

2015-2016

CATALOG

the
evergreen
state
college
olympia, washington

Academic Calendar

2015-16

	Fall 2015	Winter 2016	Spring 2016	Summer 2016	
				First Session	Second Session
Quarter Begins	September 28	January 4	March 28	June 20	July 18
Quarter Ends	December 19	March 19	June 11	July 30	September 3
Tuition Deadline	October 2	January 8	April 1	June 24	June 24
Evaluation Week	December 14-19	March 14-19	June 6-11	July 25-30	Aug. 29-Sept. 3
Breaks	Thanksgiving Break November 25-29	Winter Break Dec. 20-Jan. 3	Spring Break March 21-26	No classes Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day, Labor Day and Veterans Day holidays.	

New Student Orientation Week: September 21-25, 2015

Commencement: June 12, 2016

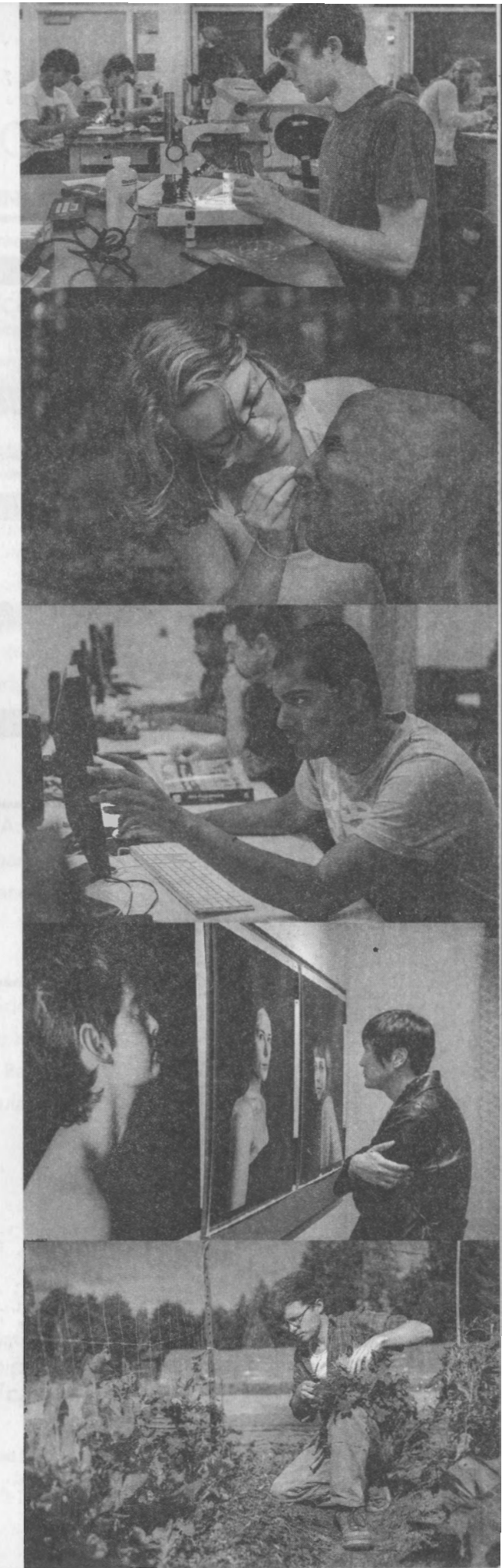
evergreen.edu/campuscalendar

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.

Our Mission

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



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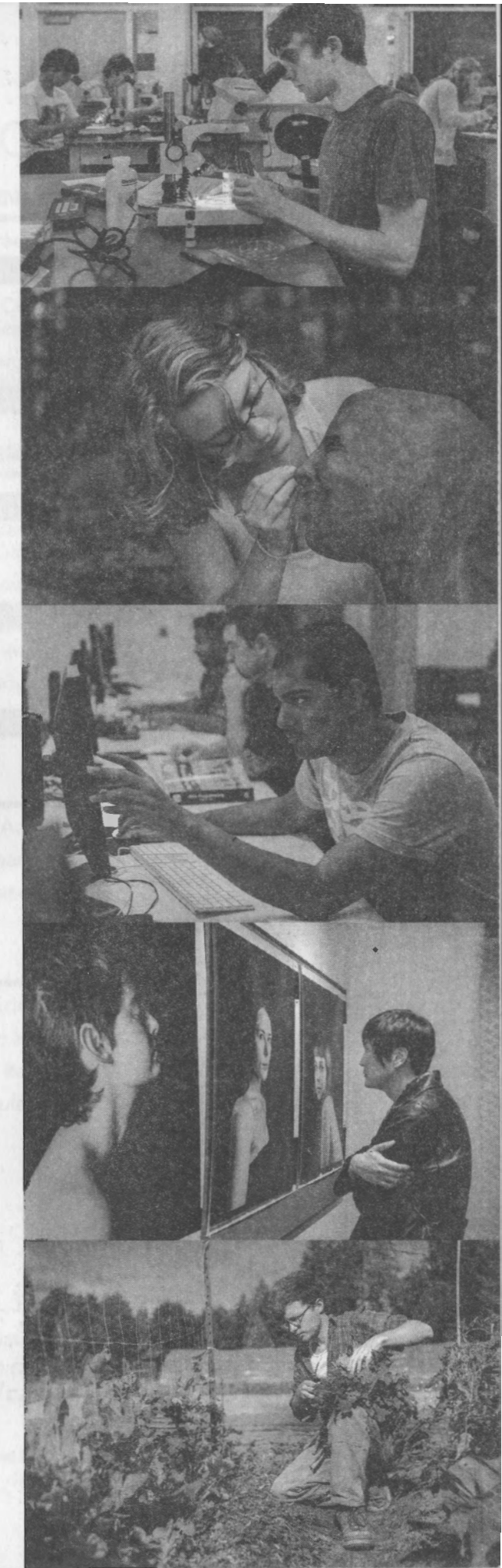
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The Five Foci

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

1 INTERDISCIPLINARY STUDY

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

2 COLLABORATIVE LEARNING

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

3 LEARNING ACROSS SIGNIFICANT DIFFERENCES

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

4 PERSONAL ENGAGEMENT

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

5 LINKING THEORY WITH PRACTICAL APPLICATIONS

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

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This catalog is updated regularly; for the most current information please visit our Web site:
evergreen.edu/catalog/2015-16.

Photos by Shauna Bittle '98 and Evergreen Photo Services.

A Different Place to Learn

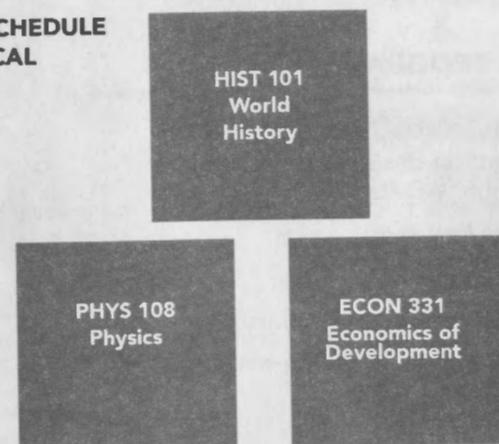
Evergreen is unlike any other college in the country. Students have an unusual amount of freedom to explore, develop, and articulate their own sense of direction. With freedom, of course, comes responsibility. Evergreen's faculty look forward to helping you embrace both.

COORDINATED STUDIES

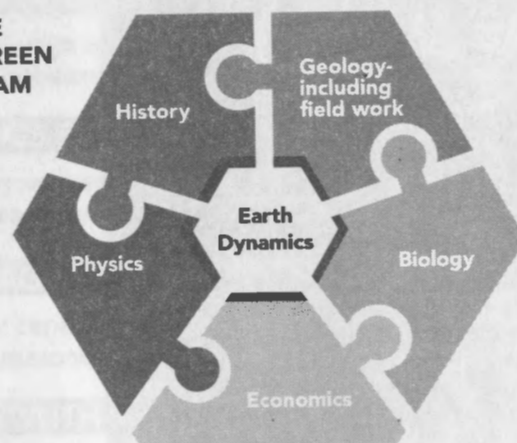
Interdisciplinary programs reflect the complexity of the world around us. Instead of taking an assortment of different and often unrelated classes, you meet with the same teachers and classmates together, in one place—your academic program. You learn about the interconnections of subjects in the real world. Programs can include lectures, labs, readings, seminars, field study and research projects, and may last one, two or even three quarters, developing themes across the span of the program.

Each program is designed to engage students in a collaborative exploration of a central theme by faculty teams who bring widely varied disciplines to the mix: i.e.; digital media and philosophy, literature and environmental studies, fine arts and biology, or business, literature and economics. Collectively, our programs form a curriculum that is new and different, dynamic and relevant.

SAMPLE SCHEDULE AT A TYPICAL COLLEGE

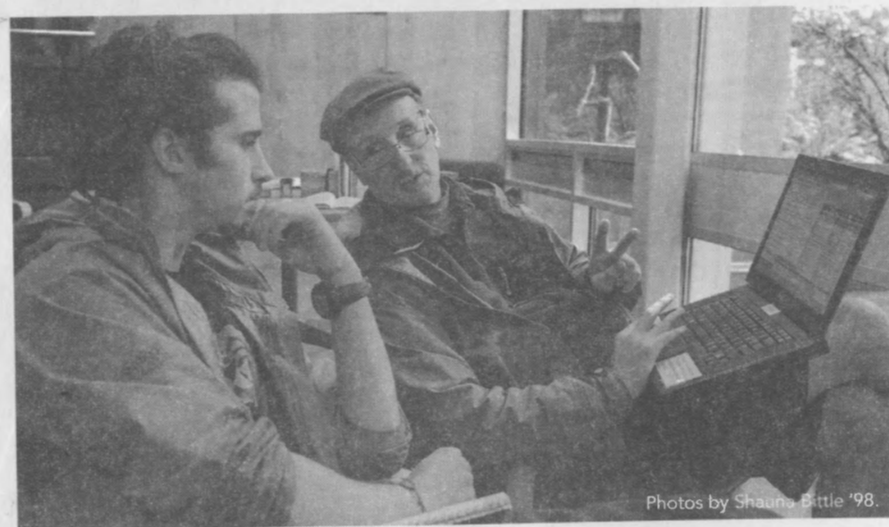


SAMPLE EVERGREEN PROGRAM



ACADEMIC PATHWAYS

At Evergreen, you create your own course of study from offerings in more than 60 subjects. Over your time here, you'll develop a pathway that meets your goals and interests. You can connect your studies together into an area of emphasis. Advisors and faculty help you figure out what to take to meet your graduate school or professional goals.



Photos by Shauna Bittle '98.

NARRATIVE EVALUATIONS

Your faculty will give you more than a single letter grade. They'll take the time to write a narrative evaluation about what you did well and how you can improve. Evaluations assess your academic progress in ways that grades cannot. Evaluations keep the focus on learning rather than rank.

You'll meet with your faculty to discuss achievements as documented in your narrative evaluation. You will also write a self-evaluation at the end of each program. This process gives you a chance to reflect on what you've learned. Many graduate schools and employers value the thoroughness of this noncompetitive approach. Your individual achievements and strengths will stand out.

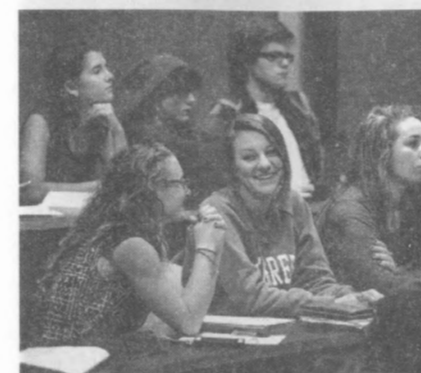
"It would be a huge mistake to underestimate Evergreen's academic rigor...our evaluation system really allows for a higher level of critique to take place because it's descriptive and nuanced. It's far more challenging in many ways than just taking a test and getting a grade." — Karl Anderson, junior, West Virginia

THE ACADEMIC STATEMENT

Every student's individual educational pathway will be different. The Academic Statement is your opportunity to document yours as you earn credit toward your bachelor's degree.

By regularly reflecting on your work, you will decide how best to show the meaning and value of your degree. Your final Academic Statement, which is limited to 750 words, becomes the cover page of your transcript and introduces readers to your undergraduate career. Throughout each year, the college sets aside time for you to craft your Academic Statement.

1 NEW STUDENT ORIENTATION WEEK



Every September at Evergreen, during Orientation Week, new students will participate in small group sessions led by teams of faculty. In these sessions, you'll begin to reflect on your education as a whole and start writing about it. You'll return to this document periodically throughout your education, revising it as your commitments develop and your studies bring you closer to completion of your degree.

2 FALL ACADEMIC STATEMENT WORK



Every fall, students spend several hours pausing from their chosen program's content to think broadly and deeply about their education as a whole, through work on their Academic Statement. Your faculty will lead you through activities such as seminars on liberal education, finding threads of connection in your previous studies, articulating your future plans, hopes, and dreams, and peer review of your work-in-progress. All these activities are designed to help you reflect carefully on your accomplishments and future plans.

3 ALL CAMPUS MENTORING DAYS



Every winter and spring, the faculty hosts All Campus Mentoring Days. These feature workshops covering topics such as becoming a better student, finding your path through Evergreen's curriculum, planning for careers or graduate school, and refining your Academic Statement.

For more information, go to evergreen.edu/academics

"We operate from beginning to end with student-to-faculty ratios which promote interaction between the faculty and the students. Unlike many traditional schools, which reserve high-feedback, hands-on options for the junior and senior years, Evergreen puts its best resources forward from the very beginning. Whether in laboratory, studio or seminar, it is virtually impossible for the Evergreen student to remain unengaged, as one might do in the back row of a large classroom elsewhere." — Patrick Hill, from Evergreen's Student Handbook 1990-91

EXPECTATIONS OF AN EVERGREEN GRADUATE

The curriculum is designed to support students' continuing growth as they learn to:

- Articulate and assume responsibility for your own work.
- Participate collaboratively and responsibly in our diverse society.
- Communicate creatively and effectively.
- Demonstrate integrative, independent, critical thinking.
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.



Photo by Shauna Bittle '98.

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. Evergreen faculty and staff work with students to create a welcoming environment—one that embraces differences, fosters tolerance and understanding, and celebrates a commitment to cultural, ethnic and racial awareness.

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

We put our ideas about diversity into practice in many ways:

- ▶ Student organizations' work on justice and cultural expression;
- ▶ Primary texts and guest lectures by scholars and activists from different ethnic and cultural communities;
- ▶ Field trips and community projects designed to engage students and faculty in dialogue with diverse communities;
- ▶ Internships with social change organizations;
- ▶ Support services for students of color; and
- ▶ Study-abroad opportunities that include immersion in cultures and reciprocity of learning and service.

SPECIAL FEATURES OF THE CURRICULUM



Evening and Weekend Studies provides students with the ability to pursue their studies through courses and programs offered during evenings and on weekends. Many students take advantage of these opportunities to create a schedule that fits their needs or to complete degrees begun elsewhere. For more information see page 86 or visit evergreen.edu/ews.



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



Additional undergraduate research opportunities also exist for students. Individual faculty members have research interests and projects that students can help with, thus gaining valuable research experience. See page 82 for a list of participating faculty and their areas of interest, or visit evergreen.edu/catalog/2015-16/research.



Graduate Programs Evergreen offers Master's degrees in Environmental Studies, Public Administration, and Teaching. For contact and general information, see page 87.



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



Study Abroad International studies may include study abroad in a full-time academic program, a consortium program (page 71), or an individual contract or internship. Academic programs offer students the opportunity to study culture, language, architecture, art, political science, the environment, science and more in countries around the globe. These programs typically include preparation time on campus, with several weeks or a quarter abroad as a culmination to program studies.

Advanced-level students who choose to study abroad through individual contracts or internships should prepare well in advance. For details on how to coordinate study abroad, including arranging all the details of your study, finances, documents and travel plans, visit evergreen.edu/studyabroad and contact the International Programs and Services coordinator, Michael Clifthorne, at clifthom@evergreen.edu.

Programs with a strong travel component	pg	quarter
Biodiversity Studies in Argentina	29	FW
The Business of Art: Earning a Living as an Artist	31	FW
China: Religion, Folklore, and Arts	33	FWS
Evolution and Ecology Across Latitudes	40	FWS
Extremophiles and Ecosystems	41	WS
Home on the Range	43	FW
The New Puritans:		
Studies of Anglo-American Social Conscience	55	FW
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Picturing Plants	57	S
Studio Projects: Material Gestures in a Shared Space	71	FWS
Terroir: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS
Walking to Santiago de Compostela	76	WS



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. More than 800 students each year earn some of their academic credit through internships with community organizations of all sizes and types.

Examples of community-based projects embedded in coordinated studies programs:

- ▶ Helping the city of North Bonneville plan and design its new town when its residents were 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;
- ▶ Helping small farmers research and implement direct marketing strategies for their produce; and
- ▶ Assisting public school teachers to develop innovative curricula in environmental education and the arts.



How to Select a Program

Within a program, faculty members from different disciplines teach together to help you explore a central theme, topic or issue as a whole rather than as a collection of courses. You will learn how to write more effectively, read critically, analyze arguments, reason quantitatively, work cooperatively in small groups and use campus resources. These programs combine several activities: seminars, individual conferences with faculty members, lectures, group work, and usually, field trips and laboratories.

Pick a program that fits your needs, interests and future goals. We encourage you to:

Plan your pathway! Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen are required to attend an academic planning workshop, Navigating Evergreen, in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

See an advisor! Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to evergreen.edu/advising for more information. Academic advisors know the curricular ins and outs at Evergreen and are trained to help students find the best program to meet their academic goals.

Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen. You can schedule an appointment to talk to faculty throughout the academic year, or you may consult with them at the quarterly Academic Fairs, during your program and at your evaluation conference.

EXPLORE

Our introductory programs are ideal opportunities to learn about new subjects.

REFINE

Develop an emphasis through in-depth and advanced learning opportunities.

APPLY

Deepen your understanding through research, thesis, capstone, and internship opportunities.

Programs by Class Level

FRESHMEN-ONLY PROGRAMS:

Freshmen-only programs will introduce you to Evergreen's interdisciplinary studies. The small student-faculty ratio ensures close interaction between you, your faculty, and other students.

	pg	quarter				
Dangerous Reading: Readings in The History of Ideas	35	F W				
Drawn from Life	36	S				
Eugenics: Toward the "Perfect" Human	40	S				
Extremophiles and Ecosystems	41	W S				
Knowing the World through Thought, Sound and Vision	45	F W				
Light and Terror: The Enlightenment and Revolutionary France	46	S				
Madness and Creativity: The Psychological Link	48	F W				
Out of the Shadows: Women of Color in the Era of Civil Rights	56	W S				
Perspectives of Diversity and Multiculturalism	57	S				
River Reciprocity	64	F				
Time Past: Earth Processes and Human History	75	F W				
U.S. Foreign Policy and the Roots of Terrorism	75	S				

Freshmen may enroll in Freshmen-only, Lower Division, and All-level programs.

LOWER DIVISION PROGRAMS:

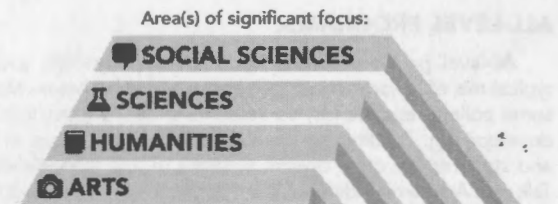
Lower-division programs are entry-level offerings that include a mix of freshmen and sophomores. Sophomores in these programs often act as informal peer advisors to freshmen, which helps freshmen orient to the program and the college.

	pg	quarter				
Beyond the Binary in Science and the Arts	28	F				
Bodies that Matter	30	F W				
The Business of Art: Earning a Living as an Artist	31	F W				
Caliban and the Witch	32	F				
Inside Language	44	F W				
Selves and Others: Representation and Performance	66	F W S				
Studio Projects: Material Gestures in a Shared Space	71	F W S				
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	76	F W				

F–Fall quarter W–Winter quarter S–Spring quarter Arts Humanities Sciences Social Sciences



Photos by Shauna Bittle '98.



ALL-LEVEL PROGRAMS:

All-level programs enroll freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent of seats reserved for freshmen. Most students will have had some college experience, so students should expect less emphasis on basic skills development. Faculty expectations will be higher than in lower-division programs, and students are quite diverse in terms of age, experience and stages of learning. Talk with Academic Advising about the necessary background for particular programs.

	Area(s) of significant focus:			
	ARTS	HUMANITIES	SCIENCES	SOCIAL SCIENCES
Against all Odds: The African American Experience				
Anthrozoology				
The Art of Living Consciously				
Botany: Plants and People				
Chemistry Counts!				
China: Religion, Folklore, and Arts				
Computer Science Foundations				
Culture and Violence				
Ecology of Grazing and Grasslands in the Pacific Northwest				
Individual Study: Statistical Mechanics				
Introduction to Environmental Studies				
Introduction to Natural Science				
Models of Motion				
The Nature of Music: Patterns, Paradox and Possibilities				
Practice of Organic Agriculture <i>Spring, Summer, Fall</i>				
Reality and Dreams: Seeing the Inner and the Outer				
Science Seminar in Astronomy and Cosmologies				
So You Want to be a Psychologist				
Student-Originated Studies: Social Work/Human Services Skill Sets				
Sustainable Work and Workplaces				
Terror: Chocolate, Oysters, and Other Place-Flavored Foods				
Walking to Santiago de Compostela				



Photo by Shauna Bittle '98.

SOPHOMORE - SENIOR PROGRAMS:

Sophomore and above programs are opportunities to study subjects at the intermediate-advanced level. Enrollment in upper-division programs may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared.

Sophomore and above programs occasionally admit a particularly well-qualified freshman. Review these programs in this catalog and consult the faculty and Academic Advising if one of these programs interests you.

	Area(s) of significant focus:			
	ARTS	HUMANITIES	SCIENCES	SOCIAL SCIENCES
Astronomy and Cosmologies				
Atomic Molecules, and Reactions				
Beethoven, Blake, and the Sounds of Revolution				
Biodiversity Studies in Argentina				
Biogeochemistry: Microbes, Rocks, and Soils				
Contemporary Native American Art in Cultural and Historical Contexts				
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media				
Ecological Agriculture: Healthy Soil, Healthy People				
Ecological Agriculture: Crop Botany and Plant Genetics				
Energy Systems and Climate Change				
Equality and the Constitution				
The Essential Ingredients of Intercultural Competence				
Evolution and Ecology Across Latitudes				
Health and Human Development				
Home on the Range				
Language and Power				
Local Knowledge: Building Just and Sustainable Communities				
Mathematical Systems				
Mediaworks: Signifying Power and Difference on Screen(s)				
Molecule to Organism				
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures				
Painting in the 21st Century				
Plant Ecology and Physiology				
Political Economy and Social Movements: Race, Class, and Gender				
Political Economy of Power in American Society				
Reinterpreting Liberation: Third World Movements and Migrations				
Resource Rebels: Environmental Justice Movements Building Hope				
The Science of Sensory Perception				
Science Seminar in Energy Systems and Climate Change				
Shaping Place				
Shipping Out and Writing Home				
Stalin: Legacy in Stone, Steel, and Blood				
Student Originated Software				
Student-Originated Studies: Community-Based Learning and Action at Evergreen				
Student-Originated Studies: Social Sciences, History, Multiculturalism/Diversity				
Study Abroad Consortium Partnerships				
Thinking Through Craft				
Undergraduate Projects in Critical and Creative Practices				
Undergraduate Research in Scientific Inquiry				

F-Fall quarter W-Winter quarter S-Spring quarter

ARTS HUMANITIES SCIENCES SOCIAL SCIENCES

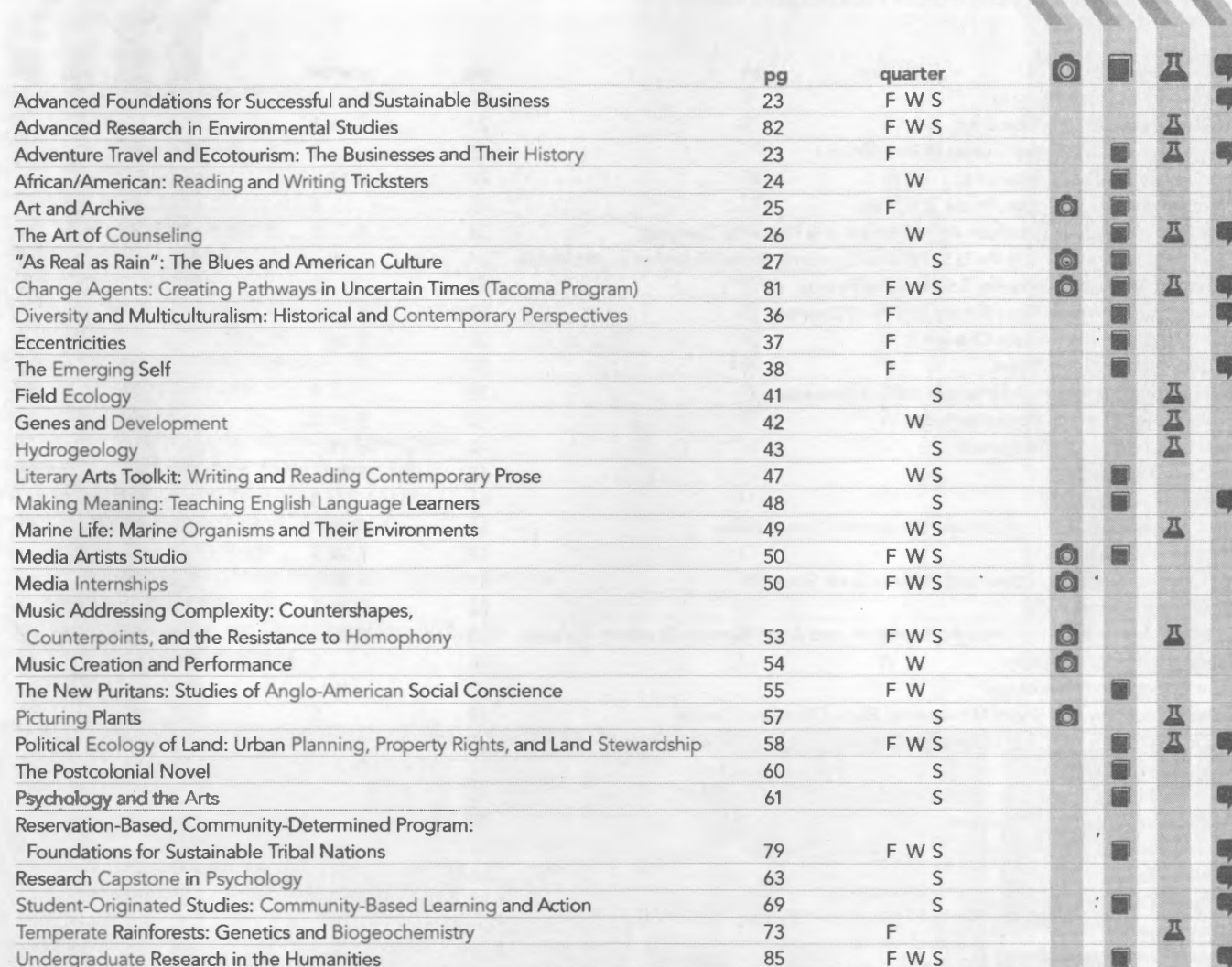
UPPER DIVISION PROGRAMS:

Junior-Senior and Senior-Only (Upper Division) programs provide opportunity for advanced study. These intensive programs typically include in-depth research and substantial projects such as capstone or senior thesis.

Area(s) of significant focus:

- SOcial SCIENCES
- SCIENCES
- HUMANITIES
- ARTS

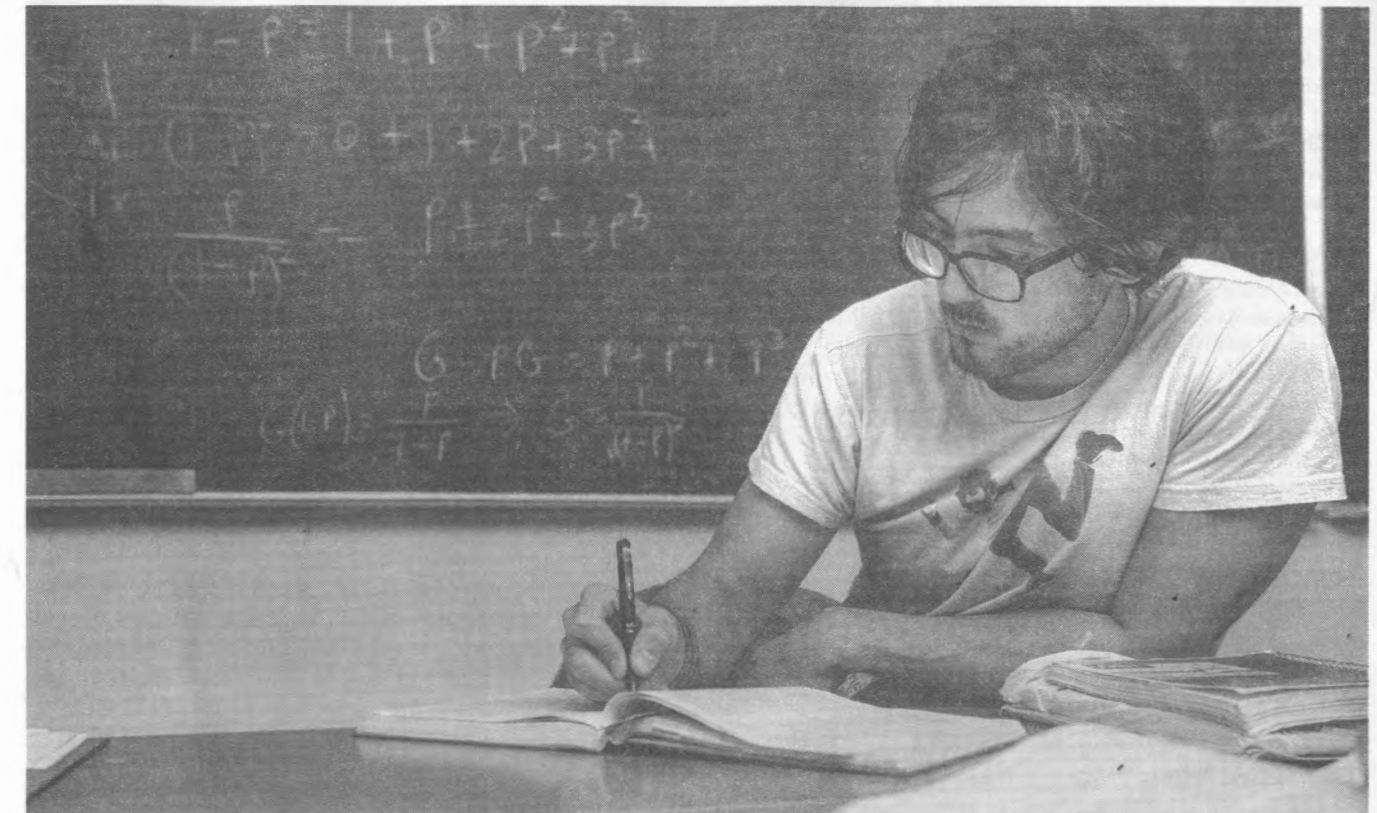
	pg	quarter				
Advanced Foundations for Successful and Sustainable Business	23	F W S				
Advanced Research in Environmental Studies	82	F W S				
Adventure Travel and Ecotourism: The Businesses and Their History	23	F				
African/American: Reading and Writing Tricksters	24	W				
Art and Archive	25	F				
The Art of Counseling	26	W				
"As Real as Rain": The Blues and American Culture	27	S				
Change Agents: Creating Pathways in Uncertain Times (Tacoma Program)	81	F W S				
Diversity and Multiculturalism: Historical and Contemporary Perspectives	36	F				
Eccentricities	37	F				
The Emerging Self	38	F				
Field Ecology	41	S				
Genes and Development	42	W				
Hydrogeology	43	S				
Literary Arts Toolkit: Writing and Reading Contemporary Prose	47	W S				
Making Meaning: Teaching English Language Learners	48	S				
Marine Life: Marine Organisms and Their Environments	49	W S				
Media Artists Studio	50	F W S				
Media Internships	50	F W S				
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	53	F W S				
Music Creation and Performance	54	W				
The New Puritans: Studies of Anglo-American Social Conscience	55	F W				
Picturing Plants	57	S				
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	58	F W S				
The Postcolonial Novel	60	S				
Psychology and the Arts	61	S				
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	F W S				
Research Capstone in Psychology	63	S				
Student-Originated Studies: Community-Based Learning and Action	69	S				
Temperate Rainforests: Genetics and Biogeochemistry	73	F				
Undergraduate Research in the Humanities	85	F W S				



Photos by Shauna Bittle '98.

Match Evergreen's Programs to Your Interests

This section can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Another option for matching your interests to Evergreen's programs is to use the search feature in the online version of the catalog at evergreen.edu/catalog/2015-16 or to read through the Fields of Study web pages at evergreen.edu/studies.



