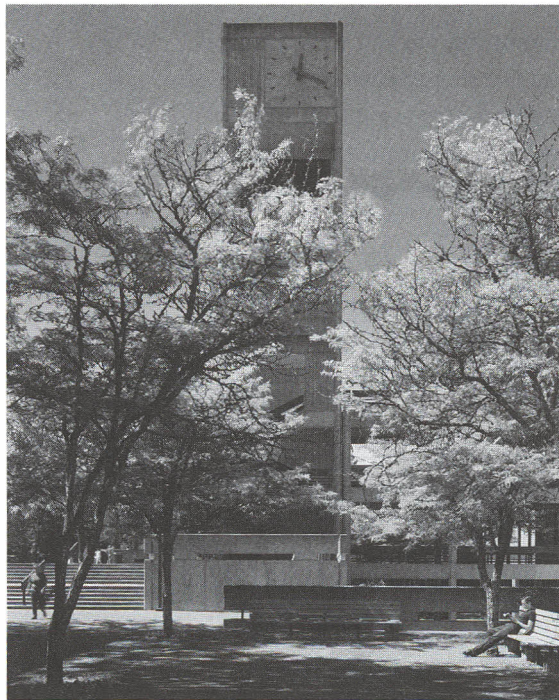
—Thomas L. (Les) Purce, President

EVERGREEN WELCOMES YOU

EVERGREEN'S

MISSION STATEMENT

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



MISSION STATEMENT

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.

TABLE OF CONTENTS

WHY EVERGREEN?

- 1 Welcome to Evergreen
- 2 Mission Statement
- 4 Evergreen is About Learning
- 6 Graduates Making Important Contributions
- 8 Student Support Services and Activities
- 11 Community-Based Learning
- 11 Seeking Diversity, Sustaining Community
- 12 The Social Contract

ENROLLMENT SERVICES

- 15 Admission
- 20 Financial Aid
- 22 Tuition and Fees
- 24 Registration and Academic Regulations

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.

ACADEMIC OFFERINGS

- 28 Planning and Curricular Options
- 30 A Week in the Life of an Evergreen Student
- 31 How to Read a Program Description
- 32 Condensed Curriculum
- 34 Matching Evergreen's Programs to Your Field of Interest
- 40 Programs for First-Year Students
- 53 Culture, Text and Language
- 71 Environmental Studies
- 79 Expressive Arts
- 92 Scientific Inquiry
- 100 Society, Politics, Behavior and Change
- 109 Native American Studies
- 116 Tacoma Campus—Program
- 118 Graduate Study at Evergreen
- 120 Trustees, Administration and Faculty

GENERAL INFORMATION

- 125 Campus Life/Glossary
- 126 Services and Resources
- 128 Facilities and Campus Regulations
- 129 Index
- 132 Campus Profile
- 133 Academic Calendar
- 134 Contacting Evergreen

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.

Seminars and other aspects of Evergreen programs promote active learning. We believe it is not enough for students to receive information passively in a large lecture hall. At Evergreen, students discuss ideas in seminars, write about ideas in collaborative and individual assignments, explain ideas in presentations and practice applying ideas in laboratories and workshops. They challenge their own and others' ideas.

Students demonstrate **PERSONAL ENGAGEMENT** in their learning by planning their course of study at Evergreen. Students prepare an annual Academic Plan that they discuss with their current faculty; this plan will change to reflect students' evolving interests and academic needs.



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 pushing them to the sidelines, and this belief is reflected in the design and content of our programs.

This distinctive approach means that the day-to-day experiences of Evergreen students differ in significant ways from the experiences of students at most colleges and universities.

For example, education at Evergreen is not sectioned into traditional academic disciplines like mathematics, 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 faculty members typically work in teams of two, three or four to create these programs. The focus on interdisciplinary learning means program participants might look at problems in health care from the points of view of biology, history, philosophy, sociology, economics and literature. Or they might study the physical world through the interplay of physics, chemistry, philosophy and mathematics.

Students learn to apply their ideas and theories and skills in the “real world.” At Evergreen, we call it bridging theory and practice. Students may work with real-world communities as a program assignment or develop an internship that allows learning and the application of that learning to take place within a business, public agency or a nonprofit organization.

Those interactions contribute to another distinctive process central to Evergreen’s educational philosophy—the narrative evaluation system. At the end of a program, students discuss their academic progress one-on-one with faculty and receive written evaluations of their progress. Students also prepare self-evaluations, discussing their accomplishments, learning environment, new understandings and goals for the future. As students prepare for graduation, they work with a faculty advisor to create a **SUMMATIVE SELF-EVALUATION**, reflecting on their entire undergraduate experience, and their achievement of their own learning goals. And students evaluate their faculty, as well. Evaluations are an important part of the learning experience, and students receive support from their faculty and from Academic Advising as they learn to reflect on and articulate their experience.

These principles infuse the Evergreen curriculum and guide academic planning for both faculty and students. We believe that they will provide the context within which our graduates can meet the following expectations:

1. Articulate and assume responsibility for your own work.

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

2. Participate collaboratively and responsibly in our diverse society.

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

3. Communicate creatively and effectively.

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

4. Demonstrate integrative, independent, critical thinking.

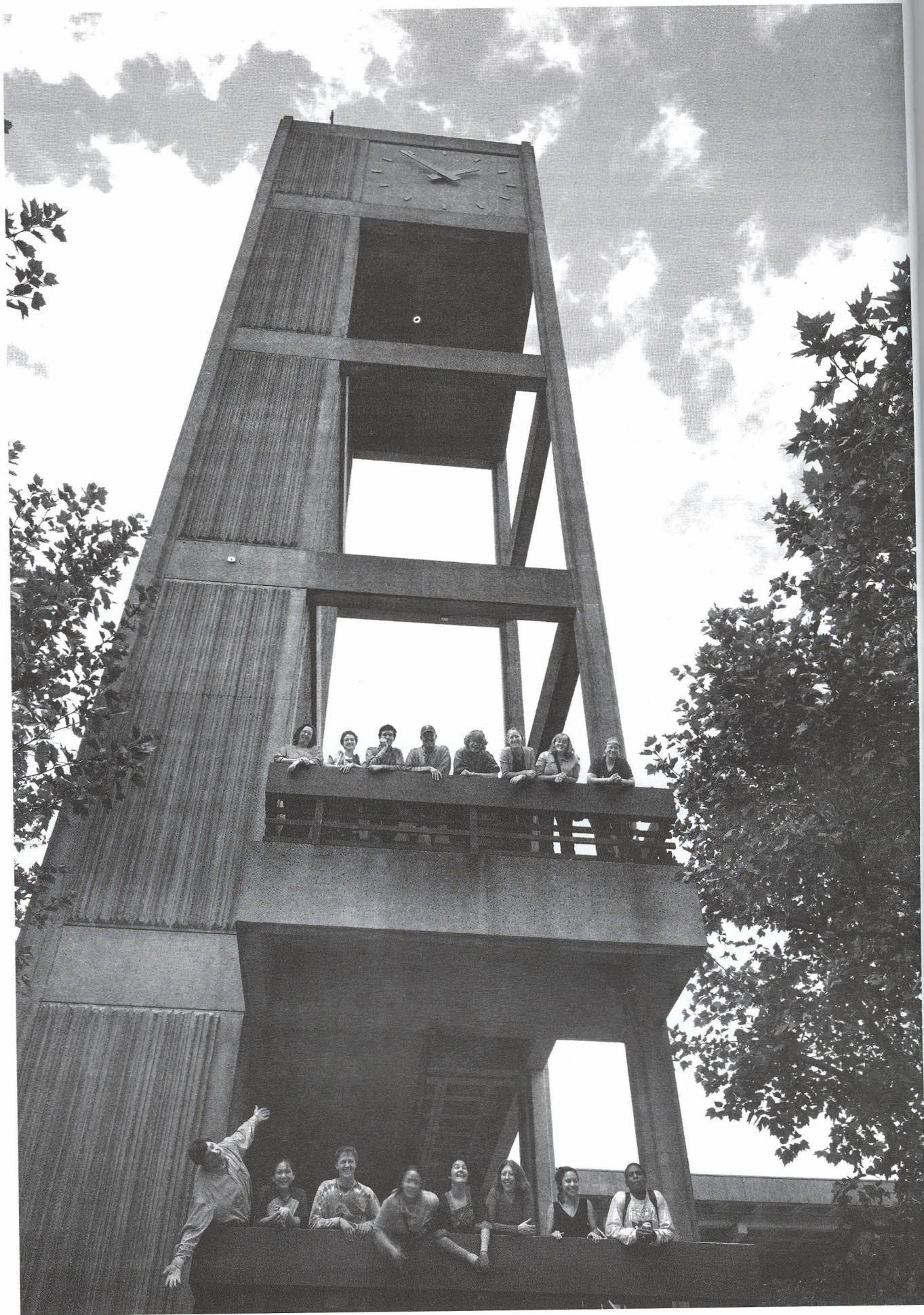
A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an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

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

A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.

6. As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

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



EVERGREEN

GRADUATES making important contributions.

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

Evergreen's educational philosophy translates into high placement rates with employers and graduate schools—and into success on the job and during advanced studies. A summer 2000 survey of graduates found that after a year, 97 percent were working, in graduate or professional school, or doing something else meaningful to them.



Students here are asked to think creatively, to listen to others' ideas and defend theirs, and to apply their knowledge. They are invited to identify their own goals and then find ways to achieve them.

Evergreen graduates tend to be creative, innovative, entrepreneurial and committed. Many of them work to make the world a better place—as directors of environmental groups, community activists and social workers. They are mayors, judges, lawmakers and senior government officials. They are doctors and lawyers, research scientists and university professors, senior managers and financial planners. They have won Guggenheim Fellowships for dance and spent weeks atop the alternative rock charts. Across the world, they have opened factories in China, built university computer networks in Nigeria and studied rain forest ecosystems in Costa Rica.

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

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

After 30 years of using evaluations, we know employers and graduate and professional schools value our noncompetitive system.



STUDENT SUPPORT SERVICES AND ACTIVITIES

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

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

For information on other services and resources, see page 126.



Academic Advising

Kitty Parker, Director

LIB 1401, (360) 867-6312

www.evergreen.edu/advising

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



Access Services for Students with Disabilities

Linda Pickering, Director

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

www.evergreen.edu/access

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



Career Development Center

Wendy Freeman, Director

LIB 1407, (360) 867-6193

www.evergreen.edu/career

The Career Development Center supports students and alumni in their career and life-work planning process. It provides a variety of services, including workshops, individual counseling, career exploration and planning and guidance on resume writing and interviewing techniques. Resources include assessment inventories, computerized career-information systems, graduate school information, entrance exam practice testing, a 300-file Web site and a 6,000-volume library. The extensive job board is updated daily.



Counseling and Health Centers

Elizabeth McHugh, Director

Counseling: SEM 4126, (360) 867-6800

Health: SEM 2110, (360) 867-6200

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



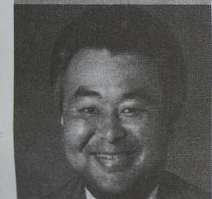
First Peoples' Advising Services

Holly Colbert, Director

LIB 1407, (360) 867-6467

www.evergreen.edu/fas

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



Housing

Mike Segawa, Director

Building A, Room 301, (360) 867-6132

www.evergreen.edu/housing

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



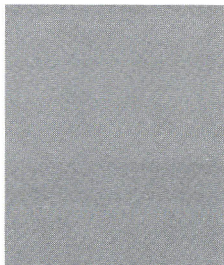
KEY Student Support Services

Niki Amarantides, Director

LIB 1407, (360) 867-6464

www.evergreen.edu/key

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



Learning Resource Center (A Writing and Quantitative Reasoning Center)

Sandra Yannone, Writing Center Director LIB 3407, (360) 867-6420

www.evergreen.edu/writing

Louis Nadelson, Quantitative Reasoning Director LIB 3402, (360) 867-6557

Students who need help with writing, reading and mathematics can meet with tutors for clarification of assignments: essays, research papers, lab reports, quantitative reasoning, thesis-driven papers and other coursework. Tutors also assist in Core and all-level programs when requested, and conduct writing workshops in other classes.

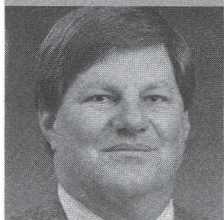


Police Services

Steve Huntsberry, Director

SEM 2150, (360) 867-6140

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.



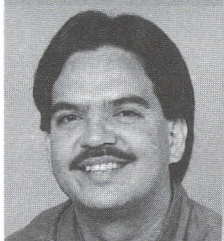
Recreation and Athletics

Dave Weber, Director

CRC 210, (360) 867-6770

www.evergreen.edu/recwellath

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



Student Activities

Tom Mercado, Director

CAB 320, (360) 867-6220

www.evergreen.edu/activities

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

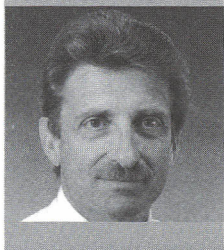


Student and Academic Support Services

Phyllis Lane, Dean

LIB 1414, (360) 867-6034

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound. 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, (360) 867-6296

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

COMMUNITY-BASED LEARNING— CLASSROOM TO COMMUNITY

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students.

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

Over the past three decades, Evergreen students and faculty have worked on a remarkable number of significant community-based research, organizational development, education and advocacy projects. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

A few of the hundreds of examples of community-based projects embedded in coordinated studies programs have been: helping the city of North Bonneville plan and design its new town when forced to relocate; working with concerned citizens to plan for a shelter for abused women and children; helping oyster growers research the impact of upland development on tidelands; creating community gardens; helping small farmers research and implement direct marketing strategies for their produce; helping neighborhood organizations and community groups learn how to effectively participate in growth management and other policy discussions; and assisting public school teachers develop innovative curricula in environmental education and the arts.

SEEKING DIVERSITY, SUSTAINING COMMUNITY

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

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

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

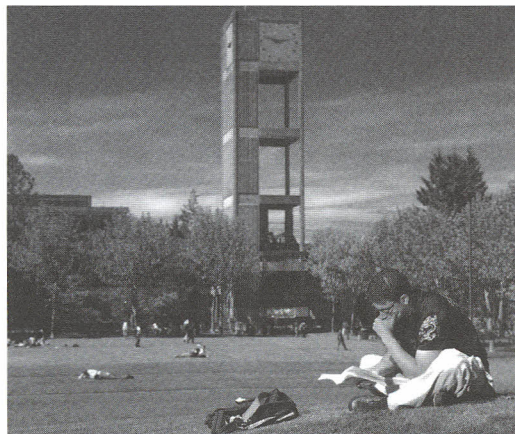


Evergreen is just a free bus ride away from Olympia, the state capital.

EVERGREEN'S

SOCIAL CONTRACT

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



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

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

The Social Contract—A Guide for Civility and Individual Freedom

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

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

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

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SOCIAL CONTRACT

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

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

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

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

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

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

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

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

Evergreen does not stand in loco parentis for its members.

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

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

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

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

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

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

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

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

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

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

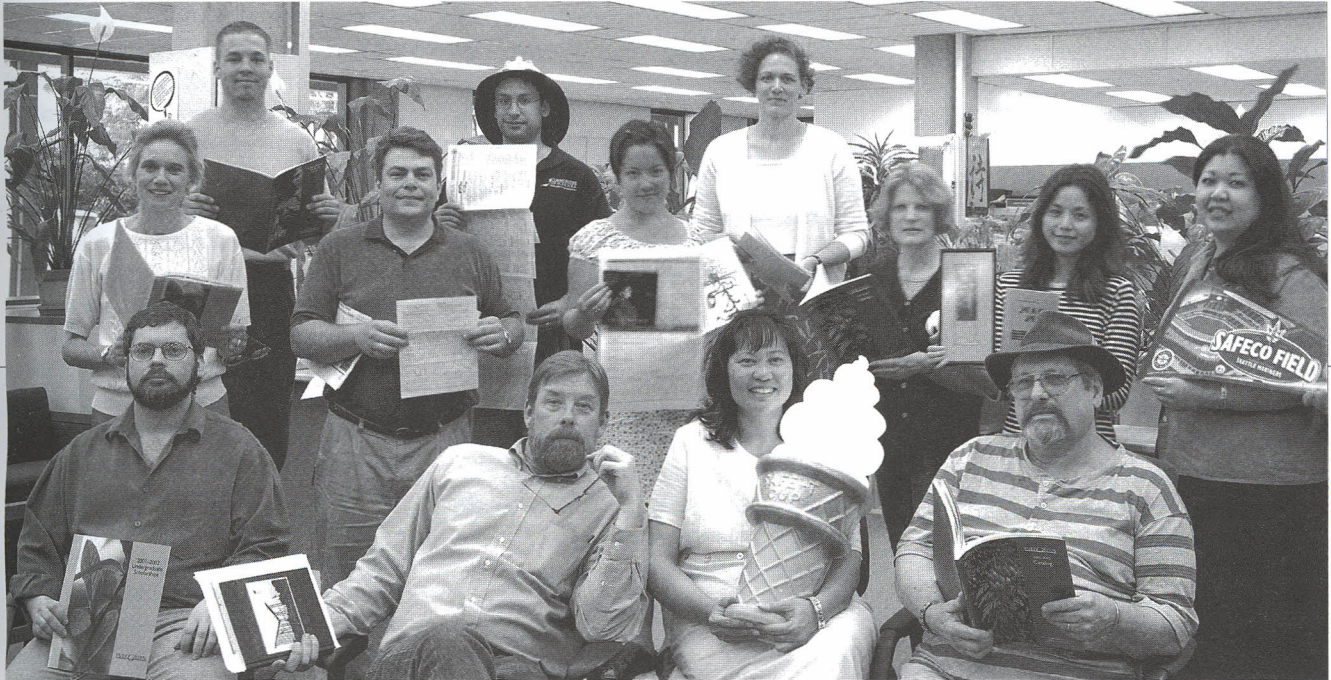
Student Conduct Code/Grievance and Appeals

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

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

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





ADMISSION

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

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

Priority Deadlines

Preference will be given to qualified applicants whose application files are completed by the following dates. Late materials and applications will be considered on a rolling basis.

Intended Quarter of Enrollment	Application Deadline	Notification Date
Fall Quarter	March 1, Priority Deadline	Rolling
Winter Quarter	October 1	November 1
Spring Quarter	December 1	January 1

Notification and Deposit

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

Washington Residents

Washington residents may be given admissions priority.

Commitment to Diversity

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

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 checklist items by the stated deadline.

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.

First-year student application checklist

1. Completed and signed application.
2. \$35.00 application fee.
3. Official high school transcripts.
4. Official test results from either the ACT or SAT.

5. Official college transcripts for any college-level work attempted.
6. Personal statement (optional). We encourage you to tell us about your academic interests, goals, and why you believe Evergreen is the right college for you.

Admissions criteria for first-year applicants

Students entering Evergreen directly from high school (including Running Start students) and high school graduates who have completed fewer than 40 transferable quarter credits at the time of application will be considered for admission on the following basis:

- Completion of college-preparatory coursework in high school that includes:

English	4 years
Mathematics (Algebra I and higher)	3 years
Social studies	3 years
Foreign language (single language)	2 years
Science (at least one year of lab science)	2 years
Arts or elective from one area above	1 year

- The applicant's grade point average and test scores will be used to calculate an admissions index. Applicants must have a cumulative high school grade point average of at least 2.0 to be considered, although a grade point average of 2.8 or higher is generally needed to be competitive in the applicant pool.
- Good standing in any college-level work attempted while in high school or after high school graduation.

Acceptable college-preparatory coursework for first-year applicants

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

Mathematics: Three years of mathematics, at the level of algebra, geometry and advanced (second-year) algebra, are required. Advanced mathematics courses, such as trigonometry, mathematical analysis, elementary functions and calculus, are recommended. Arithmetic, 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.

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

Foreign Language: Two years of study in a single foreign language 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 U. S. educational system at the eighth grade or later.

Science: Two years are required. One full year—both semesters in the same field—of biology, chemistry 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.

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Fine, visual and performing arts or academic electives: One year of study is required in the fine, visual or performing arts. These 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 at least six semesters of high school work. 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.

Transfer student application checklist

1. Completed and signed application.
2. \$35.00 application fee.
3. Official college transcripts from every college attended.
4. Personal statement (optional). We encourage you to tell us about your academic interests, goals, and why you believe Evergreen is the right college for you.

Admissions criteria for transfer applicants

Transfer students (applicants who are not currently enrolled in high school and who have earned 40 or more transferable quarter credits at the time of application) will be considered for admission on the following basis:

- Academic performance as determined by the cumulative college grade point average and number of transferable credits completed. A cumulative college grade point average of 2.00 or higher is necessary for admission consideration.
- Good academic standing at the last institution attended.
- Satisfactory completion of a variety of courses in the liberal arts and sciences. Coursework should include classes in the humanities, social sciences, natural sciences and art.
- Students 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 (p.19).

Transfer applicants who have completed 40 quarter credits of transferable work (see Transfer of Credit section, (p. 18) 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 coursework 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, 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.

Special instructions for other applicants

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

Applicants who have completed the GED should have test scores in the 60th percentile or above in all sub-tests of the GED. They must submit official GED test scores and any college transcripts and official scores for the SAT or ACT.

First-year applicants who are 25 years old or older may submit a personal résumé and essay in lieu of SAT or ACT scores. The essay must respond to the following statement:

Identify and describe how your life experiences have prepared you for the challenges of college studies. Life experiences you may consider include, but are not limited to, personal, professional, work-related, and community service experience.

First-year applicants who graduated from high school prior to 1992 must have completed college-preparatory coursework in high school that includes:

English	3 years
Mathematics (Algebra I and higher)	2 years
Social studies	2.5 years
Science (at least one year of lab science)	2 years

International students must meet the minimum entrance requirements for universities in their native countries and provide evidence of English proficiency. They must score at least 197 on the computerized version of the Test of English as a Foreign Language and complete a financial statement demonstrating evidence of having at least \$20,000 (USD) to pay normal expenses for one year at Evergreen. The financial statement and more detailed instructions can be obtained by contacting the Office of Admissions.

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.

High school students who have earned college credit or are participants in Washington's Running Start program are considered for admission under the first-year criteria, regardless of the number of credits earned. But, 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.

Students who have already earned a B.A. or B.S. may submit the final 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.), then Admissions may require you to submit all transcripts.

General transcript information

Transcripts must reflect all coursework 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.

Original copies must arrive in the Admissions Office by 5 p.m. on the date of the deadline.

If admitted to 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 coursework 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.

Eligibility for Admission

Eligible applicants are ranked by means of formulas that combine academic factors, such as grade-point average and/or test scores.

The most important factor in the admissions process is academic achievement, demonstrated by the nature and distribution of academic coursework, grade point average or narrative evaluation of progress, and scores from ACT or SAT (when required). You may submit additional materials you believe will strengthen your application. 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). A maximum of 90 quarter hours (60 semester hours) can be transferred from two-year colleges.

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 coursework 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 Intercollegiate 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. You 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. You 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.

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.

Upside Down Program

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

Working with a faculty or staff academic advisor, you create a plan for interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of the plan, 90 transfer credits will be posted and you will be recommended for a bachelor's degree. Non-completion of the recommended 90 Evergreen credits results in a course-by-course evaluation of your coursework, 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 the 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 Enrollment Services Office the beginning of October. The deadline for scholarship application is February 1. To be eligible for a scholarship, you must be offered admission to Evergreen or be currently enrolled. Therefore, it is critical that new students complete the application for admission as soon as possible and prior to the scholarship deadline. If "demonstrated financial need" is part of the scholarship selection criteria, you must apply for financial aid no later than February 1 for information to be received by Evergreen for consideration in the selection process.

Retention of Records

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

Special Students and Auditors

Students wishing to enroll on a part-time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The educational outreach coordinator for Part-Time Studies assists special students with academic advising and registration information. Please refer to page 28 for further information about Part-Time Studies.

Auditing a program or course may be allowed by signature from faculty. Auditors receive neither credit nor narrative evaluations that could be applied toward a degree. The Registration and Records Office can assist students wishing to audit.

Summer Quarter

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

Students who wish to continue their studies into fall quarter may do so if they have been admitted to the college through the application process (described in the To Apply for Admission section on page 16) or if they register through Part-Time Studies as a special student. If you are interested in Part-Time Studies, please review the preceding section titled Special Students and Auditors as well as the Part-Time Studies description on page 28.

For more information about admission, call (360) 867-6170, or send e-mail to admissions@evergreen.edu. On the Web, visit www.evergreen.edu/admissions.



FINANCIAL AID

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-December. Because funds are limited, it is recommended that you submit your Free Application for Federal Student Aid (FAFSA) to the processor by February 15 to receive full consideration for all available campus-based financial aid.

We encourage financial aid applicants to obtain a FAFSA from the high school or community college they currently attend. **Students may also submit the FAFSA via the Web at www.fafsa.ed.gov.** If you are not currently enrolled and are not able to submit the FAFSA via the Web, please write us to request that a FAFSA be sent to you as soon as they become available.

Evergreen's goal is to provide financial guidance to all students and financial aid to those who could not otherwise attend Evergreen.

The awarding of grants, loans or employment, or a combination of these, is based on financial need and can only supplement the contribution of the student and the student's family. Priority is given to full-time students seeking a first bachelor's degree.

The staff in the Financial Aid Office are available to counsel students and their families regarding financial aid issues.

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

Evergreen's Title IV school code is 008155.

Satisfactory Academic Progress (SAP)

The Office of Financial Aid is required by state and federal regulations to monitor the academic progress of every student receiving financial aid to ensure that the students are making satisfactory academic progress (SAP) toward a degree. A student who is not achieving this goal (according to the student's entire academic history at Evergreen) is not eligible to receive financial aid. The SAP policy is available to all students online at www.evergreen.edu or in the Financial Aid Office.

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 assists students who have a *temporary* need by providing short-term loans of up to \$400. Information and emergency loan applications are available at the Student Accounts 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. For more information about these scholarships, please write or call the Enrollment Services Office, (360) 867-6310 or visit our Web site at www.evergreen.edu. Scholarship information is available from the Enrollment Services Office after October 1. The application deadline for these scholarships is February 1.

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.

Student Employment

The Office of Student Employment provides information on federal, state and Evergreen work-study awards. It maintains listings of part-time employment opportunities both on and off campus as well as a job bank bulletin board with temporary or non-work-study part-time employment offers. The office also provides information on institutional employment for students who do not have a financial aid work-study award. Contact the office at (360) 867-5520.

For more information about financial aid, call (360) 867-6205, or send e-mail to finaid@evergreen.edu.



TUITION AND FEES

Residency Status for Tuition and Fees

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

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

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

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

Billing and Payment Procedures

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

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

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed

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

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

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

ESTIMATED EXPENSES

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2002-03 nine-month academic year.

	Resident	Non-resident
Tuition and Fees	\$3,200	\$11,400
Books and supplies	780	780
Housing and meals	5,610	5,610
Personal needs	1,998	1,988
Transportation	1,188	1,617
Total	\$12,776	\$21,395

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

REFUNDS/APEALS

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

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

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

ESTIMATED TUITION AND FEES

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2002–03 academic year. Call Student Accounts to verify tuition rates at (360) 867-6447.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10–18	\$1,062 per quarter	\$3,799 per quarter
	19	\$1,152	\$4,152
	20	\$1,242	\$4,505
Part-time undergraduate	9 or fewer	\$106.20 per credit; 2 credits minimum	\$379.90 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10–12 MPA and MES	\$1,707 per quarter	\$5,215 per quarter
Part-time graduate	9 or fewer	\$170.70 per credit; 2 credits minimum	\$521.50 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

MISCELLANEOUS FEES

Mandatory health fee (quarterly)§	\$37.50
Mandatory bus pass (quarterly)	\$1 per credit up to \$12
WashPIRG (quarterly, waivable)†	\$6
Housing/administrative fee	
Rental contract	\$45
Unit lease	\$75
Transcript	\$10
Extra copies ordered at same time	\$5
ID card replacement	\$5
Returned check	\$15
Application fee (nonrefundable)	\$35
Admission deposit (nonrefundable)	\$50
Reinstatement/late-registration fee	\$50
Graduation fee	\$25
Specialized facility use fee (varies)*	\$5–\$150
Leisure Education (varies)	\$5–\$100

Parking

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



REGISTRATION AND ACADEMIC REGULATIONS

Registration • New and Continuing Student • Enrollment Process

Each quarter, you will be notified in advance, by mail, when registration information is available on the Web using the Evergreen Gateway. You are responsible for looking up your time ticket to register, researching the curriculum information and registering. New students may be asked to participate in an academic advising session. Registration priority is based on class standing. Early registration may increase your chances of getting into the program of your choice. Late registration fees begin the first week of the quarter.

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

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

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Changes in enrollment or credits must be done in the Registration and Records Office and may result in a reassessment of tuition, fees and eligibility for financial aid.

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

Address Changes

It is important to maintain a current address—even one of short duration—on file with the Office of Registration and Records. (See also Billing and Payment Procedures, page 22.) You can update your address on the Evergreen Gateway.

To Drop or Change a Program

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

Changes in your registration, including reducing credits or dropping a program, must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 22.)

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 22.)

Leave of Absence

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

Veteran Students

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

Academic Credit

General Policies

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

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. Exceptions are made only with their approval.

Credit Limit

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

Evaluation

Evergreen's system distinguishes between credit and quality. You receive credit for satisfactory completion of the fundamental requirements of your program, contract or course. 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, you and your faculty each write an evaluation about your academic accomplishments.

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 receiving the final evaluation, the student must talk with, or write to, the faculty member who signed it. 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 Dean's Office, Library 2211. Changes cannot be made to an evaluation once it has been sent out as part of a transcript even if the request has been made within the allowed 30 days.

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, failing to cite sources of arguments and data, and failing 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, and are maintained by the Office of Registration and Records. Your transcript will list all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your own evaluations.

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

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

The entire body of information is mailed when a transcript is requested in writing, although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between the time you make your written request and pay the required fee, and the time your transcript is mailed. The transcript request form and current fees are available on Evergreen's Web site under Registration and Records. For current fees and more information, consult the Office of Registration and Records or our Web site at www.evergreen.edu. Evergreen reserves the right to withhold transcripts from students who are in debt to the institution.

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

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

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

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

This information will *not* be released or confirmed to anyone—including family members—without a written release signed by you. You may update the confidentiality release status of your records at any time.

Evergreen's entire FERPA policy may be found on our Web site in the Employee Resources section. Questions concerning your rights under FERPA should be directed to the Registration and Records Office.

Academic Standing Policy

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

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

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

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

Dismissal and Readmission

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

Graduation Requirements

The minimum requirement for the Bachelor of Arts 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 your 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 Bachelor of Science degree requirement also includes 72-quarter credit hours in mathematics, natural science or computer science, of which 48-quarter credit hours must be in advanced subjects.

Concurrent awards of Bachelor of Arts and Bachelor of Science 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 at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate catalog.

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

ENROLLMENT STATUS

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

PLANNING AND CURRICULAR OPTIONS

SELECTING YOUR PROGRAM OF STUDY

At Evergreen, you will have the privilege and responsibility of planning your 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. Evergreen is committed to making sure you have support as you make these choices:

Faculty Support

You will discuss your academic plans in an annual reflection with your faculty. At the quarterly Academic Fair, the faculty are assembled 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 may suggest an alternative.

The Advising Offices

You will participate in a New Student Advising Workshop and you may meet with an advisor in the advising center. Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning.

The Web

On Evergreen's Web site, www.evergreen.edu, you will find advising resources, faculty biographies, program descriptions and a wealth of useful information to use in your planning.

Publications

This catalog contains the planned full-time curriculum for 2002-03. Updates and changes are published on the Web and by Academic Advising. Our part-time offerings are published in the *Evergreen Times* and the *Summer Times* as well as on the Web. And you will find the *Advising Handbook* indispensable as you plan your education.

SPECIAL FEATURES OF THE CURRICULUM

Most students follow full-time interdisciplinary programs that focus on a central theme or question. These programs are the hallmark of Evergreen's curriculum. Nevertheless, in addition to this mode of study, we also offer other ways to earn your degree.

Individual Study/Internships

While Evergreen emphasizes collaborative studies within learning communities, students also have many opportunities to personalize their education. 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

These are student-generated projects in which the student works with a faculty sponsor to complete advanced academic work. The faculty provides guidance and feedback, but the idea for the project, the design and structure of the course of study and the learning goals all originate from the student. 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, faculty sponsor and field supervisor. 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.

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

Part-Time Studies

This is Evergreen's evening and weekend study option. Part-Time Studies offers a variety of choices—two- to eight-credit classes and programs with a single or multi-disciplinary focus.

Part-Time Studies offerings are found in the *Evergreen Times*. The *Summer Times* lists courses available during summer sessions. Both can be found on the Web site at www.evergreen.edu.

For more information about Part-Time Studies, contact the outreach coordinator by calling (360) 867-6164, or e-mail pts@evergreen.edu.

Prior Learning from Experience

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

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

For more information, call the PLE Coordinator at (360) 867-6415, or see the Evergreen Web site at www.evergreen.edu/ple.

"House of Welcome" Longhouse Education and Cultural Center

The Longhouse—the first building of its kind on a public campus in the United States—was designed based on the Northwest indigenous nations' philosophy of hospitality. Its primary functions are to provide classroom space (including the academic programs of the Center for Native American and World Indigenous Studies, page 109) and host cultural ceremonies, conferences, performances, art exhibits and community events. See Public Service at Evergreen page 29.

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.

Evergreen participates in several consortium programs for international study.

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 the International Programs and Services coordinator in the Academic Advising office, located in Library 1401.

Programs in the 2002–03 curriculum with a strong international focus include:

The Classical Legacy	page 58
Hispanic Forms in Life and Art	page 59
Japanese Language and Culture	page 61
Political Economy and Social Change	page 104
Russia	page 64
Seeking Justice	page 65

PUBLIC SERVICE AT EVERGREEN

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

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The Center welcomes inquiries and ideas for innovative projects to improve teaching and learning in K-12 education.

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

The Longhouse Education and Cultural Center's primary work as a public service center is the administration of the Native Economic Development Arts Program (NEDAP). The mission of the NEDAP is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest.

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

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 52 participating institutions—all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center helps higher-education institutions use existing resources more effectively by supporting the development of interdisciplinary "learning community" programs and by holding workshops and conferences on effective approaches to teaching and learning.

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.

A WEEK IN THE LIFE OF AN EVERGREEN STUDENT

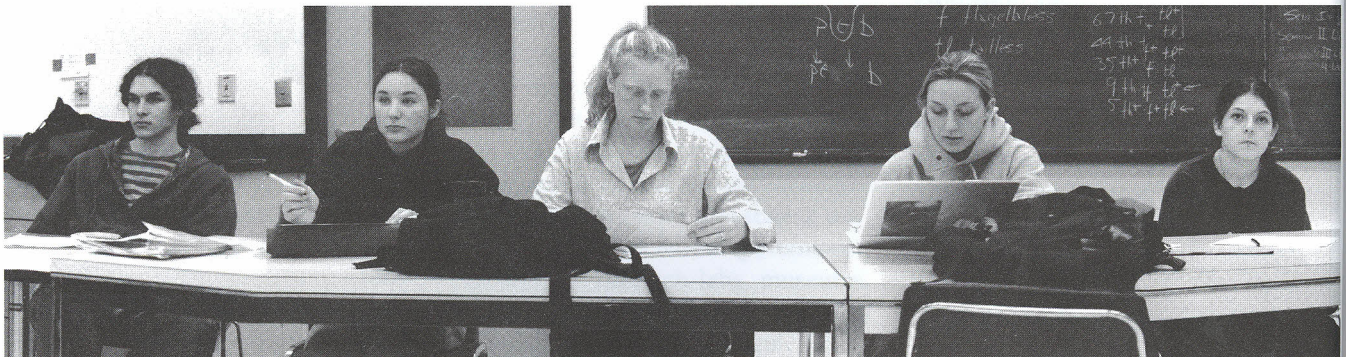


A single program might last one, two or three quarters. That means the same group of students will learn together with the same group of faculty members for many months. And since students typically dedicate all of their academic time and energy to one program, faculty members can schedule time as a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

Schedules for all full-time programs are at www.evergreen.edu/schedule.

Typical Weekly Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m.–11 a.m. All-program lecture or film	Reading day 9 a.m.–noon Media workshop	9 a.m.–11 a.m. All-program lecture	9 a.m.–11 a.m. Writing workshop	9 a.m.–noon Media workshop
1 p.m.–3 p.m. Seminar	1 p.m.–5 p.m. Reading time	1 p.m.–5 p.m. Governance	1 p.m.–3 p.m. Seminar	1 p.m.–3 p.m. Media critique session
3 p.m.–5 p.m. Governance				



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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. Below is a sample of a typical program description. The annotations will help you interpret all the information packed into the listings that follow.

QUARTER(S)
Lists the quarters during which the program will run.

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

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

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

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

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

Weird and Wondrous
Fall, Winter/Coordinated Study
Faculty: Jean Mandeberg, Thad Curtz
Enrollment: 48

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

Faculty Signature: No
Special Expenses: Up to \$150 per quarter for studio supplies, depending on your project.

Internship Possibilities: No
Travel Component: None

Some things are weird. Some fill us with wonder. In our world, it sometimes seems that it's much rarer to be filled with wonder than to call things weird. In this program we will be both creating and thinking together about some special situations in which experiences are simultaneously weird and wonderful. The program's activities will include studying, discussing and writing about literature, art and theory from psychology, philosophy and other social sciences. We'll also spend a considerable amount of our time creating collaborative projects about the program's themes, sharing them with each other and reflecting on them. For example, in studying the theme of travel, we might work on a contemporary anthropologist's book about encountering a new culture; Greenblatt's *Marvelous Possessions*, a history of the ambiguous functioning of wonder in the Europeans' conquest of the New World; and a biography of Joseph Cornell, who made mysterious art in tiny boxes while voyaging nowhere but up and down a few streets in New York. At the same time, studio assignments in metal or mixed media might ask students to make their own passports, their own maps, then their own amulets as another way of exploring ideas and feelings about travel. Throughout, we'll be using the issue of the weird and wondrous as a way to explore some enduring questions about convention and creativity in the arts, the interactions between language and experience, cross-cultural illuminations and misunderstandings, normal and extraordinary experience, pity, disgust, the uncanny and the sublime.

We plan to work slowly and thoughtfully. We hope to increase our own capacities for wonder as well as developing, together, some categories for understanding this special kind of experience and its relations to other aspects of our lives and our historical situation.

Credit awarded in literary and social theory, studio art, art history, film, writing and literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts and humanities, and for any careers involving encounters with a wide range of people and experiences, like medicine, social work or teaching.

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

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 ALLOWE
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.

CONDENSED CURRICULUM 2002—03

These pages feature the titles of programs planned during the spring of 2001 for the 2002–03 academic year. This listing allows you to scan all of the college's academic offerings while determining your pathway through the curriculum. All of Evergreen's programs are organized within Planning Groups, groups of faculty with similar interests who offer topical groupings of academic offerings. Within the offerings of each Planning Group, you will find All-Level programs, intermediate programs with a prerequisite of one year of college and no other specific requirements, and advanced programs geared toward junior- and senior-level students and offering upper-division credits. As you plan your educational pathway, you may decide to work for a number of quarters within one Planning Group, or you may move from area to area to broaden your education. Either pattern may be appropriate, depending on your academic goals. Some programs will be listed in more than one planning group.

KEY: F-fall quarter W-winter quarter S-spring quarter Su-summer quarter

SPECIAL FEATURES OF THE CURRICULUM	PAGE			
Individual Study	28			
Prior Learning from Experience	28			
Longhouse Education and Cultural Center	28			
Part-Time Studies	28			
International Studies and Opportunities to Study Abroad	29			
PROGRAMS FOR FIRST-YEAR STUDENTS				
Core				
Centering	49			S
Coastal Geology and Ecology	49			S
Life on Earth: Postcards from the Edge	43	F	W	
Imaging the Body	43	F	W	
Making of Modern America: The Founding Period to the Present	44	F	W	S
Patterns across Space and Time	44	F	W	
Resurrection and Revenge	52			S
The Secret Garden	52			S
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling	48	F	W	
What's Love Got to do with It? Men, Women, Marriage and Families	48	F	W	
What's Your Question?	52			S
All Level				
America Documented	41	F	W	
The American City since 1945	41	F		
Celluloid Women and Men: Representations of Gender in Japanese and American Cinema	49		W	
Concepts of Computing	50			S
Drawing a Life	50			S
Foundations of Performing Arts	42	F	W	S
The Good Life	42	F	W	
Hype and Hucksters: Media Campaigns as Popular Culture	42	F	W	S
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50			S
Insects and Plants of Washington	51			S
Intimate Nature: Communication Older than Words	43	F	W	S
Paradise Outlaws: Kerouac, Bukowski and the Beats	51			S
Picturing Plants	45	F	W	S
Pillars of Fire: Jewish Contributions to European and American Culture	45	F	W	
Puppet and Object Theater	51			S
Respect: A Process of Universal Humanity	46	F	W	S
Rules of Nature/Rules of Life	46	F		

Russia	46	F	W	S
Seeking Justice: Reclamation, Equality and Restitution	47	F	W	S
A Silver Sky: Poetry and Place in the Pacific Northwest	47	F	W	
Weird and Wondrous	48	F	W	

CULTURE, TEXT AND LANGUAGE

Intermediate				
Blood, Iron and Oil	68			S
Body, Mind, Soul	57	F	W	S
The Classical Legacy: Provence and Tuscany	58	F	W	S
Great British and Irish Moderns: Poetry and Fiction	67		W	
Hispanic Forms in Life and Art	59	F	W	S
Japanese Language and Culture	61	F	W	S
The Myth of Memory	69			S
Poetic Justice	70			S
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	63	F		
A Study of Violence	70			S
Turning Eastward: Explorations in East/West Psychology	66	F	W	
Advanced				
Bilingual Education and Teaching	57	F	W	
Crime in America	59	F	W	
Image Conscious: The Emergence of the Self in Early Modern Europe from Shakespeare to the Enlightenment	60	F	W	
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	62	F	W	
The Pacific Northwest and Its Past	69			S
Postbellum	67		W	
Power and Limitations of Dialogue	63	F	W	
Student Originated Studies: American Studies	70			S
All Level (provides opportunities for intermediate- and advanced-level work.)				
America Documented	56	F	W	
The American City since 1945	56	F		
Celluloid Women and Men: Representations of Gender in Japanese and American Cinema	67		W	
The Good Life	59	F	W	
Hype and Hucksters: Media Campaigns as Popular Culture	60	F	W	S
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	68			S
Intimate Nature: Communication Older Than Words	61	F	W	S
Paradise Outlaws: Kerouac, Bukowski and the Beats	69			S
Pillars of Fire: Jewish Contributions to European and American Culture	62	F	W	

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Respect: A Process of Universal Humanity	64	F	W	S
Rules of Nature/Rules of Life	64	F		
Russia	64	F	W	S
Seeking Justice: Reclamation, Equality and Restitution	65	F	W	S
A Silver Sky: Poetry and Place in the Pacific Northwest	65	F	W	
Weird and Wondrous	66	F	W	

ENVIRONMENTAL STUDIES

Intermediate

Energy and Trash: Over-Consumption in North America	78			S
Introduction to Environmental Modeling	76		W	
Introduction to Environmental Studies	74	F	W	

Advanced

Coastal Dune Ecology	77			S
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74	F	W	S
Freshwater Ecology	74	F		
Marine Life: Marine Organisms and Their Environments	76		W	S
The Practice of Sustainable Agriculture	78	S	Su	F
Protecting Washington Wildness	75	F	W	S
Trees and Humans: Ecology, Art and Culture	77		W	

All Level (provides opportunities for intermediate- and advanced-level work.)

Insects and Plants of Washington	78			S
Picturing Plants	75	F	W	S
Rules of Nature/Rules of Life	75	F		
A Silver Sky: Poetry and Place in the Pacific Northwest	76	F	W	

EXPRESSIVE ARTS

Moving Image Group/Media Arts

Mediaworks	86	F	W	S
Student Originated Studies: Media	88	F	W	S

Performing Arts

Body, Mind, Soul	82	F	W	S
The Empty Space: Theater of Compassion	83	F	W	S
Foundations of Performing Arts	84	F	W	S
Music in Culture	86	F	W	

Visual Arts

Camera to Computer	88		W	S
The Classical Legacy: Provenance and Tuscany	82	F	W	S
Fiber Arts	89			S
Foundation of Visual Art	84	F	W	S
Intersections of Cultures: Contemporary Art	85	F	W	S

All-Level (provides opportunities for intermediate- and advanced-level work.)

Drawing a Life	89			S
Intimate Nature: Communication Older than Words	85	F	W	
Picturing Plants	87	F	W	S
Pillars of Fire: Jewish Contributions to European and American Culture	87	F	W	
Puppet and Object Theater	89			S
Weird and Wondrous	88	F	W	

SCIENTIFIC INQUIRY

Intermediate

Data to Information	93	F	W	S
Health and Human Development	94	F	W	S
Introduction to Natural Science	95	F	W	S

Matter and Motion	95	F	W	S
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Advanced

Computability and Cognition	93	F	W	S
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	94	F	W	S
Mathematical Methods	95	F	W	S
Molecule to Organism	96	F	W	S
Physical Systems	96	F	W	S
Undergraduate Research in Scientific Inquiry	96	F	W	S

All-Level (provides opportunities for intermediate- and advanced-level work.)

Concepts of Computing	97			S
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SOCIETY, POLITICS, BEHAVIOR AND CHANGE

Intermediate

Blood, Iron and Oil	107			S
Body, Mind, Soul	101	F	W	S
Business in Action	107			S
Democracy and Equality	102	F		
Democracy and Free Speech	107		W	
Democracy and Religious Freedom	108			S
Health and Human Development	102	F	W	S
Political Economy and Social Change: Globalization and Resistance	104	F	W	
A Study of Violence	108			S
Taking the Pulse: Business, Society and Ethics	106	F	W	
Turning Eastward: Explorations in East/West Psychology	106	F	W	

Advanced

Crime in America	101	F	W	
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	103	F	W	
Multicultural Counseling	103	F	W	S
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103	F	W	S
Revolutions for a Global World	105	F	W	

All-Level (provides opportunities for intermediate- and advanced-level work.)

Respect: A Process of Universal Humanity	105	F	W	S
Seeking Justice: Reclamation, Equality and Restitution	105	F	W	S
Pillars of Fire: Jewish Contributions to European and American Culture	104	F	W	

NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES

Advanced

Intersections of Cultures: Contemporary Art	112	F	W	S
Tribal: Reservation-Based/Community-Determined	113	F	W	S

All-Level (possible opportunities for intermediate- and advanced-level work.)

Respect: A Process of Universal Humanity	112	F	W	S
Seeking Justice: Reclamation, Equality and Restitution	112	F	W	S

TACOMA PROGRAM

Seven Continents, Eleven Blocks, One Community	117	F	W	S
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GRADUATE STUDIES

Master of Environmental Studies	118	F	W	S
Master of Public Administration	119	F	W	S
Master in Teaching	118	F	W	S

MATCHING EVERGREEN'S PROGRAMS TO YOUR FIELD OF INTEREST

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

AESTHETICS					
Camera to Computer	88				
Foundations of Visual Art	84				
AFRICAN AMERICAN STUDIES					
Body, Mind, Soul	57				
AGRICULTURE					
The Practice of Sustainable Agriculture	78				
AMERICAN STUDIES					
America Documented	41				
The American City since 1945	41				
Making of Modern America: The Founding Period to the Present	44				
The Pacific Northwest and Its Past	69				
Paradise Outlaws: Kerouac, Bukowski and the Beats	51				
Poetic Justice	70				
A Silver Sky: Poetry and Place in the Pacific Northwest	47				
Student Originated Studies: American Studies	70				
ANIMATION/MEDIA					
Patterns across Space and Time	44				
ANTHROPOLOGY					
The Good Life	42				
Intimate Nature: Communication Older than Words	43				
Trees and Humans: Ecology, Art and Culture	77				
ART					
Camera to Computer	88				
The Classical Legacy: Provence and Tuscany	58				
Drawing a Life	50				
Foundations of Visual Art	84				
Imaging the Body	43				
Intersections of Cultures: Contemporary Art	85				
Mediaworks	86				
Picturing Plants	45				
Puppet and Object Theater	51				
The Secret Garden	52				
Trees and Humans: Ecology, Art and Culture	77				
Weird and Wondrous	48				
ART HISTORY					
The Classical Legacy: Provence and Tuscany	58				
Foundations of Visual Art	84				
Image Conscious: The Emergence of the Self in Early Modern Europe from Shakespeare to the Enlightenment	60				
Imaging the Body	43				
Intersections of Cultures: Contemporary Art	85				
Mediaworks	86				
The Secret Garden	52				
Weird and Wondrous	48				
ART/MEDIA THEORY					
Imaging the Body	43				
Mediaworks	86				
ASTRONOMY					
Undergraduate Research in Scientific Inquiry	96				
BIOCHEMISTRY					
Undergraduate Research in Scientific Inquiry	96				
BIOLOGY					
Health and Human Development	94				
Imaging the Body	43				
Insects and Plants of Washington	51				
Introduction to Natural Science	95				
Life on Earth: Postcards from the Edge	43				
Molecule to Organism	96				
Undergraduate Research in Scientific Inquiry	96				
BIOPHYSICS					
Patterns across Space and Time	44				
BOTANY					
Coastal Dune Ecology	77				
Insects and Plants of Washington	51				
Introduction to Natural Science	95				
Picturing Plants	45				
The Secret Garden	52				
BUSINESS					
Business in Action	107				
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103				
Taking the Pulse: Business, Society and Ethics	106				
CALCULUS					
Introduction to Environmental Modeling	76				
Mathematical Methods	95				
Matter and Motion	95				
CERAMICS					
Centering	49				
CHEMICAL INSTRUMENTATION					
Undergraduate Research in Scientific Inquiry	96				
CHEMISTRY					
Energy and Trash: Over-Consumption in North America	78				
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74				
Introduction to Environmental Studies	74				
Introduction to Natural Science	95				
Life on Earth: Postcards from the Edge	43				
Matter and Motion	95				
Molecule to Organism	96				
Undergraduate Research in Scientific Inquiry	96				
CLASSICAL STUDIES					
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	62				
COGNITIVE SCIENCES					
Computability and Cognition	93				
COMMUNICATION					
Hype and Hucksters: Media Campaigns as Popular Culture	42				
Mediaworks	86				
Multicultural Counseling	103				
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103				
Power and Limitations of Dialogue	63				
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling	48				
Student Originated Studies: Media	88				
COMMUNITY DEVELOPMENT					
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103				
Tribal: Reservation-Based/Community-Determined	113				
COMMUNITY STUDIES					
America Documented	41				
Seven Continents, Eleven Blocks, One Community	117				
COMPARATIVE RELIGION					
Body, Mind, Soul	57				
The Myth of Memory	69				
COMPUTER SCIENCE					
Computability and Cognition	93				
Concepts of Computing	50				
Data to Information	93				
Undergraduate Research in Scientific Inquiry	96				
CONSERVATION BIOLOGY					
Protecting Washington Wildness	75				
CONSTITUTIONAL LAW					
Democracy and Equality	102				
Democracy and Free Speech	107				
Democracy and Religious Freedom	108				

COUNSELING			
Multicultural Counseling	103		
Turning Eastward: Explorations in East/West Psychology	66		
CREATIVE WRITING			
Body, Mind, Soul	57		
Drawing a Life	50		
A Silver Sky: Poetry and Place in the Pacific Northwest	47		
CRIMINOLOGY			
Crime in America	59		
A Study of Violence	70		
CRITICAL REASONING			
Body, Mind, Soul	57		
Imaging the Body	43		
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103		
Seeking Justice: Reclamation, Equality and Restitution	47		
CULTURAL STUDIES			
America Documented	41		
Body, Mind, Soul	57		
Celluloid Women and Men: Representations of Gender in Japanese and American Cinema	49		
The Classical Legacy: Provence and Tuscany	58		
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50		
Intersections of Cultures: Contemporary Art	85		
Intimate Nature: Communication Older than Words	43		
Music in Culture	86		
The Myth of Memory	69		
Patterns across Space and Time	44		
Pillars of Fire: Jewish Contributions to European and American Culture	45		
Political Economy and Social Change: Globalization and Resistance	104		
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	63		
Power and Limitations of Dialogue	63		
Respect: A Process of Universal Humanity	46		
Russia	46		
A Silver Sky: Poetry and Place in the Pacific Northwest	47		
A Study of Violence	70		
Tribal: Reservation-Based/Community-Determined	113		
Turning Eastward: Explorations in East/West Psychology	66		
DANCE			
Body, Mind, Soul	57		
Foundations of Performing Arts	42		
DESIGN			
Puppet and Object Theater	51		
DIGITAL IMAGING			
Camera to Computer	88		
DRAWING			
Drawing a Life	50		
Foundations of Visual Art	84		
Imaging the Body	43		
Patterns across Space and Time	44		
Picturing Plants	45		
ECOLOGY			
Coastal Dune Ecology	77		
Coastal Ecology and Geology	49		
Freshwater Ecology	74		
Insects and Plants of Washington	51		
Picturing Plants	45		
Rules of Nature/Rules of Life	46		
ECONOMICS			
Crime in America	59		
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103		
Political Economy and Social Change: Globalization and Resistance	104		
Taking the Pulse: Business, Society and Ethics	106		
EDUCATION			
Bilingual Education and Teaching	57		
Computability and Cognition	93		
Power and Limitations of Dialogue	63		
Respect: A Process of Universal Humanity	46		
Seven Continents, Eleven Blocks, One Community	117		
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling	48		
Tribal: Reservation-Based/Community-Determined	113		
Undergraduate Research in Scientific Inquiry	96		
ENGINEERING			
Physical Systems	96		
ENTOMOLOGY			
Insects and Plants of Washington	51		
ENVIRONMENTAL HISTORY			
Protecting Washington Wildness	75		
ENVIRONMENTAL POLICY			
Energy and Trash: Over-Consumption in North America	78		
Introduction to Environmental Studies	74		
Protecting Washington Wildness	75		
ENVIRONMENTAL SCIENCE			
Energy and Trash: Over-Consumption in North America	78		
Freshwater Ecology	74		
Introduction to Environmental Modeling	76		
Introduction to Environmental Studies	74		
Introduction to Natural Science	95		
Life on Earth: Postcards from the Edge	43		
Marine Life: Marine Organisms and Their Environments	76		
ENVIRONMENTAL STUDIES			
Energy and Trash: Over-Consumption in North America	78		
Freshwater Ecology	74		
Introduction to Environmental Modeling	76		
Introduction to Environmental Studies	74		
Picturing Plants	45		
The Practice of Sustainable Agriculture	78		
Seven Continents, Eleven Blocks, One Community	117		
A Silver Sky: Poetry and Place in the Pacific Northwest	47		
Undergraduate Research in Scientific Inquiry	96		
ETHICS			
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	62		
Taking the Pulse: Business, Society and Ethics	106		
EVOLUTION			
Insects and Plants of Washington	51		
FAMILY STUDIES			
What's Love Got to Do with It? Men, Women, Marriage and Families	48		
FEMINIST THEORY			
Body, Mind, Soul	57		
Intimate Nature: Communication Older than Words	43		
Mediaworks	86		
FILM			
Blood, Iron and Oil	68		
Celluloid Women and Men: Representations of Gender in Japanese and American Cinema	49		
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50		
Mediaworks	86		
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	63		
Student Originated Studies: Media	88		
Weird and Wondrous	48		
FINANCE			
Taking the Pulse: Business, Society and Ethics	106		
GENDER STUDIES			
Celluloid Women and Men: Representations of Gender in Japanese and American Cinema	49		
GENETICS			
Undergraduate Research in Scientific Inquiry	96		
GEOCHEMISTRY			
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74		
GEOGRAPHICAL INFORMATION SYSTEMS			
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74		
GEOGRAPHY			
Protecting Washington Wildness	75		
GEOHYDROLOGY			
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74		
GEOLOGY			
Coastal Ecology and Geology	49		
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74		
Life on Earth: Postcards from the Edge	43		
GEOMORPHOLOGY			
Coastal Dune Ecology	77		

GOVERNMENT			
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103		
HEALTH			
Body, Mind, Soul	57		
Health and Human Development	94		
Imaging the Body	43		
Undergraduate Research in Scientific Inquiry	96		
HISTORY			
America Documented	41		
The American City since 1945	41		
Blood, Iron and Oil	68		
The Classical Legacy: Provence and Tuscany	58		
Democracy and Equality	102		
Democracy and Free Speech	107		
Democracy and Religious Freedom	108		
Hispanic Forms in Life and Art	59		
Image Conscious: The Emergence of the Self in Early Modern Europe from Shakespeare to the Enlightenment	60		
Making of Modern America: The Founding Period to the Present	44		
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	62		
The Myth of Memory	69		
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103		
The Pacific Northwest and Its Past	69		
Postbellum	67		
Revolutions for a Global World	105		
Russia	46		
Seven Continents, Eleven Blocks, One Community	117		
A Silver Sky: Poetry and Place in the Pacific Northwest	47		
Student Originated Studies: American Studies	70		
HORTICULTURE			
The Practice of Sustainable Agriculture	78		
HUMAN DEVELOPMENT			
Health and Human Development	94		
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling	48		
HUMAN SERVICES			
Tribal: Reservation-Based/Community-Determined	113		
INDIGENOUS PEOPLES STUDIES			
Body, Mind, Soul	57		
Respect: A Process of Universal Humanity	46		
INTERNATIONAL STUDIES			
Blood, Iron and Oil	68		
Body, Mind, Soul	57		
Hispanic Forms in Life and Art	59		
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50		
Political Economy and Social Change: Globalization and Resistance	104		
Revolutions for a Global World	105		
Seeking Justice: Reclamation, Equality and Restitution	47		
JAPANESE STUDIES			
Japanese Language and Culture	61		
JOURNALISM			
Democracy and Free Speech	107		
JUDAIC STUDIES			
Pillars of Fire: Jewish Contributions to European and American Culture	45		
LATIN AMERICAN STUDIES			
Hispanic Forms in Life and Art	59		
LAW AND GOVERNMENT POLICY			
Democracy and Equality	102		
Democracy and Free Speech	107		
Democracy and Religious Freedom	108		
Seven Continents, Eleven Blocks, One Community	117		
Tribal: Reservation-Based/Community-Determined	113		
LANGUAGE STUDIES			
Bilingual Education and Teaching	57		
LEADERSHIP STUDIES			
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103		
LINGUISTICS			
Bilingual Education and Teaching	57		
Hype and Hucksters: Media Campaigns as Popular Culture	42		
LITERATURE			
America Documented	41		
The American City since 1945	41		
Blood, Iron and Oil	68		
The Classical Legacy: Provence and Tuscany	58		
Crime in America	59		
Great British and Irish Moderns: Poetry and Fiction	67		
Hispanic Forms in Life and Art	59		
Image Conscious: The Emergence of the Self in Early Modern Europe from Shakespeare to the Enlightenment	60		
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50		
Making of Modern America: The Founding Period to the Present	44		
Paradise Outlaws: Kerouac, Bukowski and the Beats	51		
Pillars of Fire: Jewish Contributions to European and American Culture	45		
Poetic Justice	70		
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	63		
Resurrection and Revenge	52		
Russia	46		
The Secret Garden	52		
A Silver Sky: Poetry and Place in the Pacific Northwest	47		
Student Originated Studies: American Studies	70		
Weird and Wondrous	48		
MANAGEMENT			
Business in Action	107		
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103		
MARINE SCIENCE			
Coastal Ecology and Geology	49		
Marine Life: Marine Organisms and Their Environments	76		
MARKETING			
Hype and Hucksters: Media Campaigns as Popular Culture	42		
MATHEMATICS			
Computability and Cognition	93		
Concepts of Computing	50		
Data to Information	93		
Mathematical Methods	95		
Patterns across Space and Time	44		
Physical Systems	96		
MEDIA			
Blood, Iron and Oil	68		
Body, Mind, Soul	57		
Hype and Hucksters: Media Campaigns as Popular Culture	42		
Intimate Nature: Communication Older than Words	43		
Student Originated Studies: Media	88		
MICROBIOLOGY			
Molecule to Organism	96		
Undergraduate Research in Scientific Inquiry	96		
MOLECULAR BIOLOGY			
Molecule to Organism	96		
Undergraduate Research in Scientific Inquiry	96		
MULTICULTURALISM/DIVERSITY			
Health and Human Development	94		
Multicultural Counseling	103		
MUSIC			
Foundations of Performing Arts	42		
Intimate Nature: Communication Older than Words	43		
Music in Culture	86		
MYTHOLOGY			
Resurrection and Revenge	52		
NATIVE AMERICAN STUDIES			
Intersections of Cultures: Contemporary Art	85		
Respect: A Process of Universal Humanity	46		
Seeking Justice: Reclamation, Equality and Restitution	47		
Trees and Humans: Ecology, Art and Culture	77		
Tribal: Reservation-Based/Community-Determined	113		
NATURAL HISTORY			
Insects and Plants of Washington	51		
Picturing Plants	45		
Protecting Washington Wildness	75		
Rules of Nature/Rules of Life	46		
NATURAL RESOURCE MANAGEMENT			
Introduction to Environmental Modeling	76		
Tribal: Reservation-Based/Community-Determined	113		
NATURAL SCIENCE			
Insects and Plants of Washington	51		
Trees and Humans: Ecology, Art and Culture	77		

ORGANIZATIONAL LEADERSHIP					
Seven Continents, Eleven Blocks, One Community	117				
PAINTING					
Foundations of Visual Art	84				
Picturing Plants	45				
PERFORMANCE					
Body, Mind, Soul	57				
Music in Culture	86				
Pillars of Fire: Jewish Contributions to European and American Culture	45				
Puppet and Object Theater	51				
PHILOSOPHY					
The Classical Legacy: Provence and Tuscany	58				
Computability and Cognition	93				
Making of Modern America: The Founding Period to the Present	44				
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	62				
Power and Limitations of Dialogue	63				
Student Originated Studies: American Studies	103				
Undergraduate Research in Scientific Inquiry	96				
PHILOSOPHY OF SCIENCE					
Mathematical Methods	95				
Matter and Motion	95				
Physical Systems	96				
PHOTOGRAPHY					
Camera to Computer	88				
PHYSICS					
Introduction to Natural Science	95				
Mathematical Methods	95				
Matter and Motion	95				
Patterns across Space and Time	44				
Physical Systems	96				
PHYSIOLOGY					
Health and Human Development	94				
Imaging the Body	43				
Molecule to Organism	96				
POETRY					
Great British and Irish Moderns: Poetry and Fiction	67				
Poetic Justice	70				
Rules of Nature/Rules of Life	46				
A Silver Sky: Poetry and Place in the Pacific Northwest	47				
POLITICAL ECONOMY					
Blood, Iron and Oil	68				
Making of Modern America: The Founding Period to the Present	44				
Political Economy and Social Change: Globalization and Resistance	104				
Power and Limitations of Dialogue	63				
Revolutions for a Global World	105				
Russia	46				
Seeking Justice: Reclamation, Equality and Restitution	47				
POLITICAL PHILOSOPHY					
Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics	62				
POLITICAL SCIENCE					
Democracy and Equality	102				
Democracy and Free Speech	107				
POLITICAL THEORY					
Democracy and Free Speech	107				
Democracy and Religious Freedom	108				
PSYCHOLOGY					
Body, Mind, Soul	57				
Celluloid Women and Men: Representations of Gender in Japanese and American Cinema	49				
Health and Human Development	94				
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50				
Multicultural Counseling	103				
PUBLIC HEALTH					
Seven Continents, Eleven Blocks, One Community	117				
PUBLIC POLICY					
Bilingual Education and Teaching	57				
Democracy and Equality	102				
Democracy and Free Speech	107				
Democracy and Religious Freedom	108				
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103				
Seven Continents, Eleven Blocks, One Community	117				
What's Love Got to Do with It? Men, Women, Marriage and Families	48				
PUPPET THEATER					
Puppet and Object Theater	51				
RESEARCH METHODS					
Body, Mind, Soul	57				
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103				
The Pacific Northwest and Its Past	69				
So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling	48				
What's Your Question?	52				
RELIGION					
Body, Mind, Soul	57				
Resurrection and Revenge	52				
Turning Eastward: Explorations in East/West Psychology	66				
SCULPTURE					
Foundations of Visual Art	84				
SPANISH LANGUAGE					
Hispanic Forms in Life and Art	59				
SOCIAL AND CULTURAL HISTORY					
Respect: A Process of Universal Humanity	46				
Weird and Wondrous	48				
SOCIAL PSYCHOLOGY					
A Study of Violence	70				
SOCIAL WORK					
A Study of Violence	70				
SOCIOLOGY					
Crime in America	59				
The Good Life	42				
Individuals vs. Societies: Studies of American and Japanese Society, Literature and Cinema	50				
Multicultural Counseling	103				
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	63				
Power and Limitations of Dialogue	63				
Taking the Pulse: Business, Society and Ethics	106				
What's Love Got to Do with It? Men, Women, Marriage and Families	48				
STATISTICS					
Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems	74				
Taking the Pulse: Business, Society and Ethics	106				
What's Your Question?	52				
TECHNICAL WRITING					
Undergraduate Research in Scientific Inquiry	96				
THEATER					
The Empty Space: Theater of Compassion	83				
Foundations of Performing Arts	42				
Pillars of Fire: Jewish Contributions to European and American Culture	45				
Puppet and Object Theater	51				
TRIBAL GOVERNMENT					
Tribal: Reservation-Based/Community-Determined	113				
URBAN STUDIES					
The American City since 1945	41				
VIDEO					
Mediaworks	86				
Student Originated Studies: Media	88				
WOMEN'S STUDIES					
Intimate Nature: Communication Older than Words	43				
WRITING (See programs for first-year students.)					
Body, Mind, Soul	57				
Great British and Irish Moderns: Poetry and Fiction	67				
Image Conscious: The Emergence of the Self in Early Modern Europe from Shakespeare to the Enlightenment	60				
Mediaworks	86				
Organizations, Entrepreneurship and Management: Advanced Topics in Management	103				
Protecting Washington Wildness	75				
Trees and Humans: Ecology, Art and Culture	77				
ZOOLOGY					
Marine Life: Marine Organisms and Their Environments	76				

RE-VISION EARTH

This program was the perfect beginning step in my college career.
— *Randi Smith, student*



Reinhabitation

Fall, Winter, Spring, 2000-01/Coordinated Study

Faculty: Brian Price, Sonja Wiedenhaupt

Prerequisites: None

Special Expenses: Six overnight field trips, binoculars, waterproof clothing and foot wear, art materials.

Credit awarded in: Environmental studies, literature, cultural history, natural history, psychology, writing and drawing.



PROGRAMS FOR FIRST-YEAR STUDENTS

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

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

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

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

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

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

Freshmen: 0–44 credits

Juniors: 90–134 credits

Sophomores: 45–89 credits

Seniors: 135 or more credits



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FIRST-YEAR PROGRAMS

America Documented

Fall, Winter/Coordinated Study

Faculty: Sam Schragger, David Marr

Enrollment: 48

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

Faculty Signature: No

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

Internship Possibilities: No

For democratic principles and ideals to remain vital, they must be communicated not only across the built-in divisions of class, race, and religion, but across the divisions of aesthetic styles and tastes as well. And when this is achieved, not only do we find communication and communion, but we learn a bit more about how to live within the mystery which haunts American experience, and that is the mystery of how we are many and yet one.

Writer Ralph Ellison is making a bold claim about artistic expression in the United States: that it needs to reveal the interplay of unity and diversity in American life if it is to make good on the nation's democratic ideals. Is Ellison right? Are works that depict variants of American experience actually metaphors for the whole? Was this true in the past? If so, how did these imaginative re-creations reach across the barriers that separate us? Is art vital to hopes for democracy in this postmodern age, when the very possibility of a common culture is in doubt?

These perplexing questions underlie America Documented, a study of America since 1850. We will examine novels and poems, plays and essays, histories and ethnographies, films and visual art—documents attempting to communicate truths of American experience over these harrowing 150 years. We will explore how authors and artists conceive their stories, how they draw audiences into the lives of others, how they address social and political realities of their place and time. We will focus on, among other matters, African American and Jewish experience; relations of women, men and children; mythologies of nature, progress and freedom; changing moral outlooks on class and equality; the often elusive search for community, love and faith.

Based on this inquiry, students will undertake their own two-quarter study of a local institution of their choice—e.g., a law court, a school, a service organization, a church, a family, a gathering spot. The project will include oral history interviewing, ethnographic fieldwork, and background historical and literary research. It will culminate in a multilayered documentary account: an experiment at representing the lived experience of people in a place.

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 literature, history, ethnography, social thought, cultural studies, community studies and writing.

Total: 16 credits each quarter.

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

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

The American City since 1945

Fall/Coordinated Study

Faculty: Greg Mullins, Michael Pfeifer

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$200 for possible field trips to Seattle and Vancouver, B.C., to be paid by October 4, 2002.

Internship Possibilities: No

The economic boom following World War II marks a decisive shift in U.S. urban history and U.S. social relations. Prior to that time, cities expanded on the model of a metropolis, with a well-defined core of economic, social and cultural institutions from which radiated a periphery of residential and business areas closely bound to the center. After the war, the potential of the horizontal city was explored with a vengeance, as freeway construction and low-interest mortgages enticed millions of Americans out of city centers and into suburbs. Today, we face the emergence of the “edge city”: a self-sustaining conglomeration of business, retail and residence at the far edge of the traditional periphery, competing with and possibly replacing the city's fading center.

How have the last 60 years of urban reorganization changed the way we live? Does civic identification (as a New Yorker, Seattleite, Los Angeleno, Milwaukeean) remain a salient feature of American life? How are civic identities formed? If these identities become attenuated, is our ability to participate in the social, political and cultural lives of our communities compromised?

We will pursue these and related questions while paying special attention to the ways that postwar urban planning and suburban sprawl fostered segregation by race, social class and sexual orientation. We will read literature and history texts to explore the experience of both urban and suburban life from the 1950s to the present. At what price did the white middle class seek pastoral tranquillity in homogenous enclaves? How has suburban sprawl shaped African American communities and class structures within those communities? How was sexual identity defined by urban “gay ghettos,” and did this identity change when openly gay people moved to the suburbs? And, ultimately, how do minority and majority social groups inhabit shared spaces and share civic identity? This program will be reading and writing intensive.

Credit awarded in American history, American literature, American studies, writing and urban studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in literature, history, urban studies, education, law, politics, social services, for-profit and non-profit management, and any other field that demands precise writing, critical thinking and verbal analysis.

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

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

Foundations of Performing Arts

Fall, Winter, Spring/Coordinated Study

Faculty: Arun Chandra, TBA

Enrollment: 72

Prerequisites: This all-level program accepts up to 50 percent or 36 first-year students.

Faculty Signature: No

Special Expenses: \$30 per quarter to attend performances.

Internship Possibilities: No

Throughout history, the performing arts have embodied the central myths of culture and the shifts in a culture's values, politics and social organization. This program is an introduction to the basic concepts, skills and aesthetics of the performing arts. We will study the performing arts in various historical contexts, as well as in contemporary American culture. Through studying the history, we will be able to see what earlier cultures have thought about the fundamental questions of the human condition and gain a better understanding of the common concerns, hopes, fears and joys of our own time. We will pay particular attention to the reciprocal relationship between the arts and culture—how each shapes and reflects the other—and on the fundamental character of performance. We will examine the timeless, universal compact created between the performer and the audience. What is the essential nature of performance? How do the performer and audience collaborate in creating meaning? How do our life experiences become the material for new creative works?

In fall and winter quarters, this program will focus on the history and aesthetics of theater, dance and music, emphasizing a balance between theory and practice and the development of visual literacy and aesthetic judgement. Students will participate in weekly lectures, workshops, seminars, write papers and attend professional performances. Over the course of the year, students will have the opportunity to do introductory hands-on work in theater, music and dance and to participate in group projects that combine these three arts. Our work will culminate in spring quarter with the creation of an evening's performance, featuring dramatic scenes, musical and dance works.

Credit awarded in the history, theory and performance of theater, music and dance.

Total: 16 credits per quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in music, theater, dance, liberal arts and the humanities.

This program is also listed in Expressive Arts.

The Good Life

Fall, Winter/Coordinated Study

Faculty: Bill Arney, Rita Pougiales

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Phillip Rieff ends his *The Triumph of the Therapeutic: Uses of Faith After Freud* with this observation: "That a sense of well-being has become the end, rather than a by-product of striving after some communal end, announces a fundamental change of focus in the entire cast of our culture." We have turned inward, and the mark of the good life nowadays is merely this "sense of well-being." His conclusion raises a number of questions. Is contentment an adequate measure of a good life? On what bases do we judge our lives? What are the conditions we look for in a "good life"? When we make the judgment of a good life, what do we mean? Why are these questions, and our responses to them, important to ponder at this time?

To gain some sense of the sort of "communal end" we have lost in the shift described by Rieff, we will begin this two-quarter program with Lee Hoinacki's *Stumbling Toward Justice: Stories of Place*. Hoinacki will help us locate our study of possible contemporary meanings of "the good life" in everyday events and decisions in our lives. Other authors may include Ivan Illich, Richard Rorty, Martha Nussbaum and Hannah Arendt. Through their work, we will enter into the debates and conversations about a "good life" and come to understand the social ideas and historical forces that have shaped our thinking and, likely, our experience.

Credit awarded in philosophy, sociology, anthropology, literature and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in teaching and other public and scholarly professions.

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

Hype and Hucksters:

Media Campaigns as Popular Culture

Fall, Winter, Spring/Group Contract

Faculty: Virginia Hill, Susan Fiksdal

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 30 percent or 15 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, spring quarter.

Media campaign hype and those who create it will occupy our attention in this program. Public campaigns presented in the mass media are so common we scarcely notice them, yet they have a profound effect on the way we think, on the way public life is conducted, and on our national aspirations. They exhort us to believe this person but not that one, to adopt one habit and break another, to give one person our vote or to buy a company's product. They tint one idea or way of life with glamour and goodness, while they tar others as wicked or unsavory. Public campaigns are exercises in managed communications, informed by principles of advertising and public relations.

Campaigns are also a form of propaganda, something we will consider in depth, using seminar books, case studies, discourse analyses, research projects and media workshops. We will study how campaigns are created, how they are managed, and how they do their persuasive work. We will carefully examine the ways in which language shapes our understanding of information, as well as the interplay of language and images. In fall, we will focus on public campaigns, including the upcoming fall political campaigns; in winter, we will shift our attention to commercial campaigns. In spring, students will undertake media-related internships to see those principles and practices from fall and winter in operation.

Credit awarded in persuasion and propaganda, mass communications and society, linguistics, writing, campaign management, introduction to advertising, principles of public relations, principles of marketing and multimedia presentation.

Total: 16 credits each quarter. Spring quarter students will enroll in media-related internships for 12 or 16 credits.

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

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

Imaging the Body

Fall, Winter/Coordinated Study

Faculty: Lisa Sweet, Paul Przybylowicz

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: There will be three overnight, three-day field trips in Eastern and Western Washington. Approximate cost will be \$45 for transportation to be paid by the beginning of the quarter.

Internship Possibilities: No

Imaging—to form a mental picture of; to make a visible representation of. This program will integrate distinctly different models for examining the human body—anatomy and physiology, figure drawing and yoga. We will explore the intersections between these disciplines and discover how these different ways of knowing the body informs and deepens one's experiences.

Students will be introduced to basic drawing skills and art appreciation and have a unique opportunity to engage the body artistically, informed by an understanding of anatomy and movement. A larger goal will be to demystify the creative process. We will emphasize research, critical viewing and thinking, and continually refine ideas in all aspects of the program. Students will learn basic drawing techniques and apply them to the human figure, while they are introduced to the principles of human anatomy and physiology. We will study historical and contemporary works of art employing figurative themes. We will examine the body primarily from the western scientific viewpoint, but will also introduce other models for imaging the body. We will explore current topics in physiology and examine them critically. Yoga will integrate the knowledge from the other portions of the program. We will study alignment and movement as a way to explore anatomy and to make art with our bodies.

Credit awarded in basic drawing, art appreciation, introduction to anatomy and physiology, yoga and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art and biology.

Intimate Nature: Communication Older than Words

Fall, Winter, Spring/Coordinated Study

Faculty: Laurie Meeker, Sarah Williams, Sean Williams

Enrollment: 72

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

Faculty Signature: No

Special Expenses: \$75 per quarter for media production; \$40 per quarter for Yoga or Liangong; \$100 for overnight field trips.

Internship Possibilities: No

Is our engagement with a sparrow's song, an Irish poem, an abstract film, a yoga pose a matter of remembering and unlearning? Could it also become a practice of intuitive knowing? How can we respond to a friend's grief, the destruction of the salmon, the horror of a clear-cut forest, and our own ineffectiveness in the face of such problems?

As human beings our encounters with ourselves, with other species and lands are often in languages older than words. We feel these encounters in the body first, perhaps at a 'heart' level; then, we process them through our intellectual and cultural filters. Our individual filters are shaped by our childhood, our language and culture, our encounters with the media, arts, environment and our experiences as thinking and feeling adults. We are interested in how these filters become shields that block and cut us off from older, indigenous, intuitive, non-anthropomorphic and more sustainable forms of communication.

This program will explore the intimate nature of the relationship between our experiential realities and the intuitive and intellectual processes of understanding them. We want to create a learning community that serves as a refuge. We see this as an experiment that attempts to balance intellectual processes with body and spirit and embraces emotion in the classroom. Silence, sitting in circles for discussion, reflection in natural settings, the creation of artworks, musical practice, retreats and movement workshops are ways in which we intend to balance our reading and research.

Using films, texts, music, movement and fieldwork, we will intentionally create opportunities to engage in remembering and awakening our practices of intuitive knowing. We will study lives and the work of artists, naturalists and scientists who are interested in the politics of interspecies communication and who have found ways to engage older ways of knowing. We will use ethnographic studies, autobiographies, fiction, poetry and field journals to connect with our own intimate natures.

Credit awarded in anthropology, cultural studies, feminist theory, media, ethnomusicology and women's studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the performing arts, media arts, cultural studies and women's studies.

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

Life on Earth: Postcards from the Edge

Fall, Winter/Coordinated Study

Faculty: Gerardo Chin-Leo, Paul Butler, Paula Schofield

Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: Optional field trips at the end of winter quarter: the Grand Canyon dory trip, approximately \$1,600; or the Eastern Washington, Sun Lakes trip, approximately \$250.

Internship Possibilities: No

The origin and evolution of life on earth, along with changes in the earth itself, have always been sources of fascination and controversy. This program will examine significant events in the history of life, the large-scale geologic changes that have occurred in earth's history, and extreme habitats in contemporary environments. *Postcards* suggest an image in time and space. The *Edge* is our way of portraying unusual settings where interesting things happened or happen geologically, biologically and chemically. Our goal is to select illustrative case studies from the dawn of life to the present day to illustrate the inextricable links between life and the physical/chemical environment. We will study the diversity of contemporary environments not only to learn how environmental changes affect life, but how biologic changes, in turn, alter the physical/chemical environment.

Fall quarter, we will study the origin of life, the evolution of living systems and the causes of mass extinction. Our study will include discussions of the evolution of the atmosphere, hydrosphere and lithosphere; and of the diversity of life (taxonomy and metabolism), all in the context of geologic time. Winter quarter, we will focus on understanding the biology, chemistry and geology of extreme environments, e.g., alpine glaciers, polar regions, deserts, coral reefs and geothermal vents. In addition, we will examine current environmental problems related to human activities, including global climate change and pollution. The program will conclude by examining what makes human presence on the planet sustainable.

Program material will be presented through lectures, seminars, labs and field trips. In seminar, we will learn how to critically read both popular and technical literature, and learn about scientific reasoning and writing. We will read various perspectives on the origin and evolution of life and on mass extinctions. In addition, we will consider science in a cultural context, and examine the ethical and societal implications of science.

In labs, we will learn basic skills in chemistry, geology, biology and ecology, with emphasis placed on illustrating principles presented in lecture. We will teach quantitative skills (algebra, estimation, orders of magnitude, simple modeling) using Excel spreadsheet software. We will also allow students to apply their knowledge and skills through research projects that will examine pollution in local environments.

Field trips will explore the local habitats of Budd Inlet, Mount Rainier, as well as the (optional) distant habitats of Eastern Washington or the Grand Canyon. The two optional field trips will run concurrently at the end of winter quarter. Students interested in the Grand Canyon trip should contact Paul Butler by November 20, 2002.

Credit awarded in chemistry, environmental biology, geology, quantitative methods and technical and expository writing.

Total: 16 credits each quarter.

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

Making of Modern America: The Founding Period to the Present

Fall, Winter, Spring/Coordinated Study

Faculty: Jerry Lassen, David Hitchens, Tom Grissom

Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program charts the course of the development of the United States from the Constitutional period to the present. The battle between Alexander Hamilton and Thomas Jefferson marked the beginning of the debate over the shape of the politics and the economics of the country for the next two centuries. Whereas Jefferson wanted an independent citizenry based on land ownership and agriculture, Hamilton advocated support for the development of an industrial economy focused on manufacturing. This difference was geographically significant in that the North became the center of manufacturing activity while the South depended on agriculture supported by the peculiar institution of slavery. Ultimately, this conflict was resolved in the Civil War.

The Reconstruction period that followed the war was also a time of unprecedented economic growth. The changes after the war inspired reform movements that had a major impact on the country. Populism, progressivism, prohibition and the suffrage movement all gained momentum during the half century after the war. Additionally, the United States became involved in World War I followed by a period of remarkable growth during the 1920s. The prosperity was short lived and the depression that followed was certainly the most traumatic economic period in our nation's history. World War II brought the economy out of the depression and the 50 years following the war strengthened the position of the country both domestically and internationally.

This program will explore three pivotal periods in the history of the nation. Fall quarter we will examine the 1790–1877 period, winter quarter we will focus on 1877–1945 and spring quarter we will study 1945 to the present.

Student's work will emphasize careful reading, seminar participation and weekly writing assignments.

Credit awarded in American history, American literature, philosophy, political economy, history of science, writing, economic reasoning and quantitative reasoning.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities, social science, law, journalism and science.

Patterns across Space and Time

Fall, Winter/Coordinated Study

Faculty: Ruth Hayes, David McAvity

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: \$150 for art supplies.

Internship Possibilities: No

In the physical world there are patterns, forms and rhythms that can teach us about how the universe is ordered. In this program, we will study many of these phenomena and the physical laws that govern them. We will work with static and dynamic forms in multiple dimensions: the linear, the planar, the spherical and the temporal. We will analyze phenomena that are similar in spite of their occurrence in different orders of magnitude. For example, what are the similarities between the spiral of a seashell and that of a galaxy? Does the rate of energy loss in a bouncing ball mirror the rate of color loss in an autumn leaf? How are the interference patterns of sound, light and ocean waves alike? We will investigate cyclical patterns that occur at both the cosmic and the personal level, such as planetary motion, tides and our own circadian rhythms. As we analyze these and other patterns, we will gain an understanding of their origins and the forces that shape them.

Our approach will be from two perspectives, as scientists and as artists, as we engage in quantitative reasoning and creative expression. First we will address the question: What makes something a pattern? Then we will engage in a variety of activities to explore the nature and structure of different kinds of patterns. Students will work to develop techniques of observation, measurement, documentation, analysis and description. They will employ drawing, time-lapse photography, motion analysis and animation to study and represent phenomena they have observed. They will use clay to explore shape and spatial relationships. They will learn to describe patterns and change quantitatively and create mathematical models based on the physical laws that shape them.

Part of our inquiry will focus on the differences between creative and quantitative representations. We will explore the limitations inherent in each approach and we will investigate the roles that abstraction in science and art play in our understanding of reality. Many of our lectures, readings and seminar discussions will be about epistemology, or the history and theory of knowledge, as it relates to our subject. The diverse ways humans employ and recognize patterns are culturally and historically determined. We will, therefore, also explore the perception, interpretation and use of patterns in several different cultures, both ancient and modern.

Credit awarded in mathematics, physics, history of science, epistemology, drawing, animation, animation studies, expository writing, quantitative reasoning, scientific methods and cultural studies.

Total: 16 credits each quarter.

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

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

Picturing Plants

Fall, Winter, Spring/Coordinated Study
Faculty: Frederica Bowcutt, Lucia Harrison
Enrollment: 48

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

Faculty Signature: No

Special Expenses: In-state field trips during fall and spring quarters, approximately \$200 for two, week-long field trips; up to \$200 for art supplies.

Internship Possibilities: Yes, optional six credits spring quarter only.

Plants play profound roles in our lives.

Throughout history, plants have been the focus of storytelling, mythology, religious ceremony, healing, scientific investigation, material culture and artistic expression. This program explores scientific, cultural (folklore) and aesthetic (artistic) perspectives of plants. We will ask: Why and how do we create meanings out of plants? What actions can we take in the world to create ethical relations with plants and the ecosystems they live in? How can we use plants as points of departure for our own creative work?

Our exploration entails a highly integrative blend of art and science as well as humanities-based thought. To develop the perspective of a scientist, we will study plant-cell biology, evolution, anatomy, physiology, taxonomy and ecology. The visual arts components of the program will stress drawing from observation as well as an understanding of how plants have inspired artistic expression in different cultural traditions. We will study scientists as natural observers and learn to keep fully illustrated field journals. We will study artists who use plant forms as a point of departure for introspection and abstraction. Students will gain technical skills in drawing, botanical illustration, watercolor painting, digital imaging and some beginning printmaking.

Although our focus will be on science and art, we will also study the folkloric knowledge of herbalists, farmers, loggers, mystics and environmental activists. We will explore how different forms of knowing might inform one another, and how historical processes shift our experience of plants.

Attendance at week-long retreats in fall and spring is required of all students in the program.

Credit awarded in art appreciation, botanical illustration, drawing, painting, writing, ethnobotany, field natural history, introductory botany, ecology* and plant taxonomy*. Upper-division science credit will be awarded spring quarter for students working at an advanced level in taxonomy and ecology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, botany, education, environmental studies and natural resource management.

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

Pillars of Fire: Jewish Contributions to European and American Culture

Fall, Winter/Coordinated Study
Faculty: Ariel Goldberger, Carrie Margolin
Enrollment: 48

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

Faculty Signature: No

Special Expenses: Estimated \$150 for art and media materials and theater tickets per quarter. Total expenses depend on student projects.

Internship Possibilities: No

This interdisciplinary program will focus on the study of the Jewish diaspora and Jewish contributions to the culture of Europe and the Americas. We will explore some of the following questions in areas such as philosophy, cultural studies, humanities, sciences and art. Are there quintessentially Jewish ideas? What Jewish ideas were co-opted by other cultures after the Roman sack of Jerusalem in the year 70 CE? Which ones made it into the larger culture? What are unique Jewish contributions to American culture?

We will study possible connections among avant-garde movements, political movements and the Yiddish culture. We will investigate Jewish contributions and connections to American popular culture components such as Hollywood, Broadway, Tin Pan Alley, jazz and TV. We will explore Yiddish theater and its surrounding culture in Europe and America, including figures such as Gertrude Stein, Paul Klee, Chaim Soutine, Marc Chagall, Alberto Giacometti, Herman Wouk, Steven Spielberg, Jackie Mason, Woody Allen, Leonard Bernstein, Rodgers and Hammerstein.

We will look for possible connections among Jewish Messianic ideas, laws and ethics, immigration, politics and the labor movement in America and Europe.

As part of our studies of Jewish beliefs and mysticism we will look into the oral and written law, the mystical tradition of the Kabbalah and current Jewish thought about religion and mysticism. We will examine Jewish rituals, cooking and life-cycle events, and Jewish men and women's traditional roles. We will also explore the changing role of Jewish women as Jewish feminist leaders exert their influence on the culture.

An inevitable aspect of these studies will be a journey into the dark abyss of the Holocaust. We will look at the Holocaust's impact on the cultural life and arts of Europe and the Jewish world, and emerging responses to the tragedy. We will also explore readings and studies on Jewish views on religion and mysticism.

Credit awarded in psychology, cultural studies, Jewish studies, performance studies, writing, design, theater, installation and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Judaic studies, cultural studies, performance, writing and literature.

This program is also listed in Culture, Text and Language; Expressive Arts; and Society, Politics, Behavior and Change.