AESTHETICS

	pg	quarter
The Art of Living Consciously	26	F
Contemporary Native American Art in Cultural and Historical Contexts	34	F
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	53	FWS
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
River Reciprocity	64	F
Studio Projects: Material Gestures in a Shared Space	71	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS

AFRICAN AMERICAN STUDIES

	pg	quarter
African/American: Reading and Writing Tricksters	24	W
Against All Odds: The African American Experience	24	S
"As Real as Rain": The Blues and American Culture	27	S
Equality and the Constitution	39	F
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Out of the Shadows: Women of Color in the Era of Civil Rights	56	WS
Political Economy and Social Movements: Race, Class, and Gender	59	S
Undergraduate Projects in Critical and Creative Practices	83	FWS

AGRICULTURE

	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Ecological Agriculture: Crop Botany and Plant Genetics	37	F
Ecology of Grazing and Grasslands in the Pacific Northwest	38	S
Energy Systems and Climate Change	38	FW
Practice of Organic Agriculture	60	S
Science Seminar in Energy Systems and Climate Change	65	W
Terroir: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS

AMERICAN STUDIES

	pg	quarter
African/American: Reading and Writing Tricksters	24	W
"As Real as Rain": The Blues and American Culture	27	S
Beyond the Binary in Science and the Arts	28	F
Diversity and Multiculturalism: Historical and Contemporary Perspectives	36	F
The New Puritans: Studies of Anglo-American Social Conscience	55	FW
Perspectives of Diversity and Multiculturalism	57	S
Political Economy and Social Movements: Race, Class, and Gender	59	S

ANTHROPOLOGY	pg	quarter
Anthrozoology	25	W
Bodies That Matter	30	FW
Evolution and Ecology Across Latitudes	40	FWS
Language and Power	46	S
Resource Rebels: Environmental Justice Movements Building Hope	63	FW
Shaping Place	66	FW
Terroir: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS
Time Past: Earth Processes and Human History	75	FW

ARCHITECTURE	pg	quarter
Shaping Place	66	FW
Sustainable Work and Workplaces	73	S

ART HISTORY	pg	quarter
Art and Archive	25	F
Contemporary Native American Art in Cultural and Historical Contexts	34	F
Drawn from Life	36	S
Media Artists Studio	50	FWS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Painting in the 21st Century	56	S
Studio Projects: Material Gestures in a Shared Space	71	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS

ASTRONOMY	pg	quarter
Astronomy and Cosmologies	27	S
Individual Study: Statistical Mechanics	43	WS
Science Seminar in Astronomy and Cosmologies	65	S
Undergraduate Research in Scientific Inquiry	83	FWS

BIOCHEMISTRY	pg	quarter
Biogeochemistry: Microbes, Rocks, and Soils	29	S
Individual Study: Statistical Mechanics	43	WS
Molecule to Organism	52	FWS
The Science of Sensory Perception	64	F
Temperate Rainforests: Genetics and Biogeochemistry	73	F
Undergraduate Research in Scientific Inquiry	83	FWS

BIOLOGY	pg	quarter
Anthrozoology	25	W
Beyond the Binary in Science and the Arts	28	F
Biodiversity Studies in Argentina	29	FW
Biogeochemistry: Microbes, Rocks, and Soils	29	S
Bodies That Matter	30	FW
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Ecological Agriculture: Crop Botany and Plant Genetics	37	F
Ecology of Grazing and Grasslands in the Pacific Northwest	38	S
Eugenics: Toward the "Perfect" Human	40	S
Evolution and Ecology Across Latitudes	40	FWS
Extremophiles and Ecosystems	41	WS
Field Ecology	41	S
Genes and Development	42	W
Health and Human Development	42	FW
Individual Study: Statistical Mechanics	43	WS
Introduction to Environmental Studies	44	FW
Introduction to Natural Science	45	FWS
Knowing the World through Thought, Sound, and Vision	45	FW
Marine Life: Marine Organisms and Their Environments	49	WS
Molecule to Organism	52	FWS
Plant Ecology and Physiology	58	W
Practice of Organic Agriculture	60	S
The Science of Sensory Perception	64	F
Temperate Rainforests: Genetics and Biogeochemistry	73	F
Undergraduate Research in Scientific Inquiry	83	FWS
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	76	FW

BOTANY	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Biodiversity Studies in Argentina	29	FW
Botany: Plants and People	30	FW
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Ecological Agriculture: Crop Botany and Plant Genetics	37	F
Field Ecology	41	S
Picturing Plants	57	S
Plant Ecology and Physiology	58	W
Practice of Organic Agriculture	60	S

BUSINESS AND MANAGEMENT	pg	quarter
Advanced Foundations for Successful and Sustainable Business	23	FWS
Adventure Travel and Ecotourism: The Businesses and Their History	23	F
The Business of Art: Earning a Living as an Artist	31	FW
Practice of Organic Agriculture	60	S
Sustainable Work and Workplaces	73	S
Terroir: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS

CHEMISTRY	pg	quarter
Atoms, Molecules, and Reactions	27	FWS
Biogeochemistry: Microbes, Rocks, and Soils	29	S
Chemistry Counts!	32	S
Individual Study: Statistical Mechanics	43	WS
Introduction to Natural Science	45	FWS
Molecule to Organism	52	FWS
Undergraduate Research in Scientific Inquiry	83	FWS

CLASSICS	pg	quarter
Language and Power	46	S

COMMUNICATIONS	pg	quarter
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	34	W
Inside Language	44	FW
Media Artists Studio	50	FWS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Resource Rebels: Environmental Justice Movements Building Hope	63	FW
Undergraduate Projects in Critical and Creative Practices	83	FWS

COMMUNITY STUDIES	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Local Knowledge: Building Just and Sustainable Communities	47	FW
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	58	FWS
Psychology and the Arts	61	S
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
SOS: Community-Based Learning and Action	69	S
SOS: Community-Based Learning and Action at Evergreen	69	FW

COMPUTER SCIENCE	pg	quarter
Computer Science Foundations	33	FWS
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	53	FWS
Student-Originated Software	68	FWS
Undergraduate Research in Scientific Inquiry	83	FWS

CONSCIOUSNESS STUDIES	pg	quarter
Anthrozoology	25	W
The Art of Counseling	26	W
The Art of Living Consciously	26	F
Evolution and Ecology Across Latitudes	40	FWS
Health and Human Development	42	FW
Psychology and the Arts	61	S
Reality and Dreams: Seeing the Inner and the Outer	61	FW
Walking to Santiago de Compostela	76	WS

CULTURAL STUDIES	pg	quarter
African/American: Reading and Writing Tricksters	24	W
Against All Odds: The African American Experience	24	S
Anthrozoology	25	W
"As Real as Rain": The Blues and American Culture	27	S
Beyond the Binary in Science and the Arts	28	F
Botany: Plants and People	30	FW
Caliban and the Witch	32	F
Change Agents: Creating Pathways in Uncertain Times	81	FWS
China: Religion, Folklore, and Arts	33	FWS
Culture and Violence	35	FW
The Essential Ingredients of Intercultural Competence	39	S
Knowing the World through Thought, Sound, and Vision	45	FW
Language and Power	46	S
Literary Arts Toolkit: Writing and Reading Contemporary Prose	47	WS
Local Knowledge: Building Just and Sustainable Communities	47	FW
Madness and Creativity: The Psychological Link	48	FW
Making Meaning: Teaching English Language Learners	48	S
Media Artists Studio	50	FWS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
The New Puritans: Studies of Anglo-American Social Conscience	55	FW
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Out of the Shadows: Women of Color in the Era of Civil Rights	56	WS
The Postcolonial Novel	60	S
Reinterpreting Liberation: Third World Movements and Migrations	62	FWS
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
Science Seminar in Astronomy and Cosmologies	65	S
Stalin: Legacy in Stone, Steel, and Blood	68	S
SOS: Social Work/Human Services Skill Sets	70	F
Studio Projects: Material Gestures in a Shared Space	71	FWS
Time Past: Earth Processes and Human History	75	FW
Undergraduate Projects in Critical and Creative Practices	83	FWS

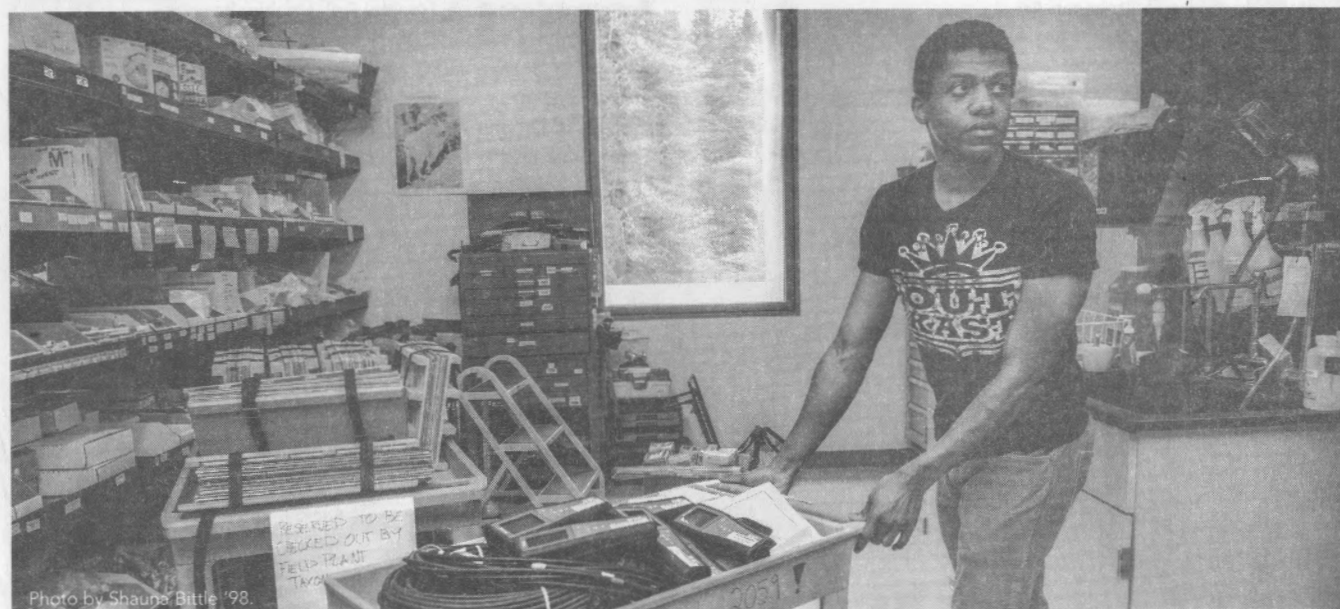


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ECOLOGICAL	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Biodiversity Studies in Argentina	29	FW
Ecological Agriculture: Crop Botany and Plant Genetics	37	F
Ecology of Grazing and Grasslands in the Pacific Northwest	38	S
Evolution and Ecology Across Latitudes	40	FWS
Extremophiles and Ecosystems	41	WS
Field Ecology	41	S
Introduction to Environmental Studies	44	FW
Marine Life: Marine Organisms and Their Environments	49	WS
Picturing Plants	57	S
Plant Ecology and Physiology	58	W
Practice of Organic Agriculture	60	S
River Reciprocity	64	F
Temperate Rainforests: Genetics and Biogeochemistry	73	F

ECONOMICS	pg	quarter
The Business of Art: Earning a Living as an Artist	31	FW
Political Economy and Social Movements: Race, Class, and Gender	59	S
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS

EDUCATION	pg	quarter
Local Knowledge: Building Just and Sustainable Communities	47	FW
Making Meaning: Teaching English Language Learners	48	S
SOS: Social Work/Human Services Skill Sets	70	F
Undergraduate Research in Scientific Inquiry	83	FWS

ENVIRONMENTAL STUDIES	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Adventure Travel and Ecotourism: The Businesses and Their History	23	F
Biodiversity Studies in Argentina	29	FW
Biogeochemistry: Microbes, Rocks, and Soils	29	S
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Energy Systems and Climate Change	38	FW
Evolution and Ecology Across Latitudes	40	FWS
Extremophiles and Ecosystems	41	WS
Field Ecology	41	S
Home on the Range	43	FW
Hydrogeology	43	S
Introduction to Environmental Studies	44	FW
Plant Ecology and Physiology	58	W
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	58	FWS
Practice of Organic Agriculture	60	S
Resource Rebels: Environmental Justice Movements Building Hope	63	FW
River Reciprocity	64	F
Science Seminar in Energy Systems and Climate Change	65	W
Sustainable Work and Workplaces	73	S
Temperate Rainforests: Genetics and Biogeochemistry	73	F
Terror: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS
Time Past: Earth Processes and Human History	75	FW
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	76	FW

FIELD STUDIES	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Biodiversity Studies in Argentina	29	FW
Biogeochemistry: Microbes, Rocks, and Soils	29	S
Botany: Plants and People	30	FW
Evolution and Ecology Across Latitudes	40	FWS
Extremophiles and Ecosystems	41	WS
Field Ecology	41	S
Introduction to Environmental Studies	44	FW
Marine Life: Marine Organisms and Their Environments	49	WS
Picturing Plants	57	S
Plant Ecology and Physiology	58	W
Practice of Organic Agriculture	60	S
River Reciprocity	64	F
SOS: Community-Based Learning and Action	69	S
Terror: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS

GENDER AND WOMEN'S STUDIES	pg	quarter
Beyond the Binary in Science and the Arts	28	F
Bodies That Matter	30	FW
Caliban and the Witch	32	F
The Emerging Self	38	F
Home on the Range	43	FW
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Out of the Shadows: Women of Color in the Era of Civil Rights	56	WS
Reinterpreting Liberation: Third World Movements and Migrations	62	FWS
Selves and Others: Representation and Performance	66	FWS
SOS: Social Work/Human Services Skill Sets	70	F
Terror: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS

GEOGRAPHY	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Home on the Range	43	FW
Introduction to Environmental Studies	44	FW
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	58	FWS
Resource Rebels: Environmental Justice Movements Building Hope	63	FW

GEOLOGY	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Biogeochemistry: Microbes, Rocks, and Soils	29	S
Hydrogeology	43	S
Terror: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS
Time Past: Earth Processes and Human History	75	FW
Undergraduate Research in Scientific Inquiry	83	FWS

GOVERNMENT	pg	quarter
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Equality and the Constitution	39	F
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	58	FWS
Political Economy and Social Movements: Race, Class, and Gender	59	S
Political Economy of Power in American Society	59	F
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
Washington State Legislative Internships	77	W

HEALTH	pg	quarter
Advanced Research in Environmental Studies	82	FWS
The Art of Counseling	26	W
Bodies That Matter	30	FW
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Health and Human Development	42	FW

HISTORY	pg	quarter
Adventure Travel and Ecotourism: The Businesses and Their History	23	F
Astronomy and Cosmologies	27	S
Contemporary Native American Art in Cultural and Historical Contexts	34	F
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	34	W
Dangerous Reading: Readings in the History of Ideas	35	FW
Diversity and Multiculturalism: Historical and Contemporary Perspectives	36	F
Language and Power	46	S
Light and Terror: The Enlightenment and Revolutionary France	46	S
The New Puritans: Studies of Anglo-American Social Conscience	55	FW
Out of the Shadows: Women of Color in the Era of Civil Rights	51	WS
Perspectives of Diversity and Multiculturalism	57	S
Political Economy and Social Movements: Race, Class, and Gender	59	S
Political Economy of Power in American Society	59	F
Reinterpreting Liberation: Third World Movements and Migrations	62	FWS
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
Shaping Place	66	FW
Shipping Out and Writing Home	67	F
Stalin: Legacy in Stone, Steel, and Blood	68	S
SOS: Social Sciences, History, Multiculturalism/Diversity	70	W
SOS: Social Work/Human Services Skill Sets	70	F
Time Past: Earth Processes and Human History	75	FW
U.S. Foreign Policy and the Roots of Terrorism	75	S
Walking to Santiago de Compostela	76	WS

HYDROLOGY	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Hydrogeology	43	S



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INTERNATIONAL STUDIES

	pg	quarter
Culture and Violence	35	FW
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Introduction to Environmental Studies	44	FW
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Political Economy and Social Movements: Race, Class, and Gender	59	S
Reinterpreting Liberation: Third World Movements and Migrations	62	FWS
Stalin: Legacy in Stone, Steel, and Blood	68	S
U.S. Foreign Policy and the Roots of Terrorism	75	S

LANGUAGE STUDIES

Biodiversity Studies in Argentina	29	FW
China: Religion, Folklore, and Arts	33	FWS
Inside Language	44	FW
Making Meaning: Teaching English Language Learners	48	S
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS

LAW AND GOVERNMENT POLICY

Advanced Research in Environmental Studies	82	FWS
Equality and the Constitution	39	F
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	58	FWS
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
SOS: Social Sciences, History, Multiculturalism/Diversity	70	W

LAW AND PUBLIC POLICY

Change Agents: Creating Pathways in Uncertain Times	81	FWS
Equality and the Constitution	39	F
Introduction to Environmental Studies	44	FW
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
SOS: Social Work/Human Services Skill Sets	70	F
Washington State Legislative Internships	77	W

LEADERSHIP STUDIES

Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
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LINGUISTICS

Inside Language	44	FW
Language and Power	46	S

LITERATURE

	pg	quarter
Against All Odds: The African American Experience	24	S
Beethoven, Blake, and the Sounds of Revolution	28	S
Caliban and the Witch	32	F
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Culture and Violence	35	FW
Dangerous Reading: Readings in the History of Ideas	35	FW
Drawn from Life	36	S
Eccentricities	37	F
Literary Arts Toolkit: Writing and Reading Contemporary Prose	47	WS
Madness and Creativity: The Psychological Link	48	FW
The New Puritans: Studies of Anglo-American Social Conscience	55	FW
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Out of the Shadows: Women of Color in the Era of Civil Rights	56	WS
The Postcolonial Novel	60	S
Reality and Dreams: Seeing the Inner and the Outer	61	FW
Reinterpreting Liberation: Third World Movements and Migrations	62	FWS
Selves and Others: Representation and Performance	66	FWS
Shipping Out and Writing Home	67	F
Undergraduate Projects in Critical and Creative Practices	83	FWS
Undergraduate Research in the Humanities	85	FWS

MARINE SCIENCE

Advanced Research in Environmental Studies	82	FWS
Biodiversity Studies in Argentina	29	FW
Field Ecology	41	S
Knowing the World through Thought, Sound, and Vision	45	FW
Marine Life: Marine Organisms and Their Environments	49	WS
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	76	FW

MARITIME STUDIES

Shipping Out and Writing Home	67	F
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MATHEMATICS

Change Agents: Creating Pathways in Uncertain Times	81	FWS
Computer Science Foundations	33	FWS
Individual Study: Statistical Mechanics	43	WS
Introduction to Natural Science	45	FWS
Mathematical Systems	49	FWS
Models of Motion	52	FWS
Student-Originated Software	68	FWS
Undergraduate Research in Scientific Inquiry	83	FWS

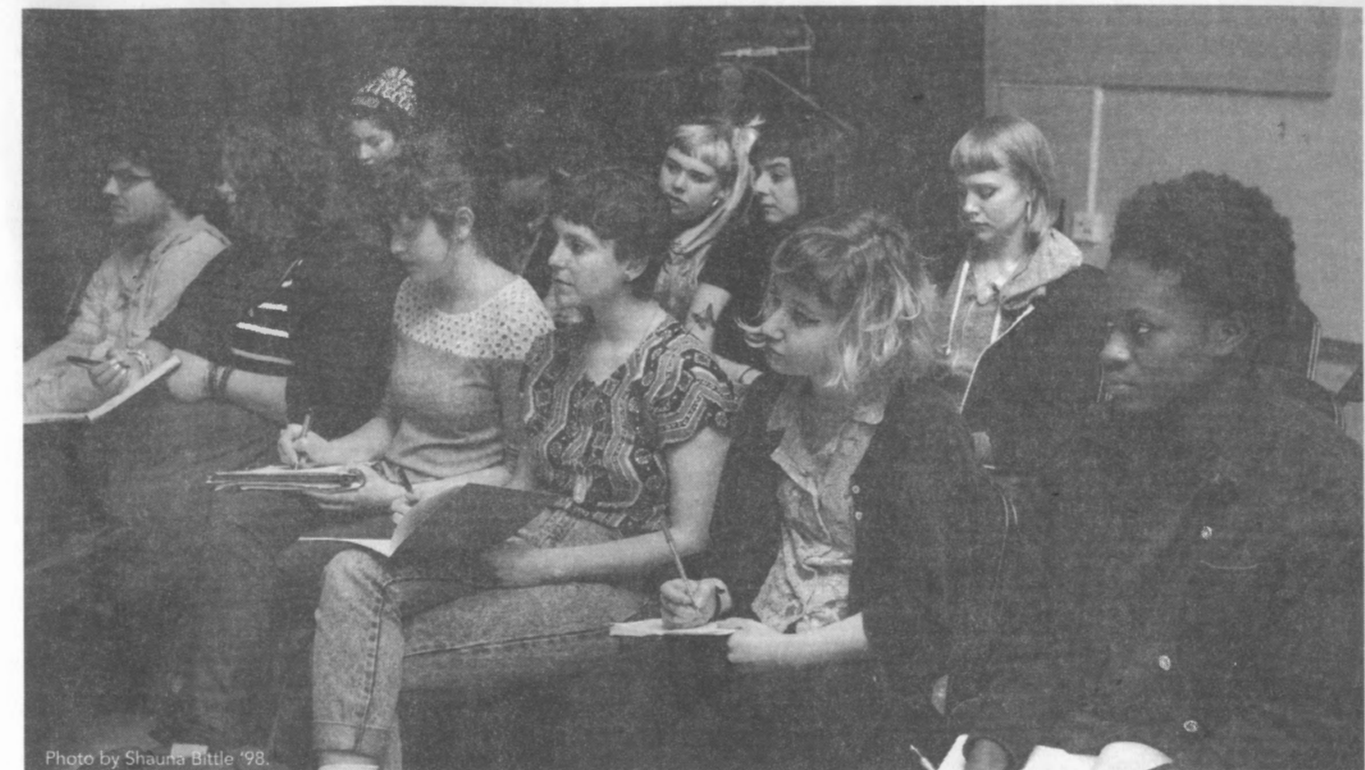


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MEDIA ARTS

	pg	quarter
Art and Archive	25	F
Local Knowledge: Building Just and Sustainable Communities	47	FW
Media Artists Studio	50	FWS
Media Internships	50	FWS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	53	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	76	FW

MEDIA STUDIES

Art and Archive	25	F
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	34	W
Media Artists Studio	50	FWS
Media Internships	50	FWS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	53	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS

MOVING IMAGE

Media Artists Studio	50	FWS
Media Internships	50	FWS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	76	FW

MUSIC

	pg	quarter
"As Real as Rain": The Blues and American Culture	27	S
Beethoven, Blake, and the Sounds of Revolution	28	S
The Business of Art: Earning a Living as an Artist	31	FW
Home on the Range	43	FW
Knowing the World through Thought, Sound, and Vision	45	FW
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	53	FWS
Music Creation and Performance	54	W
The Nature of Music: Patterns, Paradox, and Possibilities	54	F
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS

NATIVE AMERICAN STUDIES

Contemporary Native American Art in Cultural and Historical Contexts	34	F
Out of the Shadows: Women of Color in the Era of Civil Rights	56	WS
Reservation-Based, Community-Determined Program: Foundations for Sustainable Tribal Nations	79	FWS
Resource Rebels: Environmental Justice Movements Building Hope	63	FWS
SOS: Social Work/Human Services Skill Sets	70	F

NATURAL HISTORY

Biodiversity Studies in Argentina	29	FW
Botany: Plants and People	30	FW
Evolution and Ecology Across Latitudes	40	FWS
Field Ecology	41	S
Introduction to Environmental Studies	44	FW
Picturing Plants	57	S
Plant Ecology and Physiology	58	W
River Reciprocity	64	F

PHILOSOPHY	pg	quarter
Astronomy and Cosmologies	27	S
Dangerous Reading: Readings in the History of Ideas	35	FW
Eugenics: Toward the "Perfect" Human	40	S
Knowing the World through Thought, Sound, and Vision	45	FW
Light and Terror:		
The Enlightenment and Revolutionary France	46	S
The New Puritans:		
Studies of Anglo-American Social Conscience	55	FW
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Shipping Out and Writing Home	67	F
Undergraduate Projects in Critical and Creative Practices	83	FWS
Undergraduate Research in the Humanities	85	FWS
Walking to Santiago de Compostela	76	WS

PHILOSOPHY OF SCIENCE	pg	quarter
Anthrozoology	25	W
Evolution and Ecology Across Latitudes	40	FWS
Knowing the World through Thought, Sound, and Vision	45	FW
Mathematical Systems	49	FWS
Models of Motion	52	FWS
Science Seminar in Astronomy and Cosmologies	65	S

PHYSICS	pg	quarter
Astronomy and Cosmologies	27	S
Atoms, Molecules, and Reactions	27	FWS
Energy Systems and Climate Change	38	FW
Individual Study: Statistical Mechanics	43	WS
Models of Motion	52	FWS
The Science of Sensory Perception	64	F
Science Seminar in Astronomy and Cosmologies	65	S
Science Seminar in Energy Systems and Climate Change	65	W
Undergraduate Research in Scientific Inquiry	83	FWS

PHYSIOLOGY	pg	quarter
Anthrozoology	25	W
Bodies That Matter	30	FW
Health and Human Development	42	FW
The Science of Sensory Perception	64	F

POLITICAL ECONOMY	pg	quarter
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Crisis and Transformation in the U.S.:		
Political Economy, Social Movements, and Media	34	W
Diversity and Multiculturalism:		
Historical and Contemporary Perspectives	36	F
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Perspectives of Diversity and Multiculturalism	57	S
Political Ecology of Land:		
Urban Planning, Property Rights, and Land Stewardship	58	FWS
Political Economy and Social Movements:		
Race, Class, and Gender	59	S
Political Economy of Power in American Society	59	F
Reinterpreting Liberation:		
Third World Movements and Migrations	62	FWS
SOS: Social Sciences, History, Multiculturalism/Diversity	70	W

POLITICAL SCIENCE	pg	quarter
Crisis and Transformation in the U.S.:		
Political Economy, Social Movements, and Media	34	W
Culture and Violence	35	FW
Equality and the Constitution	39	F
Political Ecology of Land:		
Urban Planning, Property Rights, and Land Stewardship	58	FWS
Political Economy and Social Movements:		
Race, Class, and Gender	59	S
Reservation-Based, Community-Determined Program:		
Foundations for Sustainable Tribal Nations	79	FWS
Undergraduate Research in the Humanities	85	FWS
U.S. Foreign Policy and the Roots of Terrorism	75	S

PSYCHOLOGY	pg	quarter
Anthrozoology	25	W
The Art of Counseling	26	W
Bodies That Matter	30	FW
The Emerging Self	38	F
The Essential Ingredients of Intercultural Competence	39	S
Health and Human Development	42	FW
Madness and Creativity: The Psychological Link	48	FW
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Psychology and the Arts	61	S
Reality and Dreams: Seeing the Inner and the Outer	61	FW
Research Capstone in Psychology	63	S
So You Want to be a Psychologist	67	S
SOS: Community-Based Learning and Action at Evergreen	69	FW

QUEER STUDIES	pg	quarter
Eccentricities	37	F
The Emerging Self	38	F
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS

RELIGIOUS STUDIES	pg	quarter
China: Religion, Folklore, and Arts	33	FWS
The New Puritans:		
Studies of Anglo-American Social Conscience	55	FW

SOCIOLOGY	pg	quarter
Against All Odds: The African American Experience	24	S
The Art of Living Consciously	26	F
Bodies That Matter	30	FW
Change Agents: Creating Pathways in Uncertain Times	81	FWS
Crisis and Transformation in the U.S.:		
Political Economy, Social Movements, and Media	34	W
Political Economy and Social Movements:		
Race, Class, and Gender	59	S
Research Capstone in Psychology	63	S
Selves and Others: Representation and Performance	66	FWS
SOS: Social Work/Human Services Skill Sets	70	F
Walking to Santiago de Compostela	76	WS

SUSTAINABILITY STUDIES	pg	quarter
Ecological Agriculture: Healthy Soil, Healthy People	37	S
Ecological Agriculture: Crop Botany and Plant Genetics	37	F
Energy Systems and Climate Change	38	FW
Introduction to Environmental Studies	44	FW
Local Knowledge:		
Building Just and Sustainable Communities	47	FW
Political Ecology of Land:		
Urban Planning, Property Rights, and Land Stewardship	58	FWS
Practice of Organic Agriculture	60	S
Resource Rebels: Environmental Justice		
Movements Building Hope	63	FW
Science Seminar in Energy Systems and Climate Change	65	W
Shaping Place	66	FW
SOS: Community-Based Learning and Action	69	S
SOS: Community-Based Learning and Action at Evergreen	69	FW
Sustainable Work and Workplaces	73	S
Terror: Chocolate, Oysters, and Other Place-Flavored Foods	74	FWS

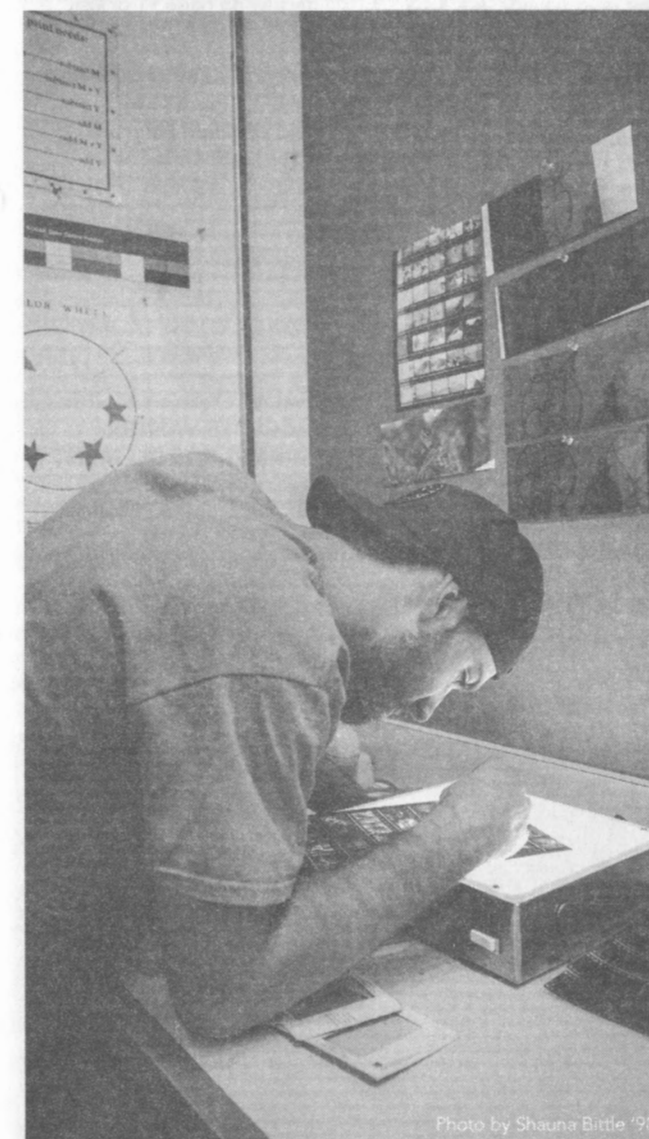


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THEATER	pg	quarter
The Business of Art: Earning a Living as an Artist	31	FW
Caliban and the Witch	32	F
China: Religion, Folklore, and Arts	33	FWS
Of Blood and Beauty: The Thought, Literature, and Art of German-Speaking Cultures	55	FWS
Selves and Others: Representation and Performance	66	FWS

VISUAL ARTS	pg	quarter
Art and Archive	25	F
The Business of Art: Earning a Living as an Artist	31	FW
China: Religion, Folklore, and Arts	33	FWS
Drawn from Life	36	S
Knowing the World through Thought, Sound, and Vision	45	FW
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
Painting in the 21st Century	56	S
Picturing Plants	57	S
Reality and Dreams: Seeing the Inner and the Outer	61	FW
River Reciprocity	64	F
Studio Projects: Material Gestures in a Shared Space	71	FWS
Thinking Through Craft	74	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS
Visualizing Microbial Seascapes:		
An Introduction to Animation and Marine Biology	76	FW

WRITING	pg	quarter
Art and Archive	25	F
"As Real as Rain": The Blues and American Culture	27	S
Beethoven, Blake, and the Sounds of Revolution	28	S
Botany: Plants and People	30	FW
Caliban and the Witch	32	F
Contemporary Native American Art in Cultural and Historical Contexts	34	F
Dangerous Reading: Readings in the History of Ideas	35	FW
Equality and the Constitution	39	F
Evolution and Ecology Across Latitudes	40	FWS
Field Ecology	41	S
Literary Arts Toolkit:		
Writing and Reading Contemporary Prose	47	WS
Mediaworks: Signifying Power and Difference on Screen(s)	51	FWS
The New Puritans:		
Studies of Anglo-American Social Conscience	55	FW
Plant Ecology and Physiology	58	W
The Postcolonial Novel	60	S
Selves and Others: Representation and Performance	66	FWS
Undergraduate Projects in Critical and Creative Practices	83	FWS

ZOOLOGY	pg	quarter
Advanced Research in Environmental Studies	82	FWS
Anthrozoology	25	W
Biodiversity Studies in Argentina	29	FW
Evolution and Ecology Across Latitudes	40	FWS
Field Ecology	41	S
Introduction to Environmental Studies	44	FW
Marine Life: Marine Organisms and Their Environments	49	WS

How to Read a Program Description

Because Evergreen's curriculum is so distinct, the college describes its academic offerings in unusual detail. Below is a sample of a typical program description. The annotations will help you interpret key information packed into the listings that follow. Check the entry in the online catalog for updated fees and special expenses, amount of required online learning and other details about these programs.

FIELDS OF STUDY

Indicates subject areas that correspond to traditional disciplines and subjects.

CLASS STANDING

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

PREREQUISITES

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

CREDITS

Number awarded per quarter. Fewer than 16 credits allow for other options, e.g., an internship or language course.

ENROLLMENT

Freshmen-only programs typically allow 18 students per faculty; Freshmen-Sophomore programs allow 20; All-level programs, 24; Intermediate and Upper Division programs, 25.

Bodies That Matter

Fall 2015 and Winter 2016 quarters

Fields of Study: Anthropology, biology, gender and women's studies, health, physiology, psychology and sociology

Class Standing: Freshman – Sophomore

Prerequisites: ...

Preparatory for studies and careers in psychology, biology, health sciences, anthropology, sociology, science, and technology studies.

Faculty: Carolyn Prouty, Laura Citrin and Rita Pougiales

Bodies are tangible; they have form and substance, a materiality that we can perceive, sense, and touch. Bodies, too, can sense and feel the world they inhabit, the heat of the sun, the pain of a thorn, the coolness of water, the slap of an insult, the jolt from a pleasant surprise. Bodies are organisms that grow, change, and die. It is within these bodies that we experience what we call a *life*. And yet, bodies are also signs; like a text, we learn to "read" (and misread) our body and the bodies of others. The color, size, age, and sex of a body (among other features) are computed to determine meaning and value. Some bodies matter in our cultural, political, historical field more than others; some bodies are prized and imitated.

The body, in its psychological, biological, and social realms, will be at the center of our study. We will investigate the knowledge we have created about the body and how that knowledge relates to broader cultural, historical, environmental, and political forces. Our study will integrate current research and scholarship from the fields of psychology, biology, anthropology, feminist epistemology and philosophy, public health, literature, and sociology. We will study introductory anatomy and physiology, the basics of how our bodies "work", in order to know something about the physical matter of which our bodies are comprised, and concepts in public health that help us to understand the contexts... (see page 30 for description)

Faculty signature not required.

Credits: 16

Enrollment: 60

Required Fees: \$20 per quarter for entrance fees.

Study Abroad: ...

A similar program is expected to be offered in...

PREPARATORY FOR...

Indicates future studies or careers for which this program might be a particularly useful step.

FACULTY

Learn more about the faculty on page 91 or visit evergreen.edu/faculty.

PROGRAM DESCRIPTION

Summarizes themes and activities. For more information, make an appointment with the faculty, ask for a copy of the syllabus, go to the Academic Fair or visit Academic Advising.

FACULTY SIGNATURE ACCEPTS WINTER/SPRING ENROLLMENT

Indicates whether faculty approval must be obtained before registering and other requirements for new students.

SPECIAL EXPENSES/FEES STUDY ABROAD

Expenses in addition to regular tuition and fees.

REMEMBER...