Respect: A Process of Universal Humanity

Fall, Winter, Spring/Coordinated Study
Faculty: David Rutledge, Raul Nakasone
Enrollment: 48

Prerequisites: This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will examine what it means to live in a pluralistic society at the beginning of the 21st century. We will look at a variety of cultural and historical perspectives and use them to help us address the program theme. We will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. We will concentrate our work in cultural studies, human resource development and cross-cultural communication. This program is part of the Native American and World Indigenous Peoples Studies area. While the program is not a study specifically of Native Americans, we shall explore Native American perspectives and look at issues that are particularly relevant to Native Americans.

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

Students will use and explore *Bloom's Taxonomy*, the theory of multiple intelligences, the relationship between curriculum, assessment and instruction, quantitative reasoning, self- and group-motivation communication, e-mail, resources on the Web and Web crossing, and skills in interactive Web pages and independent research.

Books by the following authors may be read: Howard Zinn, Paul Freire, M. Scott Momaday, Leslie Marmon Silko, Howard Gardener, William Irwin Thompson and Ciro Alegria.

Credit awarded in history, philosophy, cultural competency, communication, writing, political science, cultural anthropology, literature, indigenous arts, technology, indigenous studies, Native American studies, education and individual project work.

Total: 16 credits each quarter.

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

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

Rules of Nature/Rules of Life

Fall/Group Contract

Faculty: Craig Carlson, Nalini Nadkarni

Enrollment: 48

Prerequisites: None. One year in college, one year of college-level writing preferred. This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Rules can be tricky, sometimes confusing, often important. Our point of entry and exit will be: What are the rules by which we live, individually and collectively? Are they prescriptive or arbitrary, universal or contextual? What happens when one breaks the rules? Who or what has authority to decide the consequences?

Rules guide numerous aspects of our lives, but we will focus on an eclectic subset of disciplines and subjects within art, the social sciences, the humanities and natural science. We base our choices on the experience and interests of the faculty: poetry, natural history and ecological science, religion, ethnicity, emotions, incarceration and sports. One primary focus is nature. What are the rules of nature and how do we know what they are? We will study, view and read texts, images, film and music. Seminar books will include authors such as Leo Tolstoy, Arudhati Roy, Basho, Peter Berger and John Luoma.

In our 10 weeks together students will participate in weekly seminars, be asked to respond to our program theme through a variety of writing—critical essays, journal work and creative writing—as well as choosing expression in drawing, photography and the arts. One major natural history project will be presented as class work. This will involve the collection, analysis and storage of data from field sites on campus that will help us quantify and understand forest structure and dynamics. Students will learn the rules of gathering, working with, and presenting data in a rigorous scientific manner, in both oral and written forms.

"Eternity is in love with the productions of time," as Blake explains.

Credit awarded in natural history and ecology, quantitative reasoning, creative writing, expressive art and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in liberal arts, arts, natural science, writing and law.

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

Russia

Fall, Winter, Spring/Coordinated Study

Faculty: Patricia Krafcik, TBA

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Join us on an extraordinary journey as we explore the diverse peoples, cultures and histories of the region that was once demarcated by the borders of the Russian and Soviet empires. While we focus on the Russians, we will take a comprehensive, multicultural approach in our examination of other peoples who, from ancient times, have populated the vast expanses of Eurasian and Siberian steppes and forests.

In fall quarter, we will investigate Slavic, Turkic and Scandinavian contributions to early Russian society up to Russian imperial expansion in its 19th century zenith and the rise of the Russian Empire's radical revolutionary intelligentsia. Winter quarter emphasizes the great transformations of 20th-century Russia—the Bolshevik Revolution, the Stalin terror and the unanticipated collapse of the Soviet Union. Readings will include historical texts, epics and the literature of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn, Akhmatova, Pasternak, Rasputin, Petrushevskaya and others.

Spring quarter provides an opportunity to explore in greater depth selected topics from Russia's Eurasian culture and to pursue individual research. A series of workshops may include a study of the following: the cultures of distinctive ethnic groups, such as the Vikings, Mongols, Tatars, Cossacks, Caucasian and Siberian peoples, all of whom profoundly transformed Eurasia's culture and political landscape; Russian folklore and folk belief; the Cold War and its consequences for the East and the West; Soviet environmental practices and environmental degradation; Russian and Soviet painting and visual arts; or the literature of Dostoevsky.

Intensive Beginning Russian may be offered during summer 2002. Beginning and Intermediate Russian will be offered under separate registration in Part-Time Studies as four-credit course sequences through the three quarters of the academic year. Students are strongly urged, but not required, to take advantage of these language learning opportunities.

Given sufficient interest, the faculty will arrange, or direct students to, study programs in Russia during summer 2003.

Credit awarded in writing, Russian history, Russian literature and Russian culture. Students who complete advanced work will earn upper-division credit.

Total: 12 credits each quarter. Students may enroll in a separate four-credit course in Beginning or Intermediate Russian through Part-Time Studies.

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

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

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

Seeking Justice: Reclamation, Equality and Restitution

Fall, Winter, Spring/Coordinated Study

Faculty: Kristina Ackley, Peter Bohmer, Steve Niva

Enrollment: 72

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

Faculty Signature: No

Special Expenses: Approximately \$60 for field trips.

Internship Possibilities: Yes, spring quarter only.

The term justice conjures up many images and goals: the principle of moral rightness, to be honorable and fair in one's dealing with others, to redress historical wrongs and the pursuit of economic and social equality. It also raises issues of timeliness and social transformation. When and how can justice be delivered to those demanding it and whose privileges must be challenged?

While the concept of justice is often associated with the individual, this program will pay particular attention to collective and social struggles for justice both historically and in the contemporary period. We will examine how nations, societies, races, genders, classes and other social groupings have defined justice and to what extent their definitions cohere or conflict. In this context, the program will explore the connection between justice and conflict. Is conflict inevitable if we define justice as a redistribution of power and privilege? How can societies heal after periods of intense injustice?

This program will pursue these themes through theoretical readings and case studies. We will explore, for example, the struggles for justice by Native Americans and indigenous peoples around the world. We will also examine demands for reparations for slavery in the United States, the aims and impact of truth and reconciliation commissions in post-Apartheid South Africa, post-Pinochet Chile and contemporary Guatemala, and efforts to provide redress for victims of genocide. Attention will be given to struggles for environmental and economic justice, particularly in the context of contemporary globalization. Students will have an opportunity to pursue significant research projects. The faculty envision an opportunity for students to closely engage topics relevant to faculty backgrounds in Native American studies, community development and political economy.

Credit awarded in globalization in the international system, contemporary issues in Native American studies, expository writing, federal Indian law and policy, introduction to comparative politics and social movement theory.

Total: 12 or 16 credits each quarter.

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

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

A Silver Sky: Poetry and Place in the Pacific Northwest

Fall, Winter/Coordinated Study

Faculty: Bill Ransom, Matthew Smith

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$200 for field trips.

Internship Possibilities: No

What is our experience of place? How does place form our experience? How do our rhythm, our sense of time, our feeling for beauty, our words emerge from our individual and collective engagement with the world of our experience? How do these expressions of our experience shape us and call us to further engagement with our place? We will address these questions as we examine our own experience in and with the Pacific Northwest. As we come to see how the mist over the valley bottoms has been engaged in a dialogue with the people who live along the banks of the river, we can begin to see what conversations surround us and what stories await discovery and voice.

We will investigate the stories of the Pacific Northwest, including the stories that the natural history tells, and we will come here primarily through poetry. Reading and writing, observation and expression, the making of place and the embedment of our lives in this place will invest our process and our products. We will explore history, legend, natural history, story and the rich poetic tradition of the Pacific Northwest. By attaching ourselves to the particular we will reflect upon the larger world. We will write constantly; as William Stafford said, "If you're not writing a poem a day, your standards are too high." We will perform our work aloud. We will listen. And we will go through the process of writing, rewriting and preparing something for publication while learning the basics of copy editing and manuscript preparation. Students will select a publication (audience) that fits their work and submit to that publication at the end of each quarter. Publication itself is not required, only the process toward publication. We imagine this work as demanding, deliberate and a great deal of pleasure. Guest speakers and field trips will further enrich our place-based work.

Credit awarded in literature, art, history, poetry, regional studies and natural history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in writing, editing, history, regional studies, teaching, law and environmental studies.

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

So You Want to Be a Teacher? Exploring Issues of Development, Learning and Schooling

Fall, Winter/Coordinated Study
Faculty: Sherry Walton, Terry Ford
Enrollment: 46
Prerequisites: None
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No

This program is for people interested in pursuing teaching as a career choice or who are interested in schooling and equity. An introduction to theories of learning, language acquisition and child development is the focus of fall quarter. The guiding question for the quarter is: What is the role of development in the learning process?

During winter quarter, we will investigate the relationships of learning, schooling and diversity. Students will select a particular model of schooling (e.g., home-school, public school, Waldorf, Sudbury), research its origins, beliefs about learning, development and teaching practices, and then complete an analysis of which groups of learners these structures serve and why. Students in this program can expect to use writing as a tool for learning, develop a research-based understanding of child development, investigate the historical, sociocultural and organizational contexts of schools, and develop skills in formulating and pursuing a research question, analyzing schooling practices and making public presentations.

Program activities will include interactive lectures and workshops, seminars, weekly writing, small-group investigations and a long-term project exploring and critiquing a particular approach to schooling. Participants' work in the program will be assessed through written papers, participation in all activities, projects and a final portfolio.

Credit awarded in learning theory, language development, developmental psychology, historical and social foundations of education and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in education and counseling.

Weird and Wondrous

Fall, Winter/Coordinated Study
Faculty: Jean Mandeberg, Thad Curtz
Enrollment: 48
Prerequisites: None. This all-level program accepts up to 25 percent or 12 first-year students.
Faculty Signature: No
Special Expenses: Up to \$150 per quarter for studio supplies, depending on your project.
Internship Possibilities: No

Some things are weird. Some fill us with wonder. In our world, it sometimes seems that it's much rarer to be filled with wonder than to call things weird. In this program we will be both creating and thinking together about some special situations in which experiences are simultaneously weird and wonderful. The program's activities will include studying, discussing and writing about literature, art and theory from psychology, philosophy and other social sciences. We'll also spend a considerable amount of our time creating collaborative projects about the program's themes, sharing them with each other and reflecting on them. For example, in studying the theme of travel, we might work on a contemporary anthropologist's book about encountering a new culture; Greenblatt's *Marvelous Possessions*, a history of the ambiguous functioning of wonder in the Europeans' conquest of the New World; and a biography of Joseph Cornell, who made mysterious art in tiny boxes while voyaging nowhere but up and down a few streets in New York. At the same time, studio assignments in metal or mixed media might ask students to make their own passports, their own maps, then their own amulets as another way of exploring ideas and feelings about travel. Throughout, we'll be using the issue of the weird and wondrous as a way to explore some enduring questions about convention and creativity in the arts, the interactions between language and experience, cross-cultural illuminations and misunderstandings, normal and extraordinary experience, pity, disgust, the uncanny and the sublime.

We plan to work slowly and thoughtfully. We hope to increase our own capacities for wonder as well as developing, together, some categories for understanding this special kind of experience and its relations to other aspects of our lives and our historical situation.

Credit awarded in literary and social theory, studio art, art history, film, writing and literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts and humanities, and for any careers involving encounters with a wide range of people and experiences, like medicine, social work or teaching.

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

What's Love Got to Do with It? Men, Women, Marriage and Families

Fall, Winter/Coordinated Study
Faculty: Charles Pailthorp, Stephanie Coontz
Enrollment: 46
Prerequisites: None
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No

This class will analyze contemporary debates about what's happening to marriage, family life and youth, using historical data and social science methodology to critically evaluate conflicting claims. First quarter, we will trace the evolution of marriage laws, values and relations in America, along with the different experiences and expectations of men and women within marriage. We will then examine contemporary data on changing gender roles and marital behaviors, including discussion of cohabitation, divorce and same-sex unions. Second quarter we will discuss how changes in family systems and larger social institutions have affected children and youth, paying particular attention to the widespread belief that the education system is in decline.

This class will require students to lay aside preconceived notions and rigorously examine evidence and argumentation. Reading and writing demands will be challenging, and faculty will conduct workshops on critical reasoning and effective writing.

Credit awarded in history, sociology, critical thinking (including quantitative reasoning), expository writing and public policy.

Total: 16 credits each quarter.

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

OFFERINGS BEGINNING WINTER QUARTER

Celluloid Women and Men: Representations of Gender in Japanese and American Cinema

Winter/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent or 6 first-year students.

Faculty Signature: No

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

Internship Possibilities: No

This group contract is designed for students who are interested in cross-cultural exploration of gender issues while learning visual literacy.

It is often said that American and Japanese cultures represent diametrically opposite values in many aspects of human behavior and customs. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives may feel severely undervalued if they are not wage earners. Needless to say, the reality is not as simple as these stereotypical perceptions indicate, but this dichotomized cross-cultural frame presents an interesting context in which to explore many human issues, particularly those of gender. Thus, in this program we will examine gender images presented in American and Japanese cinema and popular media, while further exploring their historical and cultural significance through books and seminars.

At the beginning of the quarter the students will be introduced to the fundamentals of film analytical concepts through texts, a lecture and a workshop. With these analytical tools students will examine gender images produced in American and Japanese films through seminars and critical essays, which will incorporate the concepts introduced in the weekly readings.

Students will also acquire basic skills in video production. They will learn how to use a camcorder and to edit VHS videotapes. By the end of the quarter the students will produce video works that deal with gender issues in specific historical and cultural contexts.

Credit awarded in Japanese culture, film criticism, film theory, psychology and sociology.

Total: 16 credits.

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

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

OFFERINGS BEGINNING SPRING QUARTER

Centering

Spring/Coordinated Study

Faculty: Robert Leverich, David McAvity

Enrollment: 40

Prerequisites: Third quarter freshman standing.

Faculty Signature: No

Special Expenses: \$100 for art supplies.

Internship Possibilities: No

What is your craft? Are you an artist or a scientist? Are they that different? What values and processes are common to them both? How do they give shape and meaning to each other?

These are central questions in this program, designed to introduce students to wheel-thrown ceramics, applied principles of chemistry and physics, and the nature of craft. Both art and science involve craft—a thoughtful, skillful and informed centering on the task at hand.

Program work will center around the clay studio, with supporting science lectures and lab work, and seminar. In the studio students will prepare clay, master basic wheel-throwing techniques, use drawing to explore ideas, produce a range of thrown ware, glaze the work and fire it in electric and gas kilns. Science lectures and lab assignments may address topics such as the physical and chemical make-up of clays, the physics of rotational systems, glaze chemistry and phase change properties of clay and glaze materials during the firing process. Through readings, seminars, work discussions and writing, students will reflect on their own work, the relationships between ceramics and scientific inquiry, and the thinking and craft of each.

Credit awarded in ceramics, science, drawing and writing.

Total: 16 credits.

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

Coastal Ecology and Geology

Spring/Coordinated Study

Faculty: Paul Butler, Gerardo Chin-Leo

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: Approximately \$75 for a three- to four-day camping trip to the Pacific coast of Washington.

Internship Possibilities: No

Coastal areas are dynamic environments characterized by unique biota and elevated biological productivity. This introductory program examines the physical forces acting on coasts (e.g., tides, waves and earthquakes) and how these forces determine a beach's composition and morphology. Both high-energy and low-energy systems will be examined. We will also study coastal organisms, and how they have adapted to the stresses associated with wave action, periodic exposure to air and changing salinity. With this understanding of the physical factors that shape coastlines, and the organisms that live there, we will then examine the ecology of both rocky and sandy areas along the Pacific coast of Washington and Puget Sound. The impact of human activities will also be incorporated into our study. The material will be covered through lectures, lab and fieldwork, seminars and student presentations. Field trips to various locations around Western Washington will be an integral part of the program.

Credit awarded in coastal geomorphology, coastal ecology, quantitative methods and technical and expository writing.

Total: 16 credits.

Program is preparatory for careers and future studies in geology, oceanography, marine biology and environmental science.



Concepts of Computing

Spring/Group Contract

Faculty: Judith Cushing, TBA

Enrollment: 48

Prerequisites: High school-level algebra. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Whether one aims to be an “end user” or a system developer, today’s computer applications—e.g., Microsoft Word, Excel or Web authoring tools—can seem like a collection of arcane commands, rather than a coherent “system.” Understanding the fundamental ideas in computing and mathematics that underlie today’s computing can help one be a more effective user and a more discerning consumer of such technology—just as understanding the customer needs behind such applications will enable one to be a better developer.

This program introduces some fundamental principles of computer science as well as the primary objectives of several major application packages. It is intended for students with a limited background in computing, who want some exposure to computing as a basis for future work, especially the sciences and the arts. This program is also helpful to students who want to follow with Data to Information, but who have had no programming experience.

There will be hands-on lab work together with an examination of the models, methods and abstract concepts behind software systems. Topics will include learning to use one or more software applications such as Dreamweaver or Excel; some programming in a very high-level language; some mathematics or logic; computational organization; the World Wide Web; and the historical, philosophical, social and ethical implications of computing.

Credit awarded in introductory computing.

Total: 16 credits.

A similar program is expected to be offered in 2003–04.

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

This program is also listed in Scientific Inquiry.

Drawing a Life

Spring/Group Contract

Faculty: Marilyn Frasca

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent or 6 first-year students.

Faculty Signature: No

Special Expenses: Students must provide their own art supplies, approximately \$75.

Internship Possibilities: No

Drawing images from one’s own life in both writing and drawing are activities that will form the center of our work together. Students will have the opportunity to develop skill at drawing posed models, and they will use journal-writing sessions to identify the unique events, situations and experiences that have formed their life context. Activities will include weekly figure drawing sessions, journal writing workshops, discussions of selected topics drawn from art history, literature and psychology, work-in-progress critiques and individual conferences with the faculty.

This spring quarter program is designed to create a community of image-makers who, with the aid of the faculty and one another, agree to develop skill at making their own images. The issues become ones of attention, intention and seeing. Writing and drawing will form the center of our work together. Students will be expected to make a presentation drawn from their own life experience at mid-quarter. For a final presentation, students will create a series of images based on the life of another person.

Credit awarded in drawing, creative writing and humanities.

Total: 16 credits.

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

This program is also listed in Expressive Arts.

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

Spring/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent or 6 first-year students.

Faculty Signature: No

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

Internship Possibilities: No

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

When the 18th-century Danish philosopher, Soren Kierkegaard, chose “that individual” as his own epitaph, he was proclaiming himself as an individual, the only concrete mode of human existence, although he was keenly aware of the consequence of such a stance. In America, however, the concept of individuals as autonomous and free agents with an inalienable right to pursue happiness seems to have been accepted quite cheerfully, and indeed without much anguish. This is manifested variously from the self-acquisitiveness of Benjamin Franklin’s character, Poor Richard, to Thoreau’s “rugged” self-reliance to “the Great” Gatsby’s misguided self-creation. Books such as William Whyte’s *The Organization Man* and David Riesman’s *The Lonely Crowd* revealed conformist tendencies of individuals belonging to some American communities. These books were written to criticize the group orientation of certain segments of society, while reclaiming the value of individualism in America.

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

Certainly, the reality is not as simple as these stereotypical representations of two societies indicate. This dichotomized comparative frame presents an interesting context in which we can explore the concepts of the individual and community/society, and the dynamic relationship between these two concepts. Throughout the quarter we will focus on the ideas of the individual and community/society and their interrelationships.

Credit awarded in Japanese culture, Japanese literature, American literature, psychology, sociology, literary theory and film studies.

Total: 16 credits.

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

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

* indicates upper-division credit

Insects and Plants of Washington

Spring/Coordinated Study

Faculty: Paul Przybylowicz, John Longino

Enrollment: 48

Prerequisites: This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: There will be three overnight, three-day field trips in Eastern and Western Washington.

Approximate cost will be \$150, to be paid by April 4, 2003.

Internship Possibilities: No

After this program, insects and plants will never look the same to you. We will spend the quarter alternating between field and lab, learning basic botany and entomology, with an emphasis on learning the common plants and insects of Washington. We will also study the ecology and evolution of insects and plants, and their interactions. Insect identification will focus on orders and major families, and the skills needed to key out any insect to family. Students will also learn to identify the major divisions of plants—from liverworts to flowering plants.

There will be three overnight field trips to different parts of Washington, and these will alternate with laboratory-based studies using existing collections and new collections from field trips. Evaluations will be based on lab practicals, exams and a field journal.

Credit awarded in introductory botany, introductory entomology and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in botany, entomology, field biology and environmental science.

This program is also listed in Environmental Studies.

Paradise Outlaws: Kerouac, Bukowski and the Beats

Spring/Group Contract

Faculty: Bill Arney, Craig Carlson

Enrollment: 48

Prerequisites: This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Lawrence Ferlinghetti, Charles Bukowski, Diane DiPrima, Jack Kerouac, Allen Ginsberg and other Beat writers shared a unifying vision of a better future, of the possibilities for change in America. They are part of a libertarian tradition that envisages an ideal, however romantic and unattainable, of the individual embracing personal freedom while resisting institutional values. They were outlaws aiming for Paradise.

The Beats shared a populist perspective—a view that art is unelitist, antihierarchical, egalitarian. They professed to learn more on the street than in the academy. They tried to be accessible and honest. They were more concerned with the rawness of experience than with trying to get into the museum of literary culture.

Students will study Beat politics, fiction and poetry. We will examine American culture in the 1960s through the work of Robert Frank, Hunter S. Thompson and others. We will read William Blake, Howard Zinn and Paul Goodman, listen to a selection of 1960s jazz and rock 'n' roll, and read/hear a selection of Beat writing.

We will follow Allen Ginsberg's advice: *The method must be purest meat and no symbolic dressing, actual visions and actual prisons as seen then and now.*

Credit awarded in literature*, American studies*, writing* and art*.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, humanities, law school, nuclear physics, sociology, history, American studies and poetry.

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

Puppet and Object Theater

Spring/Group Contract

Faculty: Ariel Goldberger

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent or 6 first-year students.

Faculty Signature: No

Special Expenses: \$150 for art and media materials and theater tickets.

Internship Possibilities: No

The main goal of this program is to create a learning community of students interested in investigating the nature of puppet theater and object theater through performance. Experimentation, risk-taking, self-directed work, design process and learning how to tackle unknowns will be emphasized. Participants will be encouraged to write or devise their own script or storyboard, and required to research puppet techniques, design the puppets and the production, and perform. Exploration of new and innovative materials and tools will be encouraged. The faculty will facilitate student-originated work. The program will require weekly showing of works-in-progress to emphasize learning about all participants' different artistic processes. Weekly presentations will focus on issues related to contemporary puppetry, technical issues and/or manipulation techniques. Depending upon student demand, a movement workshop will be offered.

Some possible puppet masters studied may be: Philippe Genty, Henk Boerwinkel, Bruce Schwartz, Julie Taymor, Theodora Skipitares, Janie Geyster, Roman Pasca and notable emerging American puppeteers.

Credit awarded in puppet and object theater, performing arts, performance, design and other subjects depending on student work.

Total: 16 credits.

Program is preparatory for careers and future studies in fields that require facility with collaborative processes, imagination, creative writing, research skills, artistic processes, intuitive and visual thinking, design and performing arts.

This program is also listed in Expressive Arts.



Evergreen offers a number of options when it comes to student housing, from shared rooms to apartment-style accommodation.

Resurrection and Revenge

Spring/Coordinated Study

Faculty: Helen Cullyer, Charles Pailthorp

Enrollment: 46

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

We are complex beings, confronted daily by fundamental dualities in our natures. Always conscious of life's flow, we imagine that it has permanence. Yet we know that we must die. We apprehend both good and evil in the world and within ourselves. Faced with evil, we waver between the demand for retribution and the demand for forgiveness. In this program, we will investigate a variety of attempts to resolve, or to live with, these dualities, by focusing on old versions and modern retellings of the stories of Electra, Orpheus and Christ. We hope to come to a greater understanding of life/death, good/evil and revenge/forgiveness, by considering not only the intellectual issues involved in, but also the emotional aspects of these dualities. Readings will include, Aeschylus' *Oresteia*, Sophocles' *Electra*, The Gospels, the poetry of Ovid, Virgil and Rilke, Freud's *Civilization and its Discontent*, C.S. Lewis's *The Chronicles of Narnia* and selected essays by Hannah Arendt and C.S. Lewis. We will also consider music and films, such as Bach's *St. Matthew Passion*, Strauss's *Elektra* and the film *Black Orpheus*.

Credit awarded in mythology, religion, writing and literature.

Total: 16 credits.

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

The Secret Garden

Spring/Coordinated Study

Faculty: Susan Aurand

Enrollment: 23

Prerequisites: None

Faculty Signature: No

Special Expenses: Students must provide their own art materials, approximately \$100-\$150, and materials for a garden project.

Internship Possibilities: No

This program is a one-quarter interdisciplinary study of the garden in art, mythology and science. Students will learn studio art skills in drawing and/or painting, and introductory botany and horticulture. They will make images exploring their individual visions of a "secret garden," and will develop small gardens of their own design. Together we will study the mythology and symbolism of the "secret garden," beginning with the universal myth of the lost paradise, and the passion to recreate a personal paradise on Earth through gardens, to the social impact of gardens, the garden as a symbol of sexuality and the garden as a symbol of an emerging ecological spirituality.

Activities in the program will include weekly lectures, seminar, studio workshops and journal writing. Each student will complete short essays on the seminar readings, be assigned studio and horticulture work and a major project expressing his/her vision of the "secret garden."

Students who may wish to have a garden space on campus at Evergreen's Organic Farm Community Gardens should contact the Director of the Community Gardens during winter quarter to make arrangements.

Credit awarded in drawing, literature, humanities (art history, mythology), introduction to botany, writing and horticulture.

Total: 16 credits.

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

What's Your Question?

Spring/Coordinated Study

Faculty: Terry Ford, Sherry Walton

Enrollment: 46

Prerequisites: An existing question you wish to explore.

Faculty Signature: No

Special Expenses: Depending on research question. If travel is involved or special equipment is needed, the student is responsible for the cost.

Internship Possibilities: No

Konrad Lorenz filled his home with animals to explore the relationship between animal and human behavior. Beverly Taytum interviewed and observed students to develop an understanding of race relations and the developmental stages of African American children's identity formation. Daran Kravan relived his years in the Cambodian Killing Fields to make meaning of those experiences. Terry Tempest Williams immersed herself in nature to search for an understanding of the challenges her family faced.

These people all sought answers to questions that consumed them, that demanded answers. This program is for first-year and transfer students who also have compelling questions they want to begin to answer. Because each person's question requires a different focus, a substantial amount of time will be devoted to individual projects. We will read and discuss a variety of books by and about people who sought answers to complex questions. We will formulate clear questions, develop approaches for seeking answers, and create multiple ways of demonstrating knowledge. Research methods may include traditional library-oriented and Internet research as well as documentation of anecdotal information through oral histories, surveys and interviews. Methods of data gathering, analysis, reporting and presentation will be explored. Students will have options of demonstrating their learning through oral presentations, photographic essays, written essays, video or multimedia.

Credit awarded in writing, introduction to qualitative research, introduction to statistics and content-specific knowledge developed as a result of the individual inquiry.

Total: 16 credits.

Program is preparatory for future studies in any upper-division program or careers that require the ability to formulate a research question, determine appropriate approaches for seeking and evaluating answers and making public presentations.

CULTURE, TEXT AND LANGUAGE

AFFILIATED FACULTY:

Nancy Allen
Bill Ray Arney
Marianne Bailey
Justino Balderrama
Hilary Binda
Craig B. Carlson
Helen Cullyer
Thad Curtz
Virginia Darney
Stacey Davis
Susan Fiksdal
Thomas H. Foote
Jorge Gilbert
Thomas Grissom
Patrick J. Hill
Virginia Hill
David Hitchens
Ryo Imamura
Hiro Kawasaki
Ernestine Kimbro
Stephanie Kozick
Patricia Krafcik
Lance Laird
Mark A. Levensky
David Marr
Charles J. McCann
Harumi Moruzzi
Greg Mullins
Alice A. Nelson
Steven Niva
Charles N. Pailthorpe
Sarah Pedersen
Michael Pfeifer
Rita Pougiales
Thomas B. Rainey
Bill Ransom
Hazel J. Reed
Sara Rideout
Evelia Romano
David Rutledge
Therese Saliba
Samuel A. Schrager
Nancy Taylor
Setsuko Tsutsumi
Sarah Williams

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

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

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

Many Culture, Text and Language programs bring together two or more disciplines to examine critical questions about the human condition, and include community-based activities that put ideas into practice. Thus, students gain an interconnected view of the humanities and interpretive social sciences, rather than one carved up into specialized academic pursuits. Upper-division students are encouraged to focus in-depth in fields of study taught within the area. Faculty act as advisors and mentors in their subjects of expertise, supporting students to do advanced work, internships, study abroad and senior theses.

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

CTL's interdisciplinary studies prepare our graduates to be life-long learners capable of pursuing a wide range of careers, including work in education, social services, law, business, politics, non-profit organizations, government and other fields. In recent years our students have pursued graduate study at leading universities, including Stanford, University of Chicago, Harvard, New York University, University of Washington, Evergreen, Berkeley, University of Massachusetts and Rutgers.



MINDS OPENED BY TRAVEL

How often does a student come across a school or program that offers the experience to meet the authors of material being studied and ask them questions?

— *Dunstan Skinner, student, returning after 15 years*



Irish Spring: Living in Rural Ireland

Spring, 2001/Coordinated Study

Faculty: Sean Williams, Patrick Hill

Prerequisites: Junior or senior standing

Special Expenses: Airfare, room and board

Credit awarded in: Celtic studies, European studies, cultural studies, fieldwork, history, Irish language.



America Documented

Fall, Winter/Coordinated Study
Faculty: Sam Schrager, David Marr
Enrollment: 48

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

Faculty Signature: No

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

Internship Possibilities: No

For democratic principles and ideals to remain vital, they must be communicated not only across the built-in divisions of class, race, and religion, but across the divisions of aesthetic styles and tastes as well. And when this is achieved, not only do we find communication and communion, but we learn a bit more about how to live within the mystery which haunts American experience, and that is the mystery of how we are many and yet one.

Writer Ralph Ellison is making a bold claim about artistic expression in the United States: that it needs to reveal the interplay of unity and diversity in American life if it is to make good on the nation's democratic ideals. Is Ellison right? Are works that depict variants of American experience actually metaphors for the whole? Was this true in the past? If so, how did these imaginative re-creations reach across the barriers that separate us? Is art vital to hopes for democracy in this postmodern age, when the very possibility of a common culture is in doubt?

These perplexing questions underlie *America Documented*, a study of America since 1850. We will examine novels and poems, plays and essays, histories and ethnographies, films and visual art—documents attempting to communicate truths of American experience over these harrowing 150 years. We will explore how authors and artists conceive their stories, how they draw audiences into the lives of others, how they address social and political realities of their place and time. We will focus on, among other matters, African American and Jewish experience; relations of women, men and children; mythologies of nature, progress and freedom; changing moral outlooks on class and equality; the often elusive search for community, love and faith.

Based on this inquiry, students will undertake their own two-quarter study of a local institution of their choice—e.g., a law court, a school, a service organization, a church, a family, a gathering spot. The project will include oral history interviewing, ethnographic fieldwork, and background historical and literary research. It will culminate in a multilayered documentary account: an experiment at representing the lived experience of people in a place.

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 literature, history, ethnography, social thought, cultural studies, community studies and writing.

Total: 16 credits each quarter.

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

This program is also listed in First-Year Programs.

The American City since 1945

Fall/Coordinated Study
Faculty: Greg Mullins, Michael Pfeifer
Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$200 for possible field trips to Seattle and Vancouver, B.C., to be paid by October 4, 2002.

Internship Possibilities: No

The economic boom following World War II marks a decisive shift in U.S. urban history and U.S. social relations. Prior to that time, cities expanded on the model of a metropolis, with a well-defined core of economic, social and cultural institutions from which radiated a periphery of residential and business areas closely bound to the center. After the war, the potential of the horizontal city was explored with a vengeance, as freeway construction and low-interest mortgages enticed millions of Americans out of city centers and into suburbs. Today, we face the emergence of the "edge city": a self-sustaining conglomeration of business, retail and residence at the far edge of the traditional periphery, competing with and possibly replacing the city's fading center.

How have the last 60 years of urban reorganization changed the way we live? Does civic identification (as a New Yorker, Seattleite, Los Angeleno, Milwaukeean) remain a salient feature of American life? How are civic identities formed? If these identities become attenuated, is our ability to participate in the social, political and cultural lives of our communities compromised?

We will pursue these and related questions while paying special attention to the ways that postwar urban planning and suburban sprawl fostered segregation by race, social class and sexual orientation. We will read literature and history texts to explore the experience of both urban and suburban life from the 1950s to the present. At what price did the white middle class seek pastoral tranquillity in homogenous enclaves? How has suburban sprawl shaped African American communities and class structures within those communities? How was sexual identity defined by urban "gay ghettos," and did this identity change when openly gay people moved to the suburbs? And, ultimately, how do minority and majority social groups inhabit shared spaces and share civic identity?

This all-level program will be reading and writing intensive.

Credit awarded in American history, American literature, American studies, writing and urban studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in literature, history, urban studies, education, law, politics, social services, for-profit and non-profit management, and any other field that demands precise writing, critical thinking and verbal analysis.

This program is also listed in First-Year Programs.

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

Bilingual Education and Teaching

Fall, Winter/Group Contract

Faculty: Evelia Romano

Enrollment: 25

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

Faculty Signature: No

Special Expenses: \$100 for three-day field trip to Toppenish and Pasco, Washington.

Internship Possibilities: Yes

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

During fall quarter, we will explore several theoretical issues related to and preparatory for the study of bilingual education and teaching: first and second language acquisition, the relationships of language, culture and society, and a historical introduction to bilingual education and the politics of bilingualism. A weekly workshop 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 work in the community (elementary schools, high schools, etc.) to acquire practical experience and apply theories discussed in class.

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

During spring quarter, the faculty will sponsor internships for those students who are interested in furthering their practical knowledge and experience. Students will be able to work as teachers' aides in K-12, ESL and bilingual classrooms, teach Spanish as a foreign language in elementary schools, work with the local Hispanic community on issues of health and education, teach ESL and Spanish literacy to adults, etc.

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

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

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

Body, Mind, Soul

Fall, Winter, Spring/Coordinated Study

Faculty: Heesoon Jun, Kabby Mitchell, Lance Laird

Enrollment: 75

Prerequisites: Sophomore standing, transfer students welcome. At least two quarters in a coordinated studies program at Evergreen.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips plus student project expenses (amount varies with project scope).

Internship Possibilities: Yes. Possibly spring quarter only.

This program is designed for students who want to study health, sickness, wellness and healing from perspectives that integrate body, mind and soul. The main objectives of the program are: (1) to articulate historical, sociopolitical and cultural trends that have influenced the understanding of body-mind-soul, and (2) to sort through and critique the images, information and ideas we receive in contemporary media, popular psychology and popular religion.

The program will explore historical, cross-cultural, and autobiographical questions about the body-mind-soul connection. Examples of the **historical** questions are: How have religious, philosophical and cultural ideas of beauty, the body, mind and spirit developed throughout history? How do movements within and outside traditional religious, psychological and artistic communities challenge accepted notions of the body-mind-soul separation or connection? **Cross-cultural** questions include: Are there continuities, overlaps, disjunctions and critical perspectives within and between "eastern," "western" and "indigenous" traditions that might give us a more complex understanding of how human beings perceive themselves? What do various traditions and mainstream media prescribe as ways to nurture the development of healthy bodies, minds and souls? **Autobiographical** questions may include: What are the spiritual and psychological consequences of "sacred" bodies becoming "profane" or commodified? How does one's understanding of/attitude toward self in terms of body, mind and soul affect relationship to "nature," "other beings" or "the divine"? Through weekly body-awareness exercises and workshops students will deconstruct some habits and strive to construct new habits that honor body-mind-soul.

The readings will include a selection of articles as well as possible books, such as Sarah Coakley, ed., *Religion and the Body*, sacred texts and an abnormal psychology textbook.

Credit awarded in abnormal psychology, holistic healing, movement and health, cross-cultural studies on body symbolism, capitalism and health, comparative religion*, history of religion* and health psychology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in health and social service professions and religious studies.

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

The Classical Legacy: Provence and Tuscany

Fall, Winter, Spring/Coordinated Study

Faculty: Bob Haft, Marianne Bailey, Hiro Kawasaki
Enrollment: 75

Prerequisites: Sophomore standing, transfer students welcome. Core program or equivalent and some study of a foreign language.

Faculty Signature: No

Special Expenses: Fall and winter quarters, students should expect to spend approximately \$40-\$120 on art supplies. In the spring, this amount could double, especially if students participate in one of the studio arts offerings at the Studio Art Center International in Florence, Italy. During spring quarter, the program will travel to France and Italy for 10 weeks, approximate cost \$4,000.

Internship Possibilities: No

Nietzsche believed that great human advances occur when disparate groups encounter and meld with one another. The ancient Greek and Roman cultures offer examples of such a melding; both were fertile, syncretic blends of aesthetic notions and belief systems from North Africa, the entire Mediterranean basin and the ancient Indo-European world. The classical legacy of these cultures, which is neither static nor monolithic, exerts itself in various times and places throughout history. We will be especially interested in looking at the regions of Tuscany and Provence, two areas where the classical world view mixed especially well with indigenous elements. Both locales, which still fascinate the modern imagination, offer us rich and unique opportunities to do cultural studies while being immersed in an intoxicating sensory bath. (Think of Dante, the scent of orange blossoms, bouillabaisse and fields of lavender.) How and why does the classical legacy still hold such sway? This program addresses that question by first defining the ingredients of the classical legacy, evaluating its merits and faults, and then showing how European cultures are indebted to it.

Fall quarter, we will examine the ancient Greek and Roman cultures as well as their influences and antecedents, by studying mythology, religious practices, art, architecture, literature and philosophy. Throughout our studies, we will deal with three themes—space, time and selfhood—that are continually evolving conceptual legacies of the classical world.

Winter quarter, we will shift our focus to study how these thematic classical legacies have had an impact on later European civilizations. We will study cultural turning points (both the Renaissance and later) when the classical legacy has been resurrected and re-conceived, philosophically and aesthetically. The main question will be the ways the classical legacy has constituted either a boon or a burden to subsequent artistic and intellectual developments in Europe.

In order to examine our topics firsthand, spring quarter we will go to France and Italy where we will live, travel and study. The first five weeks we will spend in Provence, exploring sites from Marseilles to Nice. The second five weeks of the program will be spent in Tuscany; students will live in Florence and participate in art history and/or studio art programs offered jointly by Evergreen and SACI (Studio Art Centers International).

Students will be encouraged to study French during fall and winter quarters. Spring quarter they will have the option of studying Italian for five weeks at SACI.

Credit awarded in history, art history, literature, philosophy, cultural studies, mythology and studio arts.

Total: 16 credits each quarter. Students may enroll for 12 credits with a faculty signature.

Program is preparatory for careers and future studies in the humanities, history, literature, cultural studies, art, arts management and teaching.

This program is also listed in Expressive Arts.



Crime in America

Fall, Winter/Coordinated Study

Faculty: Bill Bruner, Justino Balderrama, Ernestine Kimbro

Enrollment: 63

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: Yes. Prospective students must submit a two-page typed statement of interest. The statement of interest should express clearly: (1) the student's degree of interest in the program; (2) an assessment of reading and writing skills; and (3) evidence of the student's ability to work independently. Continuing Evergreen students also should attach a copy of a previous "Faculty Evaluation of Student Achievement." Send to William Bruner, The Evergreen State College, L 2300, Olympia, WA 98505, or e-mail brunerw@evergreen.edu, any time up to or during the Academic Fair, May 15, 2002. Students will be notified of acceptance into the program by Friday, May 17, 2002. If any questions exist please feel free to contact faculty who are happy to respond, (360) 867-6246.

Special Expenses: No

Internship Possibilities: No

Crime seems to permeate much of our everyday experience. Films, television programs, novels, theatrical plays, popular music, computer games and the news media have blurred the boundary between crime and entertainment. As law-abiding American citizens do we harbor a romantic liking for criminal acts and criminals?

This two quarter, upper-division program explores the phenomenon of crime and its impact on contemporary American culture. Our focus is interdisciplinary, informed by cultural theory, economic models and literature. Our purpose is to identify and examine the fundamental issues that form the nature of criminality.

During fall quarter, we will gain a comprehensive overview of crime, looking first at definitions of crime, measurement of crime and the "causes" of crime. We will also study the criminal justice system. Finally, we will consider the social and economic impacts of criminal activity.

In winter, we will turn our attention to the specifics of criminal activity, especially toward understanding the nature of specific types of crimes, both violent and nonviolent.

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

Total: 16 credits each quarter.

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

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

The Good Life

Fall, Winter/Coordinated Study

Faculty: Bill Arney, Rita Pougiales

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Phillip Rieff ends his *The Triumph of the Therapeutic: Uses of Faith After Freud* with this observation: "That a sense of well-being has become the end, rather than a by-product of striving after some communal end, announces a fundamental change of focus in the entire cast of our culture." We have turned inward, and the mark of the good life nowadays is merely this "sense of well-being." His conclusion raises a number of questions. Is contentment an adequate measure of a good life? On what bases do we judge our lives? What are the conditions we look for in a "good life"? When we make the judgment of a good life, what do we mean? Why are these questions, and our responses to them, important to ponder at this time?

To gain some sense of the sort of "communal end" we have lost in the shift described by Rieff, we will begin this two-quarter program with Lee Hoinacki's *Stumbling Toward Justice: Stories of Place*. Hoinacki will help us locate our study of possible contemporary meanings of "the good life" in everyday events and decisions in our lives. Other authors may include Ivan Illich, Richard Rorty, Martha Nussbaum and Hannah Arendt. Through their work, we will enter into the debates and conversations about a "good life" and come to understand the social ideas and historical forces that have shaped our thinking and, likely, our experience.

Credit awarded in philosophy, sociology, anthropology, literature and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in teaching and other public and scholarly professions.

This program is also listed in First-Year Programs.

Hispanic Forms in Life and Art

Fall, Winter, Spring/Coordinated Study

Faculty: Alice Nelson, Nancy Allen

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome. Core program or equivalent; some study of history or literature.

Faculty Signature: No

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

Internship Possibilities: Yes, spring quarter only.

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

The program is organized around points of contact between Spain and Latin America, beginning with the Spanish Conquest. During the first weeks of fall quarter, we will explore the medieval period in Spain to gain an understanding of cultural interactions among Christians, Muslims and Jews, and of the ideas and institutions growing out of the Christian "Reconquest" of the peninsula. We will attempt to relate the Reconquest world view and the rise of the Inquisition to the subsequent conquest of the Americas. In our study of the conquest, we will analyze the perspectives from which indigenous people and Spaniards viewed their contact, and the ideas and cultural practices of both groups during the Conquest and the colonial period. For the rest of the quarter, we will explore Spain's decline as an empire in the 17th century and Spanish American struggles for independence in the 19th century.

Winter quarter, we will turn to issues facing Spain and Latin America in the 20th century, primarily as expressed in literary texts. Topics may include: collective trauma and memory after the Spanish Civil War and after dictatorships in the Southern Cone; struggles against U.S. imperialism and for self-determination in contemporary Nicaragua; cultural, economic and political resistance within Andean communities; or ways that transnational migration has impacted Spain and the Americas.

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

Those students staying in Olympia during spring quarter will have the opportunity to do internships with local Latino community organizations. In addition, the on-campus history-culture seminar will focus on issues affecting Latino communities in the United States. All seminars will be held in Spanish.

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

Total: 16 credits each quarter.

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

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

Hype and Hucksters: Media Campaigns as Popular Culture

Fall, Winter, Spring/Group Contract

Faculty: Virginia Hill, Susan Fiksdal

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, spring quarter.

Media campaign hype and those who create it will occupy our attention in this program. Public campaigns presented in the mass media are so common we scarcely notice them, yet they have a profound effect on the way we think, on the way public life is conducted, and on our national aspirations. They exhort us to believe this person but not that one, to adopt one habit and break another, to give one person our vote or to buy a company's product. They tint one idea or way of life with glamour and goodness, while they tar others as wicked or unsavory. Public campaigns are exercises in managed communications, informed by principles of advertising and public relations.

Campaigns are also a form of propaganda, something we will consider in depth, using seminar books, case studies, discourse analyses, research projects and media workshops. We will study how campaigns are created, how they are managed, and how they do their persuasive work. We will carefully examine the ways in which language shapes our understanding of information, as well as the interplay of language and images. In fall, we will focus on public campaigns, including the upcoming fall political campaigns; in winter, we will shift our attention to commercial campaigns. In spring, students will undertake media-related internships to see those principles and practices from fall and winter in operation.

Credit awarded in persuasion and propaganda, mass communications and society, linguistics, writing, campaign management, introduction to advertising, principles of public relations, principles of marketing and multimedia presentation.

Total: 16 credits each quarter. Spring quarter students will enroll in media-related internships for 12 or 16 credits.

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

This program is also listed in First-Year Programs.

Image Conscious: The Emergence of the Self in Early Modern Europe from Shakespeare to the Enlightenment

Fall, Winter/Coordinated Study

Faculty: Stacey Davis, Hilary Binda

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

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

Internship Possibilities: No

What does it mean to be an individual? For most of us, our sense of ourselves as unique beings with special identities, goals and desires is one of the fundamental cornerstones of our existence. We spend much of our lives searching to define and redefine ourselves as individuals, looking to find, explain and explore that core of our being which sets us apart from the rest of the world. But what if the notion of "self" we hold so dear was itself a creation of social and historical forces?

This program will explore the ways in which the modern sense of self emerged in Western Europe between the Reformation and the Enlightenment. In an era rocked by earth-shattering changes in religion, literature, art, philosophy, science and society, common people and intellectuals alike developed a new "image consciousness" that went hand-in-hand with both the "emergence of subjectivity" and the "discovery" of sexuality and sexual identity.

How do Shakespeare's plays highlight these new concerns about sexuality and identity? What does the very existence of the modern literary form owe to new ideas of the self? What does the new obsession with perspective in painting, with maps, grids and imperialism say about the rise of the "individual"? And how do new discoveries in science and new political and social realities tie into the early modern "image consciousness"?

Fall quarter, we will trace the links between the religious Reformation and new styles of drama and literature. Winter quarter, we will move into the philosophy of the Enlightenment and the upheaval of the French Revolution. Students will complete substantial research projects as a capstone to their studies.

Possible readings will include Shakespeare's *Cymbeline*, *Othello* and/or *Macbeth*, the psycho-analytic theory of Lacan, the political theory of Rousseau and histories of gender in early modern Europe. Students should expect to do close reading of works of literature and art and to weave a study of historical context into their investigations.

Credit awarded in literature*, Renaissance studies*, literary criticism*, art history*, intellectual history*, philosophy and history of science* and early modern European history*.

Total: 16 credits each quarter.

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

* indicates upper-division credit

Intimate Nature: Communication Older than Words

Fall, Winter, Spring/Coordinated Study

Faculty: Laurie Meeker, Sarah Williams, Sean Williams
Enrollment: 72

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

Faculty Signature: No

Special Expenses: \$75 per quarter for media production; \$40 per quarter for Yoga or Liangong; \$100 for overnight field trips.

Internship Possibilities: No

Is our engagement with a sparrow's song, an Irish poem, an abstract film, a yoga pose a matter of remembering and unlearning? Could it also become a practice of intuitive knowing? How can we respond to a friend's grief, the destruction of the salmon, the horror of a clear-cut forest, and our own ineffectiveness in the face of such problems?

As human beings our encounters with ourselves, with other species and lands are often in languages older than words. We feel these encounters in the body first, perhaps at a 'heart' level; then, we process them through our intellectual and cultural filters. Our individual filters are shaped by our childhood, our language and culture, our encounters with the media, arts, environment and our experiences as thinking and feeling adults. We are interested in how these filters become shields that block and cut us off from older, indigenous, intuitive, non-anthropomorphic and more sustainable forms of communication.

This program will explore the intimate nature of the relationship between our experiential realities and the intuitive and intellectual processes of understanding them. We want to create a learning community that serves as a refuge. We see this as an experiment that attempts to balance intellectual processes with body and spirit and embraces emotion in the classroom. Silence, sitting in circles for discussion, reflection in natural settings, the creation of artworks, musical practice, retreats and movement workshops are ways in which we intend to balance our reading and research.

Using films, texts, music, movement and fieldwork, we will intentionally create opportunities to engage in remembering and awakening our practices of intuitive knowing. We will study lives and the work of artists, naturalists and scientists, who are interested in the politics of interspecies communication and who have found ways to engage older ways of knowing. We will use ethnographic studies, autobiographies, fiction, poetry and field journals to connect with our own intimate natures.

Credit awarded in anthropology, cultural studies, feminist theory, media, ethnomusicology and women's studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the performing arts, media arts, cultural studies and women's studies.

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

Japanese Language and Culture

Fall, Winter, Spring/Group Contract

Faculty: Setsuko Tsutsumi

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: Optional six- to eight-week trip to Japan during spring quarter is approximately \$5,500, including airfare and personal costs.

Internship Possibilities: No

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

In fall, we will concentrate on pre-19th century, exploring the literary and aesthetic traditions that constitute the backbone of modern Japan. In winter, we will pay special attention to significant topics, especially following World War II, such as changes in the structure of society and family, loss of self-identity and the changing status of women. In spring, we will conduct an optional field trip to Japan. The trip is contingent upon the number of students and home stay availability. Materials will be drawn from literature, history, politics and films appropriate to the topics under consideration.

The Japanese language course will run throughout the year to enhance the learning of each subject, as well as to draw a whole picture of the culture.

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

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003-04.

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



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

Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics

Fall, Winter/Coordinated Study
Faculty: Alan Nasser, Helen Cullyer
Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Have there always been “individuals,” or are they a product of modernity? What are the appropriate concepts of freedom, equality and justice in the classical and modern approaches? How do these competing approaches understand the relations among moral, social, political and economic life? To what extent can moral life contain a *rational* element?

In this program we will examine the very different approaches to the relations among morality, social life and political life in classical and modern moral philosophy. Classical moral philosophy is organized around the concepts of virtue, character and an organic concept of the relation between “the individual” and the community. This understanding of moral life generates corresponding concepts of the good life, the good society, the good polity, the relation between reason and desire, and the relation between the so-called individual and the community. We will take as our prime example of this type of moral-social-political theory the *Nicomachean Ethics* of Aristotle. We will examine this work very carefully. Modern moral philosophy, on the other hand, is organized around concepts of law, principle, universality, a fundamental opposition between reason and desire, and an essentially antagonistic distinction between the individual and society. The prototypical modern moral philosopher is Immanuel Kant, and we will analyze in some detail his *Fundamental Principles of the Metaphysics of Morals*.

The basic theme of the program is the tension between these very different, and, we think, incompatible, orientations to moral, social and political-economic life. Our own culture contains elements of both these rival approaches, with the result that a certain confusion and incoherence is endemic to our efforts to live morally, socially and politically aware lives. We want to plumb the depths of this paradox. There is one lively contemporary debate organized around these very themes, namely the conflict between so-called communitarian and liberal theories of moral, social, political and economic life. Thus, we will study a number of modern and contemporary philosophers who grapple with these issues.

Credit awarded in Aristotelian ethics, Kantian ethics and political theory.

Total: 16 credits each quarter.

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

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

Pillars of Fire: Jewish Contributions to European and American Culture

Fall, Winter/Coordinated Study
Faculty: Ariel Goldberger, Carrie Margolin
Enrollment: 48

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

Faculty Signature: No

Special Expenses: Estimated \$150 for art and media materials and theater tickets per quarter. Total expenses depend on student projects.

Internship Possibilities: No

This interdisciplinary program will focus on the study of the Jewish diaspora and Jewish contributions to the culture of Europe and the Americas. We will explore some of the following questions in areas such as philosophy, cultural studies, humanities, sciences and art. Are there quintessentially Jewish ideas? What Jewish ideas were co-opted by other cultures after the Roman sack of Jerusalem in the year 70 CE? Which ones made it into the larger culture? What are unique Jewish contributions to American culture?

We will study possible connections among avant-garde movements, political movements and the Yiddish culture. We will investigate Jewish contributions and connections to American popular culture components such as Hollywood, Broadway, Tin Pan Alley, jazz and TV. We will explore Yiddish theater and its surrounding culture in Europe and America including figures such as Gertrude Stein, Paul Klee, Chaim Soutine, Marc Chagall, Alberto Giacometti, Herman Wouk, Steven Spielberg, Jackie Mason, Woody Allen, Leonard Bernstein, Rodgers and Hammerstein.

We will look for possible connections among Jewish Messianic ideas, laws and ethics, immigration, politics and the labor movement in America and Europe.

As part of our studies of Jewish beliefs and mysticism we will look into the oral and written law, the mystical tradition of the Kabbalah and current Jewish thought about religion and mysticism. We will examine Jewish rituals, cooking and life-cycle events, and Jewish men and women’s traditional roles. We will also explore the changing role of Jewish women as Jewish feminist leaders exert their influence on the culture.

An inevitable aspect of these studies will be a journey into the dark abyss of the Holocaust. We will look at the Holocaust’s impact on the cultural life and arts of Europe and the Jewish world, and emerging responses to the tragedy. We will also explore readings and studies on Jewish views on religion and mysticism.

Credit awarded in psychology, cultural studies, Jewish studies, performance studies, writing, design, theater, installation and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Judaic studies, cultural studies, performance, writing and literature.

This program is also listed in First-Year Programs; Expressive Arts; and Society, Politics, Behavior and Change.

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

Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema

Fall/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

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

Internship Possibilities: No

The 19th century was a heady century for the West and Japan. In Europe and North America, the Enlightenment ideology, which was theorized in the 18th century at the wake of the science and technology nexus, was set in motion, causing some segments of humanity to embrace the utopian notion of perfectibility of human society. Meanwhile in Japan, where the "Meiji Enlightenment" was necessitated by the Western powers that used the threat of technologically enhanced violence (a fleet of gun-boats) to engage Japan in trading relationships, many people were nevertheless ecstatic about its newly discovered sense of human equality and progress. By the beginning of the 20th century, however, this giddy sense of human perfectibility was severely diminished by iconoclastic ideas, such as Freudian psychoanalytical theory, Einstein's theory of relativity and Heisenberg's uncertainty principle. For instance, in 1921, W. B. Yeats wrote in "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 bloom-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.*

The sense of confusion, anarchy and dread expressed in this poem is strikingly similar to that of our time, which suffers perhaps a more radical and real disillusionment regarding the humanity and its future through its experience of the Nazi holocaust and the atomic bomb explosions in Hiroshima and Nagasaki. Our time, at the dawn of the 21st century, is generally and vaguely called the postmodern time or postmodernity. But, what is postmodernity? What is postmodernism?

We will examine the state of our contemporary world as manifested in the literary works of John Barth, Thomas Pynchon, Don DeLillo and Haruki Murakami, as well as in the films directed by Godard, Bunuel and other contemporary filmmakers, as well as the significance and implications of such literary and cinematic works through the study of Baudrillard, Lyotard, Jameson, Habermas and the like.

Credit awarded in literary theory, cultural theory, Japanese culture, Japanese literature, American literature, film studies, psychology and sociology.

Total: 16 credits.

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

Power and Limitations of Dialogue

Fall, Winter/Group Contract

Faculty: Patrick Hill

Enrollment: 25

Prerequisites: Junior or senior standing; transfer students welcome. At least two years of college-level study of the humanities and social sciences. The covenant, addressing all student and faculty expectations, will be available at the Academic Fair, May 15, 2002, and must be read and agreed to before admission to the program.

Faculty Signature: Yes. Contact Patrick Hill, (360) 867-6595, or The Evergreen State College, L 3220, Olympia, WA 98505, for signature information.

Special Expenses: No

Internship Possibilities: Embedded in the winter quarter.

The United States is an extremely diverse society. In some areas, like music or food, we seem to revel in that diversity. In other areas, like organized religions, we merely tolerate the diversity as a civic obligation. And in still other areas, we downright avoid our differences, polarizing and segregating them, unless forced to do otherwise. This program explores the power and limitations of dialogue through a study of a variety of dialogues, including our most difficult and most avoided ones.

In the more theoretical part of fall quarter, the emphasis will be on models of human differences, on the variety of dialogues (beyond the overemphasized face-to-face conversation), and on dialogical skills, strategies and expectations. Particularly instructive dialogues, such as men and women, environmentalists and loggers, prisoners and society, and/or blacks and whites, will be introduced. Winter quarter will focus on three or four locally based dialogues, chosen to reflect the shared interests of students.

Throughout the program, close attention will be paid to the development of the wisdom and personal skills that could maximize our own contributions to the limited power of dialogue. While a major focus of the program will be on the more or less genuine dialogues of American society, these dialogues are being approached not as exhaustive studies of, e.g., racism or sexism, but as case-studies for understanding the power and limitations of dialogue.



The CAB (College Activities Building) is the hub for students who want to eat, relax or study. More than 50 student organizations are housed on the third floor.

This program might well be described as a six-month experiment in understanding, in unprecedented, radical or respectful listening. Such an experiment is one of a few crucial prerequisites to both assessing the power and limitations of dialogue and to improving our own dialogical skills and wisdom. As a consequence, the program will require an unusually strong covenant. While the faculty, in his part, will guarantee that no student will be intentionally embarrassed or forced to participate in any dialogue that is seriously discomforting, each student will be required to listen with non-judgmental, philosophically cleansed ears to each and every classmate no matter how off-the-wall those opinions might previously have been judged to be.

Sample texts will include Tannen's *You Just Don't Understand*, Hacker's *Two Nations*, Senge's *The Fifth Discipline* and Rittner's *Living With Our Differences*.

Credit awarded in philosophy, sociology (contemporary American society), political economy and the theory and practice of interpersonal communication.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in mediation, educational, business and governmental administration, teaching, philosophy and ethnic, cultural and gender studies.

Respect: A Process of Universal Humanity

Fall, Winter, Spring/Coordinated Study
Faculty: David Rutledge, Raul Nakasone
Enrollment: 48

Prerequisites: This all-level program accepts up to 25 percent or 12 first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will examine what it means to live in a pluralistic society at the beginning of the 21st century. We will look at a variety of cultural and historical perspectives and use them to help us address the program theme. We will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. We will concentrate our work in cultural studies, human resource development and cross-cultural communication. This program is part of the Native American and World Indigenous Peoples Studies area. While the program is not a study specifically of Native Americans, we shall explore Native American perspectives and look at issues that are particularly relevant to Native Americans.

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

Students will use and explore *Bloom's Taxonomy*, the theory of multiple intelligences, the relationship between curriculum, assessment and instruction, quantitative reasoning, self- and group-motivation communication, e-mail, resources on the Web and Web crossing, and skills in interactive Web pages and independent research.

Books by the following authors may be read: Howard Zinn, Paul Freire, M. Scott Momaday, Leslie Marmon Silko, Howard Gardener, William Irwin Thompson and Ciro Alegria.

Credit awarded in history, philosophy, cultural competency, communication, writing, political science, cultural anthropology, literature, indigenous arts, technology, indigenous studies, Native American studies, education and individual project work.

Total: 16 credits each quarter.

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

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

Rules of Nature/Rules of Life

Fall/Group Contract

Faculty: Craig Carlson, Nalini Nadkarni

Enrollment: 48

Prerequisites: None. One year in college, one year of college-level writing preferred. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Rules can be tricky, sometimes confusing, often important. Our point of entry and exit will be: What are the rules by which we live, individually and collectively? Are they prescriptive or arbitrary, universal or contextual? What happens when one breaks the rules? Who or what has authority to decide the consequences? Rules guide numerous aspects of our lives, but we will focus on an eclectic subset of disciplines and subjects within art, the social sciences, the humanities and natural science. We base our choices on the experience and interests of the faculty: poetry, natural history and ecological science, religion, ethnicity, emotions, incarceration and sports. One primary focus is nature. What are the rules of nature and how do we know what they are? We will study, view and read texts, images, film and music. Seminar books will include authors such as Leo Tolstoy, Arudhati Roy, Basho, Peter Berger and John Luoma.

In our 10 weeks together students will participate in weekly seminars, be asked to respond to our program theme through a variety of writing—critical essays, journal work and creative writing—as well as choosing expression in drawing, photography and the arts. One major natural history project will be presented as class work. This will involve the collection, analysis and storage of data from field sites on campus that will help us quantify and understand forest structure and dynamics. Students will learn the rules of gathering, working with, and presenting data in a rigorous scientific manner, in both oral and written forms.

"Eternity is in love with the productions of time," as Blake explains.

Credit awarded in natural history and ecology, quantitative reasoning, creative writing, expressive art and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in liberal arts, arts, natural science, writing and law.

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

Russia

Fall, Winter, Spring/Coordinated Study

Faculty: Patricia Krafcik, TBA

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Join us on an extraordinary journey as we explore the diverse peoples, cultures and histories of the region that was once demarcated by the borders of the Russian and Soviet empires. While we focus on the Russians, we will take a comprehensive, multicultural approach in our examination of other peoples who, from ancient times, have populated the vast expanses of Eurasian and Siberian steppes and forests.

In fall quarter, we will investigate Slavic, Turkic and Scandinavian contributions to early Russian society up to Russian imperial expansion in its 19th century zenith and the rise of the Russian Empire's radical revolutionary intelligentsia. Winter quarter emphasizes the great transformations of 20th-century Russia—the Bolshevik Revolution, the Stalin terror and the unanticipated collapse of the Soviet Union. Readings will include historical texts, epics and the literature of Pushkin, Gogol, Lermontov, Turgenev, Dostoevsky, Tolstoy, Chekhov, Solzhenitsyn, Akhmatova, Pasternak, Rasputin, Petrushevskaya and others.

Spring quarter provides an opportunity to explore in greater depth selected topics from Russia's Eurasian culture and to pursue individual research. A series of workshops may include a study of the following: the cultures of distinctive ethnic groups, such as the Vikings, Mongols, Tatars, Cossacks, Caucasian and Siberian peoples, all of whom profoundly transformed Eurasia's culture and political landscape; Russian folklore and folk belief; the Cold War and its consequences for the East and the West; Soviet environmental practices and environmental degradation; Russian and Soviet painting and visual arts; or the literature of Dostoevsky.

Intensive Beginning Russian may be offered during summer 2002. Beginning and Intermediate Russian will be offered under separate registration in Part-Time Studies as four-credit course sequences through the three quarters of the academic year. Students are strongly urged, but not required, to take advantage of these language learning opportunities.

Given sufficient interest, the faculty will arrange, or direct students to, study programs in Russia during summer 2003.

Credit awarded in writing, Russian history, Russian literature and Russian culture. Students who complete advanced work will earn upper-division credit.

Total: 12 credits each quarter. Students may enroll in a separate four-credit course in Beginning or Intermediate Russian through Part-Time Studies.

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

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

This program is also listed in First-Year Programs.

Seeking Justice: Reclamation, Equality and Restitution

Fall, Winter, Spring/Coordinated Study

Faculty: Kristina Ackley, Peter Bohmer, Steve Niva

Enrollment: 72

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

Faculty Signature: No

Special Expenses: Approximately \$60 for field trips.

Internship Possibilities: Yes, spring quarter only.

The term justice conjures up many images and goals: the principle of moral rightness, to be honorable and fair in one's dealing with others, to redress historical wrongs and the pursuit of economic and social equality. It also raises issues of timeliness and social transformation. When and how can justice be delivered to those demanding it and whose privileges must be challenged?

While the concept of justice is often associated with the individual, this program will pay particular attention to collective and social struggles for justice both historically and in the contemporary period. We will examine how nations, societies, races, genders, classes and other social groupings have defined justice and to what extent their definitions cohere or conflict. In this context, the program will explore the connection between justice and conflict. Is conflict inevitable if we define justice as a redistribution of power and privilege? How can societies heal after periods of intense injustice?

This program will pursue these themes through theoretical readings and case studies. We will explore, for example, the struggles for justice by Native Americans and indigenous peoples around the world. We will also examine demands for reparations for slavery in the United States, the aims and impact of truth and reconciliation commissions in post-apartheid South Africa, post-Pinochet Chile and contemporary Guatemala, and efforts to provide redress for victims of genocide. Attention will be given to struggles for environmental and economic justice, particularly in the context of contemporary globalization. Students will have an opportunity to pursue significant research projects. The faculty envision an opportunity for students to closely engage topics relevant to faculty backgrounds in Native American studies, community development and political economy.

Credit awarded in globalization in the international system, contemporary issues in Native American studies, expository writing, federal Indian law and policy, introduction to comparative politics and social movement theory.

Total: 12 or 16 credits each quarter.

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

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

A Silver Sky: Poetry and Place in the Pacific Northwest

Fall, Winter/Coordinated Study

Faculty: Bill Ransom, Matthew Smith

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$200 for field trips.

Internship Possibilities: No

What is our experience of place? How does place form our experience? How do our rhythm, our sense of time, our feeling for beauty, our words emerge from our individual and collective engagement with the world of our experience? How do these expressions of our experience shape us and call us to further engagement with our place? We will address these questions as we examine our own experience in and with the Pacific Northwest. As we come to see how the mist over the valley bottoms has been engaged in a dialogue with the people who live along the banks of the river, we can begin to see what conversations surround us and what stories await discovery and voice.

We will investigate the stories of the Pacific Northwest, including the stories that the natural history tells, and we will come here primarily through poetry. Reading and writing, observation and expression, the making of place and the embedment of our lives in this place will invest our process and our products. We will explore history, legend, natural history, story and the rich poetic tradition of the Pacific Northwest. By attaching ourselves to the particular we will reflect upon the larger world. We will write constantly; as William Stafford said, "If you're not writing a poem a day, your standards are too high." We will perform our work aloud. We will listen. And we will go through the process of writing, rewriting and preparing something for publication while learning the basics of copy editing and manuscript preparation. Students will select a publication (audience) that fits their work and submit to that publication at the end of each quarter. Publication itself is not required, only the process toward publication. We imagine this work as demanding, deliberate and a great deal of pleasure. Guest speakers and field trips will further enrich our place-based work.

Credit awarded in literature, art, history, poetry, regional studies and natural history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in writing, editing, history, regional studies, teaching, law and environmental studies.

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

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

Turning Eastward: Explorations in East/West Psychology

Fall, Winter/Group Contract

Faculty: Ryo Imamura

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: Yes. Students must have interest in the subject and college-level expository writing ability. Students must submit a portfolio including an essay questionnaire. For information and to obtain the questionnaire, contact Ryo Imamura at imamura@evergreen.edu or the program secretary at The Evergreen State College, Lab I, Olympia, WA 98505, (360) 867-6600. Submissions will be accepted beginning May 6, 2002, until the class is filled.

Special Expenses: No

Internship Possibilities: No

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 Society, Politics, Behavior and Change.

Weird and Wondrous

Fall, Winter/Coordinated Study

Faculty: Jean Mandenberg, Thad Curtz

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$150 per quarter for studio supplies, depending on your project.

Internship Possibilities: No

Some things are weird. Some fill us with wonder. In our world, it sometimes seems that it's much rarer to be filled with wonder than to call things weird. In this program we will be both creating and thinking together about some special situations in which experiences are simultaneously weird and wonderful. The program's activities will include studying, discussing and writing about literature, art and theory from psychology, philosophy and other social sciences. We'll also spend a considerable amount of our time creating collaborative projects about the program's themes, sharing them with each other and reflecting on them. For example, in studying the theme of travel, we might work on a contemporary anthropologist's book about encountering a new culture; Greenblatt's *Marvelous Possessions*, a history of the ambiguous functioning of wonder in the Europeans' conquest of the New World; and a biography of Joseph Cornell, who made mysterious art in tiny boxes while voyaging nowhere but up and down a few streets in New York. At the same time, studio assignments in metal or mixed media might ask students to make their own passports, their own maps, then their own amulets as another way of exploring ideas and feelings about travel. Throughout, we'll be using the issue of the weird and wondrous as a way to explore some enduring questions about convention and creativity in the arts, the interactions between language and experience, cross-cultural illuminations and misunderstandings, normal and extraordinary experience, pity, disgust, the uncanny and the sublime.

We plan to work slowly and thoughtfully. We hope to increase our own capacities for wonder as well as developing, together, some categories for understanding this special kind of experience and its relations to other aspects of our lives and our historical situation.

Credit awarded in literary and social theory, studio art, art history, film, writing and literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts and humanities, and for any careers involving encounters with a wide range of people and experiences, like medicine, social work or teaching.

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



OFFERINGS BEGINNING WINTER QUARTER

Celluloid Women and Men: Representations of Gender in Japanese and American Cinema

Winter/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 24

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

Faculty Signature: No

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

Internship Possibilities: No

This group contract is designed for students who are interested in cross-cultural exploration of gender issues while learning visual literacy.

It is often said that American and Japanese cultures represent diametrically opposite values in many aspects of human behavior and customs. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives may feel severely undervalued if they are not wage earners. Needless to say, the reality is not as simple as these stereotypical perceptions indicate, but this dichotomized cross-cultural frame presents an interesting context in which to explore many human issues, particularly those of gender. Thus, in this program we will examine gender images presented in American and Japanese cinema and popular media, while further exploring their historical and cultural significance through books and seminars.

At the beginning of the quarter the students will be introduced to the fundamentals of film analytical concepts through texts, a lecture and a workshop. With these analytical tools students will examine gender images produced in American and Japanese films through seminars and critical essays, which will incorporate the concepts introduced in the weekly readings.

Students will also acquire basic skills in video production. They will learn how to use a camcorder and to edit VHS videotapes. By the end of the quarter the students will produce video works that deal with gender issues in specific historical and cultural contexts.

Credit awarded in Japanese culture, film criticism, film theory, psychology and sociology.

Total: 16 credits.

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

This program is also listed in First-Year Programs.

Great British and Irish Moderns: Poetry and Fiction

Winter/Group Contract

Faculty: Charles McCann

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

We will read seven of the principal figures of the modern period in England and Ireland: the collected poetry of Yeats, Eliot and the "English" Auden; and three books each by Conrad, Lawrence and Joyce. Each student will read a different seventh figure in independent study. During poetry seminars each student will deliver one 10- to 15-minute oral presentation per week. Evaluations will focus on the presentations, the student's general contributions to seminar discussion, a paper resulting from independent study and an examination on the novels.

Credit awarded in modern English poetry, modern English fiction and independent study (all upper-division credit).

Total: 16 credits.

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

Postbellum

Winter/Group Contract

Faculty: Michael Pfeifer

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

An odd historical era ensued between the convulsion of the American Civil War and the dramatic technological advances and world warfare of the second decade of the 20th century. Those Americans who looked back from the perspective of the 20th century saw a quaint, quieter, simpler time, one that lacked major wars, divisive politics and the full panoply of "modernity." Yet the Postbellum period was one of vast social and cultural change. Rapid industrialization, immigration and urbanization created large if somewhat ill-defined and fragmented middle classes and working classes. White southerners, forced by the war's result to make a new negotiation with African Americans no longer held in bondage, used violence and law to sustain the prerogatives of white supremacy. The U.S. army shifted from the preservation of Union to a new duty, the subjugation of First Peoples in the lands from the plains to the Pacific. Transcontinental railroads then brought immigrants from back East and elsewhere to fill out the West. Farmers and laborers at certain moments challenged the predominance of capital, monopoly and the two-party political system.

We will investigate the American period from 1865-1915 through historical, literary, musical and visual texts. This will include intensive reading in the key works of the secondary historical literature on the period (books and articles), as well as primary sources of many kinds. We will thoroughly consider the implications of ethnicity, class, religiosity, gender, race and sexuality for historical experience. In our seminar discussions and our short and long essays, we will be most concerned with what was old and new in this ambiguous era, and its legacy for us.

Credit will be awarded in American social and cultural history, American studies, and the history of music.

Total: 16 credits.

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

OFFERINGS BEGINNING SPRING QUARTER

Blood, Iron and Oil

Spring/Group Contract

Faculty: Thomas Rainey

Enrollment: 25

Prerequisites: Sophomore standing, transfer students are welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will explore war and revolution in the 20th century. It will focus primarily on the Russian, Nazi and Iranian Revolutions, and the First and Second World Wars. To understand these world historical events, participants will read, study and discuss history texts and fictional literature. Documentary and feature films will be utilized to give participants some visual sense of how war and revolution impacted and changed human lives and societies. With respect to the world wars, primary emphasis will be given to their historical causes and long-term political, economic and social consequences, rather than to specific battles and military leaders. The conflict between the United States and the Soviet Union, the Cold War, will also be considered.

Credit awarded in history* and literature*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in history, literature, conflict studies, teaching, foreign service, international trade and commerce and international studies.

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

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

Spring/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 24

Prerequisites: None. This all-level program accepts up to 25 percent or 6 first-year students.

Faculty Signature: No

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

Internship Possibilities: No

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

When the 18th-century Danish philosopher, Soren Kierkegaard, chose "that individual" as his own epitaph, he was proclaiming himself as an individual, the only concrete mode of human existence, although he was keenly aware of the consequence of such a stance. In America, however, the concept of individuals as autonomous and free agents with an inalienable right to pursue happiness seems to have been accepted quite cheerfully, and indeed without much anguish. This is manifested variously from the self-acquisitiveness of Benjamin Franklin's character, Poor Richard, to Thoreau's "rugged" self-reliance to "the Great" Gatsby's misguided self-creation. Books such as William Whyte's *The Organization Man* and David Riesman's *The Lonely Crowd* revealed conformist tendencies of individuals belonging to some American communities. These books were written to criticize the group orientation of certain segments of society, while reclaiming the value of individualism in America.

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

Certainly, the reality is not as simple as these stereotypical representations of two societies indicate. This dichotomized comparative frame presents an interesting context in which we can explore the concepts of the individual and community/society, and the dynamic relationship between these two concepts. Throughout the quarter we will focus on the ideas of the individual and community/society and their interrelationships.

Credit awarded in Japanese culture, Japanese literature, American literature, psychology, sociology, literary theory and film studies.

Total: 16 credits.

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

This program is also listed in First-Year Programs.



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

The Myth of Memory

Spring/Coordinated Study/Group Contract

Faculty: Stacey Davis, Lance Laird

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome; college-level expository writing skills.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Situated somewhere between fact and dream, memory shapes our individual lives in countless ways each day. But memory affects groups as well as individuals: just as the average French citizen identifies with the crucial moments of a great Revolution that occurred more than 200 years ago, so too are the identities of African Americans today shaped by the “memories” of slavery and the civil rights movement, even for individuals who experienced neither firsthand.

This program will explore the links between collective memory and group or national identity. How do collective memories, whether “real” or constructed, help create and sustain a people’s self-image, values and goals? What happens to minority groups who get excluded from the nation’s collective memory? Does the myth of memory shatter when contested? How can memory be used as a weapon? And how do groups use the lack of memory, or shared forgetting, to further their collective identity?

We will look at specific moments, myths and memories of the 20th century, starting with the impact memories of the Holocaust have had on Jewish identity, and how the selective memory of World War II and the Franco-Algerian war of the 1950s has allowed modern German and French citizens to ignore moments in their pasts which might topple their national self-image. We will continue with an in-depth study of the Israeli-Palestinian conflict, focusing on how the selective appropriation of religious symbols and stories has helped shape Israeli and Palestinian memory and politics. We will conclude with a study of the ways the civil rights movement and the Vietnam War disrupted and reshaped the collective national myth of Americans, and how monuments, memorials and holidays continue to challenge or to rebuild those myths by shaping our memories.

Students will work both with primary source material and secondary scholarly essays. They will complete intensive writing assignments, lead seminars and conduct an oral history project.

Credit awarded in comparative religion, European and Middle Eastern history and cultural studies. Students who complete upper-division work will earn upper-division credit.

Total: 16 credits.

Program is preparatory for careers and future studies in comparative religion, history and cultural studies.

The Pacific Northwest and Its Past

Spring/Group Contract

Faculty: Michael Pfeifer

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Historians have argued that the Pacific Northwest was a historical backwater: separated by great distance from cities and markets and dominated by extractive industries (furs, timber, fish, gold, oil). In recent decades, however, transportation and technological advancements have radically altered the Pacific Northwest’s relation to national and world markets. Immigration too, from Asia and Latin America, among other places, has dramatically diversified the region’s population.

We will be concerned with the cultural and social history of this region, defined as Washington state, Oregon, Idaho, Alaska, British Columbia and Yukon Territory. Class, ethnicity, race, gender, sexuality and religion will be of particular interest in our analysis. This history will seek to navigate common fault lines in the region’s understandings of its past: thus it will include that which transpired both before and after white settlement, that which occurred east of the Cascades as well as west of it, that which happened on both sides of what became the American-Canadian border, and that which occurred both in the Far North and “outside” of it. We will intensively read, discuss and write about the central works in the secondary historical literature (books and articles) on the region, as well as key primary sources (which may include musical, visual and oral texts, as well as written ones). Students will write a major research paper on a topic in the region’s social or cultural history composed of original research in primary documents synthesized with relevant secondary sources. Consultations with faculty, with seminar, and in small groups will add a collaborative dimension to the composition of the research paper.

Credit awarded in Pacific Northwest history* American history*, Canadian history* and American studies*.

Total: 16 credits.

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

Paradise Outlaws: Kerouac, Bukowski and the Beats

Spring/Group Contract

Faculty: Bill Arney, Craig Carlson

Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Lawrence Ferlinghetti, Charles Bukowski, Diane DiPrima, Jack Kerouac, Allen Ginsberg and other Beat writers shared a unifying vision of a better future, of the possibilities for change in America. They are part of a libertarian tradition that envisages an ideal, however romantic and unattainable, of the individual embracing personal freedom while resisting institutional values. They were outlaws aiming for Paradise.

The Beats shared a populist perspective—a view that art is unelitist, antihierarchical, egalitarian. They professed to learn more on the street than in the academy. They tried to be accessible and honest. They were more concerned with the rawness of experience than with trying to get into the museum of literary culture.

Students will study Beat politics, fiction and poetry. We will examine American culture in the 1960s through the work of Robert Frank, Hunter S. Thompson and others. We will read William Blake, Howard Zinn and Paul Goodman, listen to a selection of 1960s jazz and rock ‘n’ roll, and read/hear a selection of Beat writing.

We will follow Allen Ginsberg’s advice:

The method must be purest meat and no symbolic dressing, actual visions and actual prisons as seen then and now.

Credit awarded in literature*, American studies*, writing* and art*.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, humanities, law school, nuclear physics, sociology, history, American studies and poetry.

This program is also listed in First-Year Programs.

* indicates upper-division credit

Poetic Justice

Spring/Group Contract

Faculty: Greg Mullins

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome; college-level expository writing ability.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

What special relation, if any, does poetry have to justice? We commonly think of "poetic justice" as an ironic reversal of an injustice.

Does poetry speak in other, more profound ways to those political and social struggles, legal structures and moral philosophies that establish justice in a given society? We will pursue these and related questions through intensive study of 20th-century American poets. We will read some theoretical work on the meaning of justice, but the majority of our time will be spent reading, writing about and talking about poems. We will read poets like Gwendolyn Brooks, who write explicitly about social injustice, and poets like Frank O'Hara, who seem disinterested in justice. By reading closely a diverse array of poets, we will gain some leverage on the difficult question of whether great poetry is necessarily a private, interior, abstract genre whose aesthetic concerns distance it from political and moral engagement, or whether those aesthetic concerns express a specific relation to justice.

Poets and non-poets are welcome. Poets should keep in mind that you will not be writing poetry for credit in this group contract. Our focus will be on writing critical essays about poetry. Previous studies in literary criticism and literary theory will be helpful. Students will gain a comprehensive overview of 20th-century American poetry (especially useful for future English teachers), an enhanced capacity to understand, analyze and write about literature, and an enhanced capacity to think carefully, critically and creatively about language and justice.

Credit awarded in 20th-century American literature*, literary history* and literary criticism*. Students who complete advanced work in these areas will earn upper-division credit.

Total: 16 credits.

Program is preparatory for careers and future studies in literature, education, law, politics, social services, for-profit and nonprofit management, and any other field that demands precise writing, critical thinking and verbal analysis.

Student Originated Studies: American Studies

Spring/Group Contract

Faculty: David Marr

Enrollment: 25

Prerequisites: Junior or senior standing and for sophomores prepared to carry out advanced study.
Faculty Signature: Yes. Interested students who have a project in mind should arrange an appointment to meet with David Marr, from January 6 to March 5, 2003, to discuss their plans. Students may contact David at (360) 867-6751, or The Evergreen State College, Lab II, Olympia, WA 98505, or marrd@evergreen.edu.

Special Expenses: No

Internship Possibilities: No

Student Originated Studies (SOS) offers opportunities for students to create their own course of study and research. Working with the faculty sponsor, students (two or more) devise projects and then meet, usually weekly, in a small seminar to present their work. The sponsor will support students to do research in American literature, American history and American philosophy, as well as other areas of the humanities.

Previous student-originated projects by Evergreen students have been centered on such topics as Utopia, trends in literary theory, skepticism and belief in American philosophy, comedy, contradictions in the American Reform Tradition, identity in African American thought, literary selves, and pseudo-events in American culture and politics.

Credit awarded will reflect the type of work done by each student and may vary depending on individual course of study and research.

Total: 16 credits.

Program is preparatory for careers and future studies in the humanities, teaching, law, business and the arts.

A Study of Violence

Spring/Group Contract

Faculty: Justino Balderrama

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: Yes. In order to be considered for enrollment, prospective students must submit a two-page typed statement of interest. The statement should express clearly: (1) the degree of interest in the program, (2) an assessment of reading and writing skills, and (3) evidence of the ability to work independently. Continuing Evergreen students also should attach a copy of a previous "Faculty Evaluation of Student Achievement." Send the statement to Justino Balderrama, The Evergreen State College, COM 301, Olympia, WA 98505, any time up to or during the Academic Fair, March 6, 2003. Students will be notified of acceptance into the program by March 7, 2003. If any questions exist, contact the faculty who is happy to respond, (360) 867-6051.

Special Expenses: No

Internship Possibilities: No

In this upper-division, group contract we will explore the socio-cultural meaning of violence: we will address the critical question, what is the social reality of violence in the United States? Thus, we will examine how the institutions, symbols, beliefs, attitudes and everyday social practices found within the United States create and sustain violent behavior. We will critically investigate the cultural connections between violent crime, youth violence, media, literature, art and the U.S. "culture of violence." Our approach will be interdisciplinary using sources from both the social sciences and the humanities that inform our study of violence. We will also explore the social work and human services intervention models that inform successful violence prevention programs.

Credit awarded in social psychology, cultural studies, criminology, social work and human services.

Total: 16 credits.

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

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

* indicates upper-division credit

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

ENVIRONMENTAL STUDIES

AFFILIATED FACULTY:

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

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

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

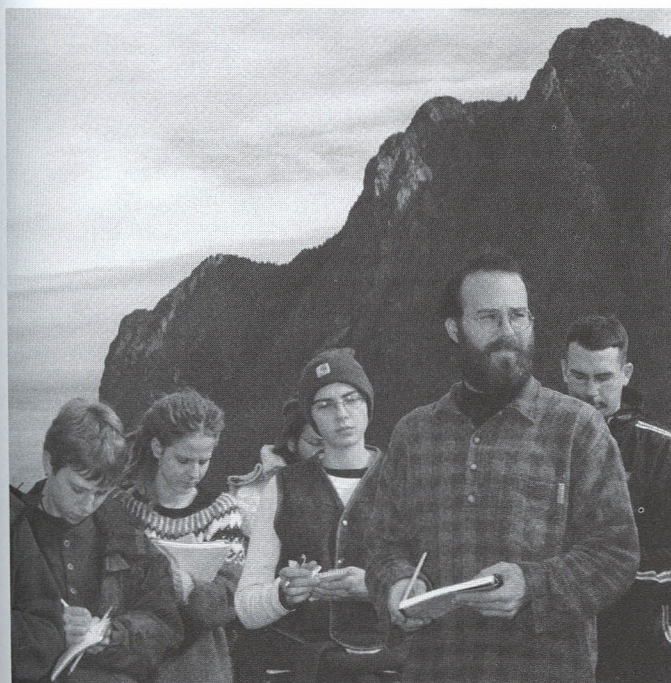
Each of these three thematic areas will be consistently available in the curriculum. Students wishing to focus on a particular theme will find program offerings with substantial thematic content available every year. These three themes, however, are not mutually exclusive, but overlap significantly. Programs will be interdisciplinary among themes, as well as within a particular theme. Students should also consider offerings in political economy, physical science and mathematics, including but not limited to Political Economy and Social Change, Introduction to Natural Science, Matter and Motion and Molecule to Organism.


Please note that if you intend to pursue graduate studies in environmental studies or science, a minimum of one full year of undergraduate study in biology, chemistry and statistics is strongly recommended. For some graduate programs physics is also required. These subjects may also be prerequisites to some of the upper-division science programs in all three of the thematic areas.

To aid you in making your program choices, the program descriptions in the following pages list the significant content and credits in each of the three thematic areas within Environmental Studies. Additionally, all Environmental Studies faculty, in their role as advisers, are well-equipped to help you determine appropriate routes through the curriculum. The faculty, particularly the Environmental Studies coordinator, will also be aware of changes and additions to the catalog that occur because of the two-year lag between the creation of the catalog and the actual offerings.

In your planning it is important to realize that program titles and content change from year to year.

Every year we offer one or two versions of Introduction to Environmental Studies intended for second-year and transfer students and open to well-prepared first-year students. Introductory programs in geology are taught in alternate years, rotating with more advanced topics in geology. Ecological Agriculture and Marine Life are offered on an alternate year basis. Temperate Rainforests and Tropical Rainforests are offered on an alternate basis with programs focused on the Pacific Northwest. Programs focusing on human communities and environmental policy are offered every year, though the program titles change. 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.





By studying mushrooms, lichens and soils, I have a better sense of the significance of the link between life and perpetuating the means for living.

—*Nicole Hynson, student*

SCIENCE IS AN

Lichens and Ascomycetes



Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems

Fall, Winter, Spring/Coordinated Study
Faculty: Jeff Kelly, Clyde Barlow, James Stroh
Enrollment: 45

Prerequisites: Junior or senior standing, transfer students welcome. One year of college-level chemistry and college-level algebra required; physical geology and trigonometry strongly recommended.

Faculty Signature: No

Special Expenses: One-week field trip to Sun Lakes in Eastern Washington, approximately \$250 for transportation, logistical support, food, incidentals and personal items.

Internship Possibilities: Yes, under special circumstances with a faculty signature.

Baseline assessment of natural ecosystems and determination of environmental contamination require accurate chemical and geological measurements. We will study the geology and chemistry of ecosystems, and develop topics that are appropriate to the analysis of the contents of natural water systems and problems of aquatic and terrestrial pollution. This program integrates material from geology, hydrology, analytical chemistry, statistics and Geographical Information Systems (GIS). Projects will include research on geological and chemical issues and problems of ecological and environmental significance.

Fall and winter, we will address topics in geochemistry, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis. Students will participate in field trips and begin group projects working with state, county and city agencies to monitor water quality at selected sites in Washington and establishing baseline analyses of the chemical composition of ground, surface and rainwater on campus. Methods and procedures will be developed to analyze for trace materials. Computers and statistical methods will be used extensively for data analysis and simulation.

Spring will be devoted to project work and completing studies of statistics and analytical chemistry.

Credit awarded in geochemistry*, geohydrology*, analytical chemistry*, Geographic Information Systems*, statistics*, chemical instrumentation* and group projects*. Students leaving at the end of fall quarter will receive lower-division credit. Students who strengthen their knowledge by completing at least fall and winter quarters will receive upper-division credit for both quarters.

Total: 16 credits each quarter.

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

Program is preparatory for careers and future studies in geology, hydrology, chemistry, environmental analysis and environmental fieldwork.

This program is also listed in Scientific Inquiry.

Freshwater Ecology

Fall/Coordinated Study
Faculty: Robert Cole, TBA
Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. One year of college biology, pre-calculus and facility with spreadsheets.

Faculty Signature: No

Special Expenses: \$30 for field trip expenses.

Internship Possibilities: No

Fresh surface waters make up less than 0.1% of the total water on earth, but represent an enormously diverse array of ecosystems, a fact reflected in their disproportionate contribution to global biodiversity. Because of their extraordinary value to humans, freshwater systems are among the most intensively used and threatened ecosystems.