- ➔ Many programs are offered over two or three quarters. To maximize your learning experience, you should plan to stay with a program for its entire duration. If your program doesn't last all year, you should plan ahead of time for the other quarters.
- ➔ Have a back-up plan, just in case a program doesn't work well for you, or if it is already full when you try to register.
- ➔ For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.
- ➔ Some programs have extra expenses; contact financial aid early to make sure you are covered.
- ➔ Attend an Academic Fair, a quarterly gathering of faculty and students to share information on upcoming programs.

2015-16 Programs

Advanced Foundations for Successful and Sustainable Business

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Business and management

Class Standing: Junior – Senior

Prerequisites: Intermediate experience in accounting, finance (eight credits or equivalent), economics (four credits or equivalent), and entrepreneurship within a class or work setting, as well as knowledge up through the second year of high school algebra.

Preparatory for studies and careers in business and government, graduate schools in business administration or public administration.
Faculty: Zoe Van Schyndel and Glenn Landram

Students will develop the skills and insight needed to conduct and understand the relationship between business and society and how business practices such as innovation, sustainability, management, and leadership influence outcomes. Specific examples of sustainable and unsustainable business practices will be analyzed.

Work in this program will expand students' skills in accounting, finance, economics, and entrepreneurship and will provide foundational learning in basic leadership, ethics, corporate finance, financial statement and ratio analysis, and the concept of time value of money. Students will also cover forecasting, linear programming, decision analysis using tree diagrams, and queuing theory from the field of management science.

Through seminar texts, independent research, movies, speakers, field trips, business simulations, and student presentations, students will examine business and finance from a variety of viewpoints. Seminar texts include books representing innovation, management science, finance, statistics, marketing, ethics, management, and other disciplines. We will read Goldratt and Cox's *The Goal*, Scott Shane's *Illusions of Entrepreneurship*, and Malcolm Gladwell's *Outliers*.

During winter, students will work in small groups on formally proposed, extensive independent projects focusing on improving their research skills. They will be required to analyze and critique a compelling problem or issue focused on our primary themes of sustainable, successful businesses. The research includes a term paper and will conclude with a multimedia presentation of the student's findings to the rest of the program. In the spring, students will work in small groups on an exercise that simulates a real-world business.

Students leaving this program should be better equipped to work with financial data and procedures in the conduct of business and public policy. They should also be better prepared for the quantitative requirements in business and government.

Credits: 16

Enrollment: 50

Adventure Travel and Ecotourism: The Businesses and Their History

Fall 2015 quarter

Fields of Study: Business and management, environmental studies and history

Class Standing: Junior – Senior

Preparatory for studies and careers in adventure travel, ecotourism, history (environmental and cultural), business, environmental studies, cultural studies, and writing.

Faculty: Robert Smurr

This program will examine the history, development, and business policies of the adventure travel and ecotourism industries. The United States introduced this new sphere of tourism to the international community in 1969, when three American climbers created the world's first adventure travel company, Mountain Travel, which took eager clients to the Himalayas. This company, and the thousands that soon followed worldwide, tapped into many tourists' desire for more adventurous trips. Trekking, rafting, and climbing, most often in foreign countries, all became hallmarks of this new type of tourism. Exploring distinct cultures and diverse peoples in more natural settings, especially those far removed from cities, created an explosion of opportunities in the tourism business worldwide.

In addition to learning the history and economic power of these industries, we will also examine specific business models in the program. All students, for example, will create at least two plans: the first will be a dream adventure travel destination; the second will be a dream ecotourism destination. Since each student will be the "owner" of a new adventure travel or ecotourism business for a period of this program, dream trips will need to make economic sense. You will need to understand your client base, their income, their desires, and your company's special skills. Several guest speakers with long histories in adventure travel and ecotourism will give us added insight, as will numerous field trips.

Credits: 16

Enrollment: 25

Required Fees: \$300 for entrance fees, overnight field trips, and supplies.



Photo by Shauna Bittle '98.

African/American: Reading and Writing Tricksters

Winter 2016 quarter

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

Class Standing: Junior – Senior

Preparatory for studies and careers in humanities and teaching.

Faculty: Chico Herbison

"Interpreter, storyteller, and transformer, the trickster is a master of borders and exchange, injecting multiple perspectives to challenge all that is stultifying, stratified, bland, or prescriptive." Jeanne Rosier Smith, Writing Tricksters: Mythic Gambols in American Ethnic Literature

This program will explore the forms, functions, and social, cultural, and historical evolution of African-American tricksterism. We will investigate the ways in which 20th- and 21st-century African-American artists have served as tricksters within an age-old cultural tradition and, in the process, have helped develop one of the few aesthetics capable of addressing the multivalent, polycultural realities of life in the contemporary United States.

This program is designed for students seeking to study American culture in general, and African-American culture in particular. Our primary texts will include fiction by Toni Morrison and Percival Everett, the films of Spike Lee, the stand-up comedy of Richard Pryor and Dave Chappelle, the music of Tupac/2Pac/Makaveli, and the athletic and verbal wizardry of Muhammad Ali. These artists, among others, have employed their storytelling and other gifts consistently and powerfully to "shake things up, splinter the monologic, shatter the hierarchies...proliferate, disrupting tradition and mediating change" (Smith) and thus have challenged America to gaze beyond racial, gender, and other binaries.

Program activities will include lectures/presentations, workshops, film screenings, and two weekly seminars devoted to close readings of literature, music, and other texts. In addition to short weekly writing assignments, there will be a final project (most likely a research paper with an optional creative component). Field trips may include museum visits, off-campus films, and music venues.

Credits: 16

Enrollment: 25

Required Fees: \$50 for field trips



Photo by Shauna Bittle '98

Against All Odds: The African American Experience

Spring 2016 quarter

Fields of Study: African American studies, cultural studies, literature and sociology

Class Standing: Freshman – Senior

Preparatory for studies and careers in African American studies, cultural studies, teaching and education, and graduate-level studies in the humanities.

Faculty: Kabby Mitchell

How did Black women and men, of many different cultures and ages, succeed against all odds? How did they move from the master narrative to their own agency? Where did they find the insurmountable courage to deconstruct and reconstruct their lives? In this program, students will participate in an inquiry-based exploration of the resiliency, efficacy, and longevity of the lives and legacies of selected Black women and men from Ancient Egypt to present-day African Americans. Our exploration will use the lenses of Ancient Egyptian studies, African, African-American and Afro-Disaporic history, dance history, and popular culture to investigate these women's and men's lives with cultural contextualization.

Credits: 16

Enrollment: 24

Anthrozoology

Winter 2016 quarter

Fields of Study: Anthropology, biology, consciousness studies, cultural studies, philosophy of science, physiology, psychology and zoology

Class Standing: Freshman – Senior

Preparatory for studies and careers in biology, neuroscience, anthropology, animal welfare, and veterinary medicine.

Faculty: Michael Paros

Why do humans keep pets and at the same time raise animals for food? What are the psychological and moral complexities that characterize our relationships with animals? What is the impact of human-animal interactions on the health and well-being of people and animals? How do we assess the relative welfare of animals under a variety of circumstances? This program is an interdisciplinary study of human (anthro) and animal (zoo) interaction. This topic of inquiry will be used to study general biology, evolutionary biology, zoology, anthropology, and philosophy. Through field trips, guest speakers, reading, writing, and discussion, students will become familiar with the multiple and often paradoxical ways we relate to companion animals, animals for sport, zoo animals, wildlife, research animals, and food animals. We will use our collective experiences, along with science-based and value-based approaches, to critically examine the ever-changing role of animals in society.

We will begin the quarter by focusing on the process of animal domestication in different cultures from an evolutionary and historical perspective. Through the formal study of animal ethics, students will also become familiar with different philosophical positions on the use of animals. Physiology and neuroscience will be used to investigate the physical and mental lives of animals, while simultaneously exploring domestic animal behavior. Students will explore the biological basis and psychological aspects of the human-animal bond. They will then study the science of animal welfare and complete a final project in which they will apply their scientific and ethical knowledge to a controversial and contemporary animal welfare question. Students will finish the quarter with a multiple-day trip to University of British Columbia, where they will visit with faculty and students doing active research in animal welfare science.

Students will be expected to read primary literature in such diverse fields as animal science, ethology, neurobiology, sociobiology, anthropology, and philosophy. Student success in this program will depend on commitment to in-depth understanding of complex topics and an ability to combine empirical knowledge and philosophical reflection.

Faculty signature. Students need to contact the instructor by email and provide a short paragraph detailing their relevant academic preparedness in program topics.

Credits: 16

Enrollment: 24

Required Fees: \$100 for an overnight field trip to an animal welfare research center.

Art and Archive

Fall 2015 quarter

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

Class Standing: Junior – Senior

Prerequisites: Students must have successfully completed at least 2 quarters in an interdisciplinary arts and/or humanities program or its equivalent; this program will not include skill-based instruction, so students working on projects in these areas are expected to have prior college-level experience. Students must have upper division academic writing, reading and critical thinking skills.

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

Faculty: Julia Zay

We are living in the archive. The 21st century, age of the digital and of infinite information horizons, offers particularly fertile conditions for future artists, writers, curators, and educators to meet, collaborate, and reinvent their identities as cultural workers, memory agents, and experimental pedagogues. This program is designed to support students in the arts and humanities who are interested in forging a practice that combines creative and critical engagement with questions of memory, the writing of history, the document and the object, the history of exhibition and display, the gallery, museum, and archive.

We will investigate the ways that cultural institutions, including museums, ethnographic films, and documentary photography have written "official" histories; our own creative experiments will be directed toward critiquing and intervening in these visual narratives by working closely with archival materials. Our studios and laboratories will often be museums and archives; we will visit museums in Seattle and Portland, and we will spend time almost every week in a local archive, getting to know the Washington State Archives here in Olympia as artist-researchers.

This is an advanced program for students who are looking to develop their own research-based artistic practice and who want to pursue small-scale individual or collaborative projects within the context of a program structured around supporting that work through lecture/screenings, presentations, weekly writing workshop and project critique, and seminars on common readings. Students will plan independent work for the quarter under faculty guidance. Students will also share in leading class sessions that may include regular work-in-progress presentations, seminar facilitation, and other presentations of research related to program themes. Projects supported: critical/creative writing (we will do our best to blur the line between these), non-traditional writing for the moving image and performance, video and film, photography, and other visual arts.

Credits: 16

Enrollment: 25

Required Fees: \$180 for entrance fees and an overnight field trip.

The Art of Counseling

Winter 2016 quarter

Fields of Study: Consciousness studies, health and psychology

Class Standing: Junior – Senior

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

Faculty: Mukti Khanna

This upper-division program will focus on both theory and practice in the field of psychology related to counseling for individuals, groups, and communities. The program will also focus on applications of social justice multicultural counseling work in the mental health field through theoretical readings and case studies.

Students will study personality theory to understand the theoretical orientations that support counseling practice from psychodynamic, behavioral, humanistic, and transpersonal paradigms in psychology. Students will develop paraprofessional counseling skills based on peer counseling, energy psychology, and expressive arts therapy models of practice. Mindfulness and somatic practices will be explored in terms of developing presence as a counselor, therapeutic skills, and understanding interpersonal dynamics in counseling situations.

Modes of instruction will include seminars, counseling labs, workshops, assessments, and theoretical projects.

Credits: 16

Enrollment: 25

Required Fees: \$80 for expressive arts therapy supplies and tuition for Tai Ji workshop for developing focus and presence as a counselor and learning about East-West psychology.

The Art of Living Consciously

Fall 2015 quarter

Fields of Study: Aesthetics, consciousness studies and sociology

Class Standing: Freshman – Senior

Preparatory for studies and careers in sociology; consciousness studies, and aesthetics.

Faculty: Terry Setter, Cynthia Kennedy and Bill Arney

"The art of living" is an ancient concept, one that has always suggested that by being educated correctly one could come to live consciously and conscientiously, attentively, and with a sense of purpose. "Correct" education required both education of the mind and education of the body. One cultivated the mind through philosophical discussion with elders and masters who also prescribed appropriate practices for the body. This program will begin by contrasting "the art of living" and its characteristic effort to refine life by cutting away the unnecessary in favor of the Good, with modern life that constantly seeks to expand one's choices, options, and alternatives, all of which tend to distract our attention from our "true" purpose. Among other practices, we will study walking, reading, and writing: walking as political (e.g., protest marches), aesthetic (the "dandy"), and ascetic (pilgrimage) activity; reading not as information acquisition or entertainment but, as many religions do, as a practice of discernment of wisdom; writing not to express oneself or to find one's voice, but as a dedicated effort to find words to help one appreciate and understand embodied experience. We will explore questions about values in life as well as the writings of authors such as C.G. Jung, Ivan Illich, and Joanna Macy.

We will explore ways people have used resources and practices, personal to global, to craft richer, more meaningful lives. We will have weekly workshops in movement and somatic practices as well as an overnight retreat to build program cohesion and explore new skills. During the term, students will work collaboratively to create responses to our program materials. They will also conduct independent research on a topic of their choosing, related to the program content; this project will account for up to half of the awarded credit.

Credits: 16

Enrollment: 72

Required Fees: \$110 for an overnight field trip, tickets, and supplies.



Photo by Shauna Bittle '98.

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

Spring 2016 quarter

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

Class Standing: Junior – Senior

Preparatory for studies and careers in humanities and education.

Faculty: Chico Herbison and Andrew Buchman

"The blues is no joke. The blues is real as rain." David Ritz

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

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

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

Credits: 16

Enrollment: 50

Required Fees: \$250 for a three-day field trip to a blues festival.

Astronomy and Cosmologies

Spring 2016 quarter

Fields of Study: Astronomy, history, philosophy and physics

Class Standing: Sophomore – Senior

Prerequisites: Proficiency with algebra; strong reading and writing skills.

Preparatory for studies and careers in astronomy, physics, mythology, education, natural sciences, history, and philosophy of science.

Faculty: EJ Zita

Our goal in this program is to learn beginning to intermediate astronomy through lectures, discussions, interactive workshops, and observation using the naked eye, binoculars, and telescopes. We will learn about the evolution and structure of our universe and its celestial bodies. Students will build and take home astronomical tools such as spectrometers and position finders. Students will also research a topic of interest via observations and reading and share their research with classmates.

In our seminars, we will discuss the idea of cosmologies: how people across cultures and throughout history have understood, modeled, and ordered the universe they perceived. We will study creation stories and worldviews, from those of ancient peoples to modern astrophysicists. Students will meet in small teams for pre-seminar discussion and write essays and responses to the readings.

Students taking this program must be willing to work in teams and use computers for online assignments. They are invited to help organize an observation field trip to regions with clear skies.

Credits: 16

Enrollment: 25

Atoms, Molecules, and Reactions

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Chemistry and physics

Class Standing: Sophomore – Senior

Prerequisites: One year of college-level general chemistry, ability to work problems in integral and differential calculus, and at least one quarter of college-level physics.

Preparatory for studies and careers in chemistry, chemical engineering, engineering, chemical physics, physics, medicine, biochemistry, and teaching.

Faculty: Rebecca Sunderman

This is a yearlong, upper-division science program in the field of chemistry. In previous chemistry work, you learned what the atomic orbital shapes were. In this program, you will explore how we know their shape. In previous chemistry work, you learned what a conductor was. In this program, you will examine the solid-state structural characteristics that indicate a material is a potential conductor. You will explore the "But why?" of chemistry by examining topics in thermodynamics, quantum mechanics, kinetics, advanced inorganic chemistry, and materials chemistry. Many of the topics require a strong mathematical foundation and comfort with calculus applications. Application of upper-division linear algebra and differential equations will be taught in conjunction with the chemistry content of this program.

Lectures, workshops, labs, group projects, seminars, homework, essays, field trips, and community interaction events will all be utilized to study the laws of thermodynamics, enthalpy, entropy, chemical potential, phase diagrams, Gibbs free energy, reaction spontaneity, solid-state structure, bonding theories, point group symmetry, applications of symmetry, transition metal complexes, materials synthesis, electronic and magnetic properties of materials, Maxwell relations, the Schrodinger equation, atomic and molecular energy levels, electronic structure of atoms and molecules, spectroscopy, unimolecular kinetics, biomolecular kinetics, and current kinetic theories. Advanced laboratory work will take place each quarter and includes three main focuses: instrumentation, experimental design and research, and structured experimentation work. Additional focus on scientific writing, scientific ethics, and societal issues connected to science will be incorporated throughout the year.

Accepts winter and spring enrollment with signature.

In addition to meeting the prerequisites for the general AMR program, students joining in the winter and spring must meet with Rebecca Sunderman to determine if they are prepared to join a continuing program as content from fall and winter will continue to be utilized.

Credits: 16

Enrollment: 25

Required Fees: \$50 in fall, \$40 in winter, and \$30 in spring for symposium registration and entrance fees.

A similar program is expected to be offered in 2017-2018.

Beethoven, Blake, and the Sounds of Revolution

Spring 2016 quarter

Fields of Study: Literature, music and writing

Class Standing: Sophomore – Senior

Preparatory for studies and careers in literature, poetics, performance, writing, and music.

Faculty: Leonard Schwartz and Andrea Gullickson

Ideas matter. Words and music are powerful; they can profoundly alter how we view ourselves, everything outside ourselves, and the intersection of the two. What can the works of composer Ludwig van Beethoven and poet William Blake teach us about the power of imagination and the possibilities of human freedom? Through close listening and reading, we will study the textures of their work in the context of the 19th century, as well as consider several of their late 19th-century inheritors and 20th-century transformers and critics: in poetry, the experimental formalism of Gertrude Stein and Louis Zukofsky ("upper level music, lower level speech"); and in music, the compositions of Richard Wagner, Gustav Mahler, and Arnold Schoenberg. Other readings will include Nietzsche's *The Birth of Tragedy Out of The Spirit of Music*, Georg Buchner's *Lenz*, and Adalbert Stifter's *Rock Crystal*, as well as essays by Maynard Solomon, Richard Taruskin, Edward Said, and Theodore Adorno. Particular works of Beethoven to be considered are the *9th Symphony* and the opera *Fidelio*, as well as Blake's "The Marriage of Heaven and Hell."

Credits: 16

Enrollment: 50

Required Fees: \$50 for entrance fees.

Beyond the Binary in Science and the Arts

Fall 2015 quarter

Fields of Study: American studies, biology, cultural studies and gender and women's studies

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in biology, evolutionary biology, the humanities, and environmental studies.

Faculty: Chico Herbison and Amy Cook

This program will explore issues of identity and our tendency to see the world in binary (that is, "either/or") terms. We all rely, in varying degrees, on certain categories and labels to help us understand ourselves and our environment. What if those categories blurred or merged and we began to see plants, animals, and people in "and/both" terms rather than "either/or" fashion? What does it mean to be "black and white" or "male and female" or "human and machine"? One of the goals of this program is to expose flaws in binary forms of thinking and analysis and, in the process, help students question the very foundations of what is considered normal in our world.

The sciences, the arts, and popular culture will be our primary investigative tools. Topics for exploration will include race, biology, and genetics; the fusion of human and machine (cyborgs, artificial intelligence, implants, and prostheses); diversity, gender, and sexuality in nature (for example, marine invertebrates that have both male and female sex organs or transgender expression among hummingbirds); how mixed-race and transgender identities help challenge the mythologies of race and gender; and what cinematic representations of vampires, monsters, and aliens can teach us about the meanings of "human" and other topics.

Our learning goals will include development of analytical/critical thinking, reading, and writing skills; communication skills; and the ability to work across disciplines and differences. Weekly activities will include lectures/presentations, labs, workshops, film screenings, and seminars. Students will be required to submit weekly lab reports and seminar assignments, maintain an Identity Journal, and produce and present a final project.

Credits: 16

Enrollment: 40



Photo by Shauna Bittle '98.

Biodiversity Studies in Argentina

Fall 2015 and Winter 2016 quarters

Fields of Study: Biology, botany, ecology, environmental studies, field studies, language studies, marine science, natural history, study abroad and zoology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in field biology, conservation, and Latin American studies.

Faculty: Erik Thuesen

In the 19th century, well-known European scientists such as Darwin, d'Orbigny, and Bonpland traveled in Argentina and brought their knowledge of the flora and fauna back to Europe. The marine, desert, and alpine environments of the Southern Cone harbor flora and fauna are very different from similar environments in North America. In this two-quarter program, we will carry out intensive natural history studies of the unique organisms and ecosystems of Argentina, focusing on those of Patagonia. After an introductory week in Olympia at the start of fall quarter, the study-abroad portion of the program will commence with a four-week intensive study of Spanish language in Buenos Aires, which will prepare us for our travels and studies in Argentina during fall and winter quarters.

We will read primary literature articles related to the biodiversity of Argentina, and each student will be responsible for presenting different topics during weekly seminars. We will begin to study the flora and fauna of the Southern Cone through preliminary readings, lectures, and classwork in Buenos Aires. We will take a short trip to the subtropical province of Misiones, then move to the coastal and mountain regions of Patagonia where we will study the area's natural history, beginning with field studies on the Atlantic coast, and then moving to the Andean Lakes District, taking advantage of the progressively warmer weather of the austral spring. Students will conduct formal field exercises and keep field notebooks detailing their work and observations.

During winter quarter (summer in the Southern Hemisphere), students will reinforce their language skills with two weeks of intensive Spanish studies in Patagonia, examine montane habitats, and then work in small groups on focused projects examining topics of biodiversity. It will be possible to conduct more focused studies on specific ecosystems or organisms, including those of southern parts of Patagonia. Clear project goals, reading lists, timelines, etc., will be developed during fall quarter in order to ensure successful projects in winter quarter. Examples of individual/small group projects include comparisons of plant/animal biodiversity between coastal, desert, and alpine zones; comparative studies on the impacts of ecotourism activities on biodiversity; and examining community composition of intertidal habitats along a gradient from north to south, among others.

Faculty signature. Students must complete an application survey available from the faculty. Applications received by the Academic Fair, May 13, 2015, will be given priority. Qualified students will be accepted until the program fills. This program does not accept winter enrollment.

Credits: 16

Enrollment: 20

Study Abroad: The student fee for this program is \$5,850.

This covers most lodging, 50% of food, and most in-country transportation. The student fee does not cover airfare, short-distance local transportation, and lodging/food/travel/homestay during breaks and 4 weeks while students are conducting projects. These additional costs are approximately \$3,100. The total estimated cost is \$8,950. Because of the low cost of living in Latin America, the costs of participating in this program will be roughly the same as living in Olympia. A nonrefundable deposit of \$600 is due by August 1, 2015. Final payment deadline is September 10, 2015. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifforne at clifforne@evergreen.edu.

Biogeochemistry: Microbes, Rocks, and Soils

Spring 2016 quarter

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

Class Standing: Sophomore – Senior

Prerequisites: Previous college-level study required in geology (one quarter), mathematics (one quarter), chemistry (one year) and biology with a molecular emphasis (one year).

Preparatory for studies and careers in geology, chemistry, microbiology, molecular biology, biochemistry, environmental analysis, and environmental fieldwork.

Faculty: Andrew Brabban and Abir Biswas

This upper-division science program will examine the interplay between the biological and chemical processes of the Earth's hydrosphere and lithosphere. Many environmental processes occur as a result of specific microbial processes that are intrinsically controlled by the substrate (geology) and the geochemical parameters (redox, pH), making these studies inherently interdisciplinary.

Over the quarter, we will investigate biotic and abiotic controls on the cycling of important elements (specifically key biological and chemical elements of carbon, nitrogen, iron, etc., and elements we often consider toxic such as arsenic and heavy metals) in both "pristine" and polluted systems, and in aerobic to anaerobic systems. Students will cover topics in environmental microbiology examining the roles microorganisms play in the environment, their metabolism, and the broad diversity of the ecosystems they occupy. Likewise, students will cover topics in geochemistry and geobiology examining the role of microbes in element cycling at the Earth's surface. Laboratory work will focus on both classical microbiological methods, as well as newer biochemical and molecular procedures to determine the biodiversity of soil and water samples and the activity of specific organisms within an ecosystem. In addition, students will learn field sampling techniques, collect soil and/or water samples in the field during day trips, and conduct relevant geochemical analyses in the laboratory to elucidate element cycles. Weekly seminars and student presentations discussing recent research from the primary literature will be important components of the program.

Credits: 16

Enrollment: 50

Bodies That Matter

Fall 2015 and Winter 2016 quarters

Fields of Study: Anthropology, biology, gender and women's studies, health, physiology, psychology and sociology

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in psychology, biology, health sciences, anthropology, sociology, science, and technology studies.

Faculty: Carolyn Prouty, Laura Citrin and Rita Pougiales

Bodies are tangible; they have form and substance, a materiality that we can perceive, sense, and touch. Bodies, too, can sense and feel the world they inhabit, the heat of the sun, the pain of a thorn, the coolness of water, the slap of an insult, the jolt from a pleasant surprise. Bodies are organisms that grow, change, and die. It is within these bodies that we experience what we call a *life*. And yet, bodies are also signs; like a text, we learn to read (and misread) our body and the bodies of others. The color, size, age, and sex of a body (among other features) are computed to determine meaning and value. Some bodies matter in our cultural, political, historical field more than others; some bodies are prized and imitated.

The body, in its psychological, biological, and social realms, will be at the center of our study. We will investigate the knowledge we have created about the body and how that knowledge relates to broader cultural, historical, environmental, and political forces. Our study will integrate current research and scholarship from the fields of psychology, biology, anthropology, feminist epistemology and philosophy, public health, literature, and sociology. We will study introductory anatomy and physiology, the basics of how our bodies work, in order to know something about the physical matter of which our bodies are comprised, and concepts in public health that help us to understand the contexts which determine health and illness. Our work in social psychology will examine the everyday interplay between embodied individuals and the social world in which we live, move, think, emote, and act. Through anthropological, sociological, and feminist lenses, we will examine the history, institutions, and cultural beliefs that shape how and why bodies are judged to be healthy or sick, normal or abnormal, beautiful or ugly, virtuous or deviant, powerful or weak.

In this lower-division program for freshmen and sophomores, we will pay special attention to nurturing intellectual skills and sensibilities. In particular, we will help students learn to listen and observe attentively, do close and critical reading with challenging texts, contribute clear and well developed writing, make relevant contributions to seminar discussions, and acquire research and laboratory skills in biology, social psychology, and anthropology.

Credits: 16

Enrollment: 60

Required Fees: \$20 per quarter for entrance fees.

Botany: Plants and People

Fall 2015 and Winter 2016 quarters

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

Class Standing: Freshman – Senior

Preparatory for studies and careers in conservation, ecological agriculture, ecological restoration, forestry, natural resource management, plant ecology, and plant taxonomy.

Faculty: Frederica Bowcutt

This program focuses on people's relationships with plants for food, fiber, medicine, and aesthetics. Students will study economic botany through seminar texts, film, and lectures that examine agriculture, forestry, herbology, and horticulture. They will examine political economic factors that shape our relations with plants. Through economic and historical lenses, the learning community will inquire about why people have favored some plants and not others or radically changed their preferences, such as considering a former cash crop to be a weed. In our readings, we will examine the significant roles botany and natural history have played in colonialism, imperialism, and globalization. Initiatives to foster more socially just and environmentally sustainable relations with plants will be investigated.

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

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

Credits: 16

Enrollment: 24

Required Fees: \$15 in fall for herbology workshop; \$30 in winter for entrance fees and other supplies.

The Business of Art: Earning a Living as an Artist

Fall 2015 and Winter 2016 quarters

Fields of Study: Business and management, economics, music, theater and visual arts

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in business, finance, economics, nonprofit and arts management, performing arts, visual arts.

Faculty: Andrew Buchman and John Filmer

This program is designed for business and arts students with a strong interest in making a living as an entrepreneur, operating in the nonprofit art world, or making a career in creative industries, and bridging the conventional gaps between creativity, business sense, and social engagement. An artist or entrepreneur who understands the principles of a well-run organization and can deal effectively with management issues like economics, finance, business planning, marketing, negotiating contracts, legal issues such as free speech and fair use, applying for grants, and strategic planning, we'll find, is likely to gain more artistic and professional freedom. For-profit and nonprofit organizations are different, and we want to make sure students gain knowledge of the vast range of ways they can make a living in and around the arts. By examining art, music, and theatre worlds, we will discover structures that help foster vibrant artistic communities, but also basic business and entrepreneurship principles applicable in many other contexts, including the entertainment and media industries. We'll meet business and nonprofit leaders (often artists themselves) who bring artists and art lovers together. We'll cover concepts in economics, gain critical reasoning skills, and learn about entrepreneurship, how to start a business, and management as a profession. We'll cover topics like strategic planning, tax and copyright law, prices and markets, promotion and marketing,

budgeting, fundraising, job-hunting using social media, and working with employees, customers, and boards of trustees.

Activities in the program will include options for related independent creative work and research on working artists, workshops on how to create and read complex spreadsheets and budgets, career counseling, and a rich mix of critical and creative projects, including a series of visits to local arts organizations and with Evergreen alumni active in many creative endeavors, followed by further research, analysis, and critiques. Each quarter's work will include an optional week of travel and study to a big city in the United States: to New York City during the fall and Los Angeles during the winter. Students unable to travel can pursue related fieldwork in the Pacific Northwest. By the end of the program we expect you to have developed practical skills in financial literacy and career-building, be able to think creatively about ways to connect your own artistic and wage-earning work lives, have an impact on organizations in communities you care about, acquire firsthand knowledge of a diversity of successful arts initiatives, and communicate effectively in the languages of business and nonprofit administration.

Accepts winter enrollment. We welcome new students, and will start with some review of fall work. Please read all of *The Profitable Artist* (on reserve at the library and for sale at the bookstore), to help you catch up with our work from the fall.

Credits: 16

Enrollment: 40

Required Fees: \$1,500 in fall and \$1,400 in winter, for travel to New York City (fall) and Los Angeles (winter), for a total of \$2,900. The trips are optional, and local fieldwork may be substituted.

Internship Possibilities: Students are welcome to arrange internships during spring quarter, and must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising. **A similar program is expected to be offered in 2017-18.**



Photo by Shauna Bittle '98

Caliban and the Witch

Fall 2015 quarter

Fields of Study: Cultural studies, gender and women's studies, literature, theater and writing

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in graduate study in the humanities, writing, and theater.

Faculty: Miranda Mellis, Elizabeth Williamson and Peter Bohmer

How can monsters and witches, figured so closely in relation to animals both in being endangered and dangerous, help us think about climate change, the sixth great extinction we are currently undergoing, transition, transformation, and adaptation? How might these—monsters, witches, and climate change—be tied to social movements, political economy, and social change?

This intensive literature, creative writing, and political economy program will take up the above questions and others. Students in this program will learn to read, think, and discourse analytically and will develop creative and critical writing and research skills through the study of contemporary and historical relationships between climate change, inequality, and capitalism. We'll learn about the changes in the global political economy from the Middle Ages to the present and its implications for daily life. Pivotal concepts will be introduced to analyze the past, the present and possible futures through literary and economic lenses.

Shakespeare's *The Tempest*—whose anti-hero, Caliban, has become a symbol of resistance to colonization—will form a core text. The program title is taken from Silvia Federici's study *Caliban and the Witch*, an illuminating analysis of the movements and peoples who had to be suppressed in order to build the foundations of modern capitalism.

Using these two texts as our focal points, students will be introduced to key concepts in Marxist, feminist, economic, and post-colonial theory as well as experimental approaches to contemporary storytelling, including feminist and post-colonial appropriations. Students will be invited to re-think the political-economic underpinnings of inherited conceptions of space and knowledge. We'll also consider the dominant role that storms, droughts, shipwrecks, and other disasters have played in canonical and contemporary art, and participate, along with a consortium of other programs in sciences and humanities, in shared curriculum focused on climate change.

Credits: 16

Enrollment: 60



Photo by Shaun

Change Agents: Creating Pathways in Uncertain Times (Tacoma Program)

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Biology, community studies, cultural studies, environmental studies, government, law and public policy, literature, mathematics, political economy and sociology

Class Standing: Junior – Senior

See page 81 for program description and more information.

Chemistry Counts!

Spring 2016 quarter

Fields of Study: Chemistry

Class Standing: Freshman – Senior

Preparatory for studies and careers in general chemistry, environmental sciences, and natural sciences.

Faculty: Dharshi Bopegedera

This program will explore topics in chemistry at the introductory level. It is designed for students who are eager to gain an understanding of chemistry so that they can pursue further studies at the general chemistry level and for those seeking to broaden their liberal arts education. Program activities will include lectures, workshops, and laboratory experiments.

We will begin the study of introductory chemistry by exploring the structure of the atom and the nature of the chemical bond and proceed towards an understanding of molecular geometry. This will lead us to discussions of the periodic table, chemical reactions, mole concepts, and stoichiometry. In the laboratory, we will develop bench skills and lab techniques. In particular, we will focus on measurements, preparing solutions, titrations, and spectroscopy while learning how to use spreadsheet software for data collection and analysis. In chemistry workshops, students will work in small groups to solve problems that further their understanding of the topics covered in lectures. Collaborative learning will be expected and emphasized although students will be responsible for their individual work.

Students will have the opportunity to do an independent project to demonstrate their understanding of chemistry by developing a hands-on lab activity to teach chemistry and math concepts to middle school children. Students will present these activities at the annual Evergreen Science Carnival.

Credits: 16

Enrollment: 25

China: Religion, Folklore, and Arts

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Cultural studies, language studies, religious studies, study abroad, theater and visual arts

Class Standing: Freshman – Senior

Preparatory for studies and careers in cultural studies, Chinese studies, religious studies, folklore, theatre, and visual arts.

Faculty: Rose Jang

With China's emergence as one of the world's leading political players and economic powerhouses within the last four decades, there has been increasing international attention and news coverage on current Chinese political and economic developments. Today's China, under a new generation of leadership ushering in many unprecedented reform programs, remains an enigma for most Westerners. The program aims to unravel part of that mystery through study of China's cultural roots and ideological foundations. We will dig the roots of Chinese culture by probing into Chinese religion and folklore and examining several different forms of Chinese artistic activities, including performing arts, visual arts, and arts of self-cultivation.

In fall quarter, we will study the religions and folk culture of China. We will examine the formal histories and primary tenets of Chinese "Three Teachings": Confucianism, Daoism, and Buddhism. Mythology, fairy tales, and fantasies, transmitted either orally or in written texts, will also inform our study as symbolic expressions of spiritual forces and religious aspirations within the cultural psyche. The combined energy of official and popular religions, spiritual and "superstitious" practices, folk and secular activities, with their literary and visual manifestations, has affected Chinese society and political structure over centuries. By reading translated texts and viewing different religious and cultural activities on film, we will try to discover and dissect the interlocked relationships between religion, spirituality, philosophy, and folk culture in the Chinese contexts.

In winter quarter, we will focus on the arts of China, both traditional and modern. Chinese arts have long been a necessary vessel for the outpouring of spiritual and folk energy from all facets of Chinese life and society. We will read Chinese literature and drama that grew from the repertoire of popular stories, study Chinese theatre as a continuation of Chinese storytelling and acrobatic traditions, and delve into the spiritual core of Chinese visual arts. Students will read texts as well as engage in movement workshops and artistic experiments which connect cultural studies with practical, hands-on exercises.