This one quarter program will combine study of the structure and function of streams and lakes with exploration of quantitative methods for analyzing these ecosystems. Topics will include hydrologic processes; stream channel and lake morphology; aquatic chemistry; cycling of materials and energy; biological community structure, including plants, invertebrates and fishes; population dynamics; and ecological interrelationships among organisms. Woven throughout the program will be discussion of how humans interact with and influence these systems. Several field trips will emphasize methods for collecting data on water chemistry, physical habitat and aquatic organisms inhabiting streams and lakes. Additional lab time will be devoted to processing and analyzing data collected in the field.

Credit awarded in limnology*, stream ecology* and ecological modeling*.

Total: 16 credits.

Program is preparatory for careers and future studies in biology, ecology and natural resource management.

Introduction to Environmental Studies

Fall, Winter/Coordinated Study
Faculty: Lin Nelson, Sharon Anthony
Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: Approximately \$100 each quarter for overnight field trips.

Internship Possibilities: No

What are some of the major environmental issues facing the world today? How can we use science, social science and knowledge of community issues to study these environmental problems? Introduction to Environmental Studies serves as the foundation for more advanced work in environmental studies. In particular, we will examine the general relationships among science, policy and community, as we explore the development of campaigns and solutions for dealing with climate change, resource use, environmental hazards and water pollution. Students will gain strong preparation in environmental chemistry as a science and in examining chemistry in relationship to industrial production, pollution assessments, environmental health and public policy.

We will dedicate substantial time to examining global and U.S. patterns of population, development, consumption and energy use. This will involve study of models, data systems, debates and public policy. We will also focus on the global conditions of climate change, ozone depletion and environmental health. In looking at these, we will draw on environmental science, particularly chemistry, social science and public policy.

We will also turn our attention to the relationship of global to regional to local conditions. One of our areas of concern will be watershed health and water quality; this will allow us to work from laboratory to field application and to explore water policy, public education and citizen advocacy. Regional and community studies will be a significant component of our work, involving selective study of and visits to area communities facing environmental challenges.

Class time will include lectures, labs, workshops, field applications, field trips and consultations with regional environmental scientists and advocates. There will be a strong emphasis on developing proficiency in the lab and field, writing, research methods, community applications, discussion of texts and student development of projects.

Credit awarded in environmental chemistry, environmental social science, environmental policy, environmental health, research methods (quantitative and qualitative), community and regional studies.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in environmental science, environmental policy, community development, social science, planning, environmental education and environmental studies.

* indicates upper-division credit

Picturing Plants

Fall, Winter, Spring/Coordinated Study

Faculty: Frederica Bowcutt, Lucia Harrison

Enrollment: 48

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

Faculty Signature: No

Special Expenses: In-state field trips during fall and spring quarters, approximately \$200 for two, week-long field trips; up to \$200 for art supplies.

Internship Possibilities: Yes, optional six credits spring quarter only.

Plants play profound roles in our lives.

Throughout history, plants have been the focus of storytelling, mythology, religious ceremony, healing, scientific investigation, material culture and artistic expression. This program explores scientific, cultural (folklore) and aesthetic (artistic) perspectives of plants. We will ask: Why and how do we create meanings out of plants? What actions can we take in the world to create ethical relations with plants and the ecosystems they live in? How can we use plants as points of departure for our own creative work?

Our exploration entails a highly integrative blend of art and science as well as humanities-based thought. To develop the perspective of a scientist, we will study plant-cell biology, evolution, anatomy, physiology, taxonomy and ecology. The visual arts components of the program will stress drawing from observation as well as an understanding of how plants have inspired artistic expression in different cultural traditions. We will study scientists as natural observers and learn to keep fully illustrated field journals. We will study artists who use plant forms as a point of departure for introspection and abstraction. Students will gain technical skills in drawing, botanical illustration, watercolor painting, digital imaging and some beginning printmaking.

Although our focus will be on science and art, we will also study the folkloric knowledge of herbalists, farmers, loggers, mystics and environmental activists. We will explore how different forms of knowing might inform one another, and how historical processes shift our experience of plants.

Attendance at week-long retreats in fall and spring is required of all students in the program.

Credit awarded in art appreciation, botanical illustration, drawing, painting, writing, ethnobotany, field natural history, introductory botany, ecology* and plant taxonomy*. Upper-division science credit will be awarded spring quarter for students working at an advanced level in taxonomy and ecology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, botany, education, environmental studies and natural resource management.

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

Protecting Washington Wildness

Fall, Winter, Spring/Group Contract

Faculty: Ted Whitesell, Oscar Soule, Steve Herman, TBA

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome; advanced college-level writing skills and equivalent of one year of introductory college biology.

Faculty Signature: Yes. Faculty will assess college-level writing skills and degree of knowledge and commitment to research and writing about the protection of wildness in Washington state. Faculty will conduct interviews April 29–May 14, 2002, or during the Academic Fair, May 15, 2002. Interested students must submit a writing sample and past faculty evaluations (or transcripts for transfer students). To interview prior to the Academic Fair, contact Ted Whitesell at (360) 867-6768 or whiteset@evergreen.edu. Transfer students should contact Ted about how to meet the signature requirement. Acceptance decisions will be made by May 16, 2002, based on the interview and application materials.

Special Expenses: Up to \$200 per quarter for approximately 12 overnight trips to field stations throughout Washington, roughly during weeks two, four, six and eight of each quarter.

Internship Possibilities: No

This three-quarter group contract is designed to produce a book, tentatively titled *Picking Up the Pieces: Protecting the Remnant Wildness of Washington State*, to be written by the students, edited by the faculty and published by a major publisher. Most of Washington's designated wilderness areas owe their existence to citizens who worked hard to gather and disseminate information about the importance of these areas and the threats they faced. More remains to be done to preserve and restore other wild areas, yet there is currently no comprehensive guide to wild Washington. To meet this need, students and faculty will produce a book about the status of wild Washington, options for additional wilderness designations throughout the state, plans of government agencies and citizen groups, and legal and political tools for wilderness preservation.

Educational activities will include fieldwork and instruction in natural history, geography, environmental history, conservation biology and writing. Not all students will become authors of book chapters, due to limitations of space. The program coordinator will judge manuscript submissions primarily on writing quality and contribution to the book's content. Manuscripts not selected for the book should contribute to public education as articles in conservation journals or through other media.

Credit awarded in natural history, geography, environmental history, conservation biology, environmental policy and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in conservation, land use planning and management, geography, natural history and writing.

Rules of Nature/Rules of Life

Fall/Group Contract

Faculty: Craig Carlson, Nalini Nadkarni

Enrollment: 48

Prerequisites: None. One year in college, one year of college-level writing preferred. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Rules can be tricky, sometimes confusing, often important. Our point of entry and exit will be: What are the rules by which we live, individually and collectively? Are they prescriptive or arbitrary, universal or contextual? What happens when one breaks the rules? Who or what has authority to decide the consequences?

Rules guide numerous aspects of our lives, but we will focus on an eclectic subset of disciplines and subjects within art, the social sciences, the humanities and natural science. We base our choices on the experience and interests of the faculty: poetry, natural history and ecological science, religion, ethnicity, emotions, incarceration and sports. One primary focus is nature. What are the rules of nature and how do we know what they are? We will study, view and read texts, images, film and music. Seminar books will include authors such as Leo Tolstoy, Arudhati Roy, Basho, Peter Berger and John Luoma.

In our 10 weeks together students will participate in weekly seminars, be asked to respond to our program theme through a variety of writing—critical essays, journal work and creative writing—as well as choosing expression in drawing, photography and the arts. One major natural history project will be presented as class work. This will involve the collection, analysis and storage of data from field sites on campus that will help us quantify and understand forest structure and dynamics. Students will learn the rules of gathering, working with, and presenting data in a rigorous scientific manner, in both oral and written forms.

"Eternity is in love with the productions of time," as Blake explains.

Credit awarded in natural history and ecology, quantitative reasoning, creative writing, expressive art and cultural studies.

Total: 16 credits.

Program is preparatory for careers and future studies in liberal arts, arts, natural science, writing and law.

This program is also listed in First-Year Programs and Culture, Text and Language.

A Silver Sky: Poetry and Place in the Pacific Northwest

Fall, Winter/Coordinated Study
Faculty: Bill Ransom, Matthew Smith
Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$200 for field trips.

Internship Possibilities: No

What is our experience of place? How does place form our experience? How do our rhythm, our sense of time, our feeling for beauty, our words emerge from our individual and collective engagement with the world of our experience? How do these expressions of our experience shape us and call us to further engagement with our place? We will address these questions as we examine our own experience in and with the Pacific Northwest. As we come to see how the mist over the valley bottoms has been engaged in a dialogue with the people who live along the banks of the river, we can begin to see what conversations surround us and what stories await discovery and voice.

We will investigate the stories of the Pacific Northwest, including the stories that the natural history tells, and we will come here primarily through poetry. Reading and writing, observation and expression, the making of place and the embedment of our lives in this place will invest our process and our products. We will explore history, legend, natural history, story and the rich poetic tradition of the Pacific Northwest. By attaching ourselves to the particular we will reflect upon the larger world. We will write constantly; as William Stafford said, "If you're not writing a poem a day, your standards are too high." We will perform our work aloud. We will listen. And we will go through the process of writing, rewriting and preparing something for publication while learning the basics of copy editing and manuscript preparation. Students will select a publication (audience) that fits their work and submit to that publication at the end of each quarter. Publication itself is not required, only the process toward publication. We imagine this work as demanding, deliberate and a great deal of pleasure. Guest speakers and field trips will further enrich our place-based work.

Credit awarded in literature, art, history, poetry, regional studies and natural history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in writing, editing, history, regional studies, teaching, law and environmental studies.

This program is also listed in First-Year Programs and Culture, Text and Language.

OFFERINGS BEGINNING WINTER QUARTER

Introduction to Environmental Modeling

Winter/Group Contract

Faculty: Robert Cole

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome; pre-calculus.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will present a broad survey of environmental and ecological systems that lend themselves to modeling methods. This rapidly expanding field is becoming an essential component of environmental restoration projects, wildlife management and enhancement, understanding biogeochemical cycles, designing sustainable resource economic systems, and developing better tools for ecological management. We will use a series of case studies to illuminate the process of building and modifying mathematical models of the environment. Topics will include local and global energy flows, population models including competition and predation models, metapopulation analysis, primary production and pollution models. The tools developed can be applied to a wide variety of settings, including the study of chaos and chaotic behavior in biological and ecological systems. This program will be excellent preparation for the Energy and Trash program in spring quarter.

In workshops, we will develop many of the mathematical tools and computer skills necessary to understand the models we'll investigate. In weekly computer labs students will learn to use the *Stella* modeling software. No prior background in computing is assumed. Students should, nonetheless, be willing to learn new software and apply new mathematical techniques to a variety of situations and case studies.

Students will be expected to complete an independent or group project and present it to the class at the end of the quarter. A sample of suitable topics might include: fishery or forestry models; energy flow in the environment; pollution reduction in lake systems; epidemics and the spread of disease; specific wildlife management models; groundwater modeling; medical or physiological modeling (e.g., cardiac oscillations, genetic algorithms, enzyme kinetics, etc.); population or metapopulation dynamics; air pollution dynamics; biogeochemical cycles; material flows; or chaotic phenomena in ecological or biological systems.

Credit awarded in environmental modeling, calculus, research topics in environmental modeling* and mathematical ecology*.

Total: 12 or 16 credits. Students will be expected to sign up for 16 credits which includes four credits of Calculus I. The only students permitted to enroll for 12 credits are those who have previously completed Calculus I.

Program is preparatory for careers and future studies in environmental science, natural resource management, environmental policy, hydrology, medicine and the physical and biological sciences.

Marine Life: Marine Organisms and Their Environments

Winter, Spring/Group Contract

Faculty: Erik Thuesen, Amy Cook

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome; 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 \$140 for overnight field trips.

Internship Possibilities: No

This program focuses on marine organisms, the sea as a habitat, relationships between 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 and 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 be 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 via faculty-designed experiments and student-designed research projects. Data analysis will be facilitated through the use of Excel spreadsheets and elementary statistics. 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 their research projects during winter quarter and write a research proposal that will undergo class-wide peer review. The research projects will then 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.

Credit awarded in marine biology*, oceanography*, 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.

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

Program is preparatory for careers and future studies in marine science, environmental science and other life sciences.

* indicates upper-division credit

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

Trees and Humans: Ecology, Art and Culture

Winter/Coordinated Study

Faculty: Nalini Nadkarni

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; one year of college-level science (ecology, field studies, natural history), one year of college-level writing.

Faculty Signature: Yes. Faculty will assess student's ability to meet the prerequisites. Students must submit a letter describing their academic experience to Nalini Nadkarni, The Evergreen State College, Lab II, Olympia, WA 98505 or to nadkarnn@evergreen.edu by December 4, 2002. Students will be notified by December 6, 2002.

Special Expenses: Approximately \$150 for one, two- to three-night, field trip to the Olympics or Cascades.

Internship Possibilities: No

Trees are Earth's endless effort to speak to the listening heaven.

—Rabindranath Tagore, Indian poet

Stories and fortunes of trees and humans are as intricately linked as the complex branching systems that link tree root to tree crown. The products derived from trees used by humans are diverse, ranging from such functional objects as paper, lumber and boats to aesthetic objects such as sculpture and jewelry to spiritual objects such as masks and amulets. Trees create sacred places in many communities and cultures. Native Americans of the Pacific Northwest used their wood, bark, roots and foliage to create objects needed for nearly all aspects of their lives. They also mitigate negative impacts of concentrated human dwellings, and the growing field of urban forestry is documenting the physical benefits of having trees in urban areas.

We will explore the connections between trees and humans in many cultures and time periods, drawing upon our own experiences on campus and in the Pacific Northwest region. We will study the features of trees—their ecology, physiology and anatomy—with the intent to better understand their connection with humans.

This program will engage in a variety of experiences designed to highlight the multiplicity of ways in which trees are used: the making of a functional or aesthetic/spiritual object in the Evergreen Wood Shop; field trips to studios of wood sculptors; inventory and analysis of objects that come from trees in stores and markets. A wood anatomist will guide us in a lab to make thin sections of a variety of native woods to better understand the microscopic components of wood that make different species distinctive. Each of these experiences will constitute the kernel of a written essay that will be exchanged among seminar groups and discussed.

We anticipate one extended field trip to the Olympic Peninsula to view wooden art and functional objects created by the Makah Indians, hike in the old-growth forests in the Hoh Valley, visit an industrial lumber mill, and stay with families that are supported by the timber industry.

Students will carry out an in-depth study of a single tree on campus. This may take the form of an ecological, physiological or artistic study of the tree. Students will also be required to find expression in some aspect of the creative arts—drawing, painting, carving, photography, dance or music.

Credit awarded in forest ecology, tree physiology, art and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in the liberal arts, arts, natural science, writing, anthropology and Native American studies.

OFFERINGS BEGINNING SPRING QUARTER

Coastal Dune Ecology

Spring/Group Contract

Faculty: Al Wiedemann

Enrollment: 14

Prerequisites: Junior or senior standing. Basic course work in plant biology helpful but not required.

Faculty Signature: Yes. Students must fill out an application available from Al Wiedemann, (360) 867-6023, or wiedemaa@evergreen.edu beginning February 10, 2003. Faculty will conduct interviews to assess student's background knowledge, interests and writing skills. Students will be advised of their acceptance prior to the Academic Fair, March 5, 2003. **Special Expenses:** Students can expect to spend approximately \$290 for travel and lodging (food not included) for four, multiple-day field trips to coastal sites in Northern California, Oregon and Washington for a total of about 20 days in the field.

Internship Possibilities: No

Coastal dune systems constitute some of the most valuable landscapes in the world. At the meeting place of land and sea, they have been important for settlement, agriculture, industry, recreation and "coastal defense"—protection from the eroding fury of ocean storms. In many places these uses conflict with one another and the decisions reflecting these uses become highly politicized. What is the nature of these systems and why are they so important?

Through a wide variety of reading and field study of the dunes from northern California to northern Washington, we will learn about dune morphology—the various kinds of dunes and how they are formed. We will also look at dune dynamics—the interaction of ocean currents, sand, wind and vegetation in the creation of the dune systems. And, finally, we will examine the nature and complexity of the demands placed on these systems.

Credit awarded in geomorphology of coastal dune systems*, vegetation of coastal dune systems*, dune management and restoration,* and human interactions and aesthetics*.

Total: 16 credits.

Program is preparatory for careers and future studies in ecological research and management, natural history, forestry and wildlife management.



You are never too far from a body of water when you study at Evergreen. Students take advantage of a variety of habitats, including salt and freshwater marshes, tide flats and deep water.

Energy and Trash: Over-Consumption in North America

Spring/Coordinated Study
Faculty: Sharon Anthony, Robert Cole
Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome; one quarter of college-level chemistry and college-level algebra.

Faculty Signature: No

Special Expenses: Approximately \$125 for overnight field trips.

Internship Possibilities: No

How much energy do you use? How is electricity generated? How does energy production affect the environment? How much trash do you produce? Where does your trash go? How does your trash affect the environment? This program will examine the technical and policy aspects of North American energy consumption and trash generation, and compare it to the rest of the world. Students will use mathematical modeling tools to explore the flow of energy and material goods in society, and will conduct audits of our personal contributions to these flows. We will use chemistry to investigate the effects of energy generation and waste emissions on the atmosphere and aquatic environments. We will also examine policy options, and investigate directions that point to a more sustainable future.

This intensive 10-week program of study will include workshops and lectures, computer labs, seminar discussions, field trips and library literature searches. In addition to the scheduled activities, students will have the opportunity to do an independent research project of their own choosing.

Credit awarded in energy and solid waste policy, renewable and non-renewable energy systems and environmental chemistry.

Total: 16 credits.

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

Insects and Plants of Washington

Spring/Coordinated Study
Faculty: Paul Przybylowicz, John Longino
Enrollment: 48

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

Faculty Signature: No

Special Expenses: There will be three overnight, three-day field trips in Eastern and Western Washington. Approximate cost will be \$150, to be paid by April 4, 2003.

Internship Possibilities: No

After this program, insects and plants will never look the same to you. We will spend the quarter alternating between field and lab, learning basic botany and entomology, with an emphasis on learning the common plants and insects of Washington. We will also study the ecology and evolution of insects and plants, and their interactions. Insect identification will focus on orders and major families, and the skills needed to key out any insect to family. Students will also learn to identify the major divisions of plants—from liverworts to flowering plants.

There will be three overnight field trips to different parts of Washington, and these will alternate with laboratory-based studies using existing collections and new collections from field trips. Evaluations will be based on lab practicals, exams and a field journal.

Credit awarded in introductory botany, introductory entomology and writing.

Total: 16 credits.

Program is preparatory for careers and future studies in botany, entomology, field biology and environmental science.

This program is also listed in First-Year Programs.

The Practice of Sustainable Agriculture

Spring, Summer, Fall/Group Contract
Faculty: Pat Moore
Enrollment: 18

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: Yes. Students must fill out a questionnaire to assess motivation, maturity, communication and writing skills and background in environmental studies. Transfer students must include a description of college courses taken, related work experience and letters of recommendation and mail them no later than February 28, 2003. To apply, contact Pat Moore, The Evergreen State College, Lab I, Olympia, WA 98505, or moorepat@evergreen.edu or the Academic Advising Office, (360) 867-6312. Submit the completed application to the faculty prior to or at the Academic Fair, March 5, 2003. Students will be informed of acceptance by March 7, 2003.

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

Internship Possibilities: No

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 manure, the use of animal manure, equipment operation, small farm economics, pest control, livestock management, weed control strategies, irrigation system design and management, basic horticulture, machinery maintenance, vegetable and small fruit culture, marketing and orchard systems.

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

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

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

A similar program is expected to be offered in 2003-04. Program is preparatory for careers and future studies in agriculture, horticulture and outdoor education.



Located on the western edge of campus, the Organic Farm offers students the opportunity to raise crops through an academic program or on an individual plot. In addition, the Farmhouse is a popular campus meeting spot for retreats and academic seminars.

EXPRESSIVE ARTS

AFFILIATED FACULTY:

Susan Aurand - Visual Art
Andrew Buchman - Music
Mario Caro - Art History
Arun Chandra - Music
Caryn Cline - Film/Media Studies
Sally Cloninger - Film/Video
Doranne Crable - Performance Studies, Literature
Joe Feddersen - Visual Art
Anne Fischel - Film/Video
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
Robert Leverich - Visual Art
Ju-Pong Lin - Film/Video
Jean Mandeborg - Visual Art/Sculpture
Laurie Meeker - Film/Video
Kabby Mitchell - Dance
Sandie Nisbet - Theater
Ratna Roy - Dance, African American Studies, South Asian Studies
Terry Setter - Music
Paul Sparks - Visual Art, Photography
Lisa Sweet - Visual Art
Gail Tremblay - Fiber Art, Creative Writing
Sean Williams - Ethnomusicology

The Expressive Arts area works to help 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 cross-disciplinary 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 a liberal arts education. 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 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. Look for the arts in cross-divisional, theme-based programs.

Offerings in the Expressive Arts include annual entry-level programs in media arts (Mediaworks), performing arts (Foundations of Performing Arts and Puppet and Object Theater) 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. 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 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 intermediate or advanced work. For both these options, eligibility requirements include a minimum of three quarters' prior experience in the Expressive Arts. Faculty are also available to support student-originated studies contracts for advanced, upper-division students. Students may enroll in skill-development courses designed to supplement work in programs and group contracts. Finally, internship possibilities are available for preprofessional work experience.

Senior Thesis: 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, group contracts and courses 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 and courses.

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 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.

Mediaworks: Experiments with Light and Sound

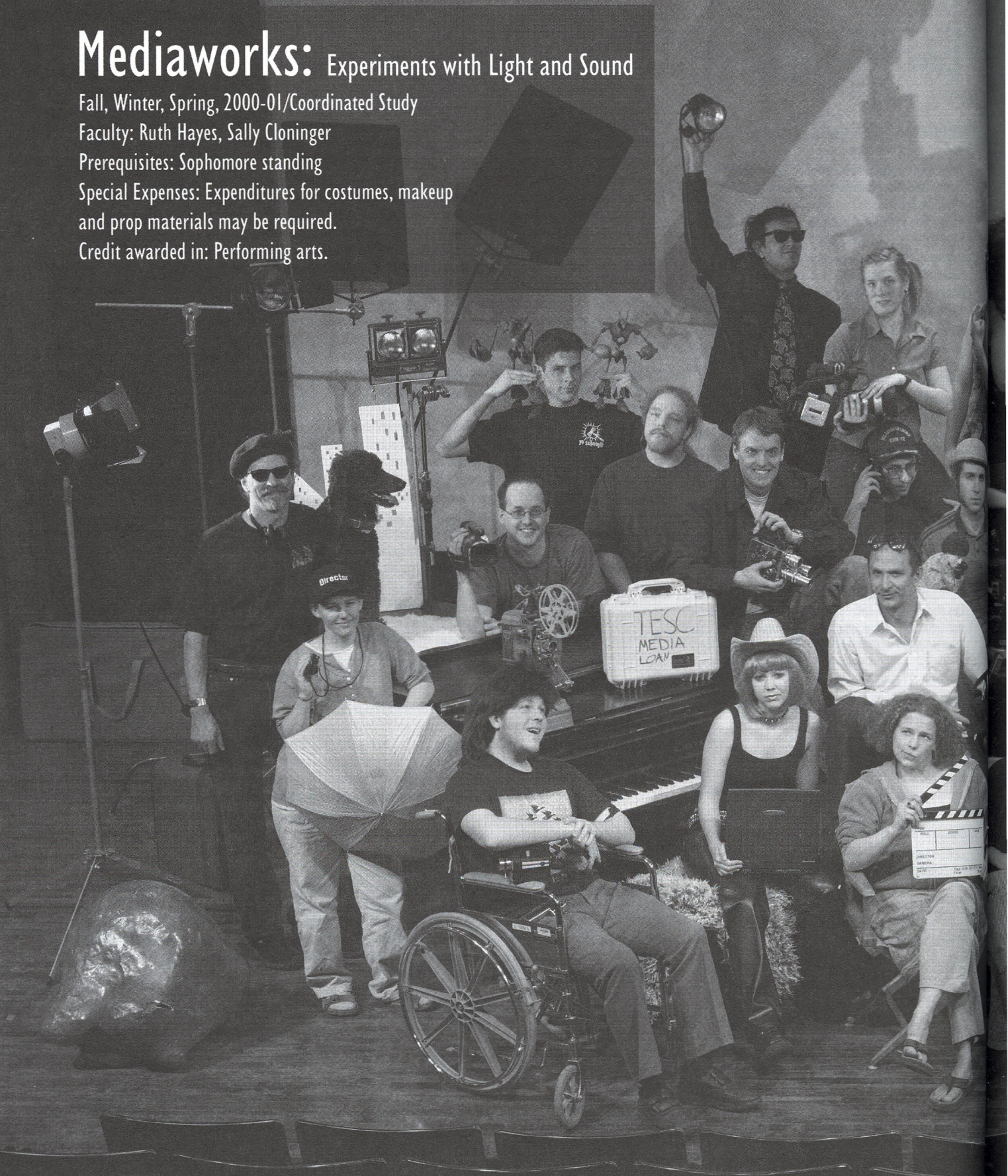
Fall, Winter, Spring, 2000-01/Coordinated Study

Faculty: Ruth Hayes, Sally Cloninger

Prerequisites: Sophomore standing

Special Expenses: Expenditures for costumes, makeup and prop materials may be required.

Credit awarded in: Performing arts.



CRAFT

Our working environment was incredibly supportive and led to a great feeling of accomplishment and growth, especially in the hands-on experience I got.

—Jessica Lee, student

Applause



CAMERA, CREATE

Body, Mind, Soul

Fall, Winter, Spring/Coordinated Study

Faculty: Heesoon Jun, Kabby Mitchell, Lance Laird

Enrollment: 75

Prerequisites: Sophomore standing, transfer students welcome. At least two quarters in a coordinated studies program at Evergreen.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips plus student project expenses (amount varies with project scope).

Internship Possibilities: Yes. Possibly spring quarter only.

This program is designed for students who want to study health, sickness, wellness and healing from perspectives that integrate body, mind and soul. The main objectives of the program are: (1) to articulate historical, sociopolitical and cultural trends that have influenced the understanding of body-mind-soul, and (2) to sort through and critique the images, information and ideas we receive in contemporary media, popular psychology and popular religion.

The program will explore historical, cross-cultural, and autobiographical questions about the body-mind-soul connection. Examples of the **historical** questions are: How have religious, philosophical and cultural ideas of beauty, the body, mind and spirit developed throughout history? How do movements within and outside traditional religious, psychological and artistic communities challenge accepted notions of the body-mind-soul separation or connection? **Cross-cultural** questions include: Are there continuities, overlaps, disjunctures and critical perspectives within and between "eastern," "western" and "indigenous" traditions that might give us a more complex understanding of how human beings perceive themselves? What do various traditions and mainstream media prescribe as ways to nurture the development of healthy bodies, minds and souls? **Autobiographical** questions may include: What are the spiritual and psychological consequences of "sacred" bodies becoming "profane" or commodified? How does one's understanding of/attitude toward self in terms of body, mind and soul affect relationship to "nature," "other beings" or "the divine"? Through weekly body-awareness exercises and workshops students will deconstruct some habits and strive to construct new habits that honor body-mind-soul.

The readings will include a selection of articles as well as possible books, such as Sarah Coakley, ed., *Religion and the Body*, sacred texts and an abnormal psychology textbook.

Credit awarded in abnormal psychology, holistic healing, movement and health, cross-cultural studies on body symbology, capitalism and health, comparative religion*, history of religion* and health psychology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in health and social service professions and religious studies.

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

The Classical Legacy: Provence and Tuscany

Fall, Winter, Spring/Coordinated Study

Faculty: Bob Haft, Marianne Bailey, Hiro Kawasaki

Enrollment: 75

Prerequisites: Sophomore standing, transfer students welcome. Core program or equivalent and some study of a foreign language.

Faculty Signature: No

Special Expenses: Fall and winter quarters students, should expect to spend approximately \$40-\$120 on art supplies. In the spring, this amount could double, especially if students participate in one of the studio arts offerings at the Studio Art Center International in Florence, Italy. During spring quarter, the program will travel to France and Italy for 10 weeks, approximate cost \$4,000.

Internship Possibilities: No

Nietzsche believed that great human advances occur when disparate groups encounter and meld with one another. The ancient Greek and Roman cultures offer examples of such a melding; both were fertile, syncretic blends of aesthetic notions and belief systems from North Africa, the entire Mediterranean basin and the ancient Indo-European world. The classical legacy of these cultures, which is neither static nor monolithic, exerts itself in various times and places throughout history. We will be especially interested in looking at the regions of Tuscany and Provence, two areas where the classical world view mixed especially well with indigenous elements. Both locales, which still fascinate the modern imagination, offer us rich and unique opportunities to do cultural studies while being immersed in an intoxicating sensory bath. (Think of Dante, the scent of orange blossoms, bouillabaisse and fields of lavender.) How and why does the classical legacy still hold such sway? This program addresses that question by first defining the ingredients of the classical legacy, evaluating its merits and faults, and then showing how European cultures are indebted to it.



Fall quarter, we will examine the ancient Greek and Roman cultures as well as their influences and antecedents, by studying mythology, religious practices, art, architecture, literature and philosophy. Throughout our studies, we will deal with three themes—space, time and selfhood—that are continually evolving conceptual legacies of the classical world.

Winter quarter, we will shift our focus to study how these thematic classical legacies have had an impact on later European civilizations. We will study cultural turning points (both the Renaissance and later) when the classical legacy has been resurrected and re-conceived, philosophically and aesthetically. The main question will be the ways the classical legacy has constituted either a boon or a burden to subsequent artistic and intellectual developments in Europe.

In order to examine our topics firsthand, spring quarter we will go to France and Italy where we will live, travel and study. The first five weeks we will spend in Provence, exploring sites from Marseilles to Nice. The second five weeks of the program will be spent in Tuscany; students will live in Florence and participate in art history and/or studio art programs offered jointly by Evergreen and SACI (Studio Art Centers International).

Students will be encouraged to study French during fall and winter quarters. Spring quarter they will have the option of studying Italian for five weeks at SACI.

Credit awarded in history, art history, literature, philosophy, cultural studies, mythology and studio arts.

Total: 16 credits each quarter. Students may enroll for 12 credits with a faculty signature.

Program is preparatory for careers and future studies in the humanities, history, literature, cultural studies, art, arts management and teaching.

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

The Empty Space: Theater of Compassion

Fall, Winter, Spring/Coordinated Study

Faculty: Dorrane Crable, TBA

Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome. Completion of one full-time coordinated studies program and evaluations from previous faculty.

Faculty Signature: Yes, auditions and interview will be conducted by faculty during spring quarter 2002.

Announcements for auditions and interviews will be available at the Academic Fair, May 15, 2002. For more information contact the Program Secretary (360) 867-6605.

Special Expenses: Approximately \$150 for attendance at live theater performances.

Internship Possibilities: No

This program will explore theater and performance from the point of view of "catharsis," which is at the root of western theater. Study will include focus on the Greek foundations as we turn our attention to the concept of "compassion." If catharsis means to release whatever binds us to suffering, is not compassion the result? If theater, in its essential nature, is "ritual" that engenders community, might it also bring together people whose perspectives and experiences vary widely but whose humanity is the same? We will study and participate in workshops based on the dramatic, folkloric and mythological literatures of various cultures whose theatrical and performance traditions attest to people's capacity to rise to compassion, out of suffering, through the transforming power of expressive arts. Among the cultures we will consider are Native American, Jewish, African American, Chinese and Russian. The archetype at the center of our work will be Quan Yin, the Mother of Compassion (she who hears the cries of the world).

Fall quarter, we will begin the preparations and training for performances in winter and spring quarter. The theme will be "moving into darkness," as this seasonal archetype is experienced, through performance, in festivals of various cultures (e.g., mid-autumn celebrations, All-Souls Day and Halloween, then Kwanza, Michelmas, Hanukkah, Christmas, Solstice). Students will participate in seminars on drama, poetry and prose literatures related to this theme. They also will take part in weekly workshops exploring acting training, scripting techniques and character development. We will include study of children's theater as an educational medium, working with puppets, masks and storytelling. Faculty and guests will facilitate the work; students will write papers based on their workshop experiences, reading in cultural studies and lectures.

Continuing the experiential and analytical studies begun in fall, students will develop performance pieces in winter quarter, for in-house presentation only. At this time, they will identify the areas they most want to pursue on an in-depth level—scripting, directing, acting, composing, choreographing, technical work, promotions—during spring. To prepare for student-motivated collaboration in spring, students will have to take technical theater workshops in the winter session. Performance, scripting and character development workshops will continue, facilitated by faculty and guests. The theme will change to seasonal celebrations of the coming of light (Twelfth Night, Chinese New Year, St. Valentine's, Tibetan Losar). Students will research, write about and present a topic of their choice, related to one cultural expression of suffering and compassion, through theater.

Spring quarter will be devoted to creating a public performance in the Experimental Theatre. This performance will reflect the year's work. Faculty will serve as artistic directors; and one or more students will serve as stage directors. Students will collaboratively create all aspects of the piece or pieces within the concept of "Quan Yin and the Theater of Compassion."

Credit awarded in education through children's theater (puppetry, mask-making, storytelling), research and presentation, dramatic literature (analysis, adaptation, scripting, performance), cultural studies (poetry, prose fiction, history), production (acting, directing, composing, design, choreography or promotions).

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in theater and production.

Foundations of Performing Arts

Fall, Winter, Spring/Coordinated Study

Faculty: Arun Chandra, TBA

Enrollment: 72

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

Faculty Signature: No

Special Expenses: \$30 per quarter to attend performances.

Internship Possibilities: No

Throughout history, the performing arts have embodied the central myths of culture and the shifts in a culture's values, politics and social organization. This program is an introduction to the basic concepts, skills and aesthetics of the performing arts. We will study the performing arts in various historical contexts, as well as in contemporary American culture. Through studying the history, we will be able to see what earlier cultures have thought about the fundamental questions of the human condition and gain a better understanding of the common concerns, hopes, fears and joys of our own time. We will pay particular attention to the reciprocal relationship between the arts and culture—how each shapes and reflects the other—and on the fundamental character of performance. We will examine the timeless, universal compact created between the performer and the audience. What is the essential nature of performance? How do the performer and audience collaborate in creating meaning? How do our life experiences become the material for new creative works?

In fall and winter quarters, this program will focus on the history and aesthetics of theater, dance and music, emphasizing a balance between theory and practice and the development of visual literacy and aesthetic judgement. Students will participate in weekly lectures, workshops, seminars, write papers and attend professional performances. Over the course of the year, students will have the opportunity to do introductory hands-on work in theater, music and dance and to participate in group projects that combine these three arts. Our work will culminate in spring quarter with the creation of an evening's performance, featuring dramatic scenes, musical and dance works.

Credit awarded in the history, theory and performance of theater, music and dance.

Total: 16 credits per quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in music, theater, dance, liberal arts and the humanities.

This program is also listed in First-Year Programs.

Foundations of Visual Art

Fall, Winter, Spring/Coordinated Study

Faculty: Susan Auran, Bob Leverich, Gail Tremblay, Paul Sparks, TBA

Enrollment: 40

Prerequisites: Sophomore standing, transfer students welcome; one year of a coordinated studies program or the equivalent.

Faculty Signature: No

Special Expenses: Approximately \$300 per quarter for art supplies.

Internship Possibilities: No

This yearlong group contract offers an intensive introduction to the making of two-dimensional and three-dimensional artworks, combined with the study of art history and aesthetics. The primary themes of the program are: developing visual literacy; learning to use art materials to express one's seeing; and learning to make a sustained visual investigation of an idea or topic through work in series. The program functions as a community of working artists, learning together and sharing ideas through intensive in-studio work and art history study. This approach will allow students to develop skills and thematic content in their work more quickly than in simple skill-based classes in art. It will also make possible the cross-fertilization of ideas and the creation of collaborative works. This program is designed for students who have a passion for art, the ability to take risks, the stamina and patience to work hard for long hours, openness to new ideas and the willingness to share their work and support others' learning.

During fall quarter, students will build skills in working both two- and three-dimensionally. Students will learn drawing and design skills through working with a variety of drawing and sculpture materials. Students will develop a visual vocabulary, seeing skills and an understanding of two- and three-dimensional composition. Weekly work will include life drawing, studio projects, work with clay, plaster and wood, art history lectures and seminars. Students will have the opportunity to develop an individual body of work on a theme.

In the winter quarter, students will continue to combine two- and three-dimensional work, with the addition of skills in metals and fiber work. Students will learn basic color theory, continue to learn elements of two- and three-dimensional design and continue to study art history, in a way connected to their studio experiences.

Spring quarter will include skill-building work in painting and will focus on the development of thematic content in work, issues of presentation, contemporary aesthetics and criticism. The art history study in the spring will focus primarily on modern and contemporary periods.

During all three quarters, students will write analytical and research papers and take exams on the art history material introduced. Students will be expected to be in class and work long days in the campus studios. It is not a good choice for students with demanding work commitments outside of school.

Credit awarded in drawing, sculpture, two-dimensional design, three-dimensional design, painting (possible printmaking in spring) and art history.

Total: 16 credits each quarter.

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

Intersections of Cultures: Contemporary Art

Fall, Winter, Spring/Coordinated Study

Faculty: Joe Feddersen, Mario Caro

Enrollment: 45

Prerequisites: Junior or senior standing, transfer students welcome; Foundations of Visual Arts or equivalent.

Faculty Signature: Yes. Admission to the program is contingent upon review of student art portfolio and writing samples, to be presented to the faculty before the Academic Fair, May 15, 2002. Send art portfolio and writing samples to Joe Feddersen, The Evergreen State College, Lab I, Olympia, WA 98505 or Mario Caro, The Evergreen State College, Lab II, Olympia, WA 98505. Special Expenses: Lab fees \$50 per quarter; art supplies approximately \$250 per quarter.

Internship Possibilities: No

This program explores the state of art 25 years after Modernism. We will focus on the ongoing debate about the intersections of cultures in a perspective of art on a global level. Many topics will address conflict concerning access to power and knowledge, as well as ideologies of representation through history and visual display. We will take a global perspective merging contemporary Native American art with themes in mainstream ideologies. These topics will be addressed through weekly readings, lectures and a series of visiting artists. While some students will emphasize the research possibilities embedded in the program, all students will be required to conduct personal research, which will be presented to the group at the end of each quarter.

We intend to mix directed studies with individual interests. In fall, we will teach skills pertinent to the program. Workshops in writing, printmaking, research, visual art critique will supplement the skills students bring into the program. Each quarter students will be expected to complete an independent project; as the program progresses these projects will increase in complexity.

Credit awarded in art history, studio arts, critical theory and research.

Total: 16 credits each quarter.

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

This program is also listed in Native American and World Indigenous People Studies.

Intimate Nature: Communication Older than Words

Fall, Winter, Spring/Coordinated Study

Faculty: Laurie Meeker, Sarah Williams, Sean Williams

Enrollment: 72

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

Faculty Signature: No

Special Expenses: \$75 per quarter for media production; \$40 per quarter for Yoga or Liangong; \$100 for overnight field trips.

Internship Possibilities: No

Is our engagement with a sparrow's song, an Irish poem, an abstract film, a yoga pose a matter of remembering and unlearning? Could it also become a practice of intuitive knowing? How can we respond to a friend's grief, the destruction of the salmon, the horror of a clear-cut forest, and our own ineffectiveness in the face of such problems?

As human beings our encounters with ourselves, with other species and lands are often in languages older than words. We feel these encounters in the body first, perhaps at a 'heart' level; then, we process them through our intellectual and cultural filters. Our individual filters are shaped by our childhood, our language and culture, our encounters with the media, arts, environment and our experiences as thinking and feeling adults. We are interested in how these filters become shields that block and cut us off from older, indigenous, intuitive, non-anthropomorphic and more sustainable forms of communication.

This program will explore the intimate nature of the relationship between our experiential realities and the intuitive and intellectual processes of understanding them. We want to create a learning community that serves as a refuge. We see this as an experiment that attempts to balance intellectual processes with body and spirit and embraces emotion in the classroom. Silence, sitting in circles for discussion, reflection in natural settings, the creation of artworks, musical practice, retreats and movement workshops are ways in which we intend to balance our reading and research.

Using films, texts, music, movement and fieldwork, we will intentionally create opportunities to engage in remembering and awakening our practices of intuitive knowing. We will study lives and the work of artists, naturalists and scientists, who are interested in the politics of interspecies communication and who have found ways to engage older ways of knowing. We will use ethnographic studies, autobiographies, fiction, poetry and field journals to connect with our own intimate natures.

Credit awarded in anthropology, cultural studies, feminist theory, media, ethnomusicology and women's studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the performing arts, media arts, cultural studies and women's studies.

This program is also listed in First-Year Programs and Culture, Text and Language.



Mediaworks

Fall, Winter, Spring/Coordinated Study

Faculty: P. Ju-Pong Lin, Anne Fischel

Enrollment: 44

Prerequisites: Junior or senior standing, transfer students welcome; successful completion of college-level work involving critical reading and writing and/or work in visual arts, media, music or performance.

Faculty Signature: Yes. Evergreen students must submit a written application plus a copy of a faculty evaluation and a self-evaluation of a coordinated studies program. Transfer students should submit the application, a transcript and two letters of recommendation that speak to the quality of your academic work. 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 10, 2002.

Submit applications to P. Ju-Pong Lin, The Evergreen State College, COM 301, Olympia, WA 98505. In considering applications the faculty will 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 nonfiction production and willingness to work collaboratively. Students will be notified of acceptance by May 17, 2002.

Special Expenses: Approximately \$100–\$300 each quarter for film and video materials and post-production fees.

Internship Possibilities: Spring quarter only.

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 through analyzing the politics of representation and working 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. We will investigate questions about the relationship between art and social life, the politics of representing ourselves and of those we perceive as "others," and the relationship between technology and ways of knowing. Our work will emphasize both forms of documentary and experimental film and video, including contemporary new media such as installation, performance, mixed genre and interactive forms. The ethical and aesthetic dilemmas that experimental image-makers historically have faced will be at the forefront of our study. We will introduce students to production in film, video and audio, using 16mm, digital video, installations and performance techniques.

Possible texts include: *Representation: Cultural Representation and Signifying Practices*, Stuart Hall, ed.; *An Introduction to Film Studies*, Jill Nemes, ed.; *New Media in Late 20th Century Art*, Michael Rush.

In fall and winter, we will introduce students to production skills, and students will produce short, primarily collaborative projects in a variety of media. We will begin with composition and framing through the manipulation of still images, then move on to 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. Students will also 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 informed by the themes studied in the program.

Credit awarded in film history, film theory, film production, video production, installation art and media arts history.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in media, visual arts and communications.

Music in Culture

Fall, Winter/Group Contract

Faculty: Andrew Buchman

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; two quarters in a coordinated studies program or the equivalent.

Faculty Signature: No

Special Expenses: Approximately \$150 for a soprano recorder and tickets to performances.

Internship Possibilities: No

We will study several music cultures comparatively, and explore the issues such studies inevitably raise, such as differing definitions of music, tradition and pedagogy. Studying music in this way is important because it forces one to reexamine one's own assumptions about music and its cultural meanings. We will learn to listen analytically and write papers about pieces of music. We will explore various theories and histories of music, read relevant novels and plays and watch films and documentaries to gain creative insights into culture and music. We will try various notation systems, but make fluency in standard music notation a goal. Learning to read and write music, like becoming a sophisticated reader, thinker and writer of words, opens up new ways of understanding and experiencing the complex phenomena—in this case, bound in time. We will explore the world of musical instruments. We will study the soprano recorder and learn tunes.

Having established a common vocabulary and knowledge base for informed discussion, during winter quarter students will work in groups on a music culture of their choice, sharing their research with the rest of the program. We will continue comparative studies (perhaps reframed around a vital issue, such as nationalism or modernity) and explore one music culture together in more depth.

Credit awarded in comparative musicology, music theory, cultural studies, quantitative reasoning, independent research and writing and recorder group lessons.

Total: 16 credits each quarter.

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

Picturing Plants

Fall, Winter, Spring/Coordinated Study

Faculty: Frederica Bowcutt, Lucia Harrison

Enrollment: 48

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

Faculty Signature: No

Special Expenses: In-state field trips during fall and spring quarters, approximately \$200 for two, week-long field trips; up to \$200 for art supplies.

Internship Possibilities: Yes, optional six credits spring quarter only.

Plants play profound roles in our lives.

Throughout history, plants have been the focus of storytelling, mythology, religious ceremony, healing, scientific investigation, material culture and artistic expression. This program explores scientific, cultural (folklore) and aesthetic (artistic) perspectives of plants. We will ask: Why and how do we create meanings out of plants? What actions can we take in the world to create ethical relations with plants and the ecosystems they live in? How can we use plants as points of departure for our own creative work?

Our exploration entails a highly integrative blend of art and science as well as humanities-based thought. To develop the perspective of a scientist, we will study plant-cell biology, evolution, anatomy, physiology, taxonomy and ecology. The visual arts components of the program will stress drawing from observation as well as an understanding of how plants have inspired artistic expression in different cultural traditions. We will study scientists as natural observers and learn to keep fully illustrated field journals. We will study artists who use plant forms as a point of departure for introspection and abstraction. Students will gain technical skills in drawing, botanical illustration, watercolor painting, digital imaging and some beginning printmaking.

Although our focus will be on science and art, we will also study the folkloric knowledge of herbalists, farmers, loggers, mystics and environmental activists. We will explore how different forms of knowing might inform one another, and how historical processes shift our experience of plants.

Attendance at week-long retreats in fall and spring is required of all students in the program.

Credit awarded in art appreciation, botanical illustration, drawing, painting, writing, ethnobotany, field natural history, introductory botany, ecology* and plant taxonomy*. Upper-division science credit will be awarded spring quarter for students working at an advanced level in taxonomy and ecology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, botany, education, environmental studies and natural resource management.

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

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

Pillars of Fire: Jewish Contributions to European and American Culture

Fall, Winter/Coordinated Study

Faculty: Ariel Goldberger, Carrie Margolin

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Estimated \$150 for art and media materials and theater tickets per quarter. Total expenses depend on student projects.

Internship Possibilities: No

This interdisciplinary program will focus on the study of the Jewish diaspora and Jewish contributions to the culture of Europe and the Americas. We will explore some of the following questions in areas such as philosophy, cultural studies, humanities, sciences and art. Are there quintessentially Jewish ideas? What Jewish ideas were co-opted by other cultures after the Roman sack of Jerusalem in the year 70 CE? Which ones made it into the larger culture? What are unique Jewish contributions to American culture?

We will study possible connections among avant-garde movements, political movements and the Yiddish culture. We will investigate Jewish contributions and connections to American popular culture components such as Hollywood, Broadway, Tin Pan Alley, jazz and TV. We will explore Yiddish theater and its surrounding culture in Europe and America, including figures such as Gertrude Stein, Paul Klee, Chaim Soutine, Marc Chagall, Alberto Giacometti, Herman Wouk, Steven Spielberg, Jackie Mason, Woody Allen, Leonard Bernstein, Rodgers and Hammerstein.

We will look for possible connections among Jewish Messianic ideas, laws and ethics, immigration, politics and the labor movement in America and Europe.

As part of our studies of Jewish beliefs and mysticism we will look into the oral and written law, the mystical tradition of the Kabbalah and current Jewish thought about religion and mysticism. We will examine Jewish rituals, cooking and life-cycle events, and Jewish men and women's traditional roles. We will also explore the changing role of Jewish women as Jewish feminist leaders exert their influence on the culture.

An inevitable aspect of these studies will be a journey into the dark abyss of the Holocaust. We will look at the Holocaust's impact on the cultural life and arts of Europe and the Jewish world, and emerging responses to the tragedy. We will also explore readings and studies on Jewish views on religion and mysticism.

Credit awarded in psychology, cultural studies, Jewish studies, performance studies, writing, design, theater, installation and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Judaic studies, cultural studies, performance, writing and literature.

This program is also listed in First-Year Programs; Culture, Text and Language; and Society, Politics, Behavior and Change.

* indicates upper-division credit

Student Originated Studies: Media

Fall, Winter, Spring/Group Contract

Faculty: Sally Cloninger, TBA

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; Mediaworks (the entry-level program in media studies at Evergreen) or its equivalent (i.e., approximately a year of media skill training, media history and media theory).

Faculty Signature: Yes. Students must submit a project proposal and portfolio containing copies of recent faculty evaluations, a sample of your writing and a VHS tape that contains two examples of your best work in film or video to Sally Cloninger, The Evergreen State College, COM 301, Olympia, WA 98505. Sally will review applications during May 2002. Applications and portfolio requirements will be available from Academic Advising by May 1, 2002. Students will be informed of acceptance by May 17, 2002.

Special Expenses: Depends on the nature of student projects.

Internship Possibilities: Yes

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. SOS groups could be organized around a collaborative production, a theme, a critique group, etc. Successful SOS: Media groups in the past have involved an experimental television production group, an animation critique group, a senior film collective, a work-in-progress critique group and a screenwriting group.

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 the faculty member's signature), you must gather a group of like-minded students and design the class yourselves with help from the faculty sponsor. Students will work with faculty before and during the first few weeks of the program to design small, group contracts that will be supported by this year's SOS program.

Credit awarded in media studies and production.

Total: 8, 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in media, film, video and communications.

Weird and Wondrous

Fall, Winter/Coordinated Study

Faculty: Jean Mandeborg, Thad Curtz

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Up to \$150 per quarter for studio supplies, depending on your project.

Internship Possibilities: No

Some things are weird. Some fill us with wonder. In our world, it sometimes seems that it's much rarer to be filled with wonder than to call things weird. In this program we will be both creating and thinking together about some special situations in which experiences are simultaneously weird and wonderful. The program's activities will include studying, discussing and writing about literature, art and theory from psychology, philosophy and other social sciences. We'll also spend a considerable amount of our time creating collaborative projects about the program's themes, sharing them with each other and reflecting on them. For example, in studying the theme of travel, we might work on a contemporary anthropologist's book about encountering a new culture; Greenblatt's *Marvelous Possessions*, a history of the ambiguous functioning of wonder in the Europeans' conquest of the New World; and a biography of Joseph Cornell, who made mysterious art in tiny boxes while voyaging nowhere but up and down a few streets in New York. At the same time, studio assignments in metal or mixed media might ask students to make their own passports, their own maps, then their own amulets as another way of exploring ideas and feelings about travel. Throughout, we'll be using the issue of the weird and wondrous as a way to explore some enduring questions about convention and creativity in the arts, the interactions between language and experience, cross-cultural illuminations and misunderstandings, normal and extraordinary experience, pity, disgust, the uncanny and the sublime.

We plan to work slowly and thoughtfully.

We hope to increase our own capacities for wonder as well as developing, together, some categories for understanding this special kind of experience and its relations to other aspects of our lives and our historical situation.

Credit awarded in literary and social theory, studio art, art history, film, writing and literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts and humanities, and for any careers involving encounters with a wide range of people and experiences, like medicine, social work or teaching. This program is also listed in First-Year Programs and Culture, Text and Language.

OFFERINGS BEGINNING WINTER QUARTER

Camera to Computer

Winter, Spring/Group Contract

Faculty: TBA

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome. One year of a coordinated study program or equivalent.

Faculty Signature: No

Special Expenses: Approximately \$200 per quarter for photography supplies.

Internship Possibilities: No

This is a two-quarter program on the techniques, history and aesthetics of photography. Over the two quarters, students will learn simple techniques (such as photograms), the techniques of 35mm black-and-white photography, progressing to color photography and digital imaging techniques. Students will study the history of photography, from its early attempts to imitate painting, to its use as a tool for social documentation, to its current prominence as an art form in its own right. Students will develop visual literacy and an improved understanding of aesthetics through weekly slide talks and work discussions. Each student will have the opportunity to develop a body of work on a focused theme.

Credit awarded in introduction to black-and-white photography, introduction to color photography, introduction to digital imaging, aesthetics and history of photography.

Total: 16 credits each quarter.

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

OFFERINGS BEGINNING SPRING QUARTER

Drawing a Life

Spring/Group Contract

Faculty: Marilyn Frasca

Enrollment: 24

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

Faculty Signature: No

Special Expenses: Students must provide their own art supplies, approximately \$75.

Internship Possibilities: No

Drawing images from one's own life in both writing and drawing are activities that will form the center of our work together. Students will have the opportunity to develop skill at drawing posed models, and they will use journal-writing sessions to identify the unique events, situations and experiences that have formed their life context. Activities will include weekly figure drawing sessions, journal writing workshops, discussions of selected topics drawn from art history, literature and psychology, work-in-progress critiques and individual conferences with the faculty.

This spring quarter program is designed to create a community of image-makers who, with the aid of the faculty and one another, agree to develop skill at making their own images. The issues become ones of attention, intention and seeing. Writing and drawing will form the center of our work together. Students will be expected to make a presentation drawn from their own life experience at mid-quarter. For a final presentation, students will create a series of images based on the life of another person.

Credit awarded in drawing, creative writing and humanities.

Total: 16 credits.

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

This program is also listed in First-Year Programs.

Fiber Arts

Spring/Group Contract

Faculty: Gail Tremblay

Enrollment: 18

Prerequisites: Sophomore standing. Core program required, Foundations of the Visual Arts or work in the visual arts preferred.

Faculty Signature: No

Special Expenses: Students can expect to spend \$50-\$100 for materials and shop fees. Additional expenses for museum and special event fees.

Internship Possibilities: No

Students in this program will study techniques for weaving, felting, embroidery, needle arts and basketry. Students will weave a sampler on the four-harness loom, and design and make three pieces of art work each, and one collaborative project with other students in this group contract. Projects must use or incorporate at least three different techniques we are studying. There will be lectures and films about the history of 20th-century fiber art. All students are expected to do a research paper with illustrations and footnotes and a 10-minute slide presentation about the work of a contemporary fiber artist.

Credit awarded in weaving, needlework arts, basketry and felting.

Total: 16 credits.

Program is preparatory for careers and future studies in the visual arts and textile design.

Puppet and Object Theater

Spring/Group Contract

Faculty: Ariel Goldberger

Enrollment: 24

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

Faculty Signature: No

Special Expenses: \$150 for art and media materials and theater tickets.

Internship Possibilities: No

The main goal of this program is to create a learning community of students interested in investigating the nature of puppet theater and object theater through performance. Experimentation, risk-taking, self-directed work, design process and learning how to tackle unknowns will be emphasized. Participants will be encouraged to write or devise their own script or storyboard, and required to research puppet techniques, design the puppets and the production, and perform. Exploration of new and innovative materials and tools will be encouraged. The faculty will facilitate student-originated work. The program will require weekly showing of works-in-progress to emphasize learning about all participants' different artistic processes. Weekly presentations will focus on issues related to contemporary puppetry, technical issues and/or manipulation techniques. Depending upon student demand, a movement workshop will be offered.

Some possible puppet masters studied may be: Philippe Genty, Henk Boerwinkel, Bruce Schwartz, Julie Taymor, Theodora Skipitares, Janie Geyser, Roman Pasca and notable emerging American puppeteers.

Credit awarded in puppet and object theater, performing arts, performance, design and other subjects depending on student work.

Total: 16 credits.

Program is preparatory for careers and future studies in fields that require facility with collaborative processes, imagination, creative writing, research skills, artistic processes, intuitive and visual thinking, design and performing arts.

This program is also listed in First-Year Programs.



100% ORGANIC



Structure and Function in Biology and Chemistry

Fall, Winter, Spring, 2000-01/Coordinated Study

Faculty: Paula Schofield, Andrew Brabban, Carolyn Viviano

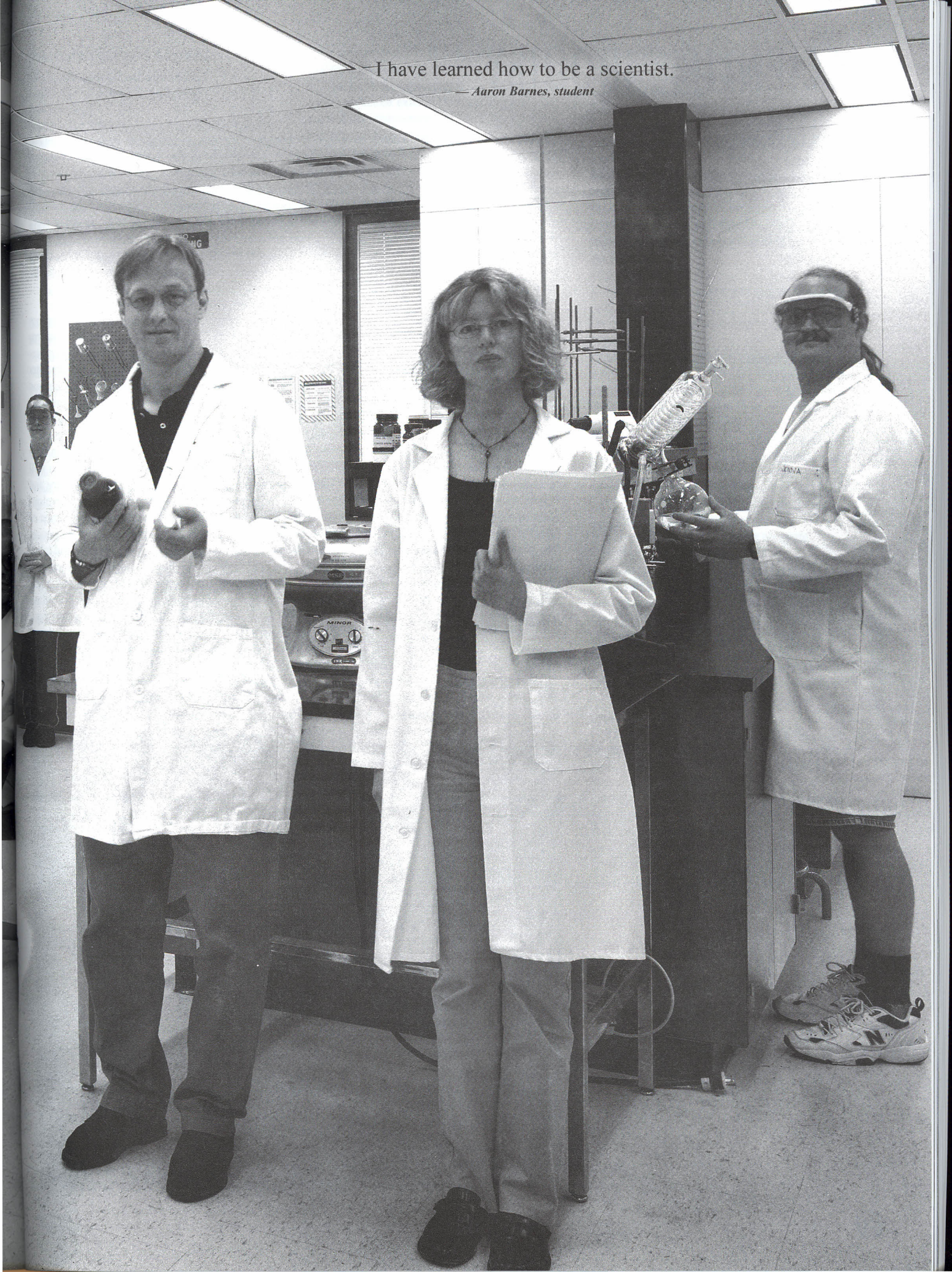
Prerequisites: Junior or senior standing, general chemistry
and good facility in mathematics

Special Expenses: No

Upper-division credit awarded in: Organic chemistry,
molecular and cellular biology, biochemistry, genetics.

I have learned how to be a scientist.

—Aaron Barnes, student



SCIENTIFIC INQUIRY

AFFILIATED FACULTY:

Clyde Barlow
Dharshi Bopegedera
Andrew Brabban
John Bullock
John Aikin Cushing
Judy Bayard Cushing
Jeffrey J. Kelly
Robert H. Knapp, Jr.
Elizabeth M. Kutter
Albert C. Leisenring
Stuart Matz
David McAvity
Donald V. Middendorf
Nancy Murray
James Neitzel
Neal Nelson
Janet Ott
David W. Paulsen
Paula Schofield
Sheryl Shulman
James Stroh
E.J. Zita

The world is so full of such marvelous things that humans are drawn to wonder at it and try to understand it. One result of that wonder is called science. The faculty of the Scientific Inquiry area are members of the scientific community, men and women who have devoted their professional lives to personal journeys of discovery as they investigate the world and help their students learn about it. They are committed to helping students—whatever their primary interests may be—understand the wonders of nature and also understand science as a force in our technological society. In addition, they work with advanced students in serious scientific investigations. They invite you to become one of those students, whether at an elementary or an advanced level, and to join in the great adventure. From quarks and leptons to complex carbon molecules to genes and viruses to the human brain to an earth of mountains and oceans to a universe of unfathomable dimensions, there is much yet to be learned.

Some programs in this area allow you to learn basic science as part of your general liberal arts education; look particularly at Introduction to Natural Science and Health and Human Development. (Notice that you will also find basic science in some of the Core programs, especially Patterns across Space and Time and Life on Earth: Postcards from the Edge.) Others are designed to help prepare you for a career in science or technology, or in an applied field such as medicine or computer networking. Alumni of Scientific Inquiry programs have an excellent record of success in graduate and professional schools, and in their chosen fields. If you are on such a path yourself, you will generally begin with a basic science program such as Introduction to Natural Science (especially if you are interested in biology or environmental science), or Matter and Motion (especially if you are interested in chemistry or physics). If you are interested in advanced mathematics, you will want to begin with either Matter and Motion or Data to Information. If you want to pursue computer science, you will probably begin with Data to Information; then do more advanced work through Computability and Cognition and Student Originated Software (offered in alternate years). Health and Human Development offers a pathway for those primarily interested in the health and helping professions. Science of Mind (offered in alternate years) provides neurobiology and other components of cognitive science. The Molecule to Organism program provides instruction in organic chemistry, biochemistry and laboratory biology (molecular-cellular-genetic biology and physiology). Advanced work in physical science is offered through the Physical Systems, and the Atoms, Molecules and Research (offered alternate years) programs. Advanced work in mathematics is provided in Mathematical Methods and Math Systems programs (offered in alternate years). Some intermediate to advanced work is done through combined studies with other academic areas such as Environmental Analysis (offered in alternate years).

Faculty members teaching in this area are committed to the ideal of science education in the context of liberal arts education. The liberal arts are the liberating arts, the studies that free people from the shackles of prejudice, illogic and superstition, which allow them to achieve their full creative potentials. Of the classical seven liberal arts of the medieval university (grammar, rhetoric, logic, arithmetic, music, geometry and astronomy), four translate in modern form into the subjects of the Scientific Inquiry area, and science and mathematics are essential components of the modern liberal arts curriculum. Because science and technology are so central to our world, citizens must be scientifically informed so they can make informed decisions and participate intelligently in a democratic society. At the same time, scientists must consider the social implications and consequences of their work; and they must know how science has impacted society in the past. Thus, our studies of science itself are combined with studies of the history of science and with philosophical, social and political issues.

By engaging in laboratory and workshop exercises, you will learn to think like a scientist: to apply theories to experimental situations, to collect data and analyze them in the light of underlying theory, and to use data to test hypotheses. You will do much of your work with the same high-quality, modern analytical instruments used in research laboratories. You will also develop facility in mathematics—the “queen and servant of the sciences”—and in computation and computer modeling, using some of the best modern facilities and software available.

Advanced students working in this area have many opportunities to do research, either in a relatively independent study or as part of an ongoing faculty research program. Research students have presented their work at scientific meetings, have become authors on technical papers, and have gone on to successful careers. The possibilities are limited only by your energy and ambition.

Computability and Cognition

Fall, Winter, Spring/Coordinated Study

Faculty: Sheryl Shulman, Al Leisenring

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome; one year of college and intermediate algebra.

Faculty Signature: Yes. Students must successfully complete a take-home entrance exam obtained from Sheryl Shulman, The Evergreen State College, SE 3127, Olympia, WA 98505.

Special Expenses: No

Internship Possibilities: No

By reasoning I mean computation

—Thomas Hobbes

A variety of beliefs are about the nature of human cognition. For some, like Hobbes, thinking consists of nothing but the manipulation of symbols according to certain rules. For others, thinking is characterized not by a system of rules, but by a network of associations. This program will explore the strengths and limits of a variety of computational models and their relationships to human cognition. We will study the mathematics of formal systems, topics in philosophy and linguistic and recent work in artificial intelligence, as well as various topics in formal computer science.

The mathematics of formal systems constitutes the foundation of the program. Topics in mathematics, such as mathematical logic, theory of computation and formal language theory, will be selected because they have clear implications for computer science and cognitive science. Assignments will give students the opportunities to learn programming languages and computer-based projects.

In addition to these activities in which the student is working within a formal system, we will focus on the limitations of formal systems and in particular examine one of the great intellectual achievements of the 20th century—Godel's incompleteness theorem, which states that every axiom system for arithmetic is necessarily incomplete or inconsistent. This result, and others like it, establish inescapable limits to the power of formal systems in general, and to computer programs in particular.

The seminar will examine a variety of issues in artificial intelligence and human cognition. Readings during the year will focus on the intellectual foundations of debates about the nature of cognition, and the nature of mind, and their implications for artificial intelligence. A primary focus of the seminar will be the current debate between those who favor computational models of the mind that are based on symbol manipulation and those who favor systems that model neural networks.

Beyond intermediate algebra there are no math prerequisites. Most important is an interest in, and previous exposure to, the mathematical way of thinking.

Credit awarded in mathematical or symbolic logic, computer programming, formal language theory, theory of computability, artificial intelligence techniques and philosophy. Students will be awarded upper-division credit for upper-division work.

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

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

Program is preparatory for careers and future studies in mathematics, computer science, philosophy, cognitive science and teaching.

Data to Information

Fall, Winter, Spring/Coordinated Study

Faculty: Neal Nelson, TBA

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome; students must be proficient in high school algebra.

Faculty Signature: Yes. Entry may require an entrance exam or other assessment of proficiency in high school-level algebra and problem solving. Contact the program secretary at (360) 867-6550, The Evergreen State College, SE 3127, Olympia, WA 98505.

Special Expenses: No

Internship Possibilities: No

Are you interested in how your PC or the Internet really works? How Java programs run? Do you like building things, solving puzzles or doing mathematics?

This entry-level computing and mathematics program is a study of how bits, bytes and raw numbers gain meaning by having an appropriate structure imposed upon them, thus transforming data into information. Organizing data into different structures can produce different results—through interpretation, correct or incorrect, raw data becomes information. Thus, with appropriate algorithms and data structures, computers can correctly manipulate data to draw pictures, transmit information around the globe or compute answers to mathematical problems.

A primary focus is problem solving, nevertheless, real-world problems often do not have clear-cut textbook solutions, so throughout the program all students are expected to develop the ability to search out the necessary information and develop the necessary skills to effectively solve mathematical and technical problems. We guide you through this process of "learning how to learn" in the fall and winter quarters.

The program also emphasizes weekly discussions of readings about topics in science, technology and society. Data to Information covers material in a core computer science curriculum at a liberal arts college, concentrating on mathematical abstractions and fundamental algorithmic and data modeling concepts. There is an intense hands-on laboratory component where students develop their own logic, programming and design skills.



The program is organized around four, yearlong and interwoven themes. A computational organization theme begins with digital logic and machine organization, and continues with concepts of computer architecture and operating systems. A programming language theme concentrates on learning how to program in two major programming paradigms: functional programming and imperative programming. Various mathematical abstractions are studied through the year to build mathematical skills and to develop important theoretical foundations of the program. Finally, there is an ongoing seminar theme in which we explore social, historical or philosophical topics of science, technology and society.

Credit awarded in introductory programming, data structures and algorithms, digital logic, computer architecture, operating systems*, discrete mathematics and various topics on science, technology and society.

Total: 16 credits each quarter

A similar program is expected to be offered in 2003–04.

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

Environmental Analysis: Chemistry and Geology of Aqueous Ecosystems

Fall, Winter, Spring/Coordinated Study

Faculty: Jeff Kelly, Clyde Barlow, James Stroh

Enrollment: 45

Prerequisites: Junior or senior standing, transfer students welcome. One year of college-level chemistry and college-level algebra required; physical geology and trigonometry strongly recommended.

Faculty Signature: No

Special Expenses: One-week field trip to Sun Lakes in Eastern Washington, approximately \$250 for transportation, logistical support, food, incidentals and personal items.

Internship Possibilities: Yes, under special circumstances with a faculty signature.

Baseline assessment of natural ecosystems and determination of environmental contamination require accurate chemical and geological measurements. We will study the geology and chemistry of ecosystems, and develop topics that are appropriate to the analysis of the contents of natural water systems and problems of aquatic and terrestrial pollution. This program integrates material from geology, hydrology, analytical chemistry, statistics and Geographical Information Systems (GIS). Projects will include research on geological and chemical issues and problems of ecological and environmental significance.

Fall and winter, we will address topics in geochemistry, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis. Students will participate in field trips and begin group projects working with state, county and city agencies to monitor water quality at selected sites in Washington and establishing baseline analyses of the chemical composition of ground, surface and rainwater on campus. Methods and procedures will be developed to analyze for trace materials. Computers and statistical methods will be used extensively for data analysis and simulation.

Spring will be devoted to project work and completing studies of statistics and analytical chemistry.

Credit awarded in geochemistry*, geohydrology*, analytical chemistry*, Geographic Information Systems*, statistics*, chemical instrumentation* and group projects*. Students leaving at the end of fall quarter will receive lower-division credit. Students who strengthen their knowledge by completing at least fall and winter quarters will receive upper-division credit for both quarters.

Total: 16 credits each quarter.

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

Program is preparatory for careers and future studies in geology, hydrology, chemistry, environmental analysis and environmental fieldwork.

This program is also listed in Environmental Studies.

Health and Human Development

Fall, Winter, Spring/Coordinated Study

Faculty: Stu Matz, George Freeman, Jr., TBA

Enrollment: 100

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: Approximately \$45 per quarter for retreats, conferences and travel to and from internships.

Internship Possibilities: Yes, winter and spring quarters with faculty approval.

This program explores the intersection of human health and society. Each quarter we will examine this relationship through content-related themes and experiences to help us understand the fundamentals of human biology and psychology.

Our learning community will grapple with the age-old questions regarding the nature/nurture controversy and how it serves as one foundation of modern biological science. More specifically, we will use the broader themes of our program to engage questions of how we navigate our way through the world. How do we build healthy relationships? What myths guide our decision making regarding health? What barriers prevent us from achieving a more wholesome lifestyle? What is our role in building an effective community? Along with these questions we will study the particulars of race, ethnicity, gender, sexual orientation, and class and religion affiliation/identity as predictors of achieving health and well-being. We'll also examine these characteristics in terms of their social construction and the creation of a multicultural, democratic society.

We take seriously the five foci of the college's curriculum. As such, we value content, process and skill development and see them as essential elements of a good liberal arts education. Our program will focus on clarity in oral and written communication, quantitative skills, the ability to work across significant differences, and the development of an aesthetic sensibility. Students are expected to engage in their learning through their work in the learning community itself.

Students completing this program will come to a stronger understanding of their personal lives as situated in a variety of contexts. They will develop strategies for engaging in a range of settings to promote social change, in-depth personal development, increased self-awareness, critical commentary and analysis, and practices that promote health and well-being. They will come to understand themselves as a member of multiple communities and as having a responsibility to these communities.

Credit awarded in human biology, human development, abnormal psychology and personality theory, community psychology, educational theory and design, multicultural studies, writing and quantitative skills.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

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

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

* indicates upper-division credit

Introduction to Natural Science

Fall, Winter, Spring/Coordinated Study

Faculty: Dharshi Bopegedera, Andrew Brabban, TBA

Enrollment: 75

Prerequisites: Sophomore standing, transfer students welcome; high school algebra. All students are required to pick up an advisory letter from the program secretary prior to registering. Contact Pam Udovich at (360) 867-6600, or udovichp@evergreen.edu, or The Evergreen State College, Lab I, Olympia, WA 98505. Faculty Signature: No. Freshmen will be accepted into the program provided they interview with the faculty first.

Special Expenses: No

Internship Possibilities: No

This program is designed to provide a basic conceptual and methodological background for students who want to continue in the natural sciences, but who do not have the necessary mathematical preparation to take the calculus-based science in Matter in Motion. Students will learn about the key concepts in physics, chemistry and biology, necessary to prepare them for more advanced study in chemistry, physics, biology, environmental or health sciences.

The program activities will include lectures, laboratories, workshops and seminars. Seminars will explore controversial topics in science, and students will engage in these debates.

At the end of the program, students will have completed one year of general chemistry, physics and biology.

Credit awarded in general physics, general chemistry and general biology.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in chemistry, physics, biology, environmental sciences and graduate and professional studies in health sciences and medicine.

Mathematical Methods

Fall, Winter, Spring/Group Contract

Faculty: Don Middendorf

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome; two quarters of calculus.

Faculty Signature: No

Special Expenses: Texts and supplies may cost over \$300 and must be purchased by the second day of class, October 1, 2002. Students will be required to subscribe to two mathematical journals.

Internship Possibilities: No

This program will be a fun, intense adventure in applied mathematics. One major outcome of this program will be enhanced skills in model building and real-world application of mathematics. Ordinary and partial differential equations will be a major focus throughout the year including a treatment of nonlinear systems and chaos theory. We will cover analytical and numerical techniques. In addition to differential equations, we'll study linear algebra, functional analysis, calculus of variations and number theory. Although the emphasis will be on applications, we will spend considerable time on the mathematical foundations as well. A major theme will be the recent progress in the foundations of mathematics based on cooperation between pure and applied mathematicians and physicists. We'll examine the history and philosophy of mathematical thought as well as the lives of mathematicians. We will ask questions such as: What are some of the ramifications of embracing one model instead of another? What are the basic foundations of mathematics? How are mathematical innovations discovered or created? What role do personal and cultural beliefs play in the development of mathematics?

Some of our texts will come with software and we'll use Mathematica for an experimental study of mathematics. During fall quarter, all portions of the program (ordinary differential equations, numerical methods and linear algebra) will be linked, so students must enroll for the entire program during fall quarter. (Students who have earned credits in these subjects will be expected to pursue other topics in mathematics or science as independent study.) During winter quarter, the subject material will include partial differential equations, number theory and the calculus of variations. Students will have the option of focusing on any two of these topics for full credit. Throughout the year, students will have the opportunity to pursue topics of personal interest through individual research projects and presentations. Please check the Mathematical Methods Web page for more information on this program.

Credit awarded in differential equations*, linear algebra*, chaos theory*, numerical methods*, calculus of variations*, number theory*, functional analysis*, history and philosophy of mathematics*. Upper-division credit is possible for all portions of the program contingent on upper-division performance.

Total: 16 credits each quarter. Students may enroll in a part-time option with faculty signature.

Program is preparatory for careers and future studies in mathematics, teaching, physics, chemistry, biology, engineering, economics and philosophy.

Matter and Motion

Fall, Winter, Spring/Coordinated Study

Faculty: John Bullock, Rob Knapp

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome; strong critical thinking skills; proficiency in pre-calculus and trigonometry. High school physics and chemistry helpful but not required.

Faculty Signature: No. Students must take an assessment test to determine readiness to start calculus at <http://192.211.16.13/curricular/mm2002/pretest.htm> or from Academic Advising.

Special Expenses: No

Internship Possibilities: No

This program is designed for students with a keen desire for a strong background in physics, chemistry and mathematics of the kind needed for serious work in the physical and biological sciences. The program's work will include lectures, readings (both technical and general), calculations, labs, reports and seminar discussion.

Program work will cover standard introductory topics in differential and integral calculus, university physics and university chemistry. We will attend to conceptual understanding as well as calculational skill and practice in framing and solving problems. In addition to work in the science subjects, the program will involve structured and exploratory laboratories, which will teach standard scientific techniques as well as how to determine successful approaches to investigating physical systems.

Seminar readings and discussions will investigate the human dimensions of discovery and cultural patterns within the physical sciences, together with their abilities and limitations in contributing to human affairs. Readings may be from classics in history/philosophy of science, literature, journal articles or other sources.

Credit awarded in general chemistry, university physics, calculus and history, philosophy and cultural studies of science.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in medicine, engineering, physics, mathematics, chemistry, environmental science and philosophy of science.

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: Jim Neitzel, Nancy Murray, TBA

Enrollment: 75

Prerequisites: Junior or senior standing, transfer students welcome; one year of college chemistry required; and college general biology preferred.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, spring quarter only.

This program develops and interrelates concepts in experimental (laboratory) biology, organic chemistry and biochemistry by providing a foundation in experimental biology for students who plan to continue studies in chemistry, field biology, laboratory biology and medicine. The program includes organic chemistry and upper-division work in biochemistry, microbiology, physiology, cellular, molecular and developmental biology in a yearlong sequence.

The program integrates two themes—one at the “cell” level and the other at the “molecule” level. In the cell theme, we start with the cell and microbiology and proceed to the whole organism with the examination of structure/function relationships at all levels 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 continually merge through studies of cellular and molecular processes in molecular biology, developmental biology and physiology.

Each aspect of the program will contain a significant laboratory component. On a weekly basis, students will be writing papers and maintaining laboratory notebooks. All laboratory work, and approximately one half of the non lecture time will be spent working in collaborative problem solving groups. The program will also contain field trips to other laboratories and industries, as well as reading and discussion of topics of current and historic scientific interest and controversy.

Spring quarter will allow more flexibility for students who wish to take part of this program in conjunction with other work.

Credit awarded in physiology*, cell biology*, molecular biology*, organic chemistry I, organic chemistry II*, organic chemistry III*, biochemistry*, microbiology* and developmental biology*.

Total: 16 credits each quarter. During fall quarter, students may register for organic chemistry or biology as an 8-credit option/with faculty signature.

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

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

Physical Systems

Fall, Winter, Spring/Coordinated Study

Faculty: E.J. Zita

Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; successful completion of at least one year of college-level, calculus-based physics (such as Matter and Motion); facility with integration and differentiation; and good writing skills.

Faculty Signature: No. Students must take the online survey available via the Physical Systems Web page before May 15, 2002.

Special Expenses: Expensive textbooks, up to \$500 total, required for the first week of class, to be used all year.

Internship Possibilities: Yes

This program will examine the principal concepts and theories by which we describe and understand the physical world, from the realm of our immediate senses (classical physics) to the very small (quantum mechanics) to the vast (astrophysics and cosmology). We will emphasize understanding the nature and formal structure of quantitative physical theories. We will focus on the unifying concepts and common mathematical structures that organize various physical theories into a coherent body of knowledge. This program is necessarily mathematical; required mathematical methods will be developed as needed and in the context of their use in the physical sciences. The central role of mathematics in describing nature is one of the core intellectual issues in this program. Quantitative problem solving will be emphasized.

This program will be organized around the concepts of energy and symmetries, with components in classical mechanics, quantum mechanics, electromagnetism, thermodynamics, astrophysics and selected topics in contemporary physics. Mathematical topics will include multivariable calculus, linear algebra, differential equations. Computers and computer graphics will be used as appropriate for obtaining numerical solutions and for gaining qualitative insight into physical processes. Laboratory investigations will also be undertaken.

Students will be responsible for library research on topics of interest and for peer instruction in the classroom. Faculty and student presentations will include lectures, seminars, hands-on workshops and group problem-solving workshops.

Integrated seminars on history, literature, philosophy and cultural studies of science will stimulate ongoing consideration of the contexts and meanings of science knowledge systems and practices, through history and across cultures. All students must participate in seminar.

This program will constitute serious preparation for more advanced work, including graduate study in physics, applied mathematics or the physical sciences.

Credit awarded in physics*, mathematics*, numerical methods* and/or philosophy, history and cultural studies of science.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in physical sciences, engineering and applied mathematics, and/or philosophy, history and cultural studies of science.

Undergraduate Research in Scientific Inquiry

Fall, Winter, Spring/Group Contract

Faculty: Clyde Barlow, Dharshi Bopegedera, Andrew Brabban, Judith Cushing, Jeff Kelly, Rob Knapp, Betty Kutter, Stu Matz, Jim Neitzel, Neal Nelson, Janet Ott, Paula Schofield, E.J. Zita

Enrollment: 25

Prerequisites: Negotiated individually with faculty.

Faculty Signature: Yes

Special Expenses: No

Internship Possibilities: No

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. 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.

Clyde Barlow and Jeff Kelly work with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

Dharshi Bopegedera 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 infrared spectra with the FTIR spectrophotometer.

Andrew Brabban (biotechnology) is interested in developing biological technologies for agriculture, industry and health care that improve the efficiency of a modern process, or generally improve the quality of life for society. Current student projects include technologies to produce pharmaceutical synthons, reduce the incidence of *E. coli* 0157:H7 in the human food chain (in collaboration with Betty Kutter and Dr. Callaway, University of Texas) and the role of DNA as an environmental pollutant (in collaboration with LOTT sewage treatment plant). Student projects utilize techniques and receive credit in molecular biology, biochemistry, organic chemistry and microbiology.

Judith Bayard Cushing studies how scientists use distributed computing and data to conduct research. She would like to work with students who have a background in computer science or molecular biology, forest ecology, chemistry or physics and a strong motivation to explore new computing paradigms, such as object-oriented systems and multiplatform computing.

Rob Knapp studies thermal and electric energy flows in buildings, as a contribution to ecologically conscious design of homes and workplaces. A National Science Foundation grant has provided instrumentation to measure heat loss, air flows, solar gains and related aspects of conventional and alternative buildings by which to compare different approaches to energy conservation and renewable resource use. Students with backgrounds in physics, electronics or computer modeling can help with these explorations.

Betty Kutter (molecular biology) and **Jim Neitzel** (biochemistry) study Bacteriophage T4, which has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. These faculty members are working to clone and 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.

Stu Matz (biology) uses a variety of anatomical, molecular and developmental techniques to analyze the organization of various regions of the brain in order to understand the behavior of aquatic organisms. Currently, he is investigating the Pacific salmon brain. In the past he has worked with zebra fish, cichlid fish and aquatic salamanders.

Neal Nelson (computer science) oversees the Network Systems Lab. It is a small hands-on research lab for advanced computing students who are interested in studying new developments in computer networking. The curriculum is organized as a three-quarter contract with credits in assigned topics recommended by the faculty. Students are expected to affiliate with their regular program of study. Prospective students must be seniors, have taken Data to Information, Computability and Cognition or Student Originated Software and be recommended by a faculty member. Selection of three to five students will be made by the computing faculty together with current networking lab staff and the advanced computing support staff.

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.

Paula Schofield (polymer chemistry, organic chemistry) is interested in the field of biodegradable polymers. Efforts to use biodegradable materials have been initiated to reduce the environmental impact of plastic wastes. Several of these biodegradable materials are polyesters and they have attracted much industrial attention as "green thermoplastics" for a wide range of agricultural, marine and medical applications. Today, research and development on microbial polyesters are expanding in both polymer and biological sciences. Students with a background in organic chemistry will gain experience in the preparation and characterization of suitable biodegradable polymer systems, and will monitor degradation of these polymers by a variety of microorganisms. Techniques students will use include SEM, DSC, GPC and enzyme isolation and purification.

E.J. Zita (physics) studies the structure and dynamics of magnetic stars such as the Sun. Like plasmas (ionized gases) in fusion energy research labs, stars can create and respond to electromagnetic fields. For example, the changing magnetic fields near the surface of the Sun can heat the solar atmosphere and increase the Sun's luminosity. One would expect the Sun's gas to cool as it moves away from the surface; however, the solar corona can be millions of degrees hotter than the photosphere. A NASA grant funds investigations into this puzzle and for collaborations with scientists in Boulder, Colo. and abroad. Students can help Zita do analytic calculations of magnetic dynamics or compare numerical models with extensive datasets from ground-based and space-based observations.

Credit will be awarded in areas of student work, e.g., lab biology* and chemistry,* computer science*, health sciences*, teaching and environmental sciences*, physics* and astronomy lab biology*.

Total: 4 to 16 credits each quarter.

A similar program is expected to be offered in 2003-04.

This program is preparatory for careers and future study in chemistry, biology, computer science, health science, environmental sciences, physics, astronomy and teaching.

OFFERINGS BEGINNING SPRING QUARTER

Concepts of Computing

Spring/Group Contract

Faculty: Judith Cushing, TBA

Enrollment: 48

Prerequisites: High school-level algebra. This all-level program will offer appropriate support for sophomores or above ready to do advanced work.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Whether one aims to be an "end user" or a system developer, today's computer applications—e.g., Microsoft Word, Excel or Web authoring tools—can seem like a collection of arcane commands, rather than a coherent "system." Understanding the fundamental ideas in computing and mathematics that underlie today's computing can help one be a more effective user and a more discerning consumer of such technology—just as understanding the customer needs behind such applications will enable one to be a better developer.

This program introduces some fundamental principles of computer science as well as the primary objectives of several major application packages. It is intended for students with a limited background in computing who want some exposure to computing as a basis for future work, especially in the arts and sciences. This program is also helpful to students who want to follow with Data to Information, but who have had no programming experience.

There will be hands-on lab work together with an examination of the models, methods and abstract concepts behind software systems. Topics will include learning to use one or more software applications such as Dreamweaver or Excel; some programming in a high-level language; some mathematics or logic; computational organization; the World Wide Web; and the historical, philosophical, social and ethical implications of computing.

Credit awarded in introductory computing.

Total: 16 credits.

A similar program is expected to be offered in 2003-04.

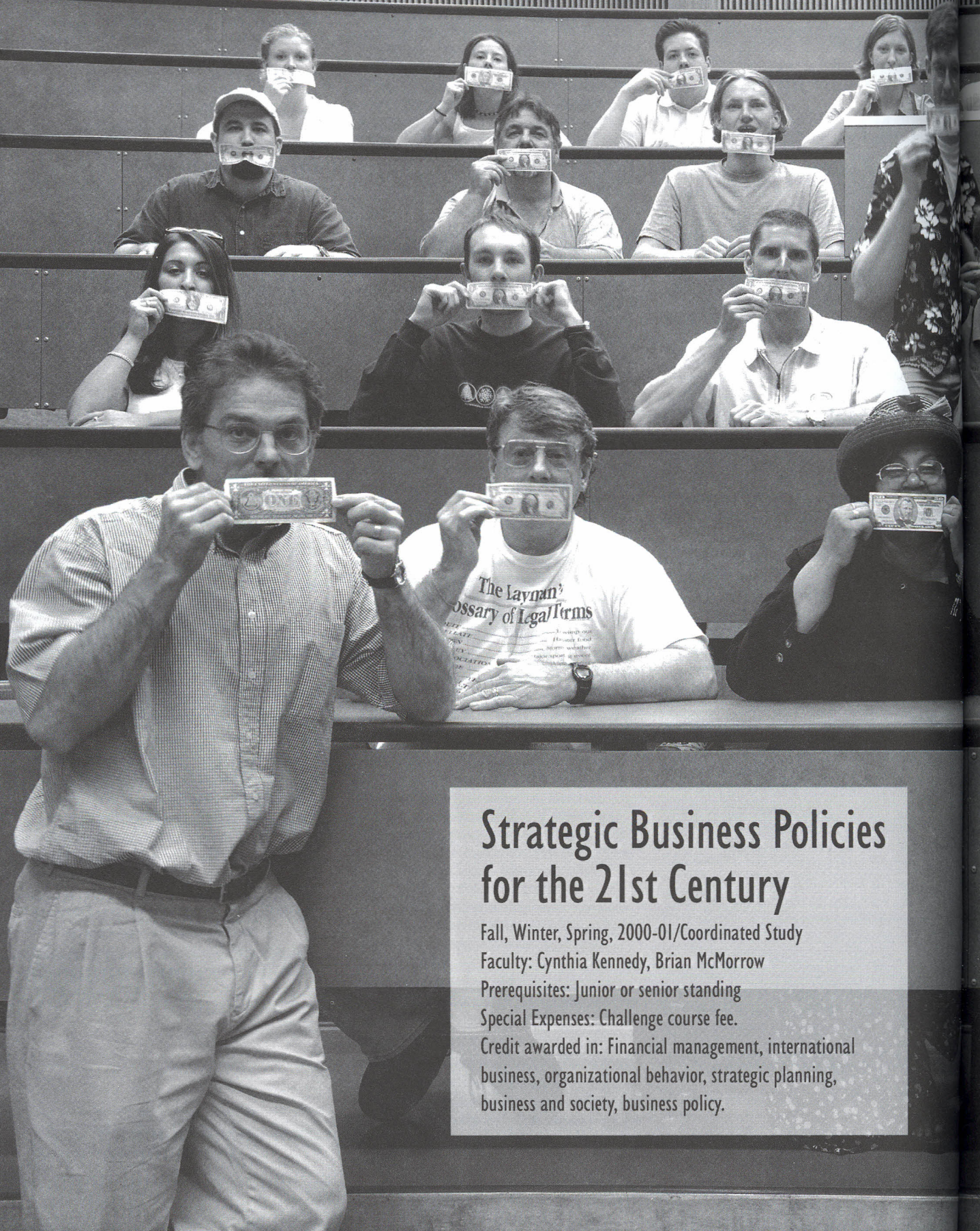
Program is preparatory for careers and future studies in science, mathematics and computing.