In spring quarter, the faculty will take interested students to China. These students will study Chinese performing arts in one of the most prestigious theatre schools in Beijing for four weeks, and spend two more weeks traveling to the south to continue exploring Chinese culture with a focus on religion, spirituality, and folk culture. Students who do not go to China will conduct independent research projects on Evergreen's campus.

A Chinese language class will be embedded within the program. Students traveling to China will continue to study Chinese language at the institutions we will visit and through daily functions and encounters, which will provide incentives and opportunities for further language study.

Credits: 16

Enrollment: 24

Study Abroad: Students have the opportunity to travel to China for six weeks during spring quarter; approximately \$5,000. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

Required Fees: \$40 in winter and spring for admission to museums and performances.

Computer Science Foundations

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Computer science and mathematics

Class Standing: Freshman – Senior

Prerequisites: High school algebra II

Preparatory for studies and careers in computer science, education, and mathematics.

Faculty: Neal Nelson, Sheryl Shulman and Richard Weiss

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

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

We will explore these themes throughout the year through lectures, programming labs, workshops, and seminars.

Accepts winter and spring enrollment with faculty signature.

Students must have completed coursework equivalent to the program's previous quarter(s). In the winter quarter, students must have completed the equivalent of at least one quarter of computer programming and must demonstrate strong mathematical skills in precalculus or calculus. In the spring, students must have completed coursework in discrete mathematics, computer programming, and digital logic or computer organization. Contact the faculty at the Academic Fair or email faculty member Sheryl Shulman (sherri@evergreen.edu).

Credits: 16

Enrollment: 50

Contemporary Native American Art in Cultural and Historical Contexts

Fall 2015 quarter

Fields of Study: Native American studies, aesthetics, art history, history and writing

Class Standing: Sophomore – Senior

Preparatory for studies and careers in Native American art history, Indigenous art criticism, museum education, and curatorial studies with a special focus on institutions with Indigenous art collections or an interest in building collections in Contemporary Native American Art, Native American history, and cultural studies with a particular emphasis on preparing students to do graduate work. Also designed to serve the needs of emerging Indigenous artists who wish to gain an understanding of a number of the theories and paradigms that have shaped the work of Indigenous artists over the last 55 years.

Faculty: Frances V. Rains and Gail Tremblay

This program will examine the work of Indigenous artists in North America who have helped define the Contemporary Native American Art movement since the 1960s and will trace the movement's evolution through 2015. Beginning with an examination of works by seminal artists like Alan Houser, Oscar Howe, Fritz Scholder, and Helen Hardin, who transformed American Indian art, students will explore the way that these artists and the Indigenous artists who came after them became an innovative force that redefined the place of American Indian/First Nations artists in the global art world. We will analyze the way these various generations of artists have created movements in the Americas that have challenged anthropological and colonial paradigms that define aesthetically exquisite objects made by Indigenous peoples as artifacts to be studied in an ethnographic context rather than as works of fine art. We will look at the way the art/craft divide in European and American settler art discourse has affected the way Indigenous art has been defined. Through detailed analyses, students will critically reflect on not only the aesthetic principles inherent in Indigenous artwork, but also on the historical and cultural contexts which inform the artists of the Contemporary Native American Art movement. Finally, students will learn how to look at, interpret, understand, and write about the works of contemporary Indigenous artists in the U.S. and Canada.

Credits: 16

Enrollment: 50

Required Fees: \$275 for entrance fees and supplies.

Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media

Winter 2016 quarter

Fields of Study: Communications, history, media studies, political economy, political science and sociology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in history, the social sciences, media, teaching, and informed citizenship.

Faculty: Jeanne Hahn and Paul McMillin

While crises are often seen as rough times, unexpectedly and temporarily interrupting what is taken as normal, we will study them as aspects of fundamental change and restructuring resulting in opportunities for some and reversals for others, often setting in motion a new political-economic trajectory.

For many, the economic and political crisis of the past decade was their first experience with a relatively sudden and severe economic downturn in which political priorities are restructured and outcomes uncertain. Similarly, for many, Occupy was their first experience of a mass opposition movement. These were not new phenomena in the United States. We will place our current crisis in historical and theoretical context through the examination of four periods of political-economic crisis and transformation, focusing on political economy, social movements, and the media. Two are well known: our current crisis and the deep depression that bridged the close of World War I to the opening of World War II. Another largely forgotten period is the Great Depression of the late 19th century, out of which emerged a modern industrialized United States. Additionally, we will investigate the first crisis, spanning the end of the Revolutionary War through the ratification of the Constitution. Each period was characterized by economic crisis and social upheaval, ultimately resulting in a transformation of U.S. capitalism.

The crisis of U.S. journalism and the media with their growing potential to reach a large population will be placed in historical and theoretical context. We will study the way critical junctures in the evolution of the media (the advent of the newspaper, telegraph, radio, and Internet) coincided with the major crises of capitalism, how and when the media served the interests of the powerful, and how and when the media served the interests of social movements.

Credits: 16

Enrollment: 50

Culture and Violence

Fall 2015 and Winter 2016 quarters

Fields of Study: Cultural studies, international studies, literature and political science

Class Standing: Freshman – Senior

Preparatory for studies and careers in international politics, Latin American studies, Middle East studies, cultural politics, and literature.

Faculty: Steven Niva and Catalina Ocampo

Periods of war and violence are also periods of immense cultural production. Those who engage in war and violence often draw upon and rearrange existing cultures and forms; at other times, they invent new cultural traditions and forms to legitimate and facilitate their actions. At the same time, others draw upon resources in the existing culture or invent new cultural forms to respond to, contest, and resist war and violence. If war and violence can be made through culture, they can also be unmade through cultural practices.

This two-quarter program will examine the production of culture in a variety of wars and violent contexts drawn largely from the Middle East and Latin America in the 20th and 21st centuries. Utilizing theoretical perspectives and methods from political science, cultural studies, and literature, we will examine questions such as: What forms does violence take? What cultural forms facilitate violence? What cultural forms are produced by violence? What cultural forms can respond to or resist war and violence? We will examine diverse types of war and violence in the modern period, from interstate war to new forms of warfare and violence. We will focus on case studies of insurgency, civil war, counterinsurgency, and the "drug wars" in places such as Guatemala, Colombia, and Mexico, as well as the U.S. invasion and occupation of Iraq and forms of violence in Israel-Palestine and Lebanon. In all of these cases, we will study representations of violence in literature and art, as well as cultural production and resistance by artists observing and responding to violence. For example, we will look at how a mayor used performance to lower rates of urban violence in Bogotá, Colombia, how an Iraqi performance artist used his body to question war, and how a rebel-poet in Chiapas, Mexico, has led a revolution of indigenous peasants largely through literary production.

The primary learning goals of the program include obtaining a thorough knowledge of cases of war and violence in the present period; furthering an understanding of cultural production in Latin America and the Middle East; and developing skills in literary and artistic interpretation, critical thinking, analytical and creative writing, and cross-cultural communication.

The program will explore the meaning and practice of violence through a variety of formats and media, including novels and testimonies, films and video, and historical and analytical texts. Exercises and assignments will include class presentations, role-plays, writing workshops, and analytical papers. The program's objective is to push us to think more deeply about how violence can transform cultures and how cultural production can be mobilized to disrupt cycles of violence. The program will provide a stimulating context for political and intellectual dialogue and guidance on writing, research methods, Internet research, and approaches to challenging texts and ideas.

Credits: 16

Enrollment: 48

Dangerous Reading: Readings in the History of Ideas

Fall 2015 and Winter 2016 quarters

Fields of Study: History, literature, philosophy and writing

Class Standing: Freshman

Preparatory for studies and careers in any field that demands high-level skills in reading and writing; careers in the humanities, and writing.

Faculty: Stacey Davis and Leonard Schwartz

What does it mean to read? How does reading shape one's identity, and how does identity shape how one reads, and what one finds in those books? In this two-quarter program, we will examine the intertwined developments of poetry and history, and the implications of those histories for a theory of reading. What is the function of the poem, how is it to be heard or read, and how do its metaphors and syntax shape the very way a people or person might think and feel? What is the traditional role of the historian, and how do historians produce texts that authorize their own truth? How do historical and poetical works, and the various epistemological claims made in their name, interact in the contemporary moment? What is the role of translation in the dissemination of literary texts and shaping of the historical imagination?

In the past, reading was deadly serious business. In this program, we'll explore the relationship between illuminated manuscripts, medieval devotion, and power; how the advent of printed reading rocked Europe and sparked 100 years of war in the 16th century; links between political cartoons, scandalous pamphlets, and the terror of the French Revolution; the ways in which readers in the Romantic age fashioned a notion of themselves and their visions of a good life through their readings; and how the advent of post-structuralism in the 20th century has exploded the way we think of reading today.

From Homer and Thucydides forward, there has been a competition between poetry and history over the right way to read and remember. Readings will include Thucydides' *The Peloponnesian Wars*, Homer's *The Iliad*, Sappho's *Poems*, Plato's *The Republic*, and St. Augustine's *Confessions*. We will also consider sections of Dante's *Divine Comedy*, Montaigne's *Essays*, and Jean-Jacques Rousseau's *Reveries of a Solitary Walker*, as well as, crucially, Marcel Proust's *Swann's Way*. We'll delve into the cultural history of reading through texts such as Robert Darnton's *The Great Cat Massacre* and Dena Goodman's *Marie Antoinette: Writings on the Body of A Queen*. Contemporary writers and texts to be considered in light of the double imperatives of history and poetry include Marguerite Duras' *The War*, Alice Notley's *The Descent of Alette*, and Roberto Calasso's *The Marriage of Cadmus and Harmony*.

Student activities will focus on reading, writing, and seminar participation.

Credits: 16

Enrollment: 36



Photo by Shauna Bittle '98.

Diversity and Multiculturalism: Historical and Contemporary Perspectives

Fall 2015 quarter

Fields of Study: American studies, history and political economy

Class Standing: Junior – Senior

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

Faculty: Michael Vavrus

What is it about diversity per se that creates social divisions within a society? What diversity topics in particular create passionate opinions across the political spectrum? How can we explain these varying worldviews so that we come away with a deeper and fuller understanding of why these debates endure? What is it about diversity and multiculturalism that can elicit such strong emotions, so much so that diversity as a concept can have varying effects on the social and economic well-being of individuals and groups? These are among the questions explored in this program.

This fast-paced program provides an overview of contemporary diversity issues that manifest in contentious debates in countless settings around the world. The primary focus is on the United States, with examples of the effects of these issues for school-age children on their life opportunities and economic well-being. This survey uses history and political economy to find patterns and connections from the past to the present, including how multiculturalism has its roots in contested diversity. This further requires an inquiry into different worldviews or ideologies.

Through texts, films, lectures, seminars, and contemporary news accounts, students will engage in *critical pedagogy*. Critical pedagogy serves as a teaching-learning approach that can help us look beneath common-sense explanations for differences. Among the topics considered are skin-color consciousness and racial colorblindness; the impact of racial and ethnic identification; what constitutes a crime and just punishment; analysis of economic class in interaction with culture; immigrant and indigenous experiences; and patriarchy and its intersections with gender, sexuality, and religion.

Through frequent writing assignments and speaking opportunities, students can expect to leave this program with a deeper understanding of the roots and implications of some of the major social issues regarding diversity and multiculturalism in the 21st century.

Credits: 16

Enrollment: 25

Required Fees: \$20 for museum entrance and guided tour fee.

Drawn from Life

Spring 2016 quarter

Fields of Study: Art history, literature and visual arts

Class Standing: Freshman

Prerequisites: College-level writing skills.

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

Faculty: Bob Haft

This is an introductory program for students who don't consider themselves artists but who wish to explore the visual arts and what it means to be an artist. It includes a component on art history, a hands-on studio arts component, reading fiction and nonfiction about the theory and practice of art, and learning to write about art. The studio component for the first half of the quarter will be devoted to the study of drawing the human figure; the last five weeks will be devoted to black-and-white film photography. Some of the main objectives of this program are instilling a basic knowledge of the history of Western art, the development of students' skills in two-dimensional image making by learning disciplined work habits in the art studios, visual thinking, and adapting a working vocabulary for talking and writing intelligently about art. Expanding students' visual literacy will be emphasized along with the study of traditional studio techniques. Reading materials and films have been selected to initiate class discussion and encourage an ongoing dialogue on topics related to aesthetics and art history. Our seminar texts are a combination of nonfiction works dealing with aesthetics and the practices both of making and viewing art, and novels which attempt to portray the lives of artists. In addition, practicing artists will come and talk about their lives, especially in terms of their daily activities and their decisions to become artists.

Credits: 16

Enrollment: 23

Required Fees: \$105 for museum admission, photography supplies.

Eccentricities

Fall 2015 quarter

Fields of Study: Literature and queer studies

Class Standing: Junior – Senior

Prerequisites: So many short college essays under your belt that you are eager to write longer and more complex essays; passion for literature; a sense of humor, including a love of parody; readiness to read about other people's genders and sexualities (with a chance, but no guarantee, that your own will be represented).

Preparatory for studies and careers in critical and creative writing and gender and sexuality studies with a focus on literature and queer theory. This program is also preparatory for Literary Arts Toolkit (page 47) offered winter and spring quarters.

Faculty: Greg Mullins

For a quarter century, queer theory has challenged the stultifying and tedious impositions of sexual conformity. Little wonder that literature departments provide the home for so much of the critical work of queer theory: literature is, or at least can be, dissonant, insurgent, unruly, sexy, ironic, satirical, parodic, disruptive, extraordinary, unbalanced, obscure, elusive. The eccentricities of literary arts provide one of the vocabularies through which queer gender and sexuality can be elaborated.

In this program, we will read both literature and theory. Lectures and workshops will model ways of pursuing literary criticism. Seminars will place the texts at the center of the work. Writing assignments will emphasize expository composition. Readings will emphasize edginess, margins, and willful alienation from any of a number of centers. They will also emphasize sex, pleasure, desire, dissidence, camp, politics, and power.

It is likely that this program will share a lecture series in common with related programs in cultural studies.

Credits: 16

Enrollment: 25

Required Fees: \$50 for film and museum admission expenses.

Ecological Agriculture: Crop Botany and Plant Genetics

Fall 2015 quarter

Fields of Study: Agriculture, biology, botany, ecology and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in botany, agriculture, seed production, and farming.

Faculty: Donald Morisato and Martha Rosemeyer

How do seeds form? How do plants develop from seeds? How do plants adapt to particular environmental conditions? The modification of plant evolution by human selection has played a major role in the history of agriculture. Ecological agriculture is based on an understanding of plant biology, either through the grazing of livestock or the growing of food crops. This program focuses on the science of crop botany and genetics as a basis for propagation, seed-saving, and plant breeding.

In one strand, the basic life cycle and reproductive botany of crop members of the most important plant families will be explored. This systematic survey will make connections to their center of diversity and origin. In a second strand, the principles of plant breeding will be presented through an introduction to Mendelian and quantitative genetics. Some of the agricultural methods of plant reproduction, by both sexual and vegetative propagation, will be considered. Readings may include Kingsbury's *Hybrid: The History and Science of Plant Breeding*, Nabhan's *Where Our Food Comes From*, and Navazio's *The Organic Seed Grower*.

The adaptation of crop plants to specific environments, especially in this era of climate change, becomes increasingly critical for the future of sustainable agriculture. Laboratory and field experiments, as well as field trips to local farms and plant breeding centers, will provide an applied context for our inquiry.

Credits: 16

Enrollment: 50

Required Fees: \$260 to attend the Washington Tilth Symposium and Organic Seed Alliance workshop, take a two-day field trip visiting farms producing vegetable seed in the Skagit Valley, and purchase supplies.

A similar program is expected to be offered in 2017-18.

Ecological Agriculture: Healthy Soil, Healthy People

Spring 2016 quarter

Fields of Study: Agriculture, biology, botany, environmental studies, health, international studies, political economy and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in farm, nursery, and garden management; agriculture, food system and environmental consulting firms; state and county agricultural and natural resource agencies; occupational health; farming internships abroad, Peace Corps service, and agricultural and food justice nonprofit organizations.

Faculty: Martha Rosemeyer and Carolyn Prouty

Currently, more than three-quarters of the arable land mass of the planet is influenced by human needs and desires for food and fiber. There are competing visions for the future of our agriculture and food systems. A global, fossil-fuel-based system provides large quantities of inexpensive food along with significant environmental and social impacts. Another vision is a local, community-based system that produces higher quality, but more expensive food while seeking to minimize environmental and social impacts. Critical questions that will inform our inquiry include: Can we grow high-quality food that is available to everyone? How did we get into this current agricultural predicament of industrial production and a global population that is simultaneously both "stuffed" and "starved?" How can an individual make a difference?

This program will provide an interdisciplinary study of agriculture in the context of food systems. We will explore competing ideas while developing ecological and holistic thinking, which will be applied in hands-on laboratory and field exercises, expository and scientific report writing, critical analysis of film, and quantitative reasoning. Seminar will examine history, policy, and socioeconomic and political contexts of agriculture and health.

We will combine the topics of tropical farming systems, global health, and the health of agricultural workers. We will study agroecology, indigenous agriculture, and permaculture in a tropical context. As a final project, students will apply their knowledge to create a farm plan in a geographic area of their choice. Tropical farming intersects with larger questions of occupational health, including health-related burdens of workers in agriculture broadly and specifically in migrant laborers in the United States. Integrating scientific and political population-based analyses, students will examine public health principles and policies related to pesticide exposure and other chemical, biological, and physical risks faced by agricultural workers. Seminar will focus on understanding structural causes of global hunger, poverty, and disease, exploring the common roots of both malnutrition and obesity.

Credits: 16

Enrollment: 50

Required Fees: \$250 for an overnight field trip.

A similar program is expected to be offered in 2017-18.

Ecology of Grazing and Grasslands in the Pacific Northwest

Spring 2016 quarter

Fields of Study: Agriculture, biology and ecology

Class Standing: Freshman – Senior

Preparatory for studies and careers in animal agriculture, ecology, conservation, rangeland management, animal physiology and behavior.

Faculty: Michael Paros

This academically rigorous, field-based program will provide students with the fundamental tools to manage livestock and grasslands by exploring the ecological relationships between ruminants and the land. We will begin the quarter learning about the physiology of grasses and their response to grazing and fire. Practical forage identification, morphology, and production will be taught. Ruminant nutrition, foraging behavior, and digestive physiology will be covered as a precursor to learning about the practical aspects of establishing, assessing, and managing livestock rotational grazing operations. Ecological assessments of energy flow and nutrient cycling in grassland systems will be emphasized. We will divide our time equally between intensive grazing west of the Cascades and extensive rangeland systems in the east. Classroom lectures, workshops, and guest speakers will be paired with weekly field trips to dairy, beef, sheep, and goat grazing farms. There will be overnight trips to Willamette Valley, where we will study managed intensive grazing dairy operations and forage production, and Eastern Washington/Oregon, where students can practice their skills in rangeland monitoring and grazing plan development. Other special topics that will be covered in the program include co-evolutionary relationships between ruminants and grasses, targeted and multi-species grazing, prairie ecology and restoration, riparian ecosystems, controversies in public land grazing, interactions between wildlife and domestic ruminants, and analysis of large-scale livestock production systems.

Faculty signature. Students seeking to earn upper-division credit must contact the faculty to discuss options prior to the start of the quarter.

Credits: 16

Enrollment: 24

Required Fees: \$250 for three overnight field trips.

The Emerging Self

Fall 2015 quarter

Fields of Study: Gender and women's studies, psychology and queer studies

Class Standing: Junior – Senior

Preparatory for studies and careers in education, social services, and graduate study of psychology.

Faculty: George Freeman

The "emerging self" connotes our continued process of development through the life span. This program explores the concept of the self, a range of developmental theories, and frames the question of "Who am I?" as a therapeutic endeavor. We will use our personal journey of self discovery as one aspect of the emergent self. We will explore both established theoretical models as well as the literature of "self-help" to come to an understanding of the academic as well as the layperson's views of the self.

Credits: 16

Enrollment: 25

Required Fees: \$40 for museums entrance fees and supplies for a mask making workshop.

Energy Systems and Climate Change

Fall 2015 and Winter 2016 quarters

Fields of Study: Agriculture, environmental studies, physics and sustainability studies

Class Standing: Sophomore – Senior

Prerequisites: Good reading skills, decent writing skills, and a willingness to work in teams and use computers for online assignments and information will be necessary. No math or science prerequisites for fall quarter; mastery of algebra is essential for success in winter quarter, we will not teach algebra, but will build on it. Students should have some college-level science (there is no physics prerequisite).

Preparatory for studies and careers in energy, physics, environment, climate, sustainability, teaching, farming, engineering, and natural science.

Faculty: EJ Zita

This interdisciplinary program will study how energy is harvested and transformed, used or abused by humans. We will explore interactions between natural systems and human systems to understand global changes currently affecting the Earth system. What is the evidence for, what are the consequences of, and what can be done about global warming? How can we find our personal roles in addressing the challenges facing Earth and its inhabitants?

We will study solutions ranging from renewable energy to sustainable farming and (insert your idea here). Our approach is based in natural science, with an emphasis on critical thinking. This challenging and rewarding two-quarter program will include lectures and workshops by faculty and guest lecturers; seminars on books and articles; inquiry-based writing and peer feedback; qualitative and quantitative reasoning and problem solving; and hands-on research projects in spring, to engage our inquiry and learning together.

In fall, our work will include research planning for students interested in more advanced studies in spring. Every student will write several short inquiry-based essays, and will respond to peers' writing, in addition to participating in face-to-face seminars. Small teams will meet at least twice weekly to discuss readings and prepare for class together. Students will make presentations in class on current topics of interest, and teams will facilitate discussions. No mathematical or technical design texts or prerequisites are required in winter quarter.

Our efforts in winter will include more challenging quantitative work, including research projects. Every student will write several short inquiry-based essays, and will respond to peers' writing, in addition to face-to-face seminars. Students will build on quantitative problem solving begun together in the classroom. Small teams of your choice will meet weekly to discuss readings and prepare for class together. Students will do research projects, make presentations in class and at regional meetings, and write research reports. Research projects typically range from greenhouse gas reduction projects to sustainable energy, agriculture, building, or urban planning.

Accepts winter enrollment with faculty signature. New students must pass the final exam of Energy Systems and Climate Change by week 11 of fall quarter. Email E.J. Zita (zita@evergreen.edu) by week 10 for the exam.

Credits: 16

Enrollment: 25

Required Fees: \$100 in fall and \$150 in winter for registration fees and overnight field trips.



Photo by Shauna Bittle '98.

Equality and the Constitution

Fall 2015 quarter

Fields of Study: African American studies, government, law and government policy, law and public policy, political science and writing

Class Standing: Sophomore – Senior

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

Faculty: Jose Gomez

Equality is an ancient ideal, yet at best, the United States has embraced it ambivalently throughout its history. 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. Even the Fourteenth Amendment's guarantee of equal protection did not prevent the states from passing Jim Crow laws to maintain white supremacy 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 Nineteenth Amendment in 1920. The struggle to secure equal rights for all Americans continues to this very day.

We will begin by taking a critical look at the early cases in which the Supreme Court eviscerated the ideal of equality by circumventing the Thirteenth, Fourteenth, and Fifteenth amendments. Then we will study the many cases in the 20th and 21st centuries 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 examine the modern cases that have gone beyond race to fight discrimination based on sex, age, disability, indigence, alienage, wealth, and sexual orientation.

Working in legal teams, students will develop appellate briefs on real equal protection cases and will present oral arguments before the "Evergreen Supreme Court." Students will also rotate as justices to read their peers' appellate briefs, to hear arguments, and to render decisions. Students should expect to devote long hours to reading court opinions and legal analysis. The principal text will be a law school casebook.

Credits: 16

Enrollment: 25

The Essential Ingredients of Intercultural Competence

Spring 2016 quarter

Fields of Study: Cultural studies and psychology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in cultural studies, human development, and psychology.

Faculty: Stephanie Kozick and Heesoon Jun

This program offers a special opportunity for Evergreen students to study the topic of intercultural competence with students from Daejeon University in South Korea. Intercultural competence concerns a set of variables or "ingredients" that make up one's ability to develop styles and attitudes that lead to successful interactions with persons of diverse backgrounds with respect to values, beliefs, history, and behaviors. These ingredients arise from a number of spheres of influence which we will explore through an integrated study of psychology and human development in two cultures.

We will examine societal, institutional (e.g., school systems, religious communities), and familial spheres of influence on the development of self, core values, and beliefs. For example, what cultural beliefs inhibit Korean students from addressing faculty by their first names? How do we increase intercultural competence when cultural beliefs and values contradict each other?

The study of cultural competence demands examination of a number of other related topics such as the study of morality, social justice, politics, anti-oppression, cultural identity, body awareness, cognition, social media, and normal vs. abnormal. These related topics will be presented to students in various instructional forms ranging from lectures, workshops, a field trip, seminars, guest speakers, reflective and expressive writing, cross- and mono-cultural small-group discussions, mindful movement, and creative project presentations by intercultural small groups. Consciousness and introspection will be emphasized for students to understand their multiples identities and intersections in order to develop effective inter- and intrapersonal communication. Workshops and other learning activities will facilitate student interaction, taking full advantage of the program's intercultural learning environment.

The goal of this program is to help students mindfully expand their worldviews and identify the kinds or types of ingredients they need to add or subtract to increase their intercultural competence.

Credits: 16

Enrollment: 25

Eugenics: Toward the "Perfect" Human

Spring 2016 quarter

Fields of Study: Biology and philosophy

Class Standing: Freshman

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

Preparatory for studies and careers in biology, philosophy, and medicine.

Faculty: Donald Morisato and Joseph Tougas

In what ways can the human being "improve"? Can improvements be made before birth as well as after birth? In seeking improvement, what is the proper balance between what we *can* do and what we *should* do?

In this program, we consider the history of eugenics, the application of genetic principles to "improving" the human species, from its inception in the late 19th century to its most recent manifestation in contemporary medicine. We will study concepts in genetics, molecular biology, and reproductive biology to help us understand what is scientifically possible for altering human development. Additionally, we will read philosophy and literature to help us investigate what might be desirable and perhaps dangerous in this quest for "improvement."

Program activities will include a laboratory component with experimental work in genetics and molecular biology. Regular writing assignments will be used to strengthen and deepen communication and analytical thinking skills. We anticipate reading such authors as Plato, Aristotle, Jean-Jacques Rousseau, Mary Shelley, Francis Galton, Daniel Kevles, Michel Foucault, and Richard Powers.

Credits: 16

Enrollment: 36

Required Fees: \$20 for museum entrance fees.

Evolution and Ecology Across Latitudes

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Anthropology, biology, consciousness studies, ecology, environmental studies, field studies, natural history, philosophy of science, study abroad, writing and zoology

Class Standing: Sophomore – Senior

Prerequisites: one year of college-level biology, and demonstrated skill in college-level writing, both scientific and narrative.

Preparatory for studies and careers in biology and environmental or health-related fields.

Faculty: Heather Heying and Bret Weinstein

Why are there so many species on the planet? Why are there more species nearer the equator than at the poles? This program seeks robust, meaningful explanations for these complex phenomena. In parallel, it approaches human cultural variation in a biotic context, addressing the questions: Where have humans traditionally fit in relation to biological nature, and how has our unparalleled within-species diversity been shaped by nonhuman forces? This program will introduce students to a unique and broadly applicable set of analytical tools, and apply them across a range of settings and scales that would be impossible in a traditional academic context.

We will study patterns across space and time, revealing the selective forces that shaped the distribution, form, behavior, and interaction of organisms from all extant branches of the tree of life. From mycorrhizal fungi that live in the roots of trees to bats collecting fruit high in the moonlit canopy, organisms are best understood embedded in the context of the forces that gave rise to them.

Though all sciences share a method of inquiry, the theoretical toolkit necessary to understand complex biological systems is different from the more familiar tools of the fundamental sciences, such as chemistry and physics. When an insect extracts nutrients

from a leaf by detoxifying compounds built to deter herbivory, both the insect, and the plant whose leaf is consumed, have invested resources in an objective, and their gains and losses can be evaluated in terms similar to those in economics and engineering. We will apply concepts such as sunk costs, zero-sum game, and adaptive landscapes across systems and taxa.

We will compare Pacific Northwest rainforest to the Ecuadorian Amazon, witnessing ecology's most extreme, ubiquitous, and mysterious species-diversity pattern: the latitudinal diversity gradient. We will compare the Amazon at Earth's most species-rich location, Yasuna, with equatorial montane, cloud forest, and altiplano habitats, revealing dramatic predictable reductions in species diversity that occur at a given latitude, with increases in elevation. And we will compare the high-diversity Amazonian habitat in the humid lowland east to the comparatively low-diversity habitats of the arid Andean rainshadow to the west.

In tandem with our study of habitats, we will seek to understand indigenous cultures that have historically inhabited these biomes. We will consider the impact of glaciation and the role it played in initiating the diaspora of New World populations which diversified across the entirety of the Americas before Europeans arrived in the 15th century. Where there is archaeological evidence, we will interpret it in the context of the precolonial world.

In fall, we will focus on logical tools, concepts, and language needed to understand evolutionary patterns. We will investigate levels of selection, and grapple with the relationship between genes, cultural memes, and epigenetic markers. We will take several field trips within Washington to experience relevant phenomena (e.g., Hoh rainforest, indigenous fishing on the Klickitat River, the channeled scablands). In winter and spring, we will travel to Ecuador, visit several sites, and spend extended field time investigating patterns across a tropical landscape of unparalleled diversity.

Faculty signature. Interested students must apply for the program in the spring of 2015. Applications will be available on a WordPress site by February 2015. Decisions will be made before registration for fall quarter begins. Decisions will be based on academic background and preparedness for fieldwork and travel in the Pacific Northwest and abroad. Among students admitted in fall, those students who are ready for upper-division work and fieldwork and travel in tropical ecosystems will be allowed and encouraged to continue in winter and spring. This program does not accept winter and spring enrollment.

Credits: 16

Enrollment: 50

Study Abroad: Winter quarter: Ecuador, 8-10 weeks, approximately \$5,500 (not including international airfare). Spring quarter: Ecuador (or elsewhere in the neotropics), 6-8 weeks, variable expense (approximately \$2000). For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

A similar program is expected to be offered in 2018-2019.



Photo by Shauna Bitler '98.

Extremophiles and Ecosystems

Winter 2016 and Spring 2016 quarters

Fields of Study: Biology, ecology, environmental studies and field studies

Class Standing: Freshman

Preparatory for studies and careers in biology, ecology, microbiology, and environmental studies.

Faculty: Clarissa Dirks and Carri LeRoy

Some organisms have adaptations that allow them to survive in extreme environments such as those with high temperatures, high salt concentrations, extreme cold, or without water. This program will focus on the biology, ecology, and physiology of microorganisms, fungi, plants, and animals which call extreme environments home. Specifically, we will be interested in the various behavioral, physiological, and morphological adaptations organisms have developed that allow them to live in places we would not expect to find life. In this program, we will undertake an exploration of extremophiles across the globe. We will explore organisms that dwell in deep sea vents, hot springs, polar regions, vast deserts, clouds, lava fields, caves, salt flats, and other extreme habitats. We will also explore the unique environments parasitic organisms inhabit and their interactions with host species. We will engage in the study of some of these environments with laboratory exercises and spring field trips to locations harboring these organisms.

We will pair our studies of extreme organisms with studies of climate instability and considerations of how humans will need to adapt to changing environmental conditions. We will engage in these topics through readings and other media. Seminar discussions of these readings along with readings in the primary literature will provide us with a deep understanding of the range of responses humans and other living things have to extreme environments. We will engage with topics in evolutionary biology and natural selection and discuss assisted migration and ecosystem restoration.

Through this program, you will also have an opportunity to undertake group research projects and focused study in a related area, thereby developing important skills. These are skills that are useful broadly in the life sciences and will help you apply your hands-on experience to understanding morphological and physiological adaptations and designing scientific experiments.

Credits: 16

Enrollment: 46

Required Fees: \$400 in spring for a 10-day field trip.

Field Ecology

Spring 2016 quarter

Fields of Study: Biology, botany, ecology, environmental studies, field studies, marine science, natural history, writing, zoology

Class Standing: Junior – Senior

Prerequisites: Two quarters of college biology with labs, two quarters of college chemistry with labs, and the ability to work comfortably with quantitative information are required to join this program. These prerequisites will be verified on the first day of class.

Preparatory for studies and careers in biology, botany, ecology, environmental studies, field studies, natural history, and writing.

Faculty: Dylan Fischer, Erik Thuesen and Alison Styring

This program is designed to provide a premier hands-on experience in learning how to conduct field science in ecology at the advanced undergraduate level. We will focus on group and individual field research to address patterns in ecological composition, structure, and function in natural environments. Students will participate in field trips to local and remote field sites and will develop multiple independent and group research projects in unique marine and terrestrial ecosystems from the Puget Sound to the east side of the Cascades (in Washington).

We will work as a community to develop and implement field projects based on: 1) workshops in rapid observation and field data collection; 2) participation in large multiyear studies in collaboration with other universities and agencies; and 3) student originated short- and long-term studies. Students will focus on field sampling, natural history, and library research to develop workable field-data collection protocols. Students will implement observation- and hypothesis-driven field projects. We will learn to analyze ecological data through a series of intensive workshops on understanding and using statistics in ecology. Students will demonstrate their research and analytical skills through scientific writing and presentation of all group and individual research projects.

Specific topics of study will include community and ecosystem ecology, plant physiology, forest ecology, marine ecology, ecological restoration, riparian ecology, fire disturbance effects, bird abundance and monitoring, soundscape ecology, insect-plant interactions, disturbance ecology, and statistics in biology. We will emphasize identification of original field research problems in diverse habitats, experimentation, statistical analysis, and writing in journal format. All students will be expected to gain competency in advanced statistics and scientific writing.

Credits: 16

Enrollment: 75

Required Fees: \$450 for a two-week field trip to remote sites in the Northwest.

Genes and Development

Winter 2016 quarter

Fields of Study: Biology

Class Standing: Junior – Senior

Prerequisites: One year of laboratory biology and one year of chemistry.

Preparatory for studies and careers in genetics, developmental biology, molecular biology, and medicine.

Faculty: Donald Morisato

The union of a sperm and egg initiates the process of development in which a single cell, the fertilized egg, eventually produces hundreds of different cell types that form distinctive tissues and organs. If the developmental program is encoded in the genome, how are the key regulatory genes expressed in the right place and at the right time, and what do these genes do? Genetics provides a powerful approach for studying complex biological pathways. By analyzing mutations that result in developmental defects, geneticists can not only learn how normal genes control cell growth and cell communication, but can also gain insights into the logic of how an organism establishes its major body axes and achieves spatial patterning.

This advanced program will provide an overview of the genetic strategies used to study questions in developmental biology. How do we make and isolate mutations that affect a complex process? How do we analyze the order and location of gene action in developmental pathways? How do we identify the gene that corresponds to a mutant phenotype and analyze its function at the molecular level? We will focus on several model organisms, including the fruit fly *Drosophila melanogaster*. We will also consider several developmental mechanisms underlying evolutionary change.

A key aim of this program will be the analysis of experimental design and logic. Emphasis will be placed on reading and interpreting primary research papers, in both seminar discussions and written critiques. There will be a significant laboratory component applying contemporary genetic and molecular biological techniques to the study of development. We will also consider some of the philosophical and ethical implications of this scientific work by reading and discussing novels that explore these topics.

Faculty signature. Students will need to demonstrate an understanding of basic concepts in molecular and cell biology by completing an application that can be obtained by contacting the faculty (donaldm@evergreen.edu).

Credits: 16

Enrollment: 25

Health and Human Development

Fall 2015 and Winter 2016 quarters

Fields of Study: Biology, consciousness studies, health, physiology and psychology

Class Standing: Sophomore – Senior

Prerequisites: proficiency in high school algebra/science and college-level writing.

Preparatory for studies and careers in health-related fields, biology, psychology, and human and social services.

Faculty: Andrew Brabban and Heesoon Jun

Human life begins as a combination of the parental genetic material in a single fertilized egg and, through development, it becomes an intricate and reactive organism composed of ten trillion differentiated cells. The nervous system alone contains hundreds of billions of cells, forming trillions of electrical connections and serving as the foundation for an immensely complex consciousness capable of thousands of thoughts and feelings per day. In this two-quarter interdisciplinary program, we will examine health and human development from evolutionary, developmental, physiological, integrative (allopathic and complementary), and psychological perspectives.

Within the psychological component of our program, students will explore the diagnosis and treatment of mental disorders and essentials of healthy development from a holistic perspective. This will include understanding the interaction between nervous systems and environment and examining *Diagnostic Statistical Manual Mental Disorders (DSM)* from developmental, sociopolitical, and cultural aspects. We shall also focus on the biochemical, psychosocial, and spiritual aspects of specific conditions (e.g., trauma, the repeated experience of not being good enough, the profound psychological effects resulting from betrayal, etc.) on the development of psyche and its impact on healthy/unhealthy development. The importance of mindfulness for staying healthy will be emphasized and students are encouraged to practice mindfulness daily. Attention will also be paid to the psychopharmacology of legal and illegal drugs. In addition, we will explore multicultural perspectives of health and human development. No one model will prevail over another, but rather an integration of ideas, concepts, and thoughts will be presented. Within the biological component, we will approach the human body from an evolutionary and structural/functional perspective. Starting at a molecular level (genetics, cell structure, biochemistry, and gene regulation) and building through cell processes to organ systems, we will examine the human body as an integrated system that reacts to physiological and environmental factors (diet, stress, disease, and pharmacology).

The program activities will provide students an opportunity to work collaboratively. Students will develop critical thinking, quantitative reasoning and writing skills and will learn that human health and development are complex, fluid, and dynamic through workshops, lectures, seminars, guest presentations, laboratory work, and group and individual projects. This is a full-time program and students will be expected to work efficiently for a total of 40 hours each week.

Accepts winter enrollment with signature. In addition to the prerequisites, students must also have completed one quarter each of the disciplines covered in fall quarter or the equivalent. Interested students should contact Andrew Brabban by email (brabbana@evergreen.edu) or in person at the Academic Fair.

Credits: 16

Enrollment: 50

Home on the Range

Fall 2015 and Winter 2016 quarters

Fields of Study: Environmental studies, gender and women's studies, geography and music

Class Standing: Sophomore – Senior

Preparatory for studies and careers in natural resource management, rural community studies, environmental history, home economics, geography, teaching and education.

Faculty: Martha Henderson

This environmental studies program will focus on the intersection of historical settlement of the American West, especially the Great Basin, women's roles and work associated with settlement, patterns of settlement on the landscape, and public land policies that created the geographical patterns of settlement. The program will trace the spaces of settlement to the current land ownership and land use patterns of the contemporary American Western environment. Conditions of effective settlement will be considered from women's perspectives, including food acquisition and processing, family relations and childrearing, home furnishings and materials, and community relationships.

During the fall quarter, students will read texts and engage in discussions about the realities of life in 19th-century Western locations. Our goal is to demystify and de-romanticize the period and places of habitation. Student skill building and capacity to read landscapes as products of human-land relationships will be developed during the fall. A lengthy field trip into the Great Basin, with extended stays in historical locations, will generate a sense of knowing about 19th-century life and landscapes.

During the winter quarter, work on campus will focus on land-use policies, natural environments, and social needs that created the 20th-century landscape. The program will conclude with an analysis of contemporary environmental issues and community needs as a result of historical human-land relationships. Environmental studies skill building will include map reading, use of historical documents, identification and uses of native plants, door-yard gardening, food preservation, home implement tool building, and communication and negotiation skills. Field observations and note-taking will be developed in the fall quarter. Winter quarter skill building will include qualitative research methods, mapping and GIS skills, and writing for personal and public audiences. As part of community building and landscape documentation, the program will include folk music of the American West. No previous musical skills are required. This program will support student interests in geography of the American West, historical development of environmental policies in the West, natural history and field studies, and women's studies.

Faculty signature. This program includes an extended, four-week trip away from campus; students need to have previous experience with overnight field trips in an academic setting. Contact the faculty for more information.

Credits: 16

Enrollment: 25

Required Fees: \$700 in fall for an extended overnight field trip.

Hydrogeology

Spring 2016 quarter

Fields of Study: Environmental studies, geology and hydrology

Class Standing: Junior – Senior

Prerequisites: Students must have previous college-level physical geology, proficiency in algebra, and an ability to use Excel. If you haven't had college-level physical geology but are interested in the program, please talk to the instructor about options. Students do not need previous experience with GIS.

Preparatory for studies and careers in hydrogeology and earth sciences.

Faculty: Kenneth Tabbutt

Hydrogeology, the study of the interaction between water and earth materials, is commonly divided into surface water and ground water, but these systems are intimately linked. Fresh water, even in regions with significant precipitation, is becoming an increasingly valuable resource. Water quality and quantity are being affected by contamination, over-allocation, and global climate change, problems that require technical and social solutions.

Students in this upper-division program will learn about the physical properties of water flow and the impacts of surface and ground water extraction. Students will learn to determine drainage basin characteristics, surface water discharge, ground water flow rates and directions, subsurface water pressure (hydraulic head), as well as the impacts of wells and contamination. Field studies will be an important component of the program. There will be several daylong field trips and one extended (three- to four-day) excursion. Geographic Information Systems (GIS) will be used to assess stream networks and watershed characteristics.

Credits: 16

Enrollment: 25

Required Fees: \$200 for an overnight field trip.

Individual Study: Statistical Mechanics

Winter 2016 and Spring 2016 quarters

Fields of Study: Astronomy, biochemistry, biology, chemistry, mathematics and physics

Class Standing: Freshman – Senior

Prerequisites: One year of introductory calculus (including both differential and integral calculus, including multiple integrals), and one year of calculus-based physics or chemistry (including introductory modern physics).

Preparatory for studies and careers in physics, astronomy, chemistry, biochemistry, mathematics, engineering, biology, and math and science education.

Faculty: Neil Switz

This is an opportunity for intermediate- to advanced-level students to be introduced to one of the crowning achievements of physics and physical chemistry: the ability to make fundamental and extremely general predictions about the behavior of large numbers of particles. The statistical nature of the conclusions helped lay the groundwork for the similar (but even more profound) statistical interpretation underlying quantum mechanics, and the predictions of the theory regarding the spectrum of light from hot objects (black-body radiation) is in fact what Planck first introduced the quantum hypothesis.

Students will start with an introduction to the required math: probability theory, primarily the binomial distribution and its special cases, the Poisson and Gaussian distributions. These, combined with surprisingly few physical hypotheses, lead directly to remarkable quantitative results. For example, statistical mechanics leads in physics to the nature of diffusion, the spectrum of black-body radiation (e.g., the cosmic microwave background), the behavior of semiconductors (solar cells and computer chips), and white dwarf stars; in chemistry to the law of mass action for chemical equilibria,

the Maxwell-Boltzmann distribution for molecular velocities, and the Arrhenius equation for the rates of chemical and biochemical reactions; and in biology to the chemotaxis of bacteria, transduction of nerve impulses (Nernst equation), and functioning of biochemical techniques such as ultracentrifugation and gel electrophoresis. Underlying it all is the remarkable Boltzmann distribution, also known as the Gibbs distribution and Arrhenius factor.

The material will be challenging, but the results in terms of understanding of the physical world extraordinarily exciting. The material is fundamental to the fields of physics, chemistry, and parts of biochemistry and molecular biology; a major goal is to help prepare students for advanced study in those disciplines. Due to the fundamental importance of this material to physical chemistry, there is a significant likelihood that this offering will be combined with Atoms, Molecules, and Reactions, also offered in 2015-16.

Faculty signature. This program accepts spring enrollment. To enroll, students must develop an Individual Learning Contract in consultation with the faculty member.

Enrollment: 25

A similar program is expected to be offered in 2017-18.

Inside Language

Fall 2015 and Winter 2016 quarters

Fields of Study: Communication, language studies, linguistics

Class Standing: Freshman – Sophomore

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

Faculty: Diego de Acosta

This program explores the fascinating world of languages. What do you know when you know a language? How do you get that knowledge? Are there properties that all languages share? How do languages change over time? Why are half of the world's languages now under threat of extinction? How are communities held together or torn apart by the languages they speak?

We will consider these questions and others through the lens of linguistics. Topics for fall include phonetics, phonology, morphology, language change, the history of English and English dialects, key issues facing multilingual communities, and language planning. In winter, topics will include syntax, semantics, pragmatics, first language acquisition, language and gender and linguistic politeness. We will look at well-known languages and lesser-known languages and discover why they matter in our lives today. Throughout the program, students will learn a variety of conceptual and empirical techniques, from analyzing speech sounds to interpreting the rationale behind current language policy. This program will be an intensive examination of topics requiring a significant amount of reading as well as regular problem sets and essays.

Credits: 16

Enrollment: 23

Introduction to Environmental Studies

Fall 2015 and Winter 2016 quarters

Fields of Study: Biology, ecology, environmental studies, field studies, geography, international studies, law and public policy, natural history, sustainability studies and zoology

Class Standing: Freshman – Senior

Preparatory for studies and careers in environmental studies, sustainability, natural history, environmental advocacy, environmental justice, environmental regulation, ecology, natural resource management and public policy, ecological restoration, conservation, and climate impacts analysis.

Faculty: Ted Whitesell and Alison Styring

This two-quarter program is designed to introduce the interdisciplinary field of environmental studies. This field employs the tools of natural and social sciences as well as the humanities to understand and effectively address the enormous environmental challenges of this generation. The program will use a variety of teaching styles, including field trips, films, guest speakers, case study and research projects, as well as lectures and seminars on a wide array of critical environmental issues. Readings will include classics of environmental literature that have inspired and informed citizens for generations, notable contemporary books in the field, textbooks, scientific articles, and a novel. A central goal of this program is to advance students' ability to think critically and in-depth about environmental challenges and solutions. The program will expose students to the following range of topics: climate change; pollutants in our air, freshwater, oceans, and soils; the mass extinction of species; sustainability and sustainable development; ecological restoration; environmental justice; protected areas; sustainable energy; human population and the environment; science and advocacy; and threats to Puget Sound, along with efforts to protect it.

Focusing on ecosystems and environmental issues in the Pacific Northwest, the fall quarter will emphasize development of the skills and tools necessary to pursue environmental studies at a more advanced level. This means instruction and practice in using the following: systems-thinking; the principles of population, community, ecosystem, and landscape ecology; ornithology; the study of landscapes and soundscapes; urban ecology; social science principles essential for understanding sustainability and conservation; field research methods; introductory statistics and qualitative analytical methods; and the general nature of biogeochemical cycles. Emphasis will also be placed on developing skill in analytical writing as practiced in the social and natural sciences, based on research using library databases of peer-reviewed journal articles, and demonstrating competency in formatting citations and references.

The winter quarter will take a more global perspective on environmental studies. Students will be challenged to apply and more fully develop the skills and knowledge introduced in the fall quarter through in-depth research projects on critical environmental problems and associated solutions. Lectures and seminars will expose students to a more advanced and in-depth examination of critical environmental problems and solutions around the world.

Accepts winter enrollment with signature. Interested students must contact faculty before the end of the fall quarter about makeup work necessary for permission to enroll in the winter quarter.

Credits: 16

Enrollment: 48

Introduction to Natural Science

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Biology, chemistry and mathematics

Class Standing: Freshman – Senior

Prerequisites: Proficiency with high school algebra.

Preparatory for studies and careers in biology, chemistry, environmental studies and health-related fields. This program will prepare students for more advanced work in biology and chemistry, such as in the programs Molecule to Organism and Environmental Analysis.

Faculty: Nancy Murray and Lydia McKinstry

This introductory-level program is designed for students who are prepared to take their first year of college-level science using an interdisciplinary framework. This program offers an integrated study of biology and chemistry that serves as an introduction to the concepts, theories, and structures which underlie the natural sciences. The goal is to equip students with the conceptual, methodological, and quantitative tools they need to ask and answer questions in a variety of disciplines using the models and tools of chemistry and biology. Students will also gain a strong appreciation of the interconnectedness of biological and chemical systems, and an ability to apply this knowledge to complex problems.

Program activities will include lectures and small-group problem-solving workshops, where conceptual and technical skills will be developed. There will be a significant laboratory component: students can expect to spend at least a full day in lab each week, maintain laboratory notebooks, write formal laboratory reports, and give formal presentations of their work. Biology laboratories in this program will include participation in the SEA-PHAGE program coordinated by the Howard Hughes Medical Institute and the use of bioinformatics tools on a bacteriophage genome. We will make extensive use of quantitative applications in all program activities.

All laboratory work and approximately one-half of the non-lecture time will be spent working in collaborative problem-solving groups. It will be a rigorous program, requiring a serious commitment of time and effort. Overall, we expect students to end the program in the spring with a solid working knowledge of scientific and quantitative concepts and the ability to reason critically and solve problems.

Students completing this program will have covered material equivalent to one year of general biology and general chemistry. Successful students will be prepared to pursue upper-division work in chemistry, biology, and environmental science.

Accepts winter and spring enrollment with signature. In winter, students will need to have previous study in the topics studied in the fall quarter (one quarter of college-level general chemistry and one quarter of college-level general biology). In spring, students will need to have previous study in the topics studied in the fall and winter quarters (two quarters of college-level general chemistry and two quarters of college-level general biology).

Credits: 16

Enrollment: 46

Knowing the World through Thought, Sound, and Vision

Fall 2015 and Winter 2016 quarters

Fields of Study: Biology, cultural studies, marine science, music, philosophy, philosophy of science and visual arts

Class Standing: Freshman

Preparatory for studies and careers in visual and performing arts, biological sciences, and communications.

Faculty: Joseph Tougas, Pauline Yu and Sean Williams

This first-year program focuses attention on the idea that each of us has a unique way of understanding the world because of the contexts to which we have been exposed. What is your context? How has it shaped the ways you interact with humans, institutions, and the natural world? Considering these questions opens the idea of having not just one, but several lenses through which we have built our understanding: we use all of our senses in addition to larger societal, linguistic, and biological structures to inform and guide us.

The languages we use and the social structures in which we live can be thought of as systems of representation, tools that living organisms can use to get a grip on reality. In the case of language, we might say that *vocabulary* is the material we have to work with, *grammar (syntax)* is the order in which we can combine those materials, and *context* is the place where language becomes meaningful or useful. Other systems of representation, in music, visual art, and science, for example, have similar structures.

How do you make sense of the world when your "lived vocabulary" includes rhythms and notes, shapes and lines, molecules and ecosystems, or color and light? How does your picture of the world change when your epistemology, your way of knowing, includes multiple systems of representation and is not limited to just words and syntax? In learning by doing, we will explore how artists use geometry and math, how musicians use physics, and how scientists engage the mystery of their environment. We will examine these systems of representation and develop new ones through creative play to explore the range of human experiences.

Weekly activities will include lectures, films, and seminars. There will also be field trips in each quarter, workshops, collaborative presentations, and guest lectures. Students are expected to focus on enhancing their college-level writing skills throughout the program; each quarter's major writing assignments will require students to master the process of revision. In fall quarter, students will be introduced to important skills in approaching this material through multiple modes; issues of perspective, critical analysis, and context are important factors in deepening our understanding. As we move into winter quarter, students will have more chances to develop individual and collaborative projects focusing on particular areas of interest.

Credits: 16

Enrollment: 54

Required Fees: \$60 per quarter for entrance fees, overnight field trips, and lab supplies.

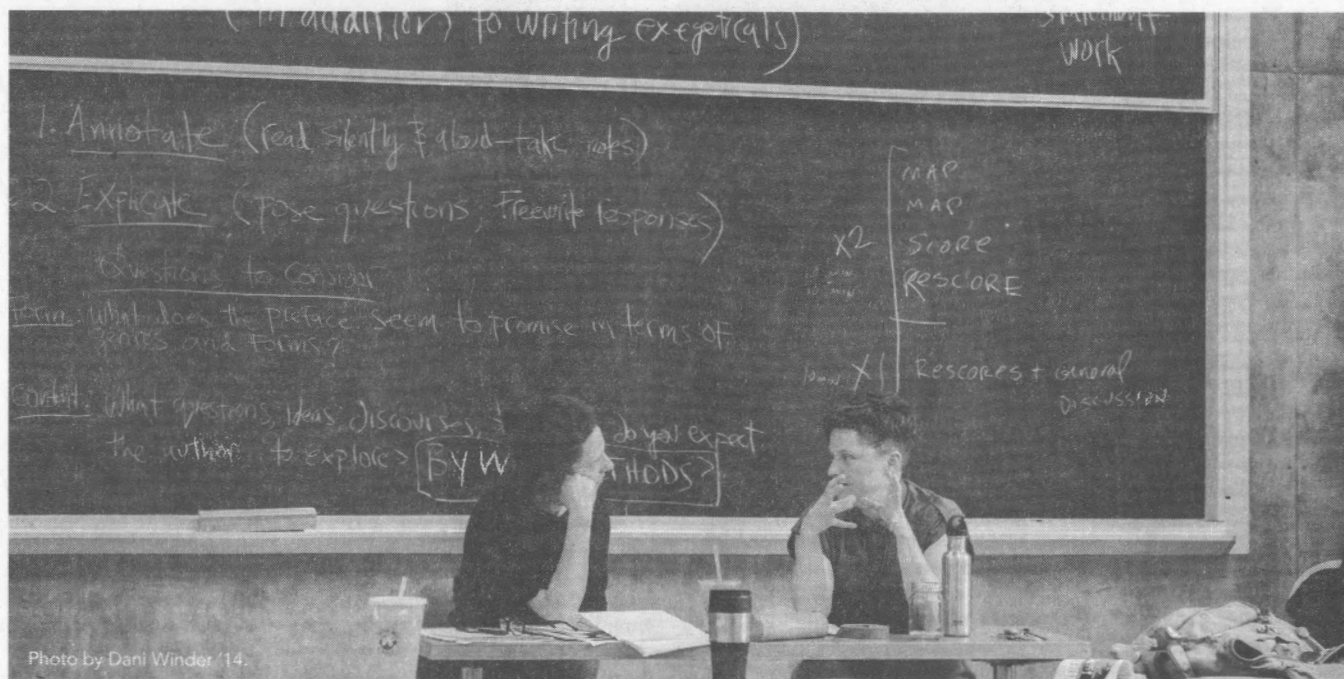


Photo by Dani Winder '14.

Language and Power

Spring 2016 quarter

Fields of Study: Anthropology, classics, cultural studies, history and linguistics

Class Standing: Sophomore – Senior

Preparatory for studies and careers in linguistics, classics, anthropology, politics, and law.

Faculty: Ulrike Krotscheck, Diego de Acosta and Eric Stein

To what extent does language have the power to shape the way we think and define ourselves? How can language be used to project power or authority? What are the possibilities and limitations of the spoken word, as opposed to the written word? How do differences in language and speech encode class, race, gender, or other social hierarchies? Who, or what, controls language?

This program will explore these questions and others through the lenses of linguistics, anthropology, history, folklore, and classics. We will consider how Aristotle's classical rhetoric gets taken up in the art of contemporary trial lawyers in the U.S. Drawing on the work of Michel Foucault, we will explore how medical discourses have structured sexual identities and pathologies. We will see how folk heroes have been immortalized in legends, songs, and community performances of resistance to colonial subjugation. We will build foundations in several disciplines: in linguistics, by considering dialects, standard languages, and language policy; in anthropology, through critical studies of cultural representation, ethnography, and power; and in classics, through examination of the origins of rhetorical theory and practice.

Our sources include novels, articles, scholarly texts, classical literature, and films. Students can expect to learn the ways that words create and maintain world views and ideologies, from the vast workings of totalitarian regimes to everyday interactions with those around us.

Assignments will include weekly analytical responses to program material, and one individual, empirically-based research project on a topic related to anthropology, linguistics, or classics. This program will be an intensive examination of these topics. Students should expect to spend 40 hours per week on this program. Successful students in this program will emerge having gained an introduction to linguistics, cultural anthropology, history, classics and rhetoric.

Credits: 16

Enrollment: 75

Light and Terror: The Enlightenment and Revolutionary France

Spring 2016 quarter

Fields of Study: History and philosophy

Class Standing: Freshman

Preparatory for studies and careers in history, literature, art history, philosophy, and cultural studies.

Faculty: Stacey Davis

This program explores the links between the European Enlightenment and the French Revolution. We start with a study of ancien régime French society, beginning with the reign of Louis XIV, and then turn to Enlightenment critics of the monarchy and its nobles. Finally, we explore the French Revolution from its beginnings with the fall of the Bastille through the violent days of the Terror and the rise of the powerful Napoleonic Empire. Throughout, a main question will be: to what extent did the political theory, philosophy, and literature of Voltaire, Rousseau, and their more humble "Grub Street" imitators influence the course of the Revolution?

To aid our inquiries, we will read literature of all stripes, from the lofty *Persian Letters* by Montesquieu to the sexual intrigue of Laclos' *Dangerous Liaisons* to the frankly bawdy popular pamphlets satirizing the life of Marie Antoinette. We will study the political theory of Rousseau, Voltaire, and Montesquieu. We will examine the fine arts, including paintings from Watteau to David, as well as architecture and decorative style. Finally, we will cement our studies with a variety of texts on social, cultural, intellectual, and gender history, both secondary works and primary sources, that will allow us to uncover the lives and passions of common folk throughout this tumultuous time.

Students will work with both primary source material and secondary scholarly essays. They will complete intensive writing assignments, lead seminars, and give oral presentations.

Credit earned in European history, political philosophy, literature, and art history.

Credits: 16

Enrollment: 23

Literary Arts Toolkit: Writing and Reading Contemporary Prose

Winter 2016 and Spring 2016 quarters

Fields of Study: Cultural studies, literature and writing

Class Standing: Junior – Senior

Prerequisites: A strong foundation in expository writing, demonstrated by a minimum of 32 college credits earned in some combination of college writing/literature/humanities coordinated studies programs or courses. Prior study of college writing must have included thesis-based arguments, original analysis of evidence, and synthesis of variant ideas.

Preparatory for studies and careers in engagements involving writing, literary arts, and cultural studies.

Faculty: Miranda Mellis and Greg Mullins

In this advanced, two-quarter critical and creative writing and literature program, students will develop and hone the skills, practices, and theories of literary study. We posit critical and creative writing as mutually enabling processes. In other words, students will work on essays that are inventive and lyrical, and stories that are critical and theoretically informed. Students' writing practices will be honed through a focused reading practice.

Workshops and lectures will enable students to develop skills needed for writing critical essays about literature and for close analysis of texts. Writing assignments will include storytelling exercises and experiments in generating cross-genre essays. The program includes discussion of the formal conventions of major literary genres as well concepts such as: relationships of literary texts to histories and cultures, the formation of canons, literary movements, and theoretical perspectives that inform literary analysis. Students will read widely and diversely so as to gain fluency in the history, aesthetics, social uses, and distributions of fictive and non-fictive prose works. Our reading will include a range of authors and theorists with an emphasis on queer literature and contemporary writers working in experimental and post-genre registers. Our reading list may include Pierre Bourdieu, Eve Sedgwick, Herman Melville, Jean Genet, Jane Bowles, and Anne Carson.

This program is designed to enable students to become versed in the elements of strong and lively prose, to understand the complex relationship between language and rhetoric, and to develop literary-critical fluency. In the winter quarter, students will develop their own writing strengths and then build on those skills to formulate their own questions for research and discussion and generate writing topics. The spring quarter will entail a focus on individualized writing and research projects and will include several individual tutorials. This program will provide a supportive environment for growing as a writer in community and will include a weekly seminar, weekly small group writing workshops, study and research groups, lectures, and occasional screenings and guest authors.

Credits: 16

Enrollment: 50

Local Knowledge: Building Just and Sustainable Communities

Fall 2015 and Winter 2016 quarters

Fields of Study: Community studies, cultural studies, education, media arts and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in education, media arts, community organizing, literacy education, journalism, and work with nonprofit organizations.

Faculty: Anne Fischel and Grace Huerta

In this program, we will develop skills to support collaboration and learning with local communities, including media and qualitative research skills. Our starting place will be the identification of local knowledge: how communities view themselves; their sense of place, history and identity; the issues that challenge them and the solutions they envision. In these days of globalization, mass marketing and celebrity, what people know at the local level is often trivialized or ignored. We will explore the dynamics of community life through collaborative efforts with people in our region as they work to create sustainability and justice.

Our program is largely focused on Mason County. One of our goals is to work with community members to build a place-based, multidisciplinary portrait of this complex region utilizing written and visual media, including documentary video. We'll learn about literacy, immigration, education, and economic development. We'll develop our sense of global context in relationship to local experience and action. We'll learn about local history and changes in livelihood, study the distinctive ecology of the region, and explore community cultures and traditions. We'll learn about organizations and individuals that are tackling issues in innovative ways. Our work will be informed by perspectives from popular education and community-based research that represent respectful, effective approaches to community work. Workshops will be offered in qualitative research, ethnographic observation, documentary video, public art, grant writing, media literacy, and oral history.

In fall, we will learn about people and organizations doing significant work in the region. Once a week, classes will be held off campus, and students will be able to observe and collaborate with innovative school and community programs. We'll explore the importance of dual-language programs and culturally relevant pedagogy to a diverse, changing community. We will build case studies of the region, contextualized by research on other areas of the U.S. Through these studies, we will build a foundation for collaborative community work.

In winter, we will continue developing research and media skills. We'll deepen our understanding of how culture, language, and place shape personal and social identity. We'll continue working with organizations that are building sustainability and justice in Mason County and we'll carry out community-based collaborative projects that put into practice the skills, knowledge, and relationships we have developed.

Accepts winter enrollment with signature. Students must demonstrate prior experience with or studies in education, community-based work, or media, and should be willing to read one to two fall texts before joining the program. Check with faculty for details.

Credits: 16

Enrollment: 50

Required Fees: \$50 per quarter for project materials.

Madness and Creativity: The Psychological Link

Fall 2015 and Winter 2016 quarters

Fields of Study: Cultural studies, literature and psychology

Class Standing: Freshman

Preparatory for studies and careers in psychology, education, literary and film studies, world literature, cultural studies, and the arts.

Faculty: Patricia Krafcik and Carrie Margolin

What is creativity? Is there a relationship between states of mind and a fertile imagination? What are the psychological mechanisms involved in the larger action of the human imagination, urging us to explore new avenues, to see what others have not seen, to create what no one has yet created? Many of the world's greatest writers, artists, and thinkers have been known to struggle with conditions classified as abnormal by psychologists. We will explore these conditions and their impact on creativity, searching further for any special links between certain abnormal psychological conditions and the drive to create.

Our program is not intended to serve as therapy, but rather is a serious study of psychology, literature, the arts, imagination, and the creative impulse. We will approach our questions through various modes of inquiry. Through an in-depth study of abnormal psychology, we will learn to identify and understand a number of conditions. Our readings combine art theory with psychological case studies by writers such as Sacks and Ramachandran and with imaginative literature by Gogol, Dostoevsky, Poe, Kafka, Plath, Gilman, and many others that all describe abnormal psychological conditions. We will respond to our readings by channeling the imagination with a variety of creative projects. Finally, we will also study the normal mind and how it functions in both mundane and creative ways.

Students will discuss readings in seminars, engage in active writing exercises, and develop projects designed to explore and stimulate creativity. Assignments may include research papers, poster projects, and other creative activities. Weekly films and discussions will enhance our examination of the uses or influence of psychological conditions in the creation of literature, art, and music. Guest speakers will provide additional workshops and lectures in various artistic modalities. We will take field trips to the Tacoma Art Museum and the Museum of Glass, as well as to the Seattle Art Museum, and our work will prepare students to undertake a culminating project in winter. Students will have ample opportunities to explore their own creativity and imagination.

Credits: 16

Enrollment: 36

Required Fees: \$123 in fall for entrance fees, workshop supplies, and art supplies; \$105 in winter for workshop supplies and art supplies.

Making Meaning: Teaching English Language Learners

Spring 2016 quarter

Fields of Study: Cultural studies, education and language studies

Class Standing: Junior – Senior

Preparatory for studies and careers in education, K-12 teaching, and teaching English to speakers of other languages and adult learners in international settings.

Faculty: Grace Huerta

This program introduces undergraduates to the foundational theories, research, and pedagogies specific to teaching English language learners (ELLs) in adult and K-12 classroom or international settings. Students will examine how such conditions as history, political climate, school policies, and program models impact the access and quality of education ELLs receive.

Students will focus on the study of language as a system with an emphasis on three important aspects of ELL pedagogy: literacy development, academic language/ content area instruction, and assessment of language proficiency and performance. Students will analyze the central theories, structures, and conventions presented in functional linguistics and language-acquisition research. With this knowledge base, students will design literacy curriculum and instructional strategies that align with Washington's K-12 English language development and Common Core standards and competencies, or the Teachers of English to Speakers of Other Languages (TESOL) standards for adult ELLs.

Students will also explore methods for content-area teaching (i.e., math, science, social studies) and assessment specific to the Common Core, four language domains (listening, speaking, reading, and writing), and the four developmental levels of language proficiency (preproduction, beginner, intermediate, and advanced). Students will learn the principles of backward design lesson planning, analyze instructional tasks for ELLs, provide ELLs opportunities for comprehensible input (receptive language instruction) and comprehensible output (productive language instruction), and offer content-area lesson demonstrations for peer feedback.

Credits: 16

Enrollment: 25

Marine Life: Marine Organisms and Their Environments

Winter 2016 and Spring 2016 quarters

Fields of Study: Biology, ecology, field studies, marine science and zoology

Class Standing: Junior – Senior

Prerequisites: At least two quarters of college chemistry with labs, two quarters of college biological sciences with lab or fieldwork, and ability to work easily with numbers and equations.

Preparatory for studies and careers in marine science, environmental science, and other life sciences.

Faculty: Amy Cook and Pauline Yu

This program focuses on marine organisms, the sea as a habitat, the relationships between the organisms, and the physical/chemical properties of their environments and their adaptations to those environments. Students will study the biology and ecology of marine organisms and physical and chemical oceanographic concepts as they apply to those organisms. The program will offer students the opportunity to refine their field sampling skills and associated statistics and laboratory techniques. Throughout the program, students will focus on the identification of marine organisms and key aspects of the ecology of selected species and marine habitats and develop their understanding of impacts on the marine habitat as a result of the Anthropocene, the era of human influence. Physiological adaptations to diverse marine environments and the evolutionary history of the sea will be also be emphasized.

We will study physical features of marine waters, nutrients, biological productivity, and regional topics in marine science. Concepts will be applied in faculty-designed experiments and student-designed research projects both in the lab and in the field. 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 and, at the end of spring quarter, students will document their work in written research papers and oral presentations.

Does not accept new enrollment in spring.

Credits: 16

Enrollment: 50

Required Fees: \$400 in winter for a five-day trip to Friday Harbor Labs on San Juan Island; \$100 in spring for an aquarium trip or a whale-watching tour.

Mathematical Systems

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Mathematics and philosophy of science

Class Standing: Sophomore – Senior

Prerequisites: One year of Calculus.

Preparatory for studies and careers in mathematics, math education, history and philosophy of math, and physical sciences.

Faculty: Rachel Hastings

This program is built around intensive study of several fundamental areas of pure mathematics. Topics are likely to include abstract algebra, real analysis, geometry, and topology.

The work in this advanced-level mathematics program is likely to differ from students' previous work in mathematics, including calculus, in a number of ways. We will emphasize the careful understanding of the definitions of mathematical terms and the statements and proofs of the theorems that capture the main conceptual landmarks in the areas we study. Hence, the largest portion of our work will involve the reading and writing of rigorous proofs in axiomatic systems. These skills are valuable not only for continued study of mathematics but also in many areas of thought in which arguments are set forth according to strict criteria of logical deduction. Students will gain experience in articulating their evidence for claims and in expressing their ideas with precise and transparent reasoning.

In addition to work in core areas of advanced mathematics, we will devote seminar time to looking at our studies in a broader historical and philosophical context, working toward answers to critical questions such as: Are mathematical systems discovered or created? Do mathematical objects actually exist? How did the current mode of mathematical thinking come to be developed? What is current mathematical practice? What are the connections between mathematics and culture?

This program is designed for students who intend to pursue graduate studies or teach in mathematics and the sciences, as well as for those who want to know more about mathematical thinking.

Accepts winter and spring enrollment with signature. Students must demonstrate that they have completed previous coursework in upper-division pure mathematics. This should include at least one quarter of abstract algebra with proofs and another proof-based course in pure math. Email instructor (hastingr@evergreen.edu) to determine your eligibility.

Credits: 16

Enrollment: 25

A similar program is expected to be offered in 2017-2018.

Media Artists Studio

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Art history, communications, cultural studies, media arts, media studies and moving image

Class Standing: Junior – Senior

Preparatory for studies and careers in media arts and digital communications.

Faculty: Laurie Meeker

This advanced offering in the media arts is for students interested in working individually or collaboratively on yearlong media projects with the support of a learning community. The studio setting provides students with the opportunity to help shape one another's work through extensive critical review of ideas at each stage of production and through technical support on one another's projects. Engagement with critical theory on representation informs each student's creative approach to their media production work. The creative work produced over the year is research-based. Each media artist or collaborative team will engage in extensive research and writing to develop and support their creative ideas, including research papers, grant writing, script outlines, etc. A wide range of media projects and genres are possible, with a focus on creative nonfiction and documentary, as long as the media artist(s) demonstrate a strong foundation for potential success in that genre. Past participants have created participatory/interactive documentary, experimental film/video, autobiographical video, experimental narrative, essayistic video, animation, online documentary series, mixed media gallery installation, remix political satire, interactive Web installation, as well as standard documentary. Students are expected to build on existing skills developed in past academic work, developing advanced production skills rather than undertaking wholly new areas of media production. Participants work closely with one another throughout the year as co-learners and collaborators, collectively shaping the output of the studio and developing a program of shorts to be screened to the public at the end of spring quarter.