This program is also listed in First-Year Programs.

* indicates upper-division credit

Evergreen is producing business students who are going to look at the issues that are normally ignored, such as ethics and working with people from different backgrounds.

—Shoshanna Holman-Gross, student



Strategic Business Policies for the 21st Century

Fall, Winter, Spring, 2000-01/Coordinated Study

Faculty: Cynthia Kennedy, Brian McMorro

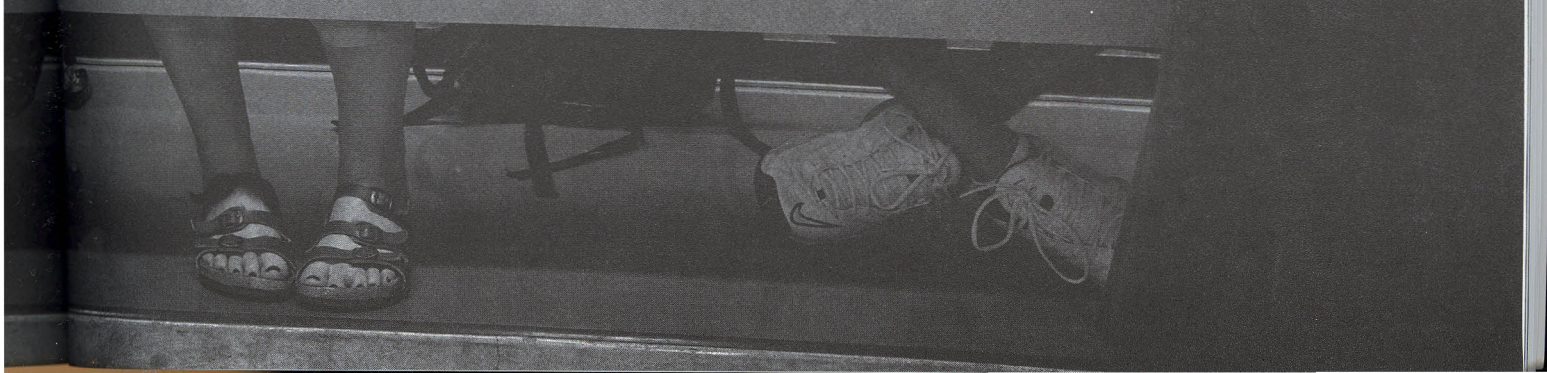
Prerequisites: Junior or senior standing

Special Expenses: Challenge course fee.

Credit awarded in: Financial management, international business, organizational behavior, strategic planning, business and society, business policy.



**PUT YOUR MONEY
WHERE YOUR MOUTH IS**



SOCIETY, POLITICS, BEHAVIOR AND CHANGE

AFFILIATED FACULTY:

Don Bantz
Peter G. Bohmer
Priscilla V. Bowerman
William Bruner
Scott Coleman
Stephanie Coontz
Lyn DeDanaan
Elizabeth Diffendal
Peter Dorman
John Robert Filmer
Theresa L. Ford
George Freeman, Jr.
Laurence R. Geri
Angela Gilliam
José Gómez
Jeanne E. Hahn
Gail Johnson
Heesoon Jun
Mukti Khanna
Cynthia Kennedy
Janice Kido
Cheryl King
Gerald Lassen
Daniel B. Leahy
Carrie Margolin
Lawrence J. Mosqueda
Raul Nakasone (Suarez)
Alan Nasser
Dean Olson
Toska Olson
Alan R. Parker
Gary Peterson
Yvonne Peterson
Zahid Shariff
Linda Moon Stumpff
Masao Sugiyama
Michael Vavrus
Sherry L. Walton
Sonja Wiedenhaupt

At Evergreen, the Society, Politics, Behavior and Change area weaves together the various social science disciplines that enable us to better understand **society** and the individual's role in society. We place a particular emphasis on:

Politics: How societies and governments are organized to allow collective decision-making. Our study of politics focuses on political economy, the interplay of politics and economics, with an emphasis on the international political economy and its implications for race, gender and class in U.S. society.

Behavior: Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty have particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

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

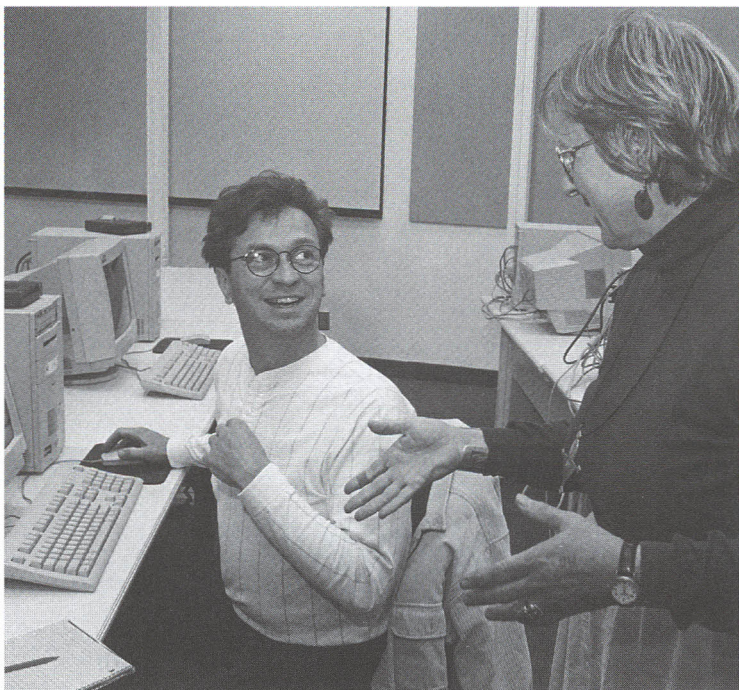
Our management programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures may be structured and financed. We examine management from both a domestic and international perspective, and consider how strategic planning and organizational development may be used to improve organizational performance. Other area programs study how public policies and laws are created, implemented and evaluated.

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

Our area includes faculty from the following disciplines: anthropology, economics, history, law, public policy, public administration, labor studies, management, political science, philosophy, sociology, health sciences, psychology, teaching and learning.

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

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



Body, Mind, Soul

Fall, Winter, Spring/Coordinated Study

Faculty: Heesoon Jun, Kabby Mitchell, Lance Laird

Enrollment: 75

Prerequisites: Sophomore standing, transfer students welcome. At least two quarters in a coordinated studies program at Evergreen.

Faculty Signature: No

Special Expenses: Approximately \$75 for field trips plus student project expenses (amount varies with project scope).

Internship Possibilities: Yes. Possibly spring quarter only.

This program is designed for students who want to study health, sickness, wellness and healing from perspectives that integrate body, mind and soul. The main objectives of the program are: (1) to articulate historical, sociopolitical and cultural trends that have influenced the understanding of body-mind-soul, and (2) to sort through and critique the images, information and ideas we receive in contemporary media, popular psychology and popular religion.

The program will explore historical, cross-cultural, and autobiographical questions about the body-mind-soul connection. Examples of the **historical** questions are: How have religious, philosophical and cultural ideas of beauty, the body, mind and spirit developed throughout history? How do movements within and outside traditional religious, psychological and artistic communities challenge accepted notions of the body-mind-soul separation or connection? **Cross-cultural** questions include: Are there continuities, overlaps, disjunctures and critical perspectives within and between "eastern," "western" and "indigenous" traditions that might give us a more complex understanding of how human beings perceive themselves? What do various traditions and mainstream media prescribe as ways to nurture the development of healthy bodies, minds and souls? **Autobiographical** questions may include: What are the spiritual and psychological consequences of "sacred" bodies becoming "profane" or commodified? How does one's understanding of/attitude toward self in terms of body, mind and soul affect relationship to "nature," "other beings" or "the divine"? Through weekly body-awareness exercises and workshops students will deconstruct some habits and strive to construct new habits that honor body-mind-soul.

The readings will include a selection of articles as well as possible books, such as Sarah Coakley, ed., *Religion and the Body*, sacred texts and an abnormal psychology textbook.

Credit awarded in abnormal psychology, holistic healing, movement and health, cross-cultural studies on body symbology, capitalism and health, comparative religion*, history of religion* and health psychology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in health and social service professions and religious studies.

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

Crime in America

Fall, Winter/Coordinated Study

Faculty: Bill Bruner, Justino Balderrama, Ernestine Kimbro

Enrollment: 63

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: Yes. Prospective students must submit a two-page typed statement of interest. The statement of interest should express clearly: (1) the student's degree of interest in the program; (2) an assessment of reading and writing skills; and (3) evidence of the student's ability to work independently. Continuing Evergreen students also should attach a copy of a previous "Faculty Evaluation of Student Achievement." Send to William Bruner, The Evergreen State College, L 2300, Olympia, WA 98505, or e-mail brunerw@evergreen.edu, any time up to or during the Academic Fair, May 15, 2002. Students will be notified of acceptance into the program by Friday, May 17, 2002. If any questions exist please feel free to contact faculty who are happy to respond, (360) 867-6246.

Special Expenses: No

Internship Possibilities: No

Crime seems to permeate much of our everyday experience. Films, television programs, novels, theatrical plays, popular music, computer games and the news media have blurred the boundary between crime and entertainment. As law-abiding American citizens do we harbor a romantic liking for criminal acts and criminals?

This two quarter, upper-division program explores the phenomenon of crime and its impact on contemporary American culture. Our focus is interdisciplinary, informed by cultural theory, economic models and literature. Our purpose is to identify and examine the fundamental issues that form the nature of criminality.

During fall quarter, we will gain a comprehensive overview of crime, looking first at definitions of crime, measurement of crime and the "causes" of crime. We will also study the criminal justice system. Finally, we will consider the social and economic impacts of criminal activity.

In winter, we will turn our attention to the specifics of criminal activity, especially toward understanding the nature of specific types of crimes, both violent and nonviolent.

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

Total: 16 credits each quarter.

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

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

Democracy and Equality

Fall/Group Contract

Faculty: José Gómez

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Equality is an ancient ideal, yet at best the United States has embraced it ambiguously and ambivalently throughout its history. At worst, it has rejected the ideal altogether by selectively applying it, an oxymoronic result that effectively nullifies the ideal in favor of the opposite rule of inequality. Thomas Jefferson wrote in the Declaration of Independence that "all men are created equal," yet he owned slaves. The framers claimed to cherish equality, yet they chose not to enshrine it in the Constitution. It wasn't until the 14th Amendment adoption in 1868 that this ideal was represented as an enforceable constitutional guarantee. Nevertheless, this did not prevent the states from passing Jim Crow laws to maintain white dominion or the Supreme Court from ruling that the Amendment did not mean what it said. Women were denied the right to vote until the ratification of the 19th Amendment in 1920, and the struggle to secure and maintain equal rights for many classes of persons continues to this very day.

In this program, we will study this long and continuing struggle to secure equality for all Americans. We will do this primarily by studying the long chain of Supreme Court cases that arose before and after the 13th, 14th, 15th and 19th Amendments, as well as the Civil Rights Acts of 1866, 1870, 1875 and 1964 and the Voting Rights Act of 1965. We will begin by taking a critical look at the early cases in which the Supreme Court effectively circumvented these amendments and statutes and, instead, eviscerated the ideal of equality in such opinions as *Slaughterhouse Cases* (1873), *Cruikshank v. United States* (1876), *Civil Rights Cases* (1883) and *Plessy v. Ferguson* (1896). We will then study the many cases in the 20th century and the new millennium that have chipped away at Jim Crow and inequality. These involve struggles for equal rights in education, employment, public accommodations, housing, voting and university admissions. We will also look at the modern equal protection cases that have gone beyond race to fight discrimination based on sex, age, disability, indigence, alienage, wealth and sexual orientation.

In addition to court opinions, reading for the program will include Internet resources and various books and journal articles that explore equality, inequality and 14th Amendment theory. Working in legal teams, students will develop appellate briefs on real equal protection cases decided recently by the U.S. Court of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions.

For students who want to study constitutional law winter and spring quarters see Democracy and Free Speech in winter quarter and Democracy and Religious Freedom in spring quarter.

Credit awarded in 14th Amendment Law: Equal Protection, critical legal reasoning, legal research and writing and oral advocacy.

Total: 16 credits.

Program is preparatory for careers and future studies in social science, constitutional law, education, public policy, political theory, history and political science.

Health and Human Development

Fall, Winter, Spring/Coordinated Study

Faculty: Stu Matz, George Freeman, Jr., TBA

Enrollment: 100

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: Approximately \$45 per quarter for retreats, conferences and travel to and from internships.

Internship Possibilities: Yes, winter and spring quarters with faculty approval.

This program explores the intersection of human health and society. Each quarter we will examine this relationship through content-related themes and experiences to help us understand the fundamentals of human biology and psychology.

Our learning community will grapple with the age-old questions regarding the nature/nurture controversy and how it serves as one foundation of modern biological science. More specifically, we will use the broader themes of our program to engage questions of how we navigate our way through the world. How do we build healthy relationships? What myths guide our decision making regarding health? What barriers prevent us from achieving a more wholesome lifestyle? What is our role in building an effective community? Along with these questions we will study the particulars of race, ethnicity, gender, sexual orientation, and class and religion affiliation/identity as predictors of achieving health and well-being. We'll also examine these characteristics in terms of their social construction and the creation of a multicultural, democratic society.

We take seriously the five foci of the college's curriculum. As such, we value content, process and skill development and see them as essential elements of a good liberal arts education. Our program will focus on clarity in oral and written communication, quantitative skills, the ability to work across significant differences, and the development of an aesthetic sensibility. Students are expected to engage in their learning through their work in the learning community itself.

Students completing this program will come to a stronger understanding of their personal lives as situated in a variety of contexts. They will develop strategies for engaging in a range of settings to promote social change, in-depth personal development, increased self-awareness, critical commentary and analysis, and practices that promote health and well-being. They will come to understand themselves as a member of multiple communities and as having a responsibility to these communities.

Credit awarded in human biology, human development, abnormal psychology and personality theory, community psychology, educational theory and design, multicultural studies, writing and quantitative skills.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003-04.

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

This program is also listed in Scientific Inquiry.

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

Morality and Political Life: Classical vs. Modern Philosophies of Morality, Social Life and Politics

Fall, Winter/Coordinated Study
Faculty: Alan Nasser, Helen Cullyer
Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Have there always been "individuals," or are they a product of modernity? What are the appropriate concepts of freedom, equality and justice in the classical and modern approaches? How do these competing approaches understand the relations among moral, social, political and economic life? To what extent can moral life contain a *rational* element?

In this program we will examine the very different approaches to the relations among morality, social life and political life in classical and modern moral philosophy. Classical moral philosophy is organized around the concepts of virtue, character and an organic concept of the relation between "the individual" and the community. This understanding of moral life generates corresponding concepts of the good life, the good society, the good polity, the relation between reason and desire, and the relation between the so-called individual and the community. We will take as our prime example of this type of moral-social-political theory the *Nicomachean Ethics* of Aristotle. We will examine this work very carefully. Modern moral philosophy, on the other hand, is organized around concepts of law, principle, universality, a fundamental opposition between reason and desire, and an essentially antagonistic distinction between the individual and society. The prototypical modern moral philosopher is Immanuel Kant, and we will analyze in some detail his *Fundamental Principles of the Metaphysics of Morals*.

The basic theme of the program is the tension between these very different, and, we think, incompatible, orientations to moral, social and political-economic life. Our own culture contains elements of both these rival approaches, with the result that a certain confusion and incoherence is endemic to our efforts to live morally, socially and politically aware lives. We want to plumb the depths of this paradox. There is one lively contemporary debate organized around these very themes, namely the conflict between so-called communitarian and liberal theories of moral, social, political and economic life. Thus, we will study a number of modern and contemporary philosophers who grapple with these issues.

Credit awarded in Aristotelian ethics, Kantian ethics and political theory.

Total: 16 credits each quarter.

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

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

Multicultural Counseling

Fall, Winter, Spring/Group Contract
Faculty: Mukti Khanna
Enrollment: 25

Prerequisites: Senior standing, minimum of one year of psychological course studies, one year of study in an interdisciplinary liberal arts program.

Faculty Signature: Yes. Obtain an application from Academic Advising. E-mail application to Mukti Khanna, khannam@evergreen.edu, by April 19, 2002. Students will be informed of their acceptance by May 16, 2002.

Special Expenses: Approximately \$70 for art supplies.

Internship Possibilities: 16 hours per week required winter and spring quarters.

As the world's people demand freedom and self-determination, it is urgent that we learn how diverse communities of empowered individuals, with freedom to construct their own stories and identities might live together in mutual peace. Perhaps it is not a vain hope that life in such communities might lead to the advance in human consciousness beyond anything we have yet experienced.

—Maureen O'Hara, Past President of the Association for Humanistic Psychology

In this yearlong program we will explore ways in which the field of psychology can be of service in an increasingly diverse society. We will address concepts of mental health, the mental health system and psychological counseling that are critical to the creation and maintenance of healthy communities and a more just and peaceful world.

This is a senior-level program involving internships and skills-based training in counseling psychology, nonviolent communication and person-centered, expressive arts therapies. The program will integrate the study of personality theory, abnormal psychology, counseling skills, multicultural psychology, healthcare systems, transpersonal psychology, research methods of inquiry and professional ethics. We will address theoretical and experiential aspects of multicultural psychology in a U. S. context, as well as ways in which psychology can contribute to the current United Nations Decade of Nonviolence. Multimodal expressive arts therapies based on the work of Carl and Natalie Rogers will be explored throughout the program. Students need to be willing to explore their own self-knowledge through engaging in expressive arts therapy laboratories, co-counseling and cultural identity work. No previous art or movement experience is required. Students will be working in psychological internships throughout the Puget Sound area for six months for a minimum of 16 hours per week.

Credit awarded in counseling skills, personality theory, abnormal psychology, expressive arts therapies, methods of inquiry, professional ethics, healthcare systems, multicultural psychology and nonviolent communication.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in psychological counseling, clinical psychology, social work, school counseling, conflict resolution and cross-cultural studies.

Organizations, Entrepreneurship and Management: Advanced Topics in Management

Fall, Winter, Spring/Group Contract
Faculty: John Filmer
Enrollment: 25

Prerequisites: Junior or senior standing, transfer students welcome; successful completion of a management program at Evergreen or the equivalent.

Faculty Signature: Yes. Students must submit a short, written statement describing their management background and interest in this program. Send to John Filmer, The Evergreen State College, SE 3127, Olympia, WA 98505 or to trade@halcyon.com.

Special Expenses: No

Internship Possibilities: No

This group contract will be tailored to the needs of students who have previously studied management at Evergreen or elsewhere and desire an opportunity for further study and exploration in management related topics. The specific content will vary from quarter to quarter depending upon the interests, expertise and preferred direction of the group and faculty. Applications will cover nonprofit, for-profit and government organizations. Topics will include economic development, community studies, critical analysis, leadership, team building, entrepreneurship, small business development, marketing, project management, international commerce, communications, global economics, global strategies and public and private sector alliances. Program activities will consist of lectures, workshops, seminars, case studies, field trips and group and individual research projects.

Credit awarded in organizational strategy, community development, planning, international business, marketing, public policy, decision-making, small business management, communications, project management and public relations. Credits may vary depending upon the structure, makeup and focus of each quarter.

Total: 8, 12 or 16 credits each quarter.

Program is preparatory for careers and future studies in public administration, non-profit organizational management and business management.

Pillars of Fire: Jewish Contributions to European and American Culture

Fall, Winter/Coordinated Study

Faculty: Ariel Goldberger, Carrie Margolin

Enrollment: 48

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

Faculty Signature: No

Special Expenses: Estimated \$150 for art and media materials and theater tickets per quarter. Total expenses depend on student projects.

Internship Possibilities: No

This interdisciplinary program will focus on the study of the Jewish diaspora and Jewish contributions to the culture of Europe and the Americas. We will explore some of the following questions in areas such as philosophy, cultural studies, humanities, sciences and art. Are there quintessentially Jewish ideas? What Jewish ideas were co-opted by other cultures after the Roman sack of Jerusalem in the year 70 CE? Which ones made it into the larger culture? What are unique Jewish contributions to American culture?

We will study possible connections among avant-garde movements, political movements and the Yiddish culture. We will investigate Jewish contributions and connections to American popular culture components such as Hollywood, Broadway, Tin Pan Alley, jazz and TV. We will explore Yiddish theater and its surrounding culture in Europe and America, including figures such as Gertrude Stein, Paul Klee, Chaim Soutine, Marc Chagall, Alberto Giacometti, Herman Wouk, Steven Spielberg, Jackie Mason, Woody Allen, Leonard Bernstein, Rodgers and Hammerstein.

We will look for possible connections among Jewish Messianic ideas, laws and ethics, immigration, politics and the labor movement in America and Europe.

As part of our studies of Jewish beliefs and mysticism we will look into the oral and written law, the mystical tradition of the Kabbalah and current Jewish thought about religion and mysticism. We will also examine Jewish rituals, cooking and life-cycle events, and Jewish men and women's traditional roles. We will also explore the changing role of Jewish women as Jewish feminist leaders exert their influence on the culture.

An inevitable aspect of these studies will be a journey into the dark abyss of the Holocaust. We will look at the Holocaust's impact on the cultural life and arts of Europe and the Jewish world, and emerging responses to the tragedy. We will also explore readings and studies on Jewish views on religion and mysticism.

Credit awarded in psychology, cultural studies, Jewish studies, performance studies, writing, design, theater, installation and individual project work.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in Judaic studies, cultural studies, performance, writing and literature.

This program is also listed in First-Year Programs; Culture, Text and Language; and Expressive Arts.

Political Economy and Social Change: Globalization and Resistance

Fall, Winter/Coordinated Study

Faculty: Peter Dorman, TBA

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This is a two-quarter introduction to the study of political economy at Evergreen. The subject matter is global capitalism: its structure and trajectory, the forces that shape it, the effects it has on people in this country and elsewhere, and the movements that have arisen to challenge it. Methodologically, this program is interdisciplinary and encompasses multiple perspectives. Capitalism is viewed through the lenses of political and economic theory, both mainstream and critical, as well as cultural studies. Throughout the program, theoretical approaches will be combined with detailed case studies, so that topics can be viewed from both "outside" and "inside" vantage points.

Specific content areas will include: political theory (democracy, the state in capitalist society, international political economy), economics (micro- and macroeconomics), cultural theory (the culture industry, critical analysis of discourse and representation, post-colonialism), social hierarchies (race, gender, class) and the dynamics of movements for social change. The program will also provide an introduction to radical traditions, such as Marxism, anarchism, and the "new" social movements. Program work will include readings, seminars, lectures, workshops, films and a major research-and-writing project.

Credit awarded in political science, economics, cultural studies, international political economy and modern history.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003-04.

Program is preparatory for careers and future studies in economics, political economy and international relations.

Respect: A Process of Universal Humanity

Fall, Winter, Spring/Coordinated Study
Faculty: David Rutledge, Raul Nakasone
Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will examine what it means to live in a pluralistic society at the beginning of the 21st century. We will look at a variety of cultural and historical perspectives and use them to help us address the program theme. We will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. We will concentrate our work in cultural studies, human resource development and cross-cultural communication. This program is part of the Native American and World Indigenous Peoples Studies area. While the program is not a study specifically of Native Americans, we shall explore Native American perspectives and look at issues that are particularly relevant to Native Americans.

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

Students will use and explore *Bloom's Taxonomy*, the theory of multiple intelligences, the relationship between curriculum, assessment and instruction, quantitative reasoning, self- and group-motivation communication, e-mail, resources on the Web and Web crossing, and develop skills in interactive Web pages and independent research.

Books by the following authors may be read: Howard Zinn, Paul Freire, M. Scott Momaday, Leslie Marmon Silko, Howard Gardener, William Irwin Thompson and Ciro Alegria.

Credit awarded in history, philosophy, cultural competency, communication, writing, political science, cultural anthropology, literature, indigenous arts, technology, indigenous studies, Native American studies, education and individual project work.

Total: 16 credits each quarter.

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

This program is also listed in First-Year Programs; Culture, Text and Language; and Native American and World Indigenous Peoples Studies.

Revolutions for a Global World

Fall, Winter/Coordinated Study
Faculty: Dan Leahy, Jeanne Hahn
Enrollment: 50

Prerequisites: Junior or senior standing, transfer students welcome; Political Economy and Social Movements and/or upper-division history or political science.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This is an advanced investigation of social revolutions in the 20th century and the possible shape of social revolutions in the 21st century. The program will begin with an intensive look at the structure of the world as it enters the 21st century. Within this discussion, we'll look at the changing nature of the nation-state at the end of the 20th century and its interaction with global institutions both public and private. Once we have a clear understanding of the contemporary global order, we will examine the experience of social revolutions in the 20th century such as those in the Russia, Mexico, China, Cuba, Iran and South Africa. Once we have understood the interaction between historical conditions and the way in which these revolutions gained state power, we'll begin our discussion of the possibility and shape of social revolutions in the 21st century, acknowledging that the historical conditions have changed fundamentally. Throughout this program we will be asking central questions regarding the conditions under which states lose their legitimacy, the way revolutionary movements develop in relation to the resistance they meet, and finally, when successful, how revolutions restructure the society in relation to the global world. Students will complete a substantive, collaborative research project.

Credit awarded in history, political science, comparative revolutions, social science research and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in history, political economy and law.

Seeking Justice: Reclamation, Equality and Restitution

Fall, Winter, Spring/Coordinated Study
Faculty: Kristina Ackley, Peter Bohmer, Steve Niva
Enrollment: 72

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

Faculty Signature: No

Special Expenses: Approximately \$60 for field trips.

Internship Possibilities: Yes, spring quarter only.

The term justice conjures up many images and goals: the principle of moral rightness, to be honorable and fair in one's dealing with others, to redress historical wrongs and the pursuit of economic and social equality. It also raises issues of timeliness and social transformation. When and how can justice be delivered to those demanding it and whose privileges must be challenged?

While the concept of justice is often associated with the individual, this program will pay particular attention to collective and social struggles for justice both historically and in the contemporary period. We will examine how nations, societies, races, genders, classes and other social groupings have defined justice and to what extent their definitions cohere or conflict. In this context, the program will explore the connection between justice and conflict. Is conflict inevitable if we define justice as a redistribution of power and privilege? How can societies heal after periods of intense injustice?

This program will pursue these themes through theoretical readings and case studies. We will explore, for example, the struggles for justice by Native Americans and indigenous peoples around the world. We will also examine demands for reparations for slavery in the United States, the aims and impact of truth and reconciliation commissions in post-apartheid South Africa, post-Pinochet Chile and contemporary Guatemala, and efforts to provide redress for victims of genocide. Attention will be given to struggles for environmental and economic justice, particularly in the context of contemporary globalization. Students will have an opportunity to pursue significant research projects. The faculty envision an opportunity for students to closely engage topics relevant to faculty backgrounds in Native American studies, community development and political economy.

Credit awarded in globalization in the international system, contemporary issues in Native American studies, expository writing, federal Indian law and policy, introduction to comparative politics and social movement theory.

Total: 12 or 16 credits each quarter.

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

This program is also listed in First-Year Programs; Culture, Text and Language; and Native American and World Indigenous Peoples Studies.

Taking the Pulse: Business, Society and Ethics

Fall, Winter/Coordinated Study

Faculty: Cynthia Kennedy, Dean Olson, Toska Olson

Enrollment: 75

Prerequisites: Sophomore standing or above, transfer students welcome.

Faculty Signature: No

Special Expenses: Overnight field trip during week two of fall quarter. Approximately \$75 to be paid at the Cashier's Office by October 4, 2002.

Internship Possibilities: Yes, winter quarter as part of the program.

Every day businesses are faced with ethical dilemmas. In the late 1990s, Levi Strauss was under pressure from human rights activists to stop allowing contractors to use underage workers. But the company discovered that if the children lost their jobs, they would be impoverished and maybe driven into prostitution. Their innovative response drew on a number of skills: financial, managerial, ethical and creative. Taking the Pulse will develop these same skills, helping students identify right, just and fair decisions made by both the private and public sectors.

Throughout the program, we will examine the role that business plays in society and the ethical problems that can arise in a capitalist system. Students will use a number of different lenses—financial, sociological, ethical, sustainable—to critique businesses using case studies. Working individually or in small groups, students will balance financial and ethical skills to resolve moral dilemmas and communicate them in written and oral formats. This program is intended for students with little business background who are interested in learning to exercise moral reasoning and to better understand how economics, finance and social forces interact to shape the world around us. We will admit students from all disciplines with the goal of creating a close-knit learning community.

Credit awarded in financial management*, sociology, economics, business, statistics and ethics.

Total: 16 credits each quarter.

A similar program is expected to be offered in 2003–04.

Program is preparatory for careers and future studies in public administration, nonprofit organizational management and business management.

Turning Eastward: Explorations in East/West Psychology

Fall, Winter/Group Contract

Faculty: Ryo Imamura

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: Yes. Students must have interest in the subject and college-level expository writing ability.

Students must submit a portfolio including an essay questionnaire. For information and to obtain the questionnaire, contact Ryo Imamura at imamura@evergreen.edu or the Program Secretary at The Evergreen State College, Lab 1, Olympia, WA 98505, (360) 867-6600. Submissions will be accepted beginning May 6, 2002, until the class is filled.

Special Expenses: No

Internship Possibilities: No

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 Culture, Text and Language.

* indicates upper-division credit

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

OFFERINGS BEGINNING WINTER QUARTER

Democracy and Free Speech

Winter/Group Contract

Faculty: José Gómez

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

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

We will use the case method to study every major free speech opinion issued by the courts. This intensive study necessarily focuses on the last 75 years, since it was not until well into the 20th century that the U.S. Supreme Court began to protect speech from governmental suppression. Our study of controversies will include the new challenges presented by hate speech, government-subsidized art, political campaign spending and new technologies such as the Internet.

Students will be expected to examine critically the formalist free speech paradigms that have evolved and to question the continuing viability of the "free marketplace of ideas" metaphor. Reading for the program will include court opinions, Internet resources and various books and journal articles that explore First Amendment theory and its application. Working in legal teams, students will develop appellate briefs on real free speech cases decided recently by the U.S. Court of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions.

For students who want to study constitutional law see Democracy and Religious Freedom in spring quarter.

Credit awarded in First Amendment Law: Free Speech, critical legal reasoning, legal research and writing and oral advocacy.

Total: 16 credits.

Program is preparatory for careers and future studies in social science, constitutional law, education, journalism, public policy, political theory, history and political science.

OFFERINGS BEGINNING SPRING QUARTER

Blood, Iron and Oil

Spring/Group Contract

Faculty: Thomas Rainey

Enrollment: 25

Prerequisites: Sophomore standing, transfer students are welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will explore war and revolution in the 20th century. It will focus primarily on the Russian, Nazi and Iranian Revolutions, and the First and Second World Wars. To understand these world historical events, participants will read, study and discuss history texts and fictional literature. Documentary and feature films will be utilized to give participants some visual sense of how war and revolution impacted and changed human lives and societies. With respect to the world wars, primary emphasis will be given to their historical causes and long-term political, economic and social consequences, rather than to specific battles and military leaders. The conflict between the United States and the Soviet Union, the Cold War, will also be considered.

Credit awarded in history* and literature*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in history, literature, conflict studies, teaching, foreign service, international trade and commerce and international studies.

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

Business in Action

Spring/Coordinated Study

Faculty: Bill Bruner, Cynthia Kennedy

Enrollment: 50

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

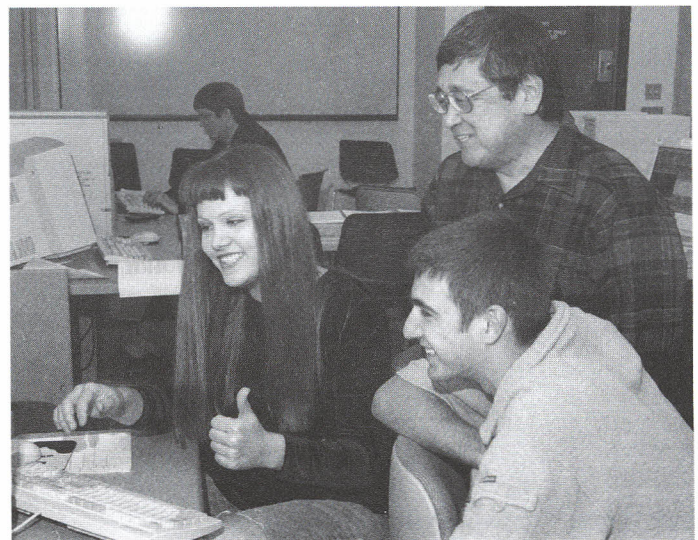
This program will serve as *both* an introduction to business for students with little or no knowledge of the topic *and* as an opportunity to connect theory and practice for those who have studied business in the past. Students new to business and management will gain an overview of business principles and practices with an emphasis on finance, strategy and ethics. At the same time, intermediate students will deepen their understanding of these same topics through independent business plans, internships or research projects. All students will have an opportunity to put their business knowledge to the test in *The Business Strategy Game*, a remarkably realistic business simulation involving the manufacture of athletic shoes for world markets. This program will also include an introduction to techniques and technologies for doing professional business presentations and Web-page design.

Whether you are an aspiring capitalist, a critic of corporate capitalism or just curious about what makes the economy run, this program might be for you. You can expect to gain a knowledge of business terminology, a grasp of the fundamentals of business practices, an appreciation for business, sharpened points of criticism and/or more witty pro- or anti-business slogans.

Credit awarded in introduction to business, business finance, strategic planning, business ethics and topics in business applications.

Total: 16 credits.

Program is preparatory for careers and future studies in business, social science, law and political activism.



Democracy and Religious Freedom

Spring/Group Contract

Faculty: José Gómez

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

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

In the United States, controversies about what the religion clauses prohibit or protect intensified in the 1940s, when the U.S. Supreme Court first recognized that the First Amendment applied to the states, not just the federal government. The disputes have arisen over such disagreements as what "religion" means; whether the First Amendment only prohibits the government from preferring one religion over another but permits it to aid all religion if it does so nonpreferentially; whether the government may prohibit certain religious practices; whether government must accommodate religious beliefs; whether governmental measures taken to protect the health, safety and welfare of the community may override religious beliefs; whether some or all types of prayer or religious instruction are impermissible in the public schools; whether the government may use tax money to transport parochial school children, to buy their textbooks, to subsidize their teachers' salaries or to reimburse noninstructional health services provided by their religious schools.

We will use the case method to study every major court opinion that implicates the First Amendment's religion clauses. This intensive study necessarily focuses on the last 62 years, since it was not until the 1940 case of *Cantwell v. Connecticut* that the Supreme Court began to protect religious rights under the First Amendment.

In addition to court opinions, reading for the program will include Internet resources and various books and journal articles that explore the history and theory of religious liberty as a constitutional right. Working in legal teams, students will develop appellate briefs on real freedom of religion cases decided recently by the U.S. Court of Appeals and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, hear arguments and render decisions.

Credit awarded in First Amendment Law: Freedom of Religion, critical legal reasoning, legal research and writing and oral advocacy.

Total: 16 credits.

Program is preparatory for careers and future studies in social science, constitutional law, education, public policy, political theory, history and political science.

A Study of Violence

Spring/Group Contract

Faculty: Justino Balderrama

Enrollment: 25

Prerequisites: Sophomore standing, transfer students welcome.

Faculty Signature: Yes. In order to be considered for enrollment, prospective students must submit a two-page typed statement of interest. The statement should express clearly: (1) the degree of interest in the program, (2) an assessment of reading and writing skills, and (3) evidence of the ability to work independently. Continuing Evergreen students also should attach a copy of a previous "Faculty Evaluation of Student Achievement." Send the statement to Justino Balderrama, The Evergreen State College, COM 301, Olympia, WA 98505, any time up to or during the Academic Fair, March 6, 2003. Students will be notified of acceptance into the program by March 7, 2003. If any questions exist, contact the faculty who is happy to respond, (360) 867-6051.

Special Expenses: No

Internship Possibilities: No

In this upper-division, group contract we will explore the socio-cultural meaning of violence: we will address the critical question, what is the social reality of violence in the United States? Thus, we will examine how the institutions, symbols, beliefs, attitudes and everyday social practices found within the United States create and sustain violent behavior. We will critically investigate the cultural connections between violent crime, youth violence, media, literature, art and the U.S. "culture of violence." Our approach will be interdisciplinary using sources from both the social sciences and the humanities that inform our study of violence. We will also explore the social work and human services intervention models that inform successful violence prevention programs.

Credit awarded in social psychology, cultural studies, criminology, social work and human services.

Total: 16 credits.

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

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

NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES

AFFILIATED FACULTY:

Kristina Ackley (Oneida/Bad River Chippewa)

Michelle Aguilar-Wells (Luiseno/Soboba)

Jeff Antonelis-Lapp

Carol Minugh (Gros Ventre)

Raul Nakasone

Alan Parker (Chippewa-Cree)

Gary Peterson (Skokomish)

Yvonne Peterson (Chehalis)

Native American and World Indigenous Peoples Studies (NAWIPS) programs focus on the indigenous peoples of the Pacific Northwest, the Americas and the world. The college offers on-campus interdisciplinary programs, and a reservation-based program that responds to the educational goals of local tribal communities.

On-campus, yearlong coordinated study programs begin with a focus on the basic principles and concepts of the unique treaty relationship between Tribal Nations and the U.S. government. Students explore a continuum from pre-Columbian times to the global effects of colonialism and the political and cultural revitalization movements of the contemporary era, with particular attention given to the tribes of the Pacific Northwest. These programs are grounded in a recognition of the vitality and diversity of contemporary indigenous communities.

Off-campus, the reservation-based program emphasizes community-determined education within the tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work.

Learning continues through student involvement in the activities of the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

The Longhouse Education and Cultural Center represents a living, cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities. The results of student-generated research are realized through workshops, conferences, community interaction and a Web site, <http://niari.evergreen.edu>. NIARI works with the tribes—if they choose—to implement those results.



Thunderbird, carved by Greg Colfax (Makah) and Andy Wilbur (Skokomish).

Indigenous Peoples: Identities and Social Transformation

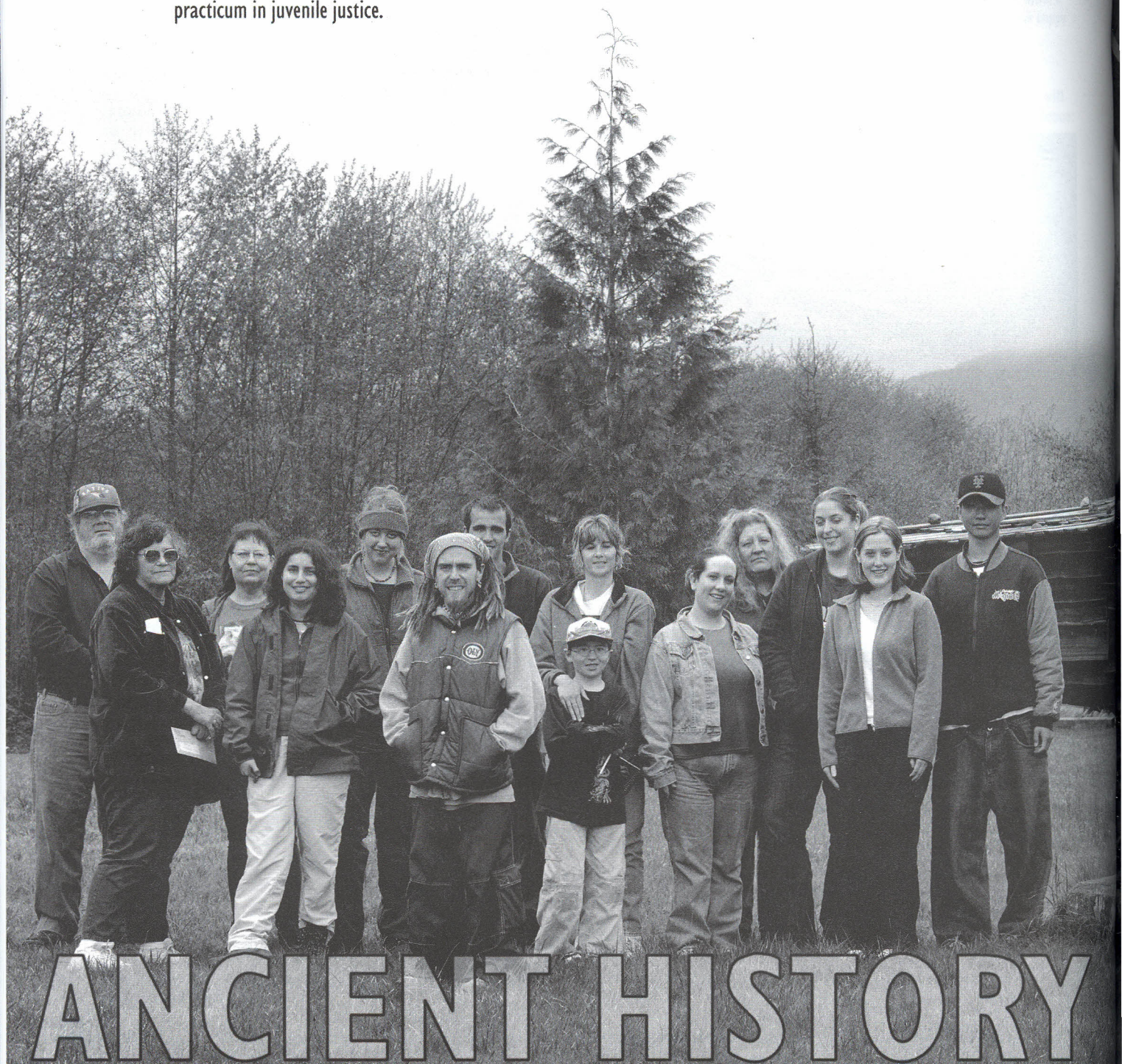
Fall, Winter, Spring, 2000-01/Coordinated Study

Faculty: Carol Minugh, Kristina Ackley

Prerequisites: Sophomore standing

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

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



ANCIENT HISTORY

I became aware of the present by understanding it a little more from the indigenous point of view.

—Brian McElfresh, student

WELCOME TO THE
MAKAH CULTURAL AND RESEARCH CENTER
MUSEUM OF
THE MAKAH INDIAN NATION



CURRENT EVENTS

Intersections of Cultures: Contemporary Art

Fall, Winter, Spring/Coordinated Study
Faculty: Joe Feddersen, Mario Caro
Enrollment: 45

Prerequisites: Junior or senior standing, transfer students welcome; Foundations of Visual Arts or equivalent.

Faculty Signature: Yes. Admission to the program is contingent upon review of student art portfolio and writing samples, to be presented to the faculty before the Academic Fair, May 15, 2002. Send art portfolio and writing samples to Joe Feddersen, The Evergreen State College, Lab I, Olympia, WA 98505 or Mario Caro, The Evergreen State College, Lab II, Olympia, WA 98505. Special Expenses: Lab fees \$50 per quarter; art supplies approximately \$250 per quarter.

Internship Possibilities: No

This program explores the state of art 25 years after Modernism. We will focus on the ongoing debate about the intersections of cultures in a perspective of art on a global level. Many topics will address conflict concerning access to power and knowledge, as well as ideologies of representation through history and visual display. We will take a global perspective merging contemporary Native American art with themes in mainstream ideologies. These topics will be addressed through weekly readings, lectures and a series of visiting artists. While some students will emphasize the research possibilities embedded in the program, all students will be required to conduct personal research, which will be presented to the group at the end of each quarter.

We intend to mix directed studies with individual interests. In fall, we will teach skills pertinent to the program. Workshops in writing, printmaking, research, visual art critique will supplement the skills students bring into the program. Each quarter students will be expected to complete an independent project; as the program progresses these projects will increase in complexity.

Credit awarded in art history, studio arts, critical theory and research.

Total: 16 credits each quarter.