An integrated approach to media history/theory and production is essential to the development of advanced media work. Students will explore strategies of representation through readings, screenings seminars, and research presentations, continuing to build their skills in critical thinking and critical analysis. Individual research projects will explore contemporary media artists who have made special contributions to the development of experimental media practice. Students will also conduct research into new and old media technologies, presenting their findings to the group. Students will continue to develop their production skills through workshops, exercises, and a collaborative project. Cinematography workshops will deepen student understanding of light, exposure, and image quality in the 16mm format and/or HD digital video. Audio production workshops will be offered to expand student expertise with sound design and technology.

Fall quarter involves a period of reflection, research, and idea development, including a two- to three-day retreat for concentrated work. Students are asked to think broadly about their work, to research and explore a number of project ideas before settling on the final topic. During winter quarter, the focus will shift from idea development to the production phase, when students will acquire all their images and production materials. The critique process will be a central focus for the learning community during winter and spring, requiring students to participate regularly in the critical analysis of one another's creative work. During spring, each student will complete post-production work, engage in extensive critique sessions, and participate in producing a public screening of their work.

Faculty signature. Students must submit a portfolio that includes copies of two recent faculty evaluations or two letters of recommendation (for transfer students) and a DVD which contains

two examples of their best work in film, video, or audio (or links to online materials). All prospective students must complete the written application (available from Laurie Meeker at meekerl@evergreen.edu). Portfolios and applications received by the Academic Fair in May 2015 will be given priority. After the Fair, applications will be reviewed as submitted; qualified students will be accepted until the program fills. Students will be individually notified by email of their acceptance into this program. Accepts winter enrollment with signature. Portfolios and applications received by the Academic Fair in December 2015 will be given priority. This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 25

Required Fees: \$550 in fall for an overnight field trip and cinematography workshop, and \$200 in spring for an overnight field trip.

Media Internships

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Media arts, media studies and moving image

Class Standing: Junior – Senior

Prerequisites: Students entering this internship program should have experience in media production, the history and theory of media, and/or experience with audio production and the history and theory of audio technology and music.

Preparatory for studies and careers in media production, professional studio management, and computer applications in media art.

Faculty: Peter Randlette and Laurie Meeker

The Electronic Media internships provide opportunities for in-depth learning of a variety of media skills and concepts. They require a yearlong commitment for fall, winter, and spring quarters. Interns enroll for 12-16 credits per quarter with room for a 4-credit part-time class or other academic components. Interns work 30 to 40 hours a week and are paid 15 to 19 hours a week, depending on credit distribution. The intern's primary responsibilities are focused on supporting instruction, maintenance, and administration for specific labs, facilities, and production needs under the supervision of the staff. The interns meet weekly as a group to share skills, collaborate on projects, and facilitate working together on productions and cross training between areas. All interns will be working in the Center for Creative and Applied Media, the rebuilt HD video and 5.1 surround audio production studios. For specific descriptions of the internships, please refer to evergreen.edu/electronicmedia/eminternships.htm.

Faculty signature. Students may apply to a variety of internships in different areas of Electronic Media. Contact Peter Randlette at pbr@evergreen.edu for information and an application for specific internships. Prerequisite skills and competencies will be demonstrated through completion of an application that includes references, program evaluations, and a professional resume. Students will also be expected to demonstrate capacity to work in a professional environment and as a member of various collaborative and creative teams. This program does not accept new students in winter or spring.

Credits: 12-16

Enrollment: 8

Mediaworks:

Signifying Power and Difference on Screen(s)

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: African American studies, art history, communications, cultural studies, gender and women's studies, media arts, media studies, moving image, queer studies, visual arts and writing

Class Standing: Sophomore – Senior

Prerequisites: Must demonstrate upper division college-level reading, writing and critical thinking skills. In addition, successful completion of at least two quarters of an interdisciplinary program, or the equivalent, is a prerequisite for admission. Previous experience in media production is not required.

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

Faculty: Naima Lowe and Julie Russo

What does it mean to make moving images in an age of omnipresent media, information overload, social inequality, and global capitalism? What's the relationship between aesthetic form and power across race, class, gender, and other axes of difference? How can we understand the interplay between popular media and experimental modes? How do we critically engage with the history and traditions of media practices while testing the boundaries of established forms? What responsibilities do media artists and producers have to their subjects and audiences? How can media makers represent or transform the "real" world? Students will engage with these questions as they gain skills in film/video/television history and theory, critical analysis, media production, collaboration, and critique.

This yearlong program links media theory with practice. We will explore a variety of media modes and communication strategies, primarily interrogating representations of the "real" in media texts spanning the continuum between popular entertainment and artistic practice. As creative critics, we will gain fluency in methodologies including: close reading and formal analysis; mapping narrative and genre; unpacking power from feminist, critical race, decolonial, and anti-capitalist perspectives; and cultural, historical, and technological framing of commercial and independent media production. These analytical skills will help us understand strategies that artists have employed to challenge, mobilize, and re-appropriate mainstream media forms. As critical creators, we'll learn foundational production skills and experiment with alternative approaches, including nonfiction, video art, writing for and about media, autobiography, essay films, remix, installations, and performance. In addition to production assignments, program activities will encompass analysis and criticism through screenings, readings, seminars, research, and critical writing. We'll also spend significant time in critique sessions discussing our creative and critical work.

In fall, students will explore ways of seeing, listening, and observing in various formats, focusing intensively on 16mm film production and completing both skill-building exercises and short projects. These collaborative exercises and projects will have thematic and technical guidelines consistent with the program curriculum. Our production work will be grounded in the study of concepts and methodologies from media history and theory, including significant critical reading, research, and writing. In hands-on workshops and assignments, we'll analyze images as communication and commodities and investigate how images create and contest meaning in art, politics, and consumer culture.

In winter, students will delve deeply into field- and studio-based video/audio production and digital editing, using the CCAM studio and HD video technologies. We'll do this learning in conjunction with studying the social and technological history of television and video. Our production work will be primarily collaborative, though students will conclude the quarter by working on an independent project proposal.

In spring, as a culmination of the conceptual, collaboration, and production skills developed in fall and winter, each student will create an independent project. Possible forms include video or film, installation, web-based projects, research projects, and internships. Technical workshops, screenings, research presentations, and critique discussions will support this emerging work.

Faculty Signature. Students must submit an application demonstrating how they meet the prerequisites. Applications will be available from Academic Advising, the Seminar II program office, and the faculty. Applications will be reviewed until the program fills. We will start accepting students into the program after the spring quarter Academic Fair, May 13, 2015. This program does not accept new enrollment in winter or spring.

Credits: 16

Enrollment: 48

Required Fees: \$250 in fall for film festival admission, an overnight field trip, film production expenses, and supplies; \$120 in winter for entrance fees, studio production expenses, and supplies; and \$20 in spring for film festival admission.

Internship Possibilities: Students may choose to do an internship in a local or regional organization focusing on media production, media education or a related subject. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

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



by Shauna Bittle '98

Models of Motion

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Mathematics, philosophy of science, physics

Class Standing: Freshman – Senior

Prerequisites: Proficiency in precalculus, including algebra and trigonometry; is required.

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

Faculty: Krishna Chowdary

In this program, we will integrate material from first-year college physics and calculus with relevant areas of history and scientific literature as we explore how mathematicians and physicists make sense of, and intervene in, the natural and human-created worlds. We will study the fundamental laws of nature and the mathematics used to describe them, investigating the nature of motion, space, time, infinity, matter, energy, light, heat, and electromagnetism (to name just a few). Students will be supported in developing a firm background in college-level science, becoming prepared for further work in the mathematical and physical sciences. Our aim is to learn to think and communicate mathematically and scientifically.

One of the major goals will be to learn how to create and apply mathematical and computational methods to models in physics. Scientists make observations, look for patterns, and then build models and use those models to understand and predict the behavior of the natural world. The development of many mathematical methods, most notably calculus, has been motivated by the desire to understand the behavior of physical systems. In a related way, computer simulations allow for examination of physical behavior for which the mathematical models are too difficult (or time consuming) to solve by hand. Students will learn both the underlying mathematics and how to create and use such simulations.

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

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

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

Credits: 16

Enrollment: 32

Required Fees: \$350 in fall, \$325 in winter, and \$150 in spring for math/physics conferences and physics kits.

Molecule to Organism

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Biochemistry, biology and chemistry

Class Standing: Sophomore – Senior

Prerequisites: One year of college-level general biology with laboratory and one year of college-level general chemistry with laboratory

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

Faculty: Paula Schofield, Thane Taylor and James Neitzel

This program develops and interrelates concepts in experimental (laboratory) biology, organic chemistry, and biochemistry, thus providing a foundation for students who plan to continue studies in chemistry, laboratory biology, field biology, and medicine. Students will carry out upper-division work in organic chemistry, biochemistry, cellular and molecular biology, and genetics in a yearlong sequence. The program integrates two themes, one at the cell level and the other at the molecule level. In the cell theme, we start with the cell and microbiology and proceed to the whole organism with the examination of structure/function relationships at all levels. In the molecular theme, we will examine organic chemistry, the nature of organic compounds and reactions, and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes continually merge through studies of cellular and molecular processes in biological systems.

Each aspect of the program will contain a significant laboratory component. On a weekly basis, students will write papers and maintain laboratory notebooks. All laboratory work and approximately half of the non-lecture time will be spent working in collaborative problem-solving groups. Spring quarter student-designed research projects are a culmination of all major concepts learned throughout the year.

This is an intensive program. The subjects are complex, and the sophisticated understanding we expect to develop will require devoted attention and many hours of scheduled lab work each week.

Accepts winter and spring enrollment with faculty signature.

Students entering in winter must have completed one quarter each of the disciplines covered in fall quarter or the equivalent.

Students entering in spring must have completed two quarters each of the disciplines covered in the fall and winter quarters or the equivalent. Interested students should contact the program coordinator by email or in person at the Academic Fair.

Credits: 16

Enrollment: 75

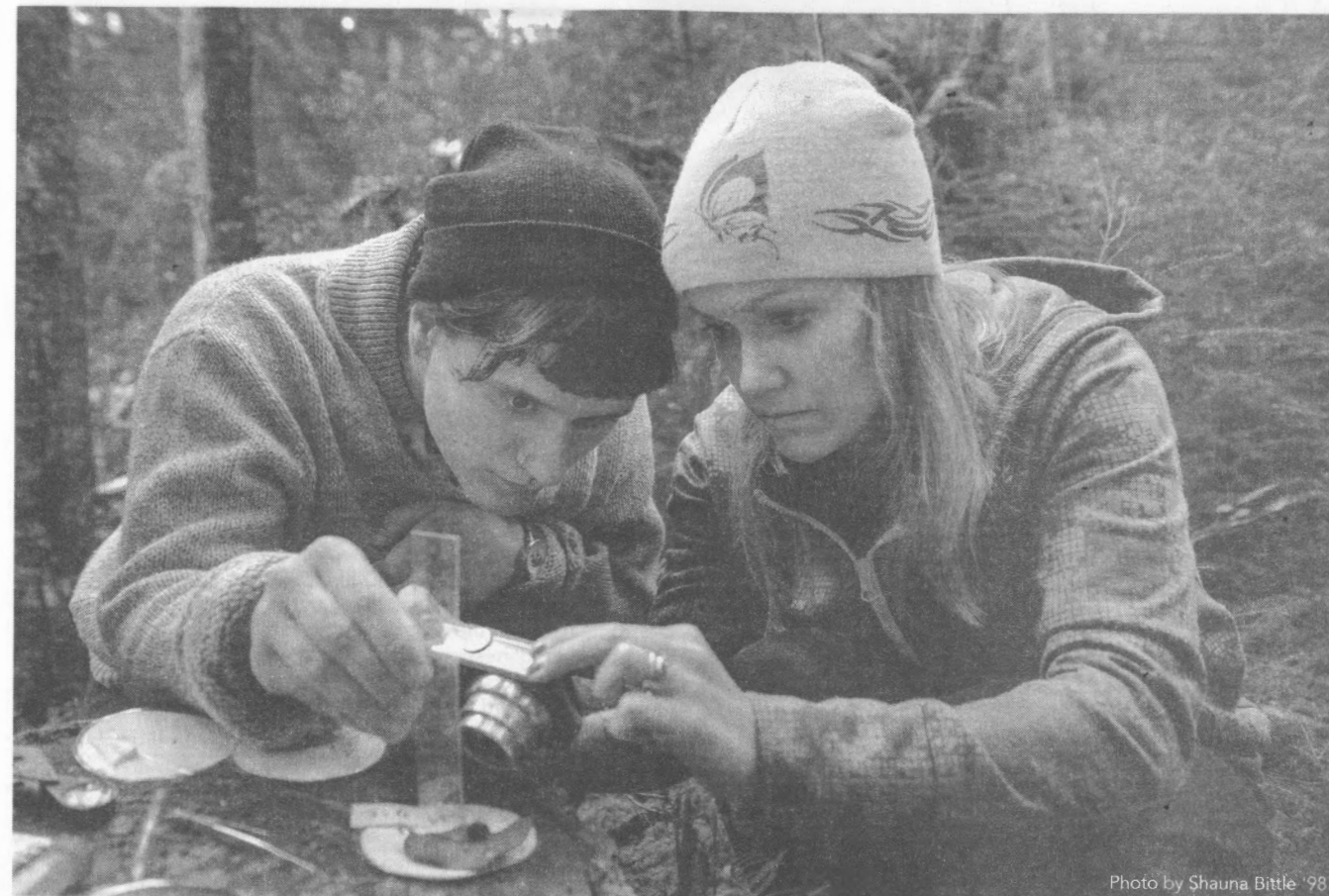


Photo by Shauna Bittle '98

Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Aesthetics, computer science, media studies, and music

Class Standing: Junior – Senior

Prerequisites: One year of college-level music theory.

Preparatory for studies and careers in music composition, computer science, and liberal arts.

Faculty: Arun Chandra

Western European music has had a long development of simultaneous complexity, from the introduction during Medieval times of independent voice leading, to the multi-voiced complexity of Gyorgi Ligeti's "micro-polyphony" in the 1960s. "Polyphony" is the presence of multiple, independent musical voices, where the differences of each voice emphasize the differences of the others. It is the opposite of "homophony," in which musical lines are hierarchically bound to one another, harmonically and metrically, as in a barbershop quartet.

From the 1920s through the 1940s, the anthropologists Gregory Bateson and Margaret Mead studied the cultures of the South Pacific, as well as those of North America and Europe. They traced and articulated the differences between cultures, while noting the simultaneous shared properties held between them. In the 1940s, Bateson and Mead (along with Heinz von Foerster, W. Ross Ashby, and others) began what was later called cybernetics. In our program, we will be reading papers by Bateson, Mead, von Foerster, and others. We will study the mathematical theory of information and create

compositions in sound that mirror and address the complexities that these scientists wrote about, by means of the musical techniques of polyphony and voice-misleading.

We will also investigate and learn how to program in the C programming language under the Linux operating system, in an attempt to create acoustic events that might begin to match the complexity of our own times, using polyphony, and study the ideas of counterpoint as shown in the compositions of J. S. Bach, Arnold Schoenberg, Gyorgi Ligeti, and contemporary composers.

During fall quarter, we'll study the basics of C programming, getting familiar with the fundamentals of digital synthesis and the Linux operating system. Projects will include the creation of single-channel sound files and learning about the fundamental waveforms, additive synthesis, mixing, and frequency modulation. By winter, we'll expand the work to include two-channel sounds, algorithms for equal-power panning, filtering and granular synthesis. In the spring quarter, students will create 8-channel compositions, study direct waveform synthesis, and utilize all the algorithms that we studied through the year. Throughout the year, students will also be expected to write and perform vocal exercises in musical counterpoint, which they will perform in groups.

There will be regular listening sessions, musical projects, and writing assignments using the writings of cyberneticians as models. The program will attend concerts of music in Seattle and Portland and give a public concert of our final compositions.

This program accepts new enrollment in winter with signature.

Prospective students should contact the faculty to take the fall final exam. This program does not accept spring enrollment.

Credits: 16

Enrollment: 25

Required Fees: \$100 per quarter for performance tickets.

Music Creation and Performance

Winter 2016 quarter

Fields of Study: Music

Class Standing: Junior – Senior

Prerequisites: One year of formal, college-level study in music performance, composition, or theory.

Preparatory for studies and careers in music composition and performance.

Faculty: Terry Setter and Andrea Gullickson

This program will investigate the relationship between music composition and music performance. The program structure mixes independent work in music with weekly lectures, seminars, and performance workshops. Students will compose original pieces that explore contemporary compositional techniques and work to improve their performance skills. The program is for experienced composers and performers. It is not a course in songwriting, beat making, or popular music.

The goal of the program is for students to become better composers and performers. To do this, we will have weekly workshops in performance practice, as well as composition forums to review and help the members of the group refine their ideas. Students will work to develop greater understanding of the qualitative aspects of listening and how music “functions” in their lives. We will read texts that deal with established contemporary compositional techniques, such as *Techniques of the Contemporary Composer*, by David Cope, as well as recent findings related to the effects of music on the body. We will also read texts related to various aspects of performance, such as *Integrated Practice*, by Pedro de Alcantara. These readings will help students build vocabulary and a broad spectrum of approaches to our work. They will also help us develop useful critical skills. All students will select a topic for a 20-minute formal research presentation that will be presented orally during week 9 as the culmination of their independent work during the quarter. There will be an overnight retreat during which guest musicians will work with the students and share information about their approaches to the creation and performance of music. There will also be a public concert of original pieces at the end of the winter quarter.

Credits: 16

Enrollment: 50

Required Fees: \$75 for an overnight retreat with guest artists.

The Nature of Music: Patterns, Paradox, and Possibilities

Fall 2015 quarter

Fields of Study: Music

Class Standing: Freshman – Senior

Preparatory for studies and careers in music, performance, education and arts-related fields.

Faculty: Andrea Gullickson

“Our humanity rests upon a series of learned behaviors, woven together into patterns that are infinitely fragile and never directly inherited.” Margaret Mead

“Intelligence is the ability to take in information from the world and to find patterns in that information that allow you to organize your perceptions and understand the external world.” Brian Greene

The human brain seeks comprehension through the identification of patterns. Yet while we seek predictable organization, we also crave the excitement of the unexpected. Could an examination of this paradoxical human desire increase our understanding of the powerful role music plays in the lives of individuals and the communities in which they live? In this program, we will examine the many layers of patterns that fill our music as well as the unexpected disruptions within those patterns that captivate our imagination. We will consider corresponding patterns in the natural world and other human endeavors in order to better understand our environment, our place in it, and the role of art in shaping our experiences.

Our work with progressive skill development will require physical immersion into the practices of listening, moving, and making music. Theory and literature studies will require the development of a common working vocabulary, writing skills, quantitative reasoning, and critical-thinking skills. Weekly activities will include readings, lectures, seminars, and interactive workshops designed to encourage students to expand and meld their creative interests within an intellectual infrastructure. Performance workshops will provide opportunities to gain firsthand understanding of fundamental skills and concepts as well as the transformative possibilities that exist through honest confrontation of challenging experiences. Writing workshops and assignments will encourage thoughtful consideration of a broad range of program topics. This balanced approach to the development of physical craft, artistry, and intellectual engagement is expected to culminate in a significant written and performance project.

Credits: 16

Enrollment: 24

The New Puritans: Studies of Anglo-American Social Conscience

Fall 2015 and Winter 2016 quarters

Fields of Study: American studies, cultural studies, history, literature, philosophy, religious studies and writing

Class Standing: Junior – Senior

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

Faculty: Nancy Koppelman and Trevor Speller

Puritans are caricatured as strict prudish moralists. Yet they were avid readers and writers who believed in the life of the mind. They socialized, partied, drank alcohol, played sports, and married young if at all. About a third of their children were born out of wedlock; efforts to purify themselves of sin were not completely successful. Nevertheless, the wish for self-purification captures the American imagination, and its roots are deep in the Puritan past. In the 1950s, the path-breaking historian Perry Miller wrote, “Without understanding Puritanism, and that at its source, there is no understanding of America.” Students will study what Miller meant, learn about generations of “new Puritans” over three centuries of American history, and evaluate whether he was, and is, correct. Puritanism has changed, but its basic “structures of feeling,” to borrow a phrase from Raymond Williams, are still with us, and will be the subject of our studies.

This program will give an overview of progressive movements and ideas in a transatlantic context (i.e., spanning Great Britain to the U.S.). Students will read history, literature, religious tracts, and political philosophy. Our cast of historical characters will include 18th-century idealists, 19th-century reformers, 20th-century progressives, and “new radicals.” We’ll encounter abolitionists, utopians, vegetarians, temperance advocates, lots of women (some of them feminists), communists, radicals, and counter-culturists, including idealists in our own time who address challenges of the human condition.

In the fall, we will take a 10-day trip to New England to visit sites of early Puritan settlement such as Plymouth, Boston, and Salem. Our studies will begin in 16th-century England, with an examination of the Protestant Reformation and the political questions it inspired. We will consider how and why religious ideas about individual agency and rights shaped social change and inspired social movements, including the American Revolution and beyond. In the winter, students will pursue a research project on a topic of their choice.

The Puritans were concerned with the dignity of everyday people, skeptical or outright hostile to state power, troubled by hierarchy, compelled to purge corrupting influences, attracted to disciplined bodily habits, worried that society was ever more unethical, committed to influence minds and hearts, and convinced that “everything happens for a reason.” If you share any of these concerns, you may be a “new Puritan.” Take this program and find out.

Credits: 16

Enrollment: 50

Required Fees: \$900 in fall for entrance fees and a 10-day field trip.

Of Blood and Beauty: The Thought, Literature and Art of German-Speaking Cultures

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Aesthetics, art history, cultural studies, international studies, language studies, literature, music, philosophy, psychology and theater

Class Standing: Sophomore – Senior

Prerequisites: One year college-level study in the humanities. German is not required; beginning language will be offered.

Preparatory for studies and careers in graduate study in literature, philosophy, cultural studies, German studies, art history, international affairs and government, international business, nonprofit work.

Faculty: Marianne Bailey and Kathleen Eamon

Our program will explore the productive paradoxes of Germanic sensibilities by working through foundational works in literature, philosophy, psychoanalysis, music, and visual arts from German-speaking thinkers and makers. We will be especially concerned with the unmistakable coexistence of a drive toward order, structure, technology, and systems, with an equally persistent melancholy, deep inwardness, and mysticism. Goethe’s *Faust* is written in German; so, too, is the *Dada Manifesto*. The philosophical systems of Kant and Hegel, for example, feed Nietzsche’s critical tongue. Freud and the psychoanalytic tradition name and analyze the chaotic forces of human depths decades after German Romantics intimated and sang praises of that darkness, figuring its caves, jewels, and labyrinths in their poems and paintings. The operatic wave of Wagnerian ritual “Gesamtkunst” (total art) joins, in the German canon, the ethereal choirs of medieval mystic, Hildegard of Bingen, and the perfect symmetry of a piece from Mozart. We will ask what in this dual mentality allowed the rise of fascism, and how the artists and thinkers who opposed it and came of age in its wake were radically changed in their understanding of their language, their work, themselves, and their notions of art and of humanism.

In fall and winter quarters, we will work across a long history, drawing from the Medieval and Renaissance eras with the aim of better understanding German Romantic literature, art, and philosophy of the late 18th and 19th centuries, and studying that period in turn so that we can approach works from 20th-century moderns, as well as works by outsider artists found in the fringe galleries and theaters in contemporary Berlin. Language study (beginning and intermediate) will be integral to our work for all students who plan on traveling to Germany in spring quarter.

Spring quarter will include further language, philosophical, and cultural study, as well as significant individual project work. Students may elect to travel to Germany for nine weeks of field study, first in Berlin for intensive language and cultural studies, and then on excursions into, for example, Austria, Switzerland, and southwestern Germany during students’ *Wanderzeit* (walking time). In Berlin, we will continue our historical trajectory with an emphasis on works of post-modernity and the situation of the contemporary European and world city, studying Berlin’s art, music, drama, and architecture. During the *Wanderzeit*, students will pursue their self-designed curriculum incorporating travel and cultural research; a portion of winter quarter will be devoted to developing those projects. Students on campus will engage a version of the all-program syllabus while developing their own individual projects with the support and help of faculty and one another. These students will have their own version of the *Wanderzeit*, when they can make field trips of their choosing. These might include touring independent poetry publishers, traveling to a nearby or distant museum or archive important to their research, or wandering the mountains or seashore reading and writing about the German Romantic poets and thinkers like Nietzsche, Novalis, or Hesse. All students will join together at year’s end to present their spring experiences and projects.

This program will offer advanced work in the humanities and excellent preparation for graduate work.

Credits: 16

Enrollment: 50

Study Abroad: Students who choose to travel will spend approx. five weeks doing cultural fieldwork and German language study in Berlin, at the International Institute CIEE. Then students will pursue personal travel and research agendas developed during winter quarter. Costs to students will vary according to individual choices and travel agendas; \$7,500 is an approximate maximum cost, including airfare. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthom@evergreen.edu.

Required Fees: \$40 in fall and winter for entrance fees.

A similar program is expected to be offered in 2018-19.

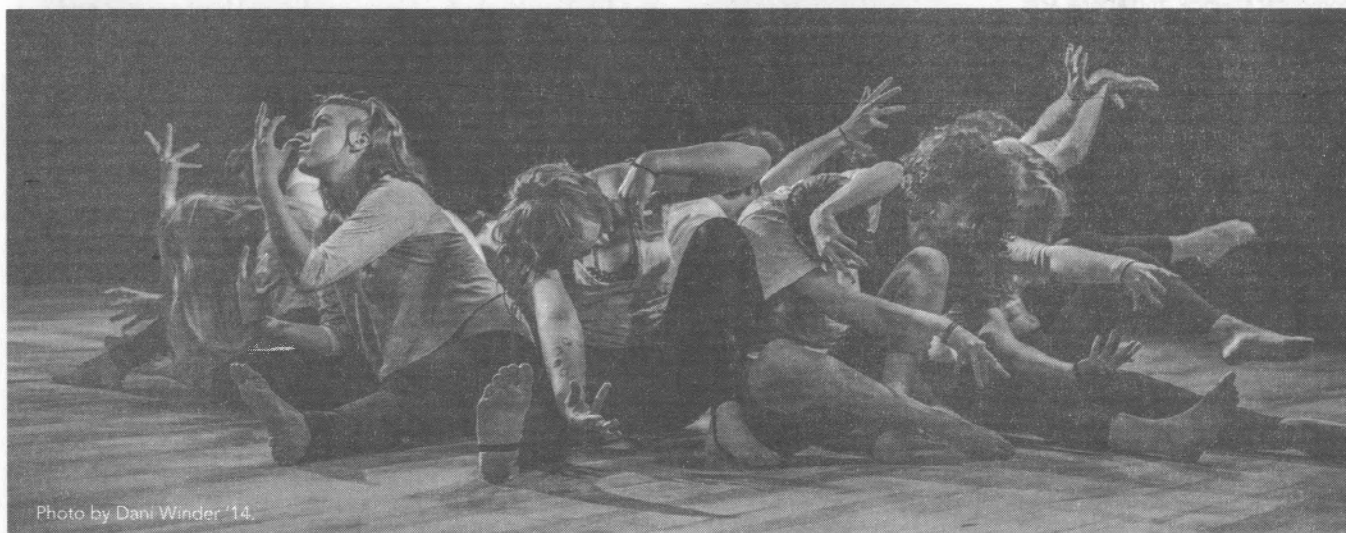


Photo by Dani Winder '14.

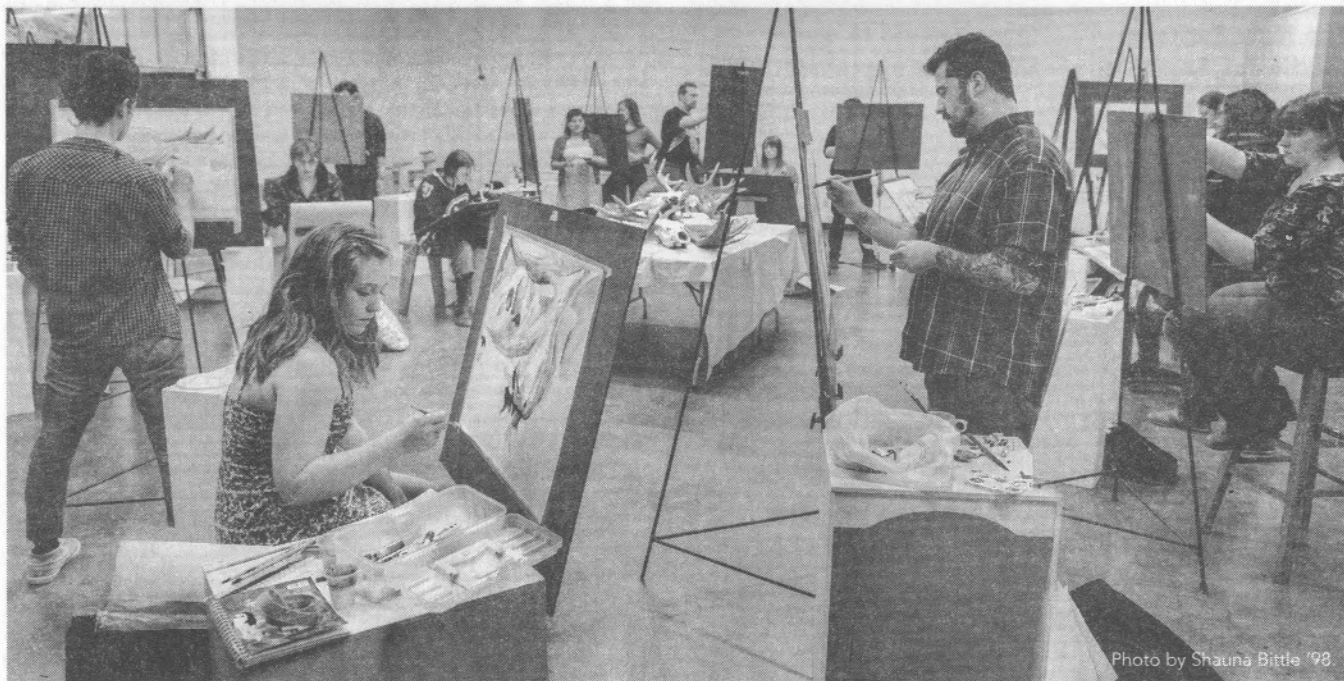


Photo by Shauna Bittle '98

Out of the Shadows: Women of Color in the Era of Civil Rights

Winter 2016 OR Spring 2016 quarter

Fields of Study: African American studies, Native American studies, cultural studies, gender and women's studies, history and literature

Class Standing: Freshman

Preparatory for studies and careers in American studies, U.S. history and literature, cultural studies, political science, education.

Faculty: Elizabeth Williamson and Frances V. Rains

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

The Civil Rights era is typically described as a set of movements inching towards justice through the hard work of individual organizers, predominantly African-American males. When an entire historical moment is narrated in this way, women of color, their actions, their contributions, and their leadership, are implicitly relegated to the shadows. Students who are taught history in this way learn not to question what is "unseen," which in turn reinforces the patriarchal status quo. This program seeks to resist that status quo by shining light on the leadership and work of many erased women of color across the decades of the 1950s-1970s.

In addition to studying the crucial roles women of color played in the era of Civil Rights, we will learn about the critiques women of color provided of both white feminism and the male-dominated Black Power movement. In other words, we will highlight the role of women-of-color activists, writers, singers, and leaders in the struggle to forge a truly intersectional analysis of American systems of oppression. Because our 10-week study will necessarily be incomplete, students will be invited to do biographical or creative projects on figures and topics not covered in our syllabus.

Significant attention will be paid to helping students develop their reading and critical thinking skills, and we will also supplement our textual analysis with films and music from the period.

Credits: 16

Enrollment: 36

Required Fees: \$15 for museum tickets.

Painting in the 21st Century

Spring 2016 quarter

Fields of Study: Art history and visual arts

Class Standing: Sophomore – Senior

Prerequisites: Students entering the program must have a solid background in representational drawing.

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

Faculty: Susan Aurand

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

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

Credits: 16

Enrollment: 25

Perspectives of Diversity and Multiculturalism

Spring 2016 quarter

Fields of Study: American studies, history and political economy

Class Standing: Freshman

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

Faculty: Michael Vavrus

What is it about diversity per se that creates social divisions within a society? What diversity topics in particular create passionate opinions across the political spectrum? How can we explain these varying world views so that we come away with a deeper and fuller understanding of why these debates endure? What was it about diversity and multiculturalism that can elicit such strong emotions, so much so that diversity as a concept can have varying effects on the social and economic well-being of individuals and groups? These are among the questions explored in this program.

This introductory program provides an overview of contemporary diversity issues that manifest in contentious debates in countless settings around the world. The primary focus is on the United States with examples of the effects of these issues for school-age children on their life opportunities and economic well-being. This survey uses history and political economy to find patterns and connections from the past to the present, including how multiculturalism has its roots in contested diversity. This further requires an inquiry into different world views or ideologies.

Through texts, films, lectures, seminars, and contemporary news accounts, students will engage in critical pedagogy. Critical pedagogy serves as a teaching-learning approach that can help us look beneath common-sense explanations for differences. Among the topics considered are skin color-consciousness and racial color-blindness; the impact of racial and ethnic identification; what constitutes a crime and just punishment; analysis of economic class in interaction with culture; immigrant and indigenous experiences; and patriarchy and its intersections with gender, sexuality, and religion.

Through frequent writing assignments and speaking opportunities, students can expect to leave this program with a deeper understanding of the roots and implications of some of the major social issues regarding diversity and multiculturalism in the 21st century.

Credits: 16

Enrollment: 23

Required Fees: \$20 for museum entrance and guided tour fee.

Picturing Plants

Spring 2016 quarter

Fields of Study: Botany, ecology, field studies, natural history and visual arts

Class Standing: Junior – Senior

Prerequisites: Botany: People & Plants (page 30) or equivalent introductory plant biology and basic drawing.

Preparatory for studies and careers in botany, vegetation ecology, and scientific illustration.

Faculty: Frederica Bowcutt

In this program, students learn how to use Hitchcock and Cronquist's *Flora of the Pacific Northwest*, a technical key for identifying unknown plants. In the field and laboratory, they will hone their ability to recognize diagnostic characters of plant families. Students will also learn how to collect, prepare, and curate herbarium specimens. These skills will be applied to a collaborative research project. Through field trips, lectures, and readings, students will learn about Pacific Northwest plant communities, including prairies, oak woodlands, coniferous forests, sagebrush steppe, and wetlands. Students can expect to dedicate a significant amount of time to maintaining a detailed field journal, which will be used to assess their field skills.