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

This program is also listed in Expressive Arts.

Respect: A Process of Universal Humanity

Fall, Winter, Spring/Coordinated Study
Faculty: David Rutledge, Raul Nakasone
Enrollment: 48

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

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

This program will examine what it means to live in a pluralistic society at the beginning of the 21st century. We will look at a variety of cultural and historical perspectives and use them to help us address the program theme. We will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. We will concentrate our work in cultural studies, human resource development and cross-cultural communication. This program is part of the Native American and World Indigenous Peoples Studies area. While the program is not a study specifically of Native Americans, we shall explore Native American perspectives and look at issues that are particularly relevant to Native Americans.

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

Students will use and explore *Bloom's Taxonomy*, the theory of multiple intelligences, the relationship between curriculum, assessment and instruction, quantitative reasoning, self- and group-motivation communication, e-mail, resources on the Web and Web crossing, and develop skills in interactive Web pages and independent research.

Books by the following authors may be read: Howard Zinn, Paul Freire, M. Scott Momaday, Leslie Marmon Silko, Howard Gardener, William Irwin Thompson and Ciro Alegria.

Credit awarded in history, philosophy, cultural competency, communication, writing, political science, cultural anthropology, literature, indigenous arts, technology, indigenous studies, Native American studies, education and individual project work.

Total: 16 credits each quarter.

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

This program is also listed in First-Year Programs; Culture, Text and Language; and Society, Politics, Behavior and Change.

Seeking Justice: Reclamation, Equality and Restitution

Fall, Winter, Spring/Coordinated Study
Faculty: Kristina Ackley, Peter Bohmer, Steve Niva
Enrollment: 72

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

Faculty Signature: No

Special Expenses: Approximately \$60 for field trips.

Internship Possibilities: Yes, spring quarter only.

The term justice conjures up many images and goals: the principle of moral rightness, to be honorable and fair in one's dealing with others, to redress historical wrongs and the pursuit of economic and social equality. It also raises issues of timeliness and social transformation. When and how can justice be delivered to those demanding it and whose privileges must be challenged?

While the concept of justice is often associated with the individual, this program will pay particular attention to collective and social struggles for justice both historically and in the contemporary period. We will examine how nations, societies, races, genders, classes and other social groupings have defined justice and to what extent their definitions cohere or conflict. In this context, the program will explore the connection between justice and conflict. Is conflict inevitable if we define justice as a redistribution of power and privilege? How can societies heal after periods of intense injustice?

This program will pursue these themes through theoretical readings and case studies. We will explore, for example, the struggles for justice by Native Americans and indigenous peoples around the world. We will also examine demands for reparations for slavery in the United States, the aims and impact of truth and reconciliation commissions in post-apartheid South Africa, post-Pinochet Chile and contemporary Guatemala, and efforts to provide redress for victims of genocide. Attention will be given to struggles for environmental and economic justice, particularly in the context of contemporary globalization. Students will have an opportunity to pursue significant research projects. The faculty envision an opportunity for students to closely engage topics relevant to faculty backgrounds in Native American studies, community development and political economy.

Credit awarded in globalization in the international system, contemporary issues in Native American studies, expository writing, federal Indian law and policy, introduction to comparative politics and social movement theory.

Total: 12 or 16 credits each quarter.

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

This program is also listed in First-Year Programs; Culture, Text and Language; and Society, Politics, Behavior and Change.

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

Tribal: Reservation-Based/ Community-Determined

Fall, Winter, Spring/Coordinated Study

Faculty: Yvonne Peterson, Michelle Aguilar-Wells, Jeff Antonelis-Lapp, TBA

Enrollment: 84

Prerequisites: Junior or senior standing, transfer students welcome.

Faculty Signature: Yes. For information consult the Director, Yvonne Peterson, The Evergreen State College, Lab 1, Olympia, WA 98505, (360) 867-6485.

Special Expenses: Travel expenses related to at least three weekend visits to the Olympia campus and one visit to one of the reservation sites each quarter.

Internship Possibilities: No

This program is primarily designed for upper-division students seeking a liberal arts degree. Program themes change yearly on a rotating basis. The theme is American Indians and The Law. This community-based and community-determined program seeks tribal members and other students who work or live on a reservation.

The program emphasizes community-building within the Native American communities. Classes focus on computer technology, writing, quantitative reasoning, research skills and critical thinking. 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 their community.

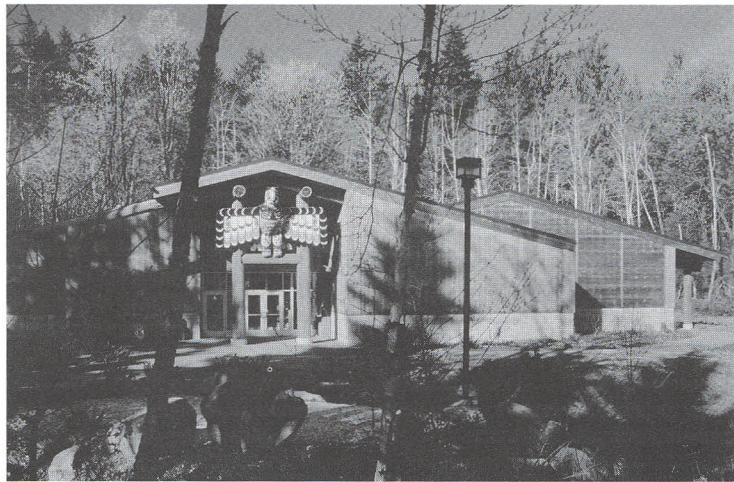
Within the framework of the identified curriculum, the premise is that an "educated person" needs to have skills in research, critical thinking, analysis and communication. Material is taught using a tribal perspective and issues related to tribal communities are often the topics of discussion. Scholarship, academic gain and critical thinking skills are assessed as part of student evaluations.

Credit awarded will depend upon topics adopted in the program.

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

A similar program is expected to be offered in 2003-04.

Program is preparatory for careers and future studies in human services, tribal government and management, law, natural resources, community development, Native American studies, cultural studies and K-12 teaching.



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.

ENTER TO LEARN DEPART TO SERVE



Urban Studies: Institutional Dynamics

Fall, Winter, Spring, 2000-01/Coordinated Study

Faculty: Willie Parson, Joye Hardiman, Gilda Sheppard, Lowell Kuehn, Barbara Laners, Tyrus Smith, Eddy Brown.

Prerequisites: Junior standing

Special Expenses: No

Credit awarded in: Community and cultural studies, law and government policy, public health, social science research, organizational development, research methodology, media literature, multimedia.

This program introduced me to the basic principles of science and statistics, and taught me to observe and measure how the living and non-living parts of the environment are impacted by change.

—Michele Mohr, student



TACOMA CAMPUS

AFFILIATED FACULTY:

Director: Dr. W. J. Hardiman

Eddy Brown

Lowell (Duke) Kuehn

Willie Parson

Gilda Sheppard

Artee Young

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

Features and Benefits

- Situated in an inner-city environment
- Small class size
- Faculty and student diversity
- Flexible class schedule
- Day and evening classes
- Interdisciplinary studies with linked classes
- A curriculum that integrates students' life experiences and goals
- An emphasis on diverse cultural perspectives and experiences
- Opportunities to engage in dialogues across and beyond differences
- Personalized academic support and evaluation processes
- Upper-division studies leading to a bachelor of arts degree
- Thirty-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. Everyone interested in building and sustaining a healthy community, whether in social services, educational outreach, shaping public policy or opinion, pre-law, environmental studies, etc., is welcome in this program. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge base and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma campus, call (253) 680-3000.



Seven Continents, Eleven Blocks, One Community

Fall, Winter, Spring/Coordinated Study

Faculty: Willie Parson, Eddy Brown, Joye Hardiman,
Lowell Kuehn, Larry Mosqueda, Gilda Sheppard, Artee
Young, TBA

Enrollment: 225

Prerequisites: None

Faculty Signature: No

Special Expenses: None

Internship Possibilities: Internships are not required.
Students may elect to do an internship during spring
quarter.

The Evergreen State College Tacoma Campus has historically been an active participant in the revitalization and maintenance of a vital, diverse inner-city core in the "Hilltop." What has been, several times before, a commercially prosperous thoroughfare has become, in recent years, a sluggish and variable marketplace. What was once several blocks of mixed businesses catering to a wide variety of consumer needs is today a random scattering of small businesses, neither comprehensive nor cohesive as a place of business and commerce.

This yearlong program will focus its studies on the economic vitalization of K Street, through its interdisciplinary offering. In fall quarter, students will learn the basic social

scientific theories and concepts necessary to understand the social, cultural, economic, historical, environmental, demographic and political forces that shape the rise, decline and revitalization of markets in urban communities. They will study the strategies and initiatives that have succeeded or failed as community economic development initiatives. Through the use of art, literature, visual imagery and ethnography students will learn to record, document and represent the social forces that have and will influence economic development in urban communities. These substantive areas of study will be supplemented by the program's traditional emphases on autobiographical writing, quantitative reasoning, research methodology and technological competency.

Students will, over the course of the next two quarters, act as researchers, documenters and facilitators of the process to develop a vision of K Street for the next 25 years. The year will be an intensive practicum where students will immediately convert theories and concepts into practical applications in the businesses, community centers and neighborhoods of the Hilltop.

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 skills development will supplement the program's broader focus on acquiring and applying theories and concepts.

Credit awarded in community studies*, urban studies*, economics and community development*, public policy*, writing*, literature*, statistics*, research methodology*, scientific inquiry*, ethnography*, urban sociology*, history*, computer studies* and multimedia*.

Total: 16 credits each quarter. Students may elect to do internships during spring quarter for variable credits up to 16 credits.

Program is preparatory for careers and future studies in community development, cultural advocacy, organizational leadership, law and public policy, education, social and human service administration, environmental studies and public health, media and other creative arts.

* indicates upper-division credit



GRADUATE STUDY AT EVERGREEN

MASTER IN TEACHING (MIT)

DIRECTOR: SCOTT COLEMAN
FIELD SERVICES OFFICER: LYNDEL CLARK
GRADUATE STUDENT SERVICES: AMY BLASEN

Graduate Teacher Education

The Master in Teaching Program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MIT degree and Residency Teacher Certification in Washington state. The program is fully accredited by the state Board of Education.

The MIT Program reflects the Evergreen coordinated studies model; the curriculum is organized around integrated themes. An interdisciplinary team of faculty and a cohort of approximately 45 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 on the Evergreen schedule in late September. Year two begins in late August in accordance with the public school calendar.

Teaching Endorsements

An endorsement identifies the subject matter and grade level an individual may teach in Washington's schools. Before beginning the MIT program, students should have their endorsement course work completed or nearly completed (within 8 quarter hours).

For complete information on endorsements, please consult the current Master in Teaching Catalog or visit www.evergreen.edu/mit.

Academic Advising

Regularly scheduled advising sessions are offered throughout the year by Academic Advising and the Graduate Support Service Office for any prospective applicant seeking advice about meeting endorsement requirements. Please call the MIT Admissions Officer at (360) 867-6707, or the Office of Academic Advising at (360) 867-6312, to sign up for a session or schedule an appointment.

Note: Undergraduate students who intend to apply to the MIT Program are encouraged to attend an advising session in their junior year, if not sooner, to plan a curriculum that will meet credit requirements for their chosen endorsement area(s).

For complete information on admissions requirements and procedures, please consult the current Master in Teaching Catalog, available from the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 867-6170.

MASTER OF ENVIRONMENTAL STUDIES (MES)

DIRECTOR: JOHN PERKINS

The Graduate Program in Environmental Studies (MES Program) combines a deep understanding of natural resource and environmental issues with a study of policy, politics and values. The program integrates issues of science with development of policy, so students engage in a curriculum that helps them become creative environmental problem solvers and leaders. 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. Core is taught by an interdisciplinary team of faculty, representing the natural and social sciences. The core sequence is eight credits per quarter and runs for four quarters: Political Economic and Ecological Processes (fall); Population, Energy, and Resources (winter); Case Studies: Environmental Assessment, Policy, and Management (spring); and Quantitative Analysis and Research Methods for Environmental Studies (fall).

Electives are in-depth, four-credit courses that focus on specific topics of environmental analysis and problem solving. Part-time students enroll in electives after all the core courses. Full-time students enroll in both core courses and electives. Typically, three or four elective courses are offered each quarter.

All students are required to complete a thesis. The MES Program offers an eight- and 16-credit thesis option. The eight-credit thesis is completed during winter and spring quarters. 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.



MASTER OF PUBLIC ADMINISTRATION (MPA)

DIRECTOR: ZAHID SHARIFF

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 and beyond.

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. Students with career interests in the nonprofit or private sectors are encouraged to consider the MPA Program. Most MPA students are employed full time in the public, non-profit or private sectors. A few plan further doctoral work. To accommodate working students, classes are offered in the evenings.

Students lacking significant public-sector experience are expected to complete an internship for at least one quarter. Students are required to complete prerequisites 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. Most students can complete the program in two years with some summer school work.

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 on current public policy issues.

Elective courses allow a student to broaden the study of public administration beyond the range of the core programs. Future plans include a program in Tribal Administration. Currently, electives on this topic are available in spring and summer sessions.



GRADUATE STUDY AT EVERGREEN

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) 867-6170. Or visit our Web site at www.evergreen.edu.

Questions concerning the Graduate Programs should be directed to the Office of Graduate Studies, LAB 1 3019, The Evergreen State College, Olympia, WA 98505, (360) 867-6707.



TRUSTEES, ADMINISTRATION AND FACULTY

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Following is a listing of Evergreen's faculty as of summer 2001. A more extensive description of their areas of expertise can be found in the Advising Handbook, available at Academic Advising.

Kristina Ackley, Native American Studies, 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, expected.

Michelle Aguilar-Wells, Reservation-Based/Community-Determined, 2001; B.A., Human Services, Western Washington University, 1977; M.P.A./A.B.T., University of Arkansas, 1981.

Nancy Allen, Literature and Languages, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

Sharon Anthony, Environmental Chemistry, 1998; A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

Jeff Antonelis-Lapp, Reservation-Based/Community-Determined, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

Theresa A. Aragon, Management, 1999; B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

William Ray Arney, Sociology, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Susan M. Aurand, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.

Justino Baiderrama, 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; Academic Dean, 2000-present; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

Clyde Barlow, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Marcella Benson-Quaziana, Psychology, 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

Michael W. Beug, Emeritus, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

Hilary Binda, English Literature, 2001; B.A., Women's Studies, Brown University, 1989; M.A., Tufts University, 1997; Ph.D., Tufts University, 2001.

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, 1990-94; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.

Andrew Brabban, Molecular Biology, 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

Eddy Brown, Writing, 2001; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, The University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

Bill Bruner, Economics, 1981; Dean of Library Services, 1992-2001; B.A., Economics and Mathematics, Western Washington University, 1967.

Andrew Buchman, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

John P. Bullock, Inorganic Chemistry, 1999; B.S., Chemistry, State University of New York College at Plattsburgh, 1985; Ph.D., Inorganic Chemistry, University of Minnesota, 1990.

Paul R. Butler, Geology and Hydrology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

Craig B. Carlson, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, U.K., 1972.

Mario Caro, Art History, 2000; Art History, Hunter College, City University of New York, 1992; M.A., Visual and Cultural Studies, University of Rochester, 1997.

- Arun Chandra**, Music Performance, 1998; B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/Champaign, 1983; D.M.A., Composition, University of Illinois, Urbana/Champaign, 1989.
- Grace Chang**, Ethnic Studies, 2001; B.A., History, Yale University, 1987; M.A., Ethnic Studies, University of California, Berkeley, 1994; Ph.D., Ethnic Studies, University of California, Berkeley, 2000.
- 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, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.
- Scott Coleman**, Master In Teaching Director, 2001; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.
- Amy Cook**, Fish Biology, 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.
- Stephanie Coontz**, History and Women's Studies, 1974; B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.
- Doranne Crable**, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies and Laban Movement Theory and Practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, University of Edinburgh, U.K., 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.
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- Thomas Womeldorff**, Economics, 1989; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- Artee F. Young**, Law and Literature, 1996; B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.
- E.J. Zita**, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D. Physics, University of Wisconsin-Madison, 1993.

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 terms commonly used on campus help describe this educational experience.

Academic Fair A 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 and explore possible contracts. Check with Advising, Admissions or Registration & Records for dates and times.

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.

Coordinated Study Programs Academic programs with a team of two to five faculty and 40 to 100 students. Primarily full time and one or more quarters in length, they focus on interdisciplinary study and research on a particular theme or topic.

CPJ (*Cooper Point Journal*) The college's student newspaper.

DTF (*Disappearing Task Force*) Evergreen's planners, 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.

Equivalencies The approximate course titles and credit hours listed at the end of the program descriptions. Listed as final "course equivalencies" at the end of a faculty evaluation of your academic work, this is how Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines.

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 Week The 11th and final week of each quarter is used to hold quarterly conferences in which faculty members and students discuss their evaluations.

Expectations of an Evergreen Graduate The outline of what faculty expect Evergreen students to have accomplished by the time they have earned an Evergreen degree. See p.10 in the *Advising Handbook*.

First Peoples At Evergreen, First Peoples refers to people of color. The name recognizes the unique indigenous heritages of all people of color. See First Peoples' Advising Services on page 9.

First-year students Students who have 44 or fewer credits. Evergreen tries to avoid naming students by their class level. We believe this allows students to work at the level their abilities—not according to years of school they have.

Gateway is the name of the part of the Evergreen Web pages where students may register, drop classes, update their personal information such as address, e-mail and phone, and check to see their next registration time ticket.

Geoduc (*goeey-duck*) The campus mascot—a legacy from our early humorists—is an oversized clam native to this area noted for digging deep and fast.

Governance at Evergreen means working together in an informed and collaborative way to make determinations about our direction and administrative and hiring decisions, typically through DTFs (see above). We have designated Monday and Wednesday afternoons as Governance Time to meet together and not interfere with class schedules.

Group Contract An Evergreen program (*usually advanced*) with one or two faculty and a focused theme or problem to investigate. More narrowly focused than Coordinated Study programs. Also see Coordinated Study.

Individual Learning Contract An individual study plan agreed to by a student and a faculty sponsor, and includes readings, writing, photography, painting, field studies or research. It 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. See page 28.

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 literature.

Internship Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through Academic Advising. See page 28.

KAOS The college's community radio station.

Prime Time Advisor The academic advisor in Housing. This office is open Sunday through Thursday evenings, when students are doing their homework.

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 your formal academic records.

Seminars A central experience of an Evergreen education. Seminar participants—a faculty member and 22 to 25 students—meet to discuss and analyze assigned readings.

Senior Thesis The final project bringing together all of a student's work in a large final project. Typically an extended written document, it may also be a presentation piece or show of art work or other appropriate way to demonstrate the culmination of a body of work.

SOS (*Student Originated Studies*) Refers to programs that are based on group projects developed by students.

Summative Self-evaluation A final evaluation written by a senior that provides a summary and overview of his or her undergraduate educational experience. Faculty encourage and support it.

CAMPUS SERVICES AND RESOURCES

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; computer and software sales; film processing; ticket sales; novelty items; and the latest in Geoduck leisure wear.

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 services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

For more information, call (360) 867-6656.

Child Care Center

The Child Care Center is licensed by the Washington State Department of Social and Health Services. It is also accredited by the National Academy of Early Childhood Programs. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program.

The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (12 months to seven years). Student rates depend on family size and income level; please contact the center for more information at (360) 867-6060.

Computing Services

Computing is used widely in Evergreen's curriculum, and Evergreen provides several computing facilities to support students as they write papers, perform research on the Internet, work with multimedia or solve problems in statistics, science or computer science.

The Computer Center, Library 2408, provides no-fee access to resources for students. More than 100 computers are arranged in three computer classrooms and a variety of clusters. All computers are connected to the campus network and the Internet. The Computer Center offers a diversity of application software, including Office, Photoshop, Dreamweaver, Communicator, SPSS and specialized computer science software.

Academic Computing helps you make the best use of its facilities by providing workshops, training and reference materials, and specialized systems for the physically challenged.

The Computer Applications Lab (CAL), Lab II, 1223, supports the Evergreen scientific community with Pentium-based workstations and peripherals supporting scientific research, lab equipment, data collection and analysis and geographic information systems (GIS). A wide array of scientific application software is supported in the CAL, including Labview and Vernier software for data acquisition, MathCAD, Matlab, SPSS, Stella for environmental modeling, and a host of GIS software from ARC/INFO to Idrisi.

The music technology labs provide students with MIDI sequencing, audio-sampling and resynthesis, analog and digital synthesis, and recording resources for composition, performance and production. The animation labs provide 2-D and 3-D capturing, editing and compositing stations with lights, set support and video interfacing. The audio recording studios consist of two 8-track and one 16-track control rooms with API consoles and extensive signal processing equipment.

Equal Opportunity

Responsibility for protecting our commitment to equal opportunity 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 the special assistant to the president for equal opportunity, (360) 867-6368. Persons who believe they have been discriminated against at Evergreen are urged to contact the special assistant to the president for civil rights and legal affairs, (360) 867-6386 or TDD: (360) 867-6834.

Food Services

Located in the College Activities Building (CAB), food services are provided by Bon Appetit Management Company. Unique among campus food vendors, Bon Appetit provides food made from scratch using only fresh, natural (organic, when available) ingredients. Traditional, vegetarian and vegan menus are provided at both the Greenery and the Market. An espresso stand is also available daily. Several meal plans to choose from provide a flexible combination of all-you-can-eat meals as well as flex dollars to be used at all food venues on campus.

Free Bus

Evergreen students may use their validated student ID cards to take the bus. Just show your card to the driver on any Intercity Transit route.

Library

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.

"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 digital video production system, films, recordings, maps, documents, editing benches and 2,000 periodical subscriptions.

In addition to resources on hand, the Library offers you access to books and periodicals through computerized databases. Evergreen students check out half again as many books as those at any of the other four-year public institutions in the state.

For more information, call (360) 867-6252, or drop in and talk to any Library staff member.

Mail Services

Mail service for campus residents is provided Monday through Saturday. Students moving into campus housing may send their belongings in advance to Receiving and Mail. Labels should be addressed as follows:

Name

The Evergreen State College

Box number

Building letter and room number

Building street address

Olympia WA 98505

A self-service postal unit, maintained by the U.S. Postal Service, is located on the first floor of the College Activities Building for outgoing mail needs. Direct questions to Receiving and Mail, Library 1321, (360) 867-6326.

Parking

Motor vehicles must display valid parking permits. See page 23 for fee schedule.

Daily permits can be purchased at the information booth on McCann Plaza. 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) 867-6352.

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.

Information on campus safety and security, including statistics on campus crime for the past three years, can be obtained from the Office of the Vice President for Student Affairs or www.evergreen.edu/user/studentaffairs/safety.htm.

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) 867-6140 or 867-6832.

Student Governance

There has never been a permanent undergraduate 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) 867-6296.

Other student governance opportunities:

Student Trustee

The Student Trustee has voting member privileges on the Board of Trustees, the official governing body of the college. Appointed by the governor, with the consent of the Senate, the Student Trustee is responsible for representing the views and concerns of Evergreen students. The law requires the college to submit from three to five names annually for the governor's consideration. This is a one-year appointment, beginning June 1. Contact the Student Activities Office, CAB 320, (360) 867-6220, to find out more about the position.

Unified Graduate Student Association

The mission of UGSA is to represent and strengthen the graduate student community through social, political and educational collaboration. It is the intent of UGSA to concern itself with issues which affect all graduate students and to function in a complementary fashion with the individual graduate student groups. Membership is open to all graduate students. Contact the Student Activities Office, CAB 320, (360) 867-6220, to find out more.

Students with Disabilities

Evergreen welcomes students with disabilities and offers support services on an individual basis to students with disabilities. In all programs and activities, Evergreen seeks to establish and maintain a balance of rights and responsibilities for both students with disabilities and our community.

Please contact this office as soon as possible upon your admission to the college. This will ensure that requested accommodations can be made in a timely manner.

See us on the Web! For more information contact the Office of Access Services (360) 867-6364 – voice or 867-6834 –TTY.

Student Organizations

Student groups active on campus as of spring 2001, include:

- Advocates for Improving Salmon Habitat
- All Persuasions
- Ambient Funk Playwright Society
- American Indian Science and Engineering
- Amnesty International
- And Words Live–Evergreen Writer's Network
- Asian Students in Alliance
- Bike Shop
- Camarilla
- Capoeira Angola
- Capoeira Oxala
- Coalition Against Sexual Violence
- College Republicans
- Common Bread
- Community Food Pantry
- Community Gardens
- Cooper Point Journal (CPI)
- Development of Ecological Projects for the Evergreen Organic Farm (DEAP)
- Environmental Resource Center
- Evergreen Animal Rights Network
- Evergreen Anthropology Club
- Evergreen Dance Team
- Evergreen Flamenco
- Evergreen Investment Club
- Evergreen Parents Resource Network
- Evergreen Political Information Center
- Evergreen Pre-Med AMSA (American Medical Student Assoc.)

- Evergreen Queer Alliance
- Evergreen State Society of American Foresters
- Evergreen Swing Club
- Feminist Majority Leadership Alliance
- Freaks of Nature
- Gaming Guild
- Giant Robot Appreciation Society
- Jewish Cultural Center
- Latter Day Saints Student Association
- Latin American Student Organization
- Masters of Environmental Studies
- Masters of Public Administration
- Masters in Teaching
- Math & Science Network
- MeChA
- Medieval Society
- Men's Center
- Middle East Resource Center
- Mindscreen
- Minority Alliance Program for Pride
- Native Student Alliance
- Ninth Wave (Celtic Cultural League)
- Peer Health Advocacy Team
- Percussion Club
- Prison Action
- Radical Catholics for Justice & Peace
- Russian Club
- Services & Activities Board
- Shanti Yoga
- Slightly West
- Student Arts Council
- Student CD Project
- Students at Evergreen for Ecological Design (SEED)
- Students for a Free Tibet
- Students for Christ
- Students of Color Anthology
- Tacoma Campus S & A
- TESC Shoalin Temple Cultural Arts Club
- The Ever-Greens
- Theatrical Hubris Under Greeners
- Umoja
- Union of Student Workers
- United Graduate Student Association
- Women of Color
- Women's Center

The Student Activities Office, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the College Activities Building.

FACILITIES AND CAMPUS REGULATIONS

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

Alcoholic Beverages

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

Use of College Premises

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

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

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

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors are provided tables for a \$2 fee. For private vendors and alumni, the fee is \$20. Non-student vendors are limited to one table per day and three days per quarter.

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

Firearms

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

Pets

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

Bicycles

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

Smoking

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

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

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



INDEX

A

A Silver Sky: 47, 65, 76
A Study of Violence 70, 108
A Week in the Life of an Evergreen Student 30
Academic Advising 9
Academic Calendar 133
Access Services for Students with Disabilities 9
Accreditation 133
Ackley, Kristina 47, 65, 105, 112
Admission 15–19
Aguilar-Wells, Michelle 113
Allen, Nancy 59
America Documented 41, 56
Anthony, Sharon 74, 78
Antonelis-Lapp, Jeff 113
Arney, Bill 42, 51, 59, 69
Aurand, Susan 52, 84

B

Bailey, Marianne 58, 82
Balderrama, Justino 59, 70, 101, 108
Barlow, Clyde 74, 94, 96
Bilingual Education and Teaching 57
Binda, Hilary 60
Blood, Iron and Oil 68, 107
Body, Mind, Soul 57, 82, 101
Bohmer, Peter 47, 65, 105, 112
Bopegedera, Dharshi 95, 96
Bowcutt, Frederica 45, 75, 87
Brabban, Andrew 95, 96
Brown, Eddy 117
Bruner, Bill 59, 101, 107
Buchman, Andrew 86
Bullock, John 95
Business in Action 107
Butler, Paul 43, 49

C

Camera to Computer 88
Campus Location 134
Campus Profile 132
Career Development Center 9
Carlson, Craig 46, 51, 64, 69, 75
Caro, Mario 85, 112
Celluloid Women and Men: 49, 67
Centering 49
Chandra, Arun 42, 84
Chin-Leo, Gerardo 43, 49
Cloninger, Sally 88
Coastal Dune Ecology 77
Coastal Ecology and Geology 49
Cole, Robert 74, 76, 78
Coleman, Scott 118
Computability and Cognition 93

Concepts of Computing 50, 97
Contacting Evergreen 134
Cook, Amy 76
Coontz, Stephanie 48
Counseling and Health Centers 9
Crabbe, Doranne 83
Crime in America 59, 101
Cullyer, Helen 52, 62, 103
Culture, Text and Language 53
Curtz, Thad 48, 66, 88
Cushing, Judith 50, 96, 97

D

Data to Information 93
Davis, Stacey 60, 69
Democracy and Equality 102
Democracy and Free Speech 107
Democracy and Religious Freedom 108
Dorman, Peter 104
Drawing a Life 50, 89

E

Energy and Trash: 78
Enrollment Status 27
Environmental Analysis: 74, 94
Environmental Studies 71
Equal Opportunity 3, 126
Expressive Arts 79

F

Feddersen, Joe 85, 112
Fiber Arts 89
Fiksdal, Susan 42, 60
Filmer, John 103
Financial Aid 20, 21
First Peoples' Advising Services 9
Fischel, Anne 86
Ford, Terry 48, 52
Foundations of Performing Art 42, 84
Foundations of Visual Art 84
Frasca, Marilyn 50, 89
Freeman, George, Jr. 94, 102
Freshwater Ecology 74

G

Glossary 125
Goldberger, Ariel 45, 51, 62, 87, 89, 104
Gómez, José 102, 107, 108
GPA scores 132
Graduate Study at Evergreen Program 118, 119
Graduates 7
Great British and Irish Moderns: 67
Grissom, Tom 44

H

Haft, Bob 58, 82
 Hahn, Jeanne 105
 Hardiman, Joye 117
 Harrison, Lucia 45, 75, 87
 Hayes, Ruth 44
 Health and Human Development 94, 102
 Herman, Steve 75
 Hill, Patrick 63
 Hill, Virginia 42, 60
 Hispanic Forms in Life and Art 59
 Hitchens, David 44
 Housing 9
 Hype and Hucksters: 42, 60

I

Image Conscious: 60
 Imaging the Body 43
 Imamura, Ryo 66, 106
 Individuals vs. Societies: 50, 68
 Insects and Plants of Washington 51, 78
 Intersections of Cultures: 85, 112
 Intimate Nature: 43, 61, 85
 Introduction to Environmental Modeling 76
 Introduction to Environmental Studies 74
 Introduction to Natural Science 95

J

Japanese Language and Culture 61
 Ju-Pong, P. Lin 86
 Jun, Heesoon 57, 82, 101

K

Kawasaki, Hiro 58, 82
 Kelly, Jeff 74, 94, 96
 Kennedy, Cynthia 106, 107
 KEY Student Support Services 9
 Khanna, Mukti 103
 Kimbro, Ernestine 59, 101
 Knapp, Rob 95, 96
 Krafcik, Patricia 46, 64
 Kuehn, Lowell 117
 Kutter, Betty 96

L

Laird, Lance 57, 69, 82, 101
 Lassen, Jerry 44
 Leahy, Dan 105
 Learning Resource Center 10
 Leisenring, Al 93
 Leverich, Bob 49, 84
 Life on Earth: Postcards from the Edge 43
 Longino, John 51, 78

M

Making of Modern America: 44
 Mandeborg, Jean 48, 66, 88
 Margolin, Carrie 45, 62, 87, 104

Marine Life: 76
 Marr, David 41, 56, 70
 Master of Environmental Studies (MES) 118
 Master of Public Administration (MPA) 119
 Master in Teaching (MIT) 118
 Matching Evergreen's Programs to Your Field 34
 Mathematical Methods 95
 Matter and Motion 95
 Matz, Stu 94, 96, 102
 McAvity, David 44, 49
 McCann, Charles 67
 Mediaworks 86
 Meeker, Laurie 43, 61, 85
 MES and MPA Graduate 119
 Middendorf, Don 95
 Mission Statement 2
 Mitchell, Kabby 57, 82, 101
 Molecule to Organism 96
 Moore, Pat 78
 Morality and Political Life: Classical vs. Modern 62, 103
 Moruzzi, Harumi 49, 50, 63, 67, 68
 Mosqueda, Larry 117
 Mullins, Greg 41, 56, 70
 Multicultural Counseling 103
 Murray, Nancy 96
 Music in Culture 86

N

Nadkarni, Nalini 46, 64, 75, 77
 Nakasone, Raul 46, 64, 105, 112
 Nasser, Alan 62, 103
 Native American and World Indigenous Peoples Studies
 109
 Neitzel, Jim 96
 Nelson, Alice 59
 Nelson, Lin 74
 Nelson, Neal 93, 96
 Niva, Steve 47, 65, 105, 112

O

Olson, Dean 106
 Olson, Toska 106
 Organic Farm 78
 Organizations, Entrepreneurship and Management: 103
 Ott, Janet 96

P

Pailthorp, Charles 48, 52
 Paradise Outlaws: 51, 69
 Parson, Willie 117
 Patterns across Space and Time 44
 Perkins, John 118
 Peterson, Yvonne 113
 Pfeifer, Michael 41, 56, 67, 69
 Physical Systems 96
 Picturing Plants 45, 75, 87
 Pillars of Fire: 45, 62, 87, 104
 Planning and Curricular Options 28

Poetic Justice 70
Police Services 10
Political Economy and Social Change: 104
Postbellum 67
Postmodernity and Postmodernism: 63
Pougiales, Rita 42, 59
Power and Limitations of Dialogue 63
Programs for First-Year Students 40
Protecting Washington Wildness 75
Przybylowicz, Paul 43, 51, 78
Puppet and Object Theater 51, 89

R

Rainey, Thomas 68, 107
Ransom, Bill 47, 65, 76
Recreation and Athletics 10
Registration and Academic Regulations 24–27
Respect: 46, 64, 105, 112
Resurrection and Revenge 52
Revolutions for a Global World 105
Romano, Evelia 57
Rules of Nature/Rules of Life 46, 64, 75
Russia 46, 64
Rutledge, David 46, 64, 105, 112

S

SAT Scores 132
Schofield, Paula 43, 96
Schrager, Sam 41, 56
Scientific Inquiry 92
Seeking Diversity, Sustaining Community 11
Seeking Justice: 47, 65, 105, 112
Selecting Your Program of Study 28, 29
Seven Continents, Eleven Blocks, One Community 117
Shariff, Zahid 119
Sheppard, Gilda 117
Shulman, Sheryl 93
Smith, Matthew 47, 65, 76
So You Want to Be a Teacher? 48
Social Contract 12
Society, Politics, Behavior and Change 100
Soule, Oscar 75
Sparks, Paul 84
Special Features of the Curriculum 28
Stroh, James 74, 94
Student Activities 10
Student Affairs 10
Student and Academic Support Services 10
Student Originated Studies: American Studies 70
Student Originated Studies: Media 88
Student Support Services and Activities 8
Sweet, Lisa 43

T

Table of Contents 3
Tacoma Campus 116
Taking the Pulse: 106

The American City since 1945 41, 56
The Classical Legacy: Provence and Tuscany 58, 82
The Empty Space: 83
The Good Life 42, 59
The Myth of Memory 69
The Pacific Northwest and Its Past 69
The Practice of Sustainable Agriculture 78
The Secret Garden 52
Thuesen, Erik 76
Trees and Humans: 77
Tremblay, Gail 84, 89
Tribal: Reservation-Based/Community-Determined 113
Trustees, Administration and Faculty 120
Tsutsumi, Setsuko 61
Tuition and Fees 22, 23, 133
Turning Eastward: 66, 106

U

Undergraduate Research in Scientific Inquiry 96

W

Walton, Sherry 48, 52
Weird and Wondrous 48, 66, 88
Welcome 1
What's Love Got to Do with It? 48
What's Your Question? 52
Whitesell, Ted 75
Wiedemann, Al 77
Williams, Sarah 43, 61, 85
Williams, Sean 43, 61, 85

Y

Young, Artee 117

Z

Zita, E.J. 96

CAMPUS PROFILE

Faculty	173
Ph.D. or terminal degree	86%
Female	49%
Male	51%
Faculty of color	27%
Olympia campus	25%
Tacoma campus	83%
Instructional student/faculty ratio	25:1

Staff	463
Students (fall quarter 2000)	4,125
Undergraduate	3,901 95%
Graduate	224 5%
Female	2,369 57%
Male	1,756 43%
Full-time	85%
Part-time	15%
17–24 age group	62%
25–29 age group	14%
30–39 age group	11%
40+ age group	13%
Students of color	17%
Asian/Pacific Islander	4%
Black/African American	4%
Mexican/Latino/Hispanic	4%
Native American/Indian	5%
Students with disabilities	5%

Olympia campus	3,901
Undergraduate	94%
Graduate	6%
Female	56%
Male	44%
Students of color	14%
Students living on campus	25%

Tacoma campus	153
Undergraduate	100%
Female	74%
Male	26%
Students of color	57%

Tribal program	43
Undergraduate	100%
Female	74%
Male	26%
Native American	86%
Entering class	1,672
Applicants, degree seeking	3,427
Admitted	2,866 84%
Enrolled	1,442
Nondegree-seeking enrollment	230
Washington residents	1,211
Residents of other states	442
Residents of other countries	19

Financial aid recipients	
Students receiving aid	2,940
Average award	\$9,300

Graduates (2000 graduate placement after one year)	
Employed	83%
Graduate school	9%
Other or no response	8%

GPA and SAT scores (distribution for students admitted and enrolled for fall 2000)

First-year Students	GPA	2.00–2.49	2.50–2.99	3.00–3.49	3.50–4.00	
Admitted		7%	24%	40%	29%	
Enrolled		11%	27%	38%	25%	
	SAT Verbal	200–349	350–499	500–649	650–800	No SAT
Admitted		0%	14%	47%	24%	15%
Enrolled		0%	11%	48%	20%	21%
	SAT Math	200–349	350–499	500–649	650–800	No SAT
Admitted		0%	22%	50%	13%	15%
Enrolled		0%	23%	48%	8%	21%
Transfer students	GPA	2.00–2.49	2.50–2.99	3.00–3.49	3.50–4.00	
Admitted		15%	30%	33%	22%	
Enrolled		14%	26%	32%	28%	

2002—03 ACADEMIC CALENDAR

	Fall	Winter	Spring	Summer	
	2002	2003	2003	First Session	Second Session
Orientation	Sept. 21–29				
Quarter Begins	Sept. 30	Jan. 6	March 31	June 23	July 28
Evaluations	Dec. 16–20	March 17–21	June 9–13	July 28–Aug. 1	Sept. 2–5
Quarter Ends	Dec. 20	March 21	June 13	Aug. 1	Sept. 5
Vacations	Thanksgiving Break Nov. 25–30	Winter Break Dec. 21–Jan. 5	Spring Break March 24–30	Commencement June 13	Super Saturday June 14

No classes on Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day and Labor Day holidays.

ESTIMATED TUITION AND FEES

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2002–03 academic year. Call Student Accounts to verify tuition rates at (360) 867-6447.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10–18	\$1,062 per quarter	\$3,799 per quarter
	19	\$1,152	\$4,152
	20	\$1,242	\$4,505
Part-time undergraduate	9 or fewer	\$106.20 per credit; 2 credits minimum	\$379.90 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10–12 MPA and MES	\$1,707 per quarter	\$5,215 per quarter
Part-time graduate	9 or fewer	\$170.70 per credit; 2 credits minimum	\$521.50 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

Accreditation The Evergreen State College is accredited by the Commission on Colleges, Northwest Association of Schools and Colleges, 11130 NE 33rd Place, Suite 120, Bellevue, WA 98004. **Disclaimer** Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

The Evergreen State College Catalog Production Team

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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 2002–03 curriculum.

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

CONTACTING EVERGREEN

Inquiries about admission should be directed to:

Office of Admissions
The Evergreen State College
Olympia, Washington 98505
or (360) 867-6170

E-mail: admissions@evergreen.edu

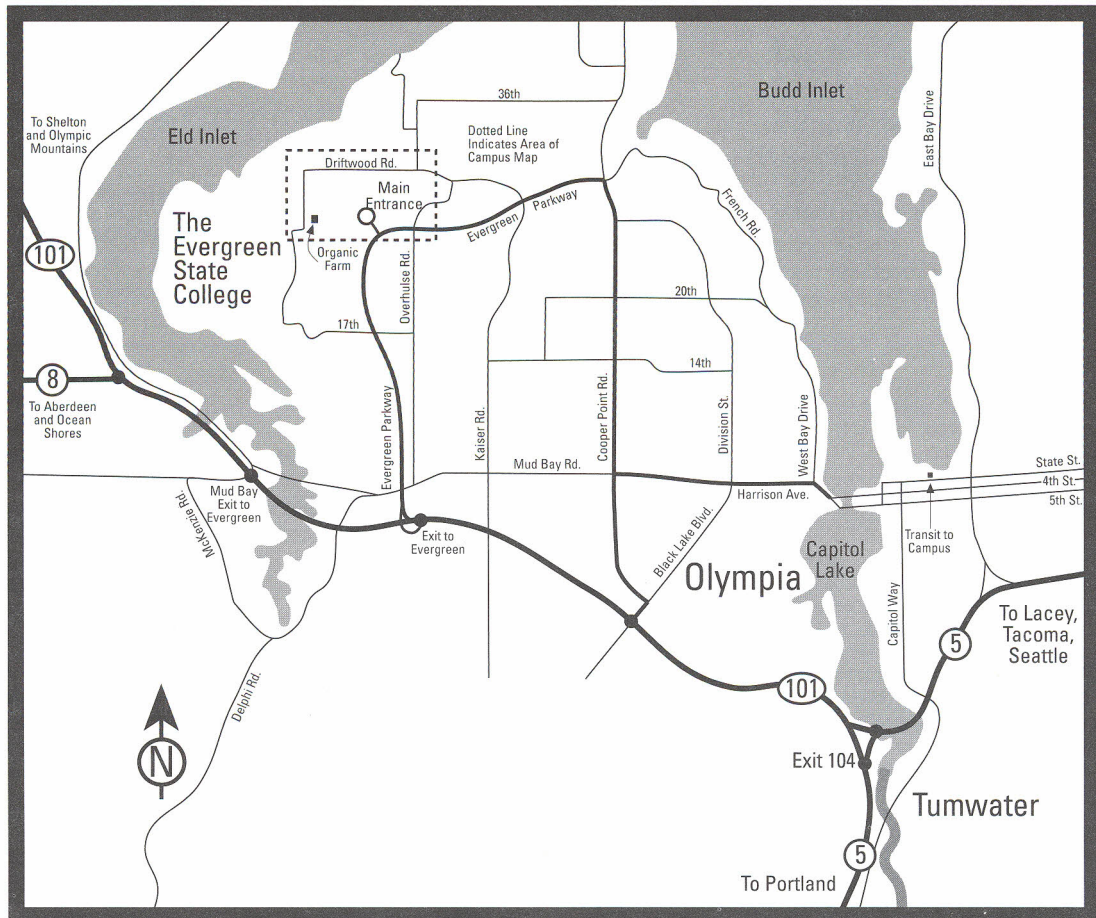
Direct other correspondence to the appropriate office.

Dial (360) 867-6000, then ask for the name listed, or dial directly. All numbers are within the (360) area code unless otherwise noted.

Academic Advising	867-6312
Academic Deans	867-6870
Admissions	867-6170
Financial Aid	867-6205
Housing	867-6132
Part-Time Studies	867-6164
President's Office	867-6100
Recreation Center	867-6530
Registration and Records	867-6180
Student Accounts	867-6447
Student Advising Center	867-6312
Tacoma Campus	253-680-3000
Vice President for Student Affairs	867-6296

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.



CONTACTING EVERGREEN

CAMPUS MAP

Key

- 1. Library (LIB)
- 2. Seminar (SEM)
- 3. Longhouse

- 4. Lecture Hall (LH)
- 5. Arts and Sciences (LAB 1)
- 6. Arts and Sciences (LAB 2)

- 7. Arts Annex (Lab Annex)
- 8. Communications (COM)
- 9. Recreation Center (CRC)

- 10. College Activities Building (CAB)
- 11. Childcare Center
- 12. Central Plant

- 13. Pavilion
- 14. Modular Housing
- 15. Student Housing

- 16. Residence Halls
- 17. Community Center
- 18. IT Bus Stop
- 19. Campus Public Safety