Another significant focus of the quarter is botanical illustration. Students will create a portfolio of artwork and participate in the curation of a show. In lectures, readings and critiques, participants will study the cultural history of botanical illustration. In workshops, students can expect to develop skills in pen and ink, scratchboard, and watercolor techniques. Students will practice these skills in the execution of a portfolio of illustrations. They will also learn to digitally reproduce and manipulate their images for publication. A five-day field trip to Sun Lakes State Park is critical to the work of this program. Participation in this and other field trips is required.

Credits: 16

Enrollment: 25

Required Fees: \$250 for multi-day field trip.

Plant Ecology and Physiology

Winter 2016 quarter

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

Class Standing: Sophomore – Senior

Preparatory for studies and careers in biology, botany, ecology, environmental studies, field studies, natural history, and technical writing.

Faculty: Dylan Fischer

How do plants and plant communities function? How do plants differ in function above ground and below ground? We will closely examine the ecology and physiology of plants and current methods in plant ecology. Our studies will be divided among those that focus on individual plants (autecology), the interactions among plants (synecology), and physiological interactions with the environment (ecophysiology). Topics will include plant communities; competition and facilitation ecology; plant physiology; water use; photosynthesis; plant growth and form; rooting; and the potential effects of large-scale disturbances, such as climate change, on plant communities. We will apply what we learn about plant ecology to better understand current research in the broader fields of ecosystem and community ecology. Our readings will be divided between current widely used texts in plant physiology and ecology, historical papers of great importance, and current research papers from technical journals. Local day trips, workshops, labs, and a multiple-day field trip will allow us to observe field research on plant physiology, plant restoration, and the plant ecology of diverse environments, as well as conduct student-driven research on plant ecology and physiology.

This is also a writing intensive program for technical science writing. Communication skills will be emphasized, particularly reading scientific articles and writing for scientific audiences.

Credits: 16

Enrollment: 25

Required Fees: \$350 for an optional multi-day field trip.

Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Community studies, environmental studies, geography, government, law and government policy, political economy, political science and sustainability studies

Class Standing: Junior – Senior

Preparatory for studies and careers in government, urban planning, architecture, non-profit sector, public/environmental policy, and economic development.

Faculty: Jennifer Gerend and Ralph Murphy

This yearlong upper-division program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. How can today's built environments be explained, and what should be preserved? We will give special attention to the political, legal, economic, social/cultural, environmental, and justice contexts of land use. We will also look at land ethics, concepts of land ownership, and efforts to regulate land uses and protect lands that have been defined as valuable by society. We will consider more sustainable development patterns to accommodate population growth and improve public health, especially walkable urban density.

To understand the purpose of land use policy and regulation, the following topics and disciplines will be used to evaluate the human treatment of land, primarily in the United States: history and theory of land use planning; economic and community development; the structure and function of American government and federalism; public policy formation and implementation; contemporary land use planning and growth management; elements of environmental and land use law; economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods, such as statistics and Geographic Information Systems (GIS). Our goal is to have students leave the program with a comprehensive understanding of the complexity of issues surrounding land use planning, restoration, urban redevelopment, stewardship, conservation, and the specific skills sets required for professional level work in this dynamic field.

The program will include lectures, seminars, guest speakers, films, workshops and in-class simulations (e.g., a mock public hearing), field trips in western Washington and individual and group research projects and presentations. Students will also acquire professional writing skills through instruction and practice in formats such as the policy briefing paper. Fall quarter will focus on developing an understanding of the political and economic history that brought about the need for land use regulation. This will include understanding the political, legal, theoretical, and economic context. Winter and spring quarters will continue these themes into contemporary applications and the professional world of land use planning, such as understanding the legislative and public policy processes in Washington at the state and local government levels, major policies such as the Washington State Growth Management Act, historic preservation, and economic development. During spring quarter, additional subtopics of interest to the program will be explored through major group projects and presentations or internships. Students will leave the program with credits for an emphasis in land use planning, an excellent preparation for potential professional careers and the prerequisites for many graduate programs in land use planning, public administration, and public policy.

Accepts winter and spring enrollment. For winter, faculty will compile a list of catch-up readings from fall quarter, and new students will have to show their comprehension in a makeup seminar. For spring, new students must meet with faculty prior to enrolling and perform makeup work.

Credits: 16

Enrollment: 50

Political Economy and Social Movements: Race, Class, and Gender

Spring 2016 quarter

Fields of Study: African American studies, American studies, economics, government, history, international studies, political economy, political science and sociology

Class Standing: Sophomore – Senior

Preparatory for studies and careers in political economy, sociology, economics, history, education, community and labor organizing, global justice movement, law, development, and social work.

Faculty: Peter Bohmer

We will examine the nature, development, and concrete workings of modern capitalism and the interrelationship of race, class, and gender, primarily in the contemporary context. We will focus on the themes oppression, exploitation, social movements, reform, and fundamental change, as well as the construction of alternatives to capitalism, nationally and globally. We will examine social changes that have occurred in the past, present trends, and alternatives for the future. We will examine different theoretical frameworks such as liberalism, Marxism, feminism, anarchism, and neoclassical economics, and their explanations of the current United States and global political economy and of key issues such as climate change, poverty and inequality, immigration and the criminal justice system.

In studying the U.S. experience, we will study linkages from the past to the present, between the economic core of capitalism, political and social structures, and gender, race, and class relations. Resistance and social movements will be a central theme. We will also investigate the interrelationship between the U.S. political economy and the changing global system, historically and in the present. We will study causes and consequences of the globalization of capital and its effects in our daily lives, and the role of multilateral institutions. We will analyze the responses of societies such as Venezuela and social movements such as labor, feminist, anti-war, environmental, anti-racist, indigenous, and youth, and the global justice movement in the U.S. and internationally in opposing the global order. We will look at alternatives to neoliberal capitalism, including participatory socialism and strategies for fundamental change.

Students will be introduced to economics from a neoclassical and political economy perspective. Within microeconomics, we will study topics such as the structure and failure of markets, work and wages, growing economic inequality, poverty, and the gender and racial division of labor. We will study macroeconomics, including austerity policies and critiques of it, the role of debt, and causes and solutions to unemployment and economic instability. Students will engage the material through seminars, lectures, guest speakers, films, workshops, synthesis papers based on program material and concepts, and a take-home exam.

Credits: 16

Enrollment: 25

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

Political Economy of Power in American Society

Fall 2015 quarter

Fields of Study: Government, history and political economy

Class Standing: Sophomore – Senior

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

Faculty: Lawrence Mosqueda

This program focuses on the issue of power in American society. We will investigate the nature of economic, political, social, military, ideological, and interpersonal power. The interrelationships of these dimensions will be a primary area of study. We will explore these themes through lectures, films, seminars, a journal, and short papers.

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

In a time of war and economic, social, and political crisis, a good deal of the program will focus on international relations in a systematic and intellectual manner. This is a serious class for serious people. There is a good deal of reading and some weeks are more complex than others. Please be prepared to work hard and to challenge your previous thinking.

Credits: 16

Enrollment: 25

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

The Postcolonial Novel

Spring 2016 quarter

Fields of Study: Cultural studies, literature and writing

Class Standing: Junior – Senior

Prerequisites: Well-prepared students will have previously studied literature and/or the humanities, and will have written a significant paper (10+ pp.) on the topic. Lower-division students may be admitted pending an assessment of written work.

Preparatory for studies and careers in literary criticism, cultural studies, and education.

Faculty: Trevor Speller

With the breakup of the British Empire following World War II, a new set of states emerged into the world, each with particular cultural concerns. Many of those concerns are described in the imaginative genre of the novel. This program will explore the aesthetic and political issues around the novel, from the early 20th century to the present, with a focus on Anglophone writing from current and former commonwealth countries.

The intersection of colonialism, nationalism, cultural identity, and the novel will be an important locus of attention. What makes a novel "British," "colonial," or "postcolonial"? What happens when politics and art are married, and what is gained and lost in this relationship? In what ways can writers and their work be representative, or not representative, of a so-called "genuine national tradition"? What constitutes a progressive or moral artwork, and does that have any special value?

Our reading list will begin with Joseph Conrad's *Heart of Darkness*, and will go on to consider a number of other novels and writers such as Salman Rushdie, Chinua Achebe, Nadine Gordimer, J.M. Coetzee, V.S. Naipaul, Jean Rhys, Kiran Desai, E.M. Forster, Ben Okri, and/or Zadie Smith. We will read excerpts from other works of fiction, critical views on the postcolonial novel, and contemporary literary theory. Films may be screened in class. By the end of the program, students will have a firm foundation in postcolonial literature, exposure to significant strands of literary theory, and experience with upper-division literary research.

Students will be asked to read various texts, prepare presentations, lead class discussions, and produce a critical paper (15+ pages), in addition to minor assignments. The best work in this program will be useful for graduate school applications.

Credits: 16

Enrollment: 25

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

Practice of Organic Agriculture

Spring, Summer and Fall 2016 quarters*

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

Class Standing: Freshman – Senior

Prerequisites: High school algebra, biology and chemistry; good communication skills; and ability/willingness to adhere to a structured work schedule, follow detailed directions in a work environment, and resolve conflicts in a group setting.

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

Faculty: David Muehleisen and Paul Przybylowicz

*This program begins in spring of 2016 and spans academic years.

This three-quarter program (spring, summer, and fall quarters) will explore the details of organic farming and food production systems using the underlying sciences as a framework. Due to the interdisciplinary nature of agriculture, the various topical threads (botany, soils, horticulture, business, etc.) will be presented throughout all three quarters, and while our primary focus will be on small-scale organic production, we will examine a variety of production systems. Our emphasis will be on the scientific underpinnings and practical applications critical for growing food using ecologically informed methods, along with the management and business skills appropriate for small-scale production.

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

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

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

Students planning to take this program need to develop a plan that includes financial aid to cover summer quarter 2016, contact Financial Aid early in fall quarter 2015.

Faculty signature. Interested students send a letter that details how they have met the specific prerequisites listed to Paul Przybylowicz (przybylo@evergreen.edu). Applications received by the Academic Fair will be given priority. After the Academic Fair, applications will be reviewed as submitted and qualified students will be accepted until the program fills. Students will be individually notified by email of their acceptance into this program.

Credits: 16

Enrollment: 48

Required Fees: \$250 in spring, \$250 in summer, and \$400 in fall for overnight field trips and supplies.

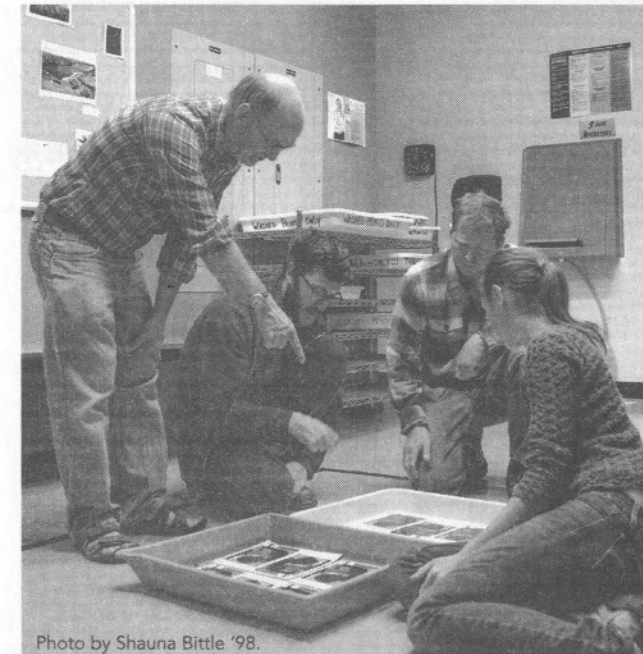


Photo by Shauna Bittle '98.

Psychology and the Arts

Spring 2016 quarter

Fields of Study: Community studies, consciousness studies and psychology

Class Standing: Junior – Senior

Preparatory for studies and careers in psychology and the expressive arts.

Faculty: Mukti Khanna and Terry Setter

The arts allow us to access deep components of ourselves that are not easily available through other means. They also allow us to gain new perspectives on our culture and the world around us. Perhaps this is at the heart of why people are so passionate about art.

In this team-taught, full-time program, students will study developmental psychology and psychological underpinnings of artistic expression and will design arts activities for presentation within the class and for use as social health care projects beyond the campus. Students will integrate their knowledge of these areas to create inter-modal art-centered activities designed to reduce stress and increase resilience and social skills for diverse communities and age groups, including international refugee populations. The student-designed, art-centered activities might take many forms, such as online instructions, a video piece, a tabletop game or interactive theatre workshops.

We will make use of cognitive and experiential approaches to learning in order to introduce students to skills and concepts needed to increase their understanding of cognitive, emotional, mental, and physical contexts of developmental psychology. The program will integrate theories with practice to explore diverse resources from personal to global in scale, as well as guide students toward creating multi-modal arts-based modules that can become part of an international curriculum on social health care to build resilience and promote creativity for people of diverse ages, and to reduce conflict in displaced communities. Students will also develop knowledge and presentation skills by conducting research into a topic of their choosing, related to their arts-presentation project, and presenting it in an appropriate format at the end of the term.

Credits: 16

Enrollment: 50

Required Fees: \$50 for art supplies and concert tickets.

Reality and Dreams: Seeing the Inner and the Outer

Fall 2015 and Winter 2016 quarters

Fields of Study: Consciousness studies, literature, psychology and visual arts

Class Standing: Freshman – Senior

Prerequisites: Students must have college-level skills in reading, writing, and pursuing research topics, as well as a strong interest in the experiential study of the relationships between our creative endeavors, our inner experiences, and our beliefs. Effort, self-motivation, and commitment will be essential for succeeding in this rigorous program.

Preparatory for studies and careers in photography, consciousness studies, philosophy, and psychology.

Faculty: Bob Haft and Donald Middendorf

From the Old Testament to Sigmund Freud, from August Kekul's vision of the ouroboros to Salvador Dali's melting clocks, dreams have been an integral part of both an individual's well-being and the creative spirit. Dreams have manifested themselves as clues to personal problems, solutions to stubborn intellectual conundrums, and even as works of art. What role do they play in our own inner and outer lives?

This two-quarter, interdisciplinary program will provide an opportunity for students who are interested in doing intensive work in the areas of dreams and photography to cultivate awareness of the interplay of inner and outer experience through challenging readings, creative work, and self-reflection. We will examine our beliefs about the nature of reality as manifest in the expressive arts and physical reality from a variety of disciplinary viewpoints including photography, psychology, literature, and biology.

During fall quarter, we will study the basics of black-and-white photography as a means of learning how to see and appreciate the world around us. We'll also learn how we (and others throughout history) have used dreams to "see" our inner world. We'll use Greek literature to examine the emotional and behavioral interactions that we call "love" and try to understand the concept of "light" from both a physical and philosophical perspective. During winter quarter, we'll continue and deepen our study and use of photography and dreams and include a study of relevant topics in biology such as neuroplasticity, epigenetics, and the physiology of the eye. We'll also examine alternative areas of research such as lucid dreaming and paranormal phenomena, as well as the approach of the Surrealists to examining the nature of reality through art and dreams. Students will have the opportunity to give a presentation to their peers using the skills learned during the two quarters.

This is an experiential and rigorous full-time program in which students will be expected to participate in all program activities and document 48 hours of program-related work per week.

Faculty signature. Students must demonstrate college-level writing skills. For admission in the fall quarter, an online assessment will be available by the Academic Fair, May 13, 2015. This program accepts winter enrollment with faculty signature. For admission in winter, an assessment of writing skills will be available from either faculty member.

Credits: 16

Enrollment: 48

Required Fees: \$160 per quarter for museum entrance fees and photographic supplies.

Reinterpreting Liberation: Third World Movements and Migrations

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Cultural studies, gender and women's studies, history, international studies, literature and political economy

Class Standing: Sophomore – Senior

Preparatory for studies and careers in education, international studies, community advocacy, and foreign service.

Faculty: Alice Nelson, Savvina Chowdhury and Therese Saliba

For centuries, shouts of liberation have echoed through the streets, from Kolkata, India, to Caracas, Venezuela. Today, new movements are afoot, inviting us to revisit the question, "What does independence mean in the cultural, historical, political, and economic context of the global South?" Third World liberation movements that arose in the aftermath of World War II did so not only as organized resistance to colonial forms of oppression and domination, but also as attempts to reconceptualize an alternative, anti-imperial and anti-racist world view. While gaining some measure of political independence, nations such as India, Egypt, Algeria, Mexico, and Nicaragua found that they remained enmeshed in neocolonial relations of exploitation vis-a-vis the former colonial masters and the emerging U.S. empire. Their post-colonial experience with nation-building bears witness to the actuality that political liberation remains inseparable from economic independence.

Through the disciplinary lenses of literature, cultural studies, political economy, and feminist theory, this program will explore how various ideas of liberation (sometimes complementary, sometimes contradictory) have emerged and changed over time, in the contexts of Latin America, the Middle East, and the Indian subcontinent. We will explore religious, national, gender, ethnic, and cultural identities that shape narratives of liberation through the discourses of colonialism, neocolonialism, religious traditions, and other mythic constructions of the past. We will examine how deep structural inequalities have produced the occupation and partitioning of land and migrations, both forced and "chosen."

With emphasis on a variety of texts, we will examine the ways in which authors revisit their histories of European and U.S. colonialism and imperialism, question the ways stories have been written, and seek to tell another story, reinterpreting liberation. In fall, we will explore several historical models of liberation and critique dominant

representations of Third World nations. We will focus especially on India's path to independence, the Algerian and Cuban revolutions, Egypt/Arab nationalism, and the Chilean Road to Socialism. In winter, we will move forward chronologically, framing our cases within the current context of neoliberalism. Our case studies will include Iran and Nicaragua in 1979 and afterwards, the Israeli/Palestinian conflict, post-nationalist resistance movements in Mexico, opposition to U.S.-led wars in Afghanistan and Iraq, the Bolivarian Revolution in Venezuela, the recent Arab uprisings, and issues of ecology and resource sovereignty affecting the three regions. We will look at feminist involvement in these contexts, as well as the role of U.S. foreign and economic policy in suppressing liberatory movements.

In spring quarter, we will focus on migration as a legacy of colonial relations, neoliberal globalization, and heightened militarization. We will examine border cultures and the day-to-day realities of dislocation through the literature of various diasporas, and the quest for community, sovereignty, and economic security in the post 9-11 era. For part of their spring quarter credit, students will have the opportunity to engage in community-based internships around issues of immigration and human rights or project work related to program themes.

Accepts winter and spring enrollment with signature. New students joining in winter will be required to read one of our texts from fall, as well as the first text for winter, over break. In spring, new students should contact the Center for Community-Based Learning and Action (CCBLA) to discuss options for an 8-credit (20 hour) community-based internship. All interested new students should write a paragraph about their preparation for the program, (bearing in mind that the program involves intensive reading and writing), prior undergraduate studies, and internship plans or interests. Email the paragraph along with your student A number and class standing to Therese Saliba (salibat@evergreen.edu).

Credits: 16

Enrollment: 75

Required Fees: \$150 per quarter for overnight field trips.

Internship Possibilities: Students will have the opportunity to engage in community-based internships around issues of immigration and human rights or project work related to program themes. Students must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

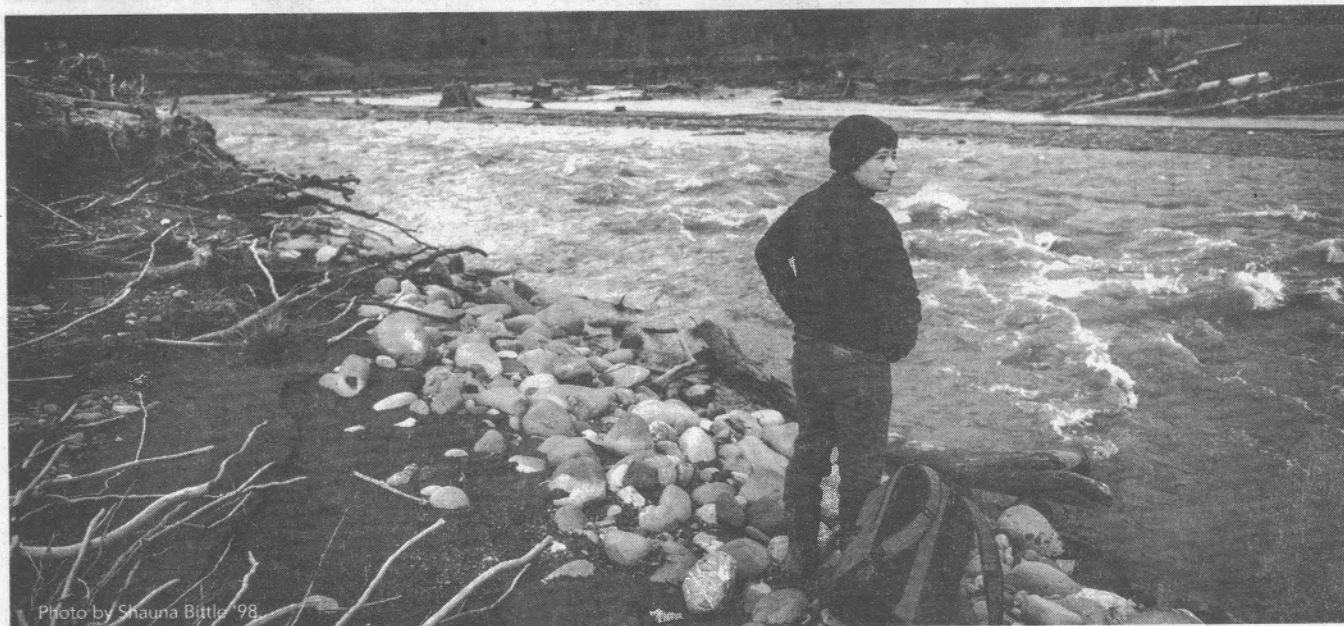


Photo by Shauna Bittle '98

Research Capstone in Psychology

Spring 2016 quarter

Fields of Study: Psychology and sociology

Class Standing: Senior

Prerequisites: Students should have familiarity with empirical research methods in the social sciences, quantitative or qualitative analysis, and study design; previous study (two or more programs preferred) in one or more interdisciplinary social science programs (psychology, sociology, political science, or anthropology); and a preliminary plan for research topic. Students should be academically, intellectually, and emotionally prepared for conducting an independent research project with other students who are similarly prepared. Students who apply to participate should take their intellectual life seriously, be prepared for critical thinking, and be able to engage in constructive collaboration with other students.

Preparatory for studies and careers in psychology.

Faculty: Laura Citrin

This program is designed to provide a capstone opportunity for seniors within psychology or closely related social science disciplines (sociology, anthropology) to conduct independent research projects within a supportive intellectual environment of other researchers. Research projects may be inductive or deductive in their approach, and may utilize qualitative or quantitative methodology. Research may be aimed at testing a well-established theory, replicating a study, crafting an elegant psychological experiment, designing and executing a written survey, conducting interviews, or engaging in observational ethnographic research.

Students will form research groups within the program based on shared research interests (or methodological interests or theoretical interests). Faculty will provide structured support to these learning communities across all aspects of the research process. Students entering this program should do so with a research project in mind, although faculty will work one-on-one with students to help shape the nature of their project in both practical and theoretically meaningful ways.

Students will attend the annual meeting of the Western Psychological Association (WPA) in Long Beach, CA, from April 28-May 1, 2016. This will enable students to talk with other researchers, find out about the latest trends in research psychology, and be intellectually stimulated by poster sessions, panel presentations, and talks by well-known scholars in the field.

Students who successfully complete this capstone program will have collected, analyzed, and written up their findings by the end of the spring 2016 quarter. This program is timed to correspond with the November 2016 deadline to apply to present research findings at WPA the following spring of 2017. Those who wish to continue their project work past the end of the quarter in order to prepare their work for conference submission or even publication in an academic journal may inquire about developing an Independent Learning Contract with the faculty in the summer of 2016.

Faculty signature. Students must fill out an assessment form designed to demonstrate level of preparation for a capstone project in research psychology (see prerequisites). This form is available at blogs.evergreen.edu/citrinl. Please submit the completed form to Laura Citrin via faculty mailbox (Sem II A2117) before or at the winter 2016 Academic Fair.

Credits: 16

Enrollment: 25

Required Fees: \$265 for costs associated with attending the Western Psychological Association conference in Long Beach, CA, from April 28-May 1, 2016 (membership, registration, and lodging), research project equipment and supplies for conducting primary research projects with human subjects, and entrance fees (not related to attending the WPA conference).

Resource Rebels: Environmental Justice Movements Building Hope

Fall 2015 and Winter 2016 quarters

Fields of Study: Native American studies, anthropology, communications, environmental studies, geography and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in environmental work; cultural and natural resource management; sustainability planning; community organizing, nonprofit management, communication, and public relations; cross-cultural and international citizens' diplomacy; and Indigenous advocacy.

Faculty: Karen Gaul and Zoltan Grossman

"The only way to build hope is through the Earth." Vandana Shiva

Environmental justice makes connections between environmental protection and social justice. This includes addressing inequalities between racial and ethnic groups, social classes, genders, and "North" and "South" world regions widened by capitalist industrialization and Western colonization. Since the 1970s, environmental justice has provided a framework for growing movements of ecologically minded citizens, Indigenous nations, and other land-based peoples (which Al Gedicks calls "resource rebels") in North America and around the world. These social movements have taken stands against the cultural and economic systems based on resource extraction (of minerals, freshwater, hydropower, etc.), or what Naomi Klein terms "extractivism," and the industrial production and military projects that harm local communities.

In the 21st century, their work has expanded to encompass climate justice, including mitigation of greenhouse gases by resisting the fossil fuel industry and adaptation to the effects of climate change through strengthening collaborative resilience through sustainable methods to procure food, water, and energy. Key aspects of resilience also include building alliances across cultural and economic divides, and revitalizing Indigenous cultures that provide alternate models through "recovering the sacred," in the words of Winona LaDuke.

In fall quarter, this program will briefly review environmental problems and policies, but more deeply focus on what organized local communities are doing to respond to these problems, using their local and regional "sense of place," and organizing regional, national, and global networks to change the policies. Our fall inquiry will examine movements in North America and around the world through the lenses of geography, anthropology, social theory, sustainability studies, and Native studies, and immerse students in the work of these movements through lectures, readings, films, guest speakers, field trips, and sited research projects.

In winter quarter, we will examine resilience strategies at the local and regional scale and develop grassroots social movement skills. These skills include devising public relations and media strategies; presenting information through popular education; using effective and accessible language and imagery; writing press releases, testimony, and grant proposals; facilitating meetings; cross-cultural training; using social media and multimedia; organizing rallies and funding events; and building alliances among communities and coalitions between organizations. The final project will involve developing collaborative relationships with community-based organizations, conducting ethnographic research, and using the research and social movement skills set to make an impact on a particular environmental justice issue.

Credits: 16

Enrollment: 50

Required Fees: \$100 per quarter for overnight field trips.

Reservation-Based, Community-Determined: Foundations for Sustainable Tribal Nations

Fall 2015, Winter 2016 and Spring 2016 quarters

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

Class Standing: Junior – Senior

See page 78 for program description and more information.

River Reciprocity

Fall 2015 quarter

Fields of Study: Aesthetics, ecology, environmental studies, field studies, natural history and visual arts

Class Standing: Freshman

Preparatory for studies and careers in visual arts, ecology, restoration, natural resource management, and environmental education.

Faculty: Carri LeRoy and Lucia Harrison

This interdisciplinary science and visual arts program is focused on rivers, streams, and watersheds and is designed for beginning students in art and ecology. Students will explore the role of art and science in helping people develop a deep and reciprocal relationship with a watershed. We will study physical stream characteristics that affect the distributions and relationships among biological organisms. We will develop observational skills in both art and science as well as keep illustrated field journals that are inspired by a connection to a specific stream.

The first half of the program focuses on the Nisqually River watershed. Through readings and field studies, students will learn the history of the watershed, study concepts in stream ecology, learn to identify native plants in the watershed, and learn about current conservation efforts. We will work with local K-12 schools to conduct water quality testing, identify aquatic macroinvertebrates, and provide environmental education to elementary school students. The study of freshwater ecology will include basic water chemistry, stream flow dynamics, primary productivity, organic matter and nutrient dynamics, aquatic insect taxonomy, ecological interactions, current threats to freshwater ecosystems, and ecological restoration. The program will focus on current research in riparian zones, streams, rivers, and watersheds. Students will have opportunities to be involved in small-scale group research projects in stream ecology. An overnight field trip will be organized to provide in-depth experiences in the field and study of rivers on the Olympic Peninsula.

Students will develop beginning drawing skills and practice techniques for keeping an illustrated field journal. They will work in charcoal, chalk pastel, watercolor, and colored pencil. They will explore strategies for using notes and sketches to inspire more finished artworks. Through lectures and readings, students will study artists whose work is inspired by their deep connection to a place. Each student will visit a local stream regularly and, in the second half of the quarter, will create a series of artworks or an environmental education project that gives something back to their watershed.

Credits: 16

Enrollment: 36

Required Fees: \$125 for an overnight field trip.

The Science of Sensory Perception

Fall 2015 quarter

Fields of Study: Biochemistry, biology, physics and physiology

Class Standing: Sophomore – Senior

Prerequisites: One year each of precalculus, general biology and general chemistry. Students will need to be familiar with basic DNA and protein biochemistry. A good working knowledge of precalculus (functions, algebra and trigonometry) will be necessary for success in this program.

Preparatory for studies and careers in biochemistry, biology, neurobiology, biophysics, biological research, biomedical sciences and engineering, and veterinary medicine.

Faculty: Neil Switz and Michael Paros

Students in this lower-division physics/optics and upper-division biology program will gain exposure to how the sensory organs and systems for touch, taste, smell, hearing, and vision work on a basic scientific level. Students will learn the fundamental steps in sensory perception, starting with the transmission of a given physical phenomenon from the outside world to a molecular cell receptor and ending with neurophysiologic interpretation by the brain.

The physics component of the program will focus primarily on elements of nerve transduction as well as the behavior and detection of sound and light. In the biology component, the somatosensory, olfactory, gustatory, auditory, and visual systems will be used as focused topics to study more general concepts in molecular cell biology and neuroscience.

Weekly assignments will consist of textbook readings with assigned problems as well as primary scientific and review papers. Electrophysiology, cell signaling, synaptic function, neuroanatomy, psychophysics, and neural integration will be emphasized for each sensory system studied, with special emphasis on physics of the auditory and visual systems (wave propagation, interference, and introductory optics). Laboratory sessions will reinforce the physics and biology concepts learned in lecture and provide students with opportunities to learn fundamental optical, cell, and molecular biology techniques.

This program is appropriate for students interested in pursuing further work in biophysics, biological research, neurobiology, and the biomedical sciences. Students who successfully complete this program will attain upper-division credit in cell biology, molecular biology, and neuroscience, and lower-division credit in introductory biophysics.*

*Note: For purposes of graduate and medical school prerequisites, the physics in this program is not intended to replace a standard introductory physics sequence.

Credits: 16

Enrollment: 50

Required Fees: \$200 for lab kits and experimental materials.



Photo by Shauna Bittle '98.

Science Seminar in Astronomy and Cosmologies

Spring 2016 quarter

Fields of Study: Astronomy, cultural studies, philosophy of science and physics

Class Standing: Freshman – Senior

Prerequisites: Students must be willing to work in teams and online, and should have good reading skills and decent writing skills.

Preparatory for studies and careers in conceptual astronomy and cosmology, history and philosophy of science.

Faculty: EJ Zita

How have humans understood the universe and our place in it, from ancient to modern times? Our readings will explore questions like this, from the perspective of several cultures.

In conjunction with the program Astronomy and Cosmologies, a limited number of students are invited to join our seminar to discuss the idea of cosmologies. We will study creation stories and worldviews, from those of ancient peoples to modern astrophysicists. Science Seminar students will read the same seminar texts as Astronomy and Cosmologies, but will do half the work, no math, half the class meetings, and a little more writing.

Students will work in teams to prepare for each seminar. Teams will post pre-seminar assignments online, and individuals will post essays (and responses to peers' essays) online. We will have two seminars per week. Our class meetings will be in person, and the online work will contribute importantly to our community-based learning.

Faculty signature. Students must email EJ Zita (zita@evergreen.edu) both faculty evaluation of student performance and student self-evaluation from their most recent Evergreen program(s).

Credits: 8

Enrollment: 15

Science Seminar in Energy Systems and Climate Change

Winter 2016 quarter

Fields of Study: Agriculture, environmental studies, physics and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in environmental science, energy studies, sustainability, policy, teaching, and physics.

Faculty: EJ Zita

How is energy harvested and transformed, used or abused? What effects do human systems have on Earth's climate? What are the consequences for human societies? What can we learn from the past? How can we live more sustainably?

We will investigate questions such as these, as a learning community seeking deeper knowledge and wisdom together. One of our primary means of inquiry is seminar: small teams pre-seminar on weekly readings in advance, we all seminar together twice a week, and we share essays and peer responses online. This seminar is shared with students in Energy Systems and Climate Change.

Students will share questions and growing understanding about readings, and will discuss ideas and concern for the future. Students will write three to four essays and many peer responses individually, and will post pre-seminar assignments with teams. Learning goals include deeper understanding of sustainability and climate change, science and scientific methods, and improved skills in writing, teamwork, and communication. Details will be available at <http://192.211.16.13/z/zita/scisem.htm>.

Credits: 8

Enrollment: 12

Selves and Others: Representation and Performance

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Gender and women's studies, literature, sociology, theater and writing

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in sociology, writing, and performance.

Faculty: Steven Hendricks, Brian Walter and Toska Olson

Writers, performers, and scholars of social behavior all engage with deep inquiries into what it's like to be a person, what it means to live within a society that made us and yet feels separate from us, and how we shape our lives despite the difficulty of ascertaining purpose or meaning.

In this program, we'll examine the cultural norms that shape our notions of selfhood and the forces that compel individuals to construct their identities and their bodies in relation to society and ideologies. We won't simply valorize the heroic individual as the victim of an oppressive, alienating society. We'll look for positive potential in relationships between individuals and groups. We'll do this through specific disciplinary perspectives and by synthesizing new ideas across three disciplines: improvisational performance, sociology, and literature.

For us, improvisational theater will open up the imaginative play of everyday life and offer models for complex collaborations. Sociological insights into behavior will focus on individual agency, social expectations, and institutional power structures. Literary explorations of selfhood can lead us to profound skepticism but also toward the value of forming communities of writers and readers. These and other inquiries will inform our collective conversation, student research, and collaborative creative efforts.

Readings will include sociological studies and theoretical texts, a selection of 20th-century literature and theory, and texts on improvisational performance. Research, creative writing, and critical essay projects will challenge students to develop their own inquiries in relation to program themes.

We'll spend the first half of the year learning fundamental skills and concepts of sociology, literature, and improvisational theater through lectures, workshops, seminars, fieldwork exercises, and individual and collaborative projects. Beginning in winter, students will develop major projects integrating what they've learned in all three disciplines, including sociological research and creative writing, culminating in the development of collaborative performance pieces in spring quarter.

This program is **not** preparatory for studies of, or careers in, psychology or counseling, nor is it designed as a forum for emotional growth or personal discovery. Rather, we will examine disciplinary perspectives on the idea of the individual in order to understand the makeup and features of the social being.

Accepts spring enrollment with faculty signature. Students must have a suitable background in sociology and performance. Contact the faculty to discuss your level of preparation.

Credits: 16

Enrollment: 60

Required Fees: \$120 in fall, \$50 in winter, and \$120 in spring for entrance fees and overnight field trips.

Shaping Place

Fall 2015 and Winter 2016 quarters

Fields of Study: Anthropology, architecture, history and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in architecture, design, sustainability studies, anthropology, and history.

Faculty: Anthony Tindill and Eric Stein

How do the places that we build and inhabit shape who we become and with whom we belong? What are the ways we can design places that last in time, remain relevant to our lives, include the desires and voices of diverse communities, and establish a balance with our environment? This intermediate-level program explores themes of design and place through the lenses of anthropology, history, and architecture. We will develop a broad understanding of how human beings have created a sense of place in their environments past and present, looking at nomadic life ways, rural settlements, urban shantytowns, and contemporary gated communities.

In fall quarter, we will study archaeology and architectural history, looking at the material and meaningful aspects of human dwellings and institutions. We will learn techniques of drawing and ethnography to document various field sites in Olympia and in the wider Pacific Northwest. Winter quarter, we will deepen our understandings of the cultural features of lived spaces and shift to more extensive design processes. We will focus on sustainable and accessible building techniques and methods of engaged research that aim for inclusiveness and community participation. Students will complete individual and collaborative projects that engage with real-world design problems using ethnographic approaches. Case studies may include the Rural Studio architectural project in Alabama, Tumwater's Camp Quixote, a local elementary school design-and-build project, resettlement and refugee camps in Haiti and other locations, gendered households in Southeast Asia, and the ruins and rebirth of urban Detroit.

Credits: 16

Enrollment: 50

Required Fees: \$130 in fall for design materials and an overnight field trip; \$30 in winter for design materials.

Internship Possibilities: In spring quarter, advanced students have the opportunity to carry out relevant internship work in conjunction with program activities.

Shipping Out and Writing Home

Fall 2015 quarter

Fields of Study: History, literature, maritime studies and philosophy

Class Standing: Sophomore – Senior

Preparatory for studies and careers in literature, philosophy (of language and the arts), Pacific Northwest studies, maritime trades, Pacific Northwest history, and maritime history.

Faculty: Charles Pailthorp and Sarah Pedersen

In the maritime Pacific Northwest, we find ourselves in a place defined by its weather, its rhythms of light and dark, its tides, its dramatic geography. Living here, we come to know this place for its gorgeous vistas, its gentle, characteristic sounds and smells, and its cataclysmic threats of earthquakes, eruptions, landslides, fires, floods, and storms. All living here sense and know that this place wouldn't be as it is if a vast ocean were not lying to the west. In this program, we will explore our sense of place in the maritime Pacific Northwest and the deep and complex ways our sense of place includes and depends on the sea, whether the inland waters of Puget Sound, the inside passage to Alaska or the larger oceans that connect us to global history and commerce.

We will begin with four days aboard a tall ship in the Salish Sea, an introduction to our maritime environment and to one another. Most of our sources will be literary: poetic and narrative, fictional and factual, imaginative and thoughtful. We will study classic texts by those who have shipped out (short works by Melville for example) and more contemporary works by regional authors. We will explore visual representations (both static and moving) of the sea and shore, and musical depictions of the sea and maritime work. Students will read and write thoughtfully about what they experience and discover. We will create theatrical readings, musical performances or other presentations related to the program themes. Upper-division students will be expected to complete a larger project and all students will find exceptional support and connection in their work as members of a learning community.

Credits: 16

Enrollment: 50

Required Fees: \$609 for an overnight field trip.

So You Want to be a Psychologist

Spring 2016 quarter

Fields of Study: Psychology

Class Standing: Freshman – Senior

Preparatory for studies and careers in psychology, education and social work.

Faculty: Carrie Margolin

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

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

There's no better way to explore the range of activities and topics that psychology offers, and to learn of cutting-edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students have the option of attending the annual convention of the Western Psychological Association (WPA), the western regional arm of the APA. This year's convention will be held April 28–May 1, 2016, in Long Beach, California.

Credits: 16

Enrollment: 24



Photo by Shauna Bittle '98.

Stalin: Legacy in Stone, Steel, and Blood

Spring 2016 quarter

Fields of Study: Cultural studies, history and international studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in history, literature, cultural studies, writing, education, diplomatic and security services, graduate studies in international affairs and in Russian, Slavic, and Eurasian studies, and international business.

Faculty: Robert Smurr and Patricia Krafcik

Stalin is a pivotal figure not only in Russian and Soviet history, but also world history. Through his mandates, he had a phenomenal impact on Russia's and the Soviet Union's art, literature, politics, courts, prisons, economy, and natural environment, as well as on agricultural and urban life. Guided by Stalin, the U.S.S.R. abolished private property; compelled peasants to work on state-owned collective farms; forced rapid industrialization throughout the empire; redefined education and political loyalty; sent millions of citizens to notorious Gulag "work camps"; and proudly declared war against Nature. At the same time, Stalin's U.S.S.R. also did more than any other country to crush Nazi Germany. And under his rule, the U.S.S.R. transformed a mostly illiterate culture to one which became nearly entirely literate. It also developed a nuclear arsenal second only to that of the U.S. and kept an uneasy peace with its ideological enemies after the close of World War II.

In lectures and seminars, we will examine issues raised in a selection of readings from history, literature, and culture, all geared to helping us answer questions raised by our exploration. Viewing and discussing relevant films will also aid in our examination of a variety of issues. How did Stalin manage to rise to power? How did his totalitarian regime take root? How was it that so many Soviet citizens, as well as foreigners, were incarcerated without any upsurge of protest? Did the Stalin legacy live on in the Soviet Union, and has it survived the 1991 fall of that empire? Might we discern this legacy in some aspects of post-Soviet Russia at the present moment? Such questions will lead us to analyzing and understanding these issues both specifically in the case of Stalin and theoretically in instances of coercive government in general.

Students will write a major research paper on a topic of choice relevant to our exploration, producing drafts during the course of the quarter, and will also present the results of their research to their peers in poster projects at the end of the term. We will spend the last week of class away from campus, exhibiting and explaining our posters, decompressing in the beauty of Nature and the kind of natural environment which seemed expendable to Stalin in his drive, no matter the cost, to industrialize the Soviet Union.

Credits: 16

Enrollment: 50

Student-Originated Software

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Computer science and mathematics

Class Standing: Sophomore – Senior

Prerequisites: Students are expected to have completed Computer Science Foundations or equivalent, including discrete mathematics, computer architecture and one year of computer programming.

Preparatory for studies and careers in computer science, software engineering, and technology use and development in an application area.

Faculty: Neal Nelson, Richard Weiss and Sheryl Shulman

Large software systems have proven to be notoriously difficult to build, modify, and maintain despite the best efforts of many very capable people over the last 50 years. This is an upper-division program intended to help students gain the technical knowledge required to understand, analyze, modify, and build complex software systems.

We will concentrate on learning the organization and complexity of large software systems that we do understand, and gaining practical experience in order to achieve a deeper understanding of the art, science, collaboration, and multidisciplinary skills required to work on computing solutions in real-world application domains. The technical topics will be selected from data structures, algorithm analysis, operating systems, networks, information security, object-oriented design, and analysis. The program seminar will focus on various technical topics in the software industry. Students will have an opportunity to engage in a substantial computing project through all the development phases of proposal, requirements, specification, design, and implementation.

This program is for advanced computer science students who satisfy the prerequisites. We also expect students to have the discipline, intellectual maturity, and self motivation to complete homework at an advanced level, identify project topics, organize project teams and resources, and complete advanced project work independently.

Faculty signature. Satisfactory completion of Computer Science Foundations or equivalent, including discrete mathematics, computer architecture, and one year of computer programming. Student background will be assessed based on an informal transcript of prior coursework and/or an interview with the faculty. Contact Sherri Shulman (sherri@evergreen.edu) before week one of classes. Accepts winter enrollment with faculty signature. Satisfactory completion required of fall quarter Student Originated Software or equivalent, including prior coursework in intermediate-level computer programming; computer architecture; and discrete mathematics; and upper division work in data structures, operating systems, and computer networking. For more information, contact Sherri Shulman (sherri@evergreen.edu). Qualified students will be admitted on a space-available basis. This program does not accept new enrollment in spring.

Credits: 16

Enrollment: 25

Student-Originated Studies: Community-Based Learning and Action

Spring 2016 quarter

Fields of Study: Community studies, field studies and sustainability studies

Class Standing: Junior – Senior

This program will provide knowledge, contacts, and essential experience for students interested in working on a wide variety of community issues in the future.

Faculty: Ted Whitesell

This Student-Originated Studies (SOS) program is intended for upper-level students with a background in community-based learning, who have made arrangements to carry out a focused project within an organized community center, workshop, agency, organization, or school setting. Community projects are to be carried out through internships, mentoring situations, or apprenticeships that support students' interests in community development. Students will submit weekly written progress/reflection reports, and will meet as a whole group in a weekly seminar on Wednesday mornings to share successes and challenges, and to discuss occasional short readings. Students will also organize small interest/support groups to discuss their specific projects and to collaborate on a final presentation. Occasionally, seminars will be replaced with relevant campus and community workshops or events. The program is connected to Evergreen's Center for Community-Based Learning and Action (CCBLA). As such, this program benefits from the rich resource library, staff, internship suggestions, and workshops offered through the Center.

The range of activities suited to this program includes working in an official capacity as an intern with defined duties at a community agency, organization, or school; working with one or more community members (elders, mentors, artists, teachers, skilled laborers, community organizers) to learn about a special line of work or skills that enrich the community as a whole; or designing a community action plan or case study aimed at problem solving a particular community challenge or need.

A combination of internship and academic credit will be awarded in this program. Students may arrange an internship of up to 36 hours a week for a 12-credit internship. Four academic credits will be awarded for seminar participation and weekly journal writing. Students may distribute their program credits to include less than 12 credits of internship when accompanying research, reading, and writing credits associated with their community work are included.

Faculty signature. Students interested in enrolling in this program must complete and submit a Project Proposal form found at blogs.evergreen.edu/sosccbla. The completed form will be automatically sent to faculty member Ted Whitesell for review and approval. After a student registers for the program, she or he will be required to fill out and submit an online in-program internship form found on my.evergreen.edu. Contact Academic Advising if questions arise about this online form.

Credits: 16

Enrollment: 25

Student-Originated Studies: Community-Based Learning and Action at Evergreen

Fall 2015 OR Winter 2016 quarter

Fields of Study: Community studies, psychology and sustainability studies

Class Standing: Sophomore – Senior

Preparatory for studies and careers in social science, psychology, education, and health, community organizing, and social change

Faculty: Mukti Khanna (fall) or Lin Nelson (winter)

This Student-Originated Studies (SOS) program is intended for students interested in psychology, health, sustainability, and community development who have made arrangements to carry out a project in a community-based setting, such as health care agencies, schools, and organizations. The range of academic/community work suited to this program includes working in an official capacity as an intern with defined duties at a community agency, organization, or school; working with one or more community members (elders, mentors, artists, teachers, skilled laborers, community organizers) to learn about a special line of work or skills that enriches the community as a whole; or designing a community action plan or case study aimed at problem solving a particular community challenge or need.

A combination of internship and academic credit will be awarded in this program. Students may arrange an internship up to 25 hours a week, for up to 10 credits. Four academic credits will be awarded for seminar work on community-based studies and social science writing. Students with less than 10 credits of internship may supplement their project with accompanying research, reading, and writing associated with their community work.

The program also includes a required weekly program meeting that will focus on social science writing, community-based learning, and integrating theory and practice. Students will also organize small interest/support groups to discuss issues related to their specific projects and to collaborate on a presentation at the end of the quarter. Students will submit weekly written progress/reflection reports to the faculty sponsor. Contact faculty member Mukti Khanna khannam@evergreen.edu if further information is needed for fall quarter, or faculty member Lin Nelson nelsonl@evergreen.edu if further information is needed for winter quarter.

The program is connected to Evergreen's Center for Community-Based Learning and Action (CCBLA), which supports learning about, engaging with, and contributing to community life in the region. As such, this program benefits from the rich resource library, staff, internship suggestions, and workshops offered through the Center.

Faculty signature. Students must submit a Project Proposal form available from Mukti Khanna, khannam@evergreen.edu.

Credits: 16

Enrollment: 25 each quarter

Required Fees: \$25 for art supplies to be used for mind mapping and other reflective processes to integrate learning.

Student-Originated Studies: Social Sciences, History, Multiculturalism/Diversity

Winter 2016 quarter

Fields of Study: History, law and government policy and political economy

Class Standing: Sophomore – Senior

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

Faculty: Michael Vavrus

This Student-Originated Studies program is an opportunity for students to do intermediate to advanced work in topics in the social sciences and history. Students will work in small groups or independently on their own in-depth projects or areas of study and may include an internship component if the student has already researched and started the process to get approval from an outside agency with an identified supervisor. Priority is given to students who want to learn about diversity, multiculturalism, and social justice. The format of this program includes weekly meetings to discuss particular assignments and updates on student work.

Faculty signature. Students must create: (a) a one- or two-paragraph description of the proposed project, and (b) develop a weekly outline of what they intend to accomplish for each of the program's 10 weeks.

Credits: 16

Enrollment: 25

Internship Possibilities: An internship component is possible if (1) related to theme of this student originated studies program and (2) the student has already researched and started the process to get approval from an outside agency with an identified supervisor. Students pursuing this option must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.

Student-Originated Studies: Social Work/Human Services Skill Sets

Fall 2015 quarter

Fields of Study: Native American studies, cultural studies, education, gender and women's studies, history, law and public policy and sociology

Class Standing: Freshman – Senior

Preparatory for studies and careers in social work/human services work in state, private, or tribal organizations.

Faculty: Gary Peterson

This one-quarter, student-centered program allows students to study social work as a career option. The program is designed to meet the needs of students with differing interests in the social work field. Because of this, we will create the syllabus as we proceed to include a variety of student interests. Students are encouraged to invite guest speakers, bring videos, and suggest books. The faculty will work with students to ensure that their learning goals are met.

Program activities will consist of lectures, guest speakers, seminars, videos, etc. As foundational information, all students will read *Pedagogy of the Oppressed* by Paulo Friere. From there, students will create their own reading lists based on their areas of interest.

A history component will introduce students to the historical and cultural experiences of groups served by the social services system, such as women, Native Americans, African Americans, the poor, youth, etc. A cultural competence component will be self-exploratory, enabling students to understand what they bring to a cultural encounter in a service-providing role. Students will use online tools and related readings to gain an understanding of the Indian Child Welfare Act and the cultural factors to consider when handling cases involving Indian children and families.

Students may work in groups on projects of common interest. Students are encouraged to present what they learn to the class as well as write reflectively. Students will write at least one poem, based on George Ella Lyon's poem, "Where I'm From." A portfolio of student work will be maintained.

Credits: 16

Enrollment: 24

Internship Possibilities: Students may arrange an internship. Students pursuing this option must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.



Photo by Shauna Bittle '98.

Studio Projects: Material Gestures in a Shared Space

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Aesthetics, art history, cultural studies, visual arts

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in the arts and humanities.

Faculty: Shaw Osha (Flores) and Evan Blackwell

This is an entry-level visual arts program emphasizing 2- and 3-D studio practices, art history, visual literacy, artistic research, and writing. We will delve intensively into the development of studio skills in design, ceramics, sculpture, mixed media, life drawing and painting, and monotype printmaking, while exploring how these material gestures express content. As a working group, students will engage in an art practice that explores what it means to be in conversation with art history and the sociopolitical world, drawing encouragement and influence from a greater community of artists, philosophers, writers, and social critics.

The program is designed to support students interested in the visual arts, as well as those who are curious about visual literacy and want to experience using materials as an approach to inquiry and expression. No prior art experience is necessary, but enthusiasm, curiosity, and a strong work ethic are required. Students should be prepared to dedicate at least 40 hours per week to studio work and rigorous reading and writing on topics related to the concepts of 20th- and 21st-century art history and critical theory. Students will be exposed to an interdivisional approach to visual arts that includes both art and humanities work: studio work; art history; visual/cultural studies, including literature, philosophy, and history; and a significant writing component.

Fall and winter quarters will provide students with basic studio experience with several material approaches and will offer design and drawing workshops. Students will work in either 2-D or 3-D fall quarter, switching to the other medium in winter. There will be visits to regional museums and we will attend the Art Lecture Series. In the spring, students will have the opportunity to apply their learning to individual projects, utilizing knowledge and skills gained over fall

and winter. There will also be an opportunity to go to New York City for three weeks to attend the Whitney Biennial, visit artists' studios, attend talks, and draw from observation at the Metropolitan Museum of Art. By the end of this program, students will understand how one engages with an art community to share support and inspiration, and how the artist's work expands beyond that community and connects to critical issues. Students will begin to imagine how to situate their own projects in terms of the world around them.

Credits: 16

Enrollment: 40

Required Fees: \$190 in fall for an overnight field trip to Portland, museum entrance fees, and studio supplies; \$140 in winter for museum entrance fees and studio supplies; and \$75 in spring for studio supplies. Also in spring, an additional \$225 for museum entrance fees, artists' studio visits and classroom/studio rental for NYC trip (optional). Students will take projects and unused supplies with them at the end of the program.

Study Abroad Consortium Partnerships

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Study abroad

Class Standing: Sophomore – Senior

Faculty: Michael Clifthorne

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

Alliance for Global Education offers interdisciplinary study programs in India and China. In India, students can focus on issues

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

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

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

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

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

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

Educational Programs Abroad arranges internship placements in several European countries: England, Scotland, Germany, Belgium and Spain. Students typically intern 30-35 hours per week, with one or two supplemental classes. Adequate fluency in the language is often, but not always, required. Students earn 16 quarter credits, with options to earn more through special coursework with the University of Rochester and at additional cost.

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

Jackson School of International Studies - UW Seattle offers Evergreen juniors and seniors a chance to spend one year in the program, focusing on one of 14 regional study areas: Africa, Canada, China, Comparative Religion, European, International, Japan, Jewish Studies, Korea, Latin America and Caribbean, Middle East, Russia-Eastern Europe-Central Asia, South Asia and Southeast Asia studies. Students earn 12-18 quarter credits each quarter, depending on

class selection. Evergreen can only recommend a small number of students to this program, so it is competitive, with applications due each March for the following year.

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

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

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

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

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

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

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



Sustainable Work and Workplaces

Spring 2016 quarter

Fields of Study: Architecture, business and management, environmental studies and sustainability studies

Class Standing: Freshman – Senior

Prerequisites: Students must be able to spend extensive time in-studio.

Preparatory for studies and careers in business, management, architecture, interior design, and urban sustainability.

Faculty: Robert Knapp and Anthony Tindill

Like other aspects of present-day life, most jobs and workplaces as now arranged are unsustainable, resource intensive, uncomfortable, often unsatisfying, oppressive, or ugly. Clues are emerging, however, that point toward sustainability in both planetary and personal terms. Job definitions that value initiative and collaboration are developing alongside physical workplaces that support these qualities. This program will take a design studio approach to understanding the potentials and limitations of these ongoing developments. Readings, lectures, films, interviews, and students' own personal accounts will provide background for studio projects of two kinds: case studies of existing or proposed on-campus workplaces, such as the Flaming Eggplant Cafe, Lab Stores, or the Construction Lab, and visionary designs for improving work environments in selected real-world occupations. Projects will culminate in poster displays, 3-D models and full-scale mockups.

This program will bring together students with a variety of talents and backgrounds—visual, design-based, technical, psychological, organizational—in ways that develop their skills and enrich their understanding of how to use them effectively in real-world situations. Issues of management, energy, sensory perception, ecology, and politics all weave together to make the fabric of work and workplaces, and we will attend to all these strands. The program will be genuinely all-level, and will share some activities with the graduate elective, Brave New Workplace. The topic calls on personal experience, societal patterns, and physical arrangements in ways that are rarely studied at any level. The concepts and methods will require good thinking but not extensive previous background. All students will find challenge; they will also find that their previous work experience and future work intentions are relevant raw material to our inquiry. Between studio time and required research and readings, students should expect to spend a full 40 hours per week on program work, in or out of class.

Credits: 16

Enrollment: 40

Temperate Rainforests: Genetics and Biogeochemistry

Fall 2015 quarter

Fields of Study: Biochemistry, biology, ecology and environmental studies

Class Standing: Junior – Senior

Preparatory for studies and careers in ecology, biology, environmental science, and biochemistry.

Faculty: Dylan Fischer and Clarissa Dirks

Forested ecosystems are complex biogeochemical systems represented by a genetically diverse array of species. Forests are some of the largest carbon sinks on Earth, while hosting a complex array of ecological interactions linked to ecosystem processes. Further, genetic variation is poorly understood in these systems for both macro- and microorganisms. By focusing on genetic variation, evolutionary history, and biogeochemistry in these forests, we will learn about the interplay between biotic and abiotic phenomena. We will examine techniques for assessing genetic diversity, ways of understanding patterns in population genetics, and the potential for linkages between genetic variation in forest organisms and ecological processes in forests.

Our lectures, laboratory work, and field labs will focus on forests across a range of elevations, latitudes, and climates. We will also have a multi-day overnight trip at the beginning of the quarter to see patterns in forest ecosystems and large-scale experiments firsthand. Laboratory work will allow students to learn about new methods and applications in molecular biology and ecological genetics. Students will also acquire experience with various sampling techniques that are used to measure nitrogen, water, and carbon in forested ecosystems. Weekly seminars will focus on understanding scientific articles from the primary literature. Students will develop scientific research projects throughout the quarter that require the development of research and quantitative skills. We will emphasize fundamental concepts in ecology and genetics, techniques in molecular biology and biogeochemistry, scientific writing, and communication skills.

Credits: 16

Enrollment: 50

Required Fees: \$400 for an overnight field trip.

Terroir: Chocolate, Oysters, and Other Place-Flavored Foods

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Agriculture, anthropology, business and management, environmental studies, field studies, gender and women's studies, geology and sustainability studies

Class Standing: Freshman – Senior

Preparatory for studies and careers in agriculture, business, natural sciences, and social sciences.

Faculty: Sarah Williams, Steven Scheuerell and Abir Biswas

"The day is coming when a single carrot, freshly engaged, will set off a revolution." Paul Cezanne

If you crunch on a carrot, savor a cacao nib, or sip a coffee while learning about terroir with a geologist, a permaculturalist, and a cultural theorist, what will you taste? Often associated with wine, terroir is a French word that distinguishes a food that is what it is because of a taste of the place from which it comes. There are complex cultural traditions alongside the scientific factors we will explore for describing the effects of climate, soil, environment, and agricultural practices on our perception of flavor. We'll also explore the combined effects of smell and taste and their expression in terroir in relation to scientific and consumer objectivity. We will focus on case studies of specific foods to explore terroir from a variety of methodologies and disciplinary perspectives via faculty lectures, readings, seminar, writing, field trips, films, community-based service learning, independent field studies, and an alumni lecture series.

Fall quarter, we'll focus on the terroir of coffee, chocolate, and wine. We'll begin with a program retreat and service-learning project at a biodynamic vineyard, during which students will learn about terroir as a special quality of Oregon's pinot noir grapes. Faculty will provide an introduction to their disciplines in relation to terroir's expression in coffee, chocolate, and wine through a combination of lectures and tastings (grapes in the case of wine). Students will choose modules in physical geology, permaculture design, or cultural theory. The physical geology module will focus on the broader plate tectonics and volcanic processes. In the permaculture design module, students will study how the landscape properties of a particular place can be modified and combined to create a unique entity. Students in the cultural theory module will explore how terroir is a relation of reciprocity between subject and object using poststructuralist theory infused with gender and colonial critique as well as ethnographic strategies. We will engage the complexity of terroir as perception and history, place and soil, molecules and marketing.

Winter quarter, we'll focus on oysters, chocolate, and tea. Students may attend the EcoFarm Conference in California. Students will again choose a module: permaculture, cultural theory, or soil development processes and the effects of climate change on the terroir of place-flavored foods, including the effects of changes in ocean chemistry on the terroir of oysters.

Spring will begin with the study of terroir's expression in honey, chocolate, and potatoes, while students engage in hands-on agricultural and permaculture training at Demeter's Garden on Evergreen's farm. Then everyone will complete a multi-week research project, community-based service-learning experience, or field study, and will share their progress via a structured online program forum.

Texts may include: *Desert Terroir* (Nabhan), *The Taste of Place* (Trubek), *Voodoo Vintners* (Cole), *The New Taste of Chocolate* (Presilla), *Sweetness & Power* (Mintz), *Coffee & Coffeehouses* (Hattox), *American Terroir* (Jacobsen), *Puer Tea* (Zhang), *The Body of the Conquistador* (Earle), *Bittersweet Journey* (Futerman), *More than Honey* (Imhoof), *Neurogastronomy* (Shepherd), *Dirt* (Logan or Montgomery), *Consider the Oyster* (Fisher).

Credits: 16

Enrollment: 69

Required Fees: \$175 in fall, \$800 in winter for optional conference in Monterey, Calif., and \$100 in spring for overnight field trips.

Thinking Through Craft

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Visual arts

Class Standing: Sophomore – Senior

Preparatory for studies and careers in visual arts, design, architecture, and craft.

Faculty: Robert Leverich

What if we acknowledge the recent historical status of craft as "inferior" to fine art and then seek out the potential of that unique vantage point? What if contemporary craft is used as a subversive strategy to question issues such as function, materiality, skill, and the role of the amateur in our culture? What if we propose craft as foundational to environmental awareness? The impetus for this program is Glenn Adamson's book of the same title, which treats craft as an idea that transcends discipline. This program will center on a studio practice working with wood, metals, and other materials. There will be collaborative workshops and seminars, as well as lectures, design challenges, and research assignments.

Work in wood and metal readily deals with issues of function, structure, ornament, finish, and comfort, but can just as readily address issues such as power and personal space, identity, privileged resources, the uses of discomfort, or the limits of utility. The studio will explore and advance studio practice in functional and expressive works, using primarily wood, wood composites and substitutes, metals, and a variety of mixed and re-purposed materials, and working in the college's well-equipped wood and metals shops. Fall quarter work will address foundational skills and background readings on craft, art, and materials, with individual and collaborative studio and research projects. Winter quarter projects and research will work from this base to address more complex challenges in wood and metals. Students will have the opportunity to develop their own individual or small-group studio work and research projects for the spring quarter. Craft-related internships are also possible. Readings may include: *Thinking Through Craft* (Adamson), *The Poetics of Space* (Bachelard), *The Shape of Time: Remarks on the History of Things* (Kubler), *NeoCraft: Modernity and the Crafts* (Alfondy), and *The Object Reader* (Condlin and Guins).

Many visual artists today are interested in the meaning of workmanship and the physical experience of manipulating and interacting with three-dimensional forms. This will be an opportunity to participate in the redefinition of craft today by making works in wood, metals, and other materials, studying the environmental, social and economic significance of these materials, exploring tools and processes, and reading, writing, and reflecting on craft. Eschewing the well-worn "craft vs. art" arguments, we will investigate the potential of craft as a vital subject in contemporary art, design, and environmental stewardship, and as a means to create timeless and timely forms.

Accepts winter and spring enrollment with signature.

Students interested in joining the program will be asked to present a portfolio of six 3D works that show mastery of foundational skills in design and construction in wood or metals. Based on qualifications and available seats, they may join the wood or metals studio in the program.

Credits: 16

Enrollment: 21

Required Fees: \$65 per quarter for entrance fees and supplies.

Time Past: Earth Processes and Human History

Fall 2015 and Winter 2016 quarters

Fields of Study: Anthropology, cultural studies, environmental studies, geology and history

Class Standing: Freshman

Preparatory for studies and careers in environmental studies, geology, anthropology, archaeology, and history.

Faculty: Kenneth Tabbutt and Ulrike Krotscheck

Our understanding of the ancient past is based on physical evidence that has survived the destruction of time. Archaeologists and geologists strive to reconstruct the past with an incomplete record of artifacts and evidence from the rock record. Theories are developed, refined, or discarded as new evidence comes to light or analytical tools enable new information to be gleaned. Reinterpretation is an ongoing process and paradigm shifts are common. This program will introduce students to the fundamentals of archaeology and geology, focusing on the deductive process that these disciplines employ and the interpretation of the evidence of past events. Students will learn and apply Geographic Information Systems (GIS) and explore current theories in geology and archaeology. Geologic processes, in particular catastrophic events, have allowed the preservation of artifacts from past cultures, and past cultures have, in some cases, had a profound impact on the earth. Time will be a critical dimension in this program: hundreds, thousands, millions, and even billions of years before the present.

During fall quarter, students will learn the fundamentals of physical geology. In addition, students will learn the methods and practice of archaeology, with a particular focus on the history of the Pacific Northwest region. Data collection and analysis using quantitative methods will be integrated with the theory and Excel will be used as a tool for analyzing and displaying data. Field trips will provide an opportunity to observe geologic features and artifacts. A multi-day field trip around the Olympic Peninsula will take place early in the quarter. Students will be expected to critically analyze texts and academic trajectory and discuss them in seminar.

During winter quarter, the focus will turn to environmental geology, in particular geologic hazards such as earthquakes, volcanism, tsunamis, and debris flows. These geologic processes are only considered hazards when they impact human health, transportation, and property. The focus will be on those events that were catastrophic to past civilizations. In this quarter, the archaeological component will expand globally and include examples from the Mediterranean to the South Pacific. Students will learn to use GIS to display and assess geologic hazard data.

Credits: 16

Enrollment: 36

Required Fees: \$305 in fall for an overnight field trip around the Olympic Peninsula.



Photo by Shauna Bittle '98.

U.S. Foreign Policy and the Roots of Terrorism

Spring 2016 quarter

Fields of Study: History, international studies and political science

Class Standing: Freshman

Preparatory for studies and careers in politics and public policy, international politics, and Middle East studies.

Faculty: Steven Niva

This program will critically examine debates over the nature and causes of terrorism and violence directed against the United States from the Middle East and the contending policy options concerning how best to respond to it. The program will focus primarily on debates in the U.S. since the attacks of 9/11 by exploring different theories of terrorism, political violence, and counterterrorism offered by various scholars and theorists. The program will examine the history of U.S. foreign policy in the Middle East, the rise of Al-Qaida and Jihadist terrorism, and the responses by the U.S. to these developments in the 21st century.

To meet the learning goals of this program, students will have to obtain a thorough knowledge of current events; develop a thorough understanding of the history of U.S. foreign policy in the Middle East; learn how to assess and compare competing theories of terrorism and counterterrorism strategies; understand the diversity of political, cultural, and religious beliefs within the Middle East; engage in critical thinking; and develop informed opinions regarding all of these topics. The program will be organized around a series of texts, exercises, and assignments, including in-class presentations, role-plays, and several analytical papers. We will watch films and documentaries to supplement our learning.

Credits: 16

Enrollment: 23

Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology

Fall 2015 and Winter 2016 quarters

Fields of Study: Biology, environmental studies, marine science, media arts, moving image and visual arts

Class Standing: Freshman – Sophomore

Preparatory for studies and careers in animation, art, biology, education, and marine sciences.

Faculty: Ruth Hayes and Gerardo Chin-Leo

This program will examine marine environments and life from the perspectives of science and the visual and media arts, emphasizing animation. Marine life constitutes a majority of the biomass and diversity of life, and marine microorganisms play major, complex roles in global ecological processes. We will focus on these relationships and how human activity affects them. In the past century, humans have severely impacted Earth's ecosystems, degrading habitats and over-exploiting natural resources. Some scientists have termed this period of human influence the Anthropocene. We will explore ways that science and art can increase understanding of natural phenomena and human impacts on them, contributing effectively to solving environmental problems. We will learn how artists and marine scientists use close observation, analysis, and integrative thinking to communicate important concepts and values. We will experiment with ways to represent the movements, behaviors, and functions of microorganisms, as well as the larger structures of marine environments. Artists routinely base their works on scientific findings; students will practice such research-based creative strategies to respond to and represent marine phenomena in their drawings and animation.

Students will explore how marine sciences and visual arts inform each other. Lectures will present concepts and terms unique to each discipline and include creative works about and inspired by the natural world. Labs, workshops, and field trips will offer experience in marine environments and conceptual and technical skills with which to represent them in drawing and animation. Through readings, writing assignments, and seminar discussions, students will learn how scientists and artists can contribute to understanding complex natural phenomena, raising awareness of and mitigating environmental problems. Students will integrate their learning in polished thematic creative works.

In fall quarter, we examine ecosystems such as estuaries, intertidal zones, and the deep sea, taking an ecological perspective and emphasizing the role of microorganisms in these habitats. Students will learn drawing and animation skills as they explore how to represent microorganisms and their activities in small- and large-scale environments. In winter, we shift focus to the diversity of marine life and how organisms have adapted to environmental changes. Students will pursue more ambitious approaches to creative representations of marine life, environments, and the challenges they face. A multi-day field trip to the Friday Harbor Marine Labs will provide hands-on experience and inspiration for students' creative projects. Both quarters, we will join with other programs in common activities focused on issues related to the Anthropocene.

Credits: 16

Enrollment: 40

Required Fees: \$125 in fall for entrance fees and art supplies; \$360 in winter for art supplies and an overnight field trip.

Walking to Santiago de Compostela

Winter 2016 and Spring 2016 quarters

Fields of Study: Consciousness studies, history, philosophy, sociology and study abroad

Class Standing: Freshman – Senior

Faculty: Bill Arney

El Camino, "The Way," is a collection of traditional pilgrimage routes that end in Santiago de Compostela, Spain. A monk said, "The only thing all pilgrims have in common is an interior necessity, I must go, I don't know why..." As we study paths to Santiago, you will learn from, not just about, the *Camino*. It may teach you why you had to go, about yourself, or how you want to live. This walk is a "focal activity" that makes demands and requires discipline, helps you sense relationships even when walking alone, reassures you about unknown capabilities, and, as one writer put it, gives you a "glimpse of life-giving possibilities."

In winter, we will study, first, the political history and the art of walking, especially the connection between walking and writing. Then we will take up the historical, religious, political, and cultural background of the *Camino* and its place in contemporary Spain. Pilgrims' accounts provide many takes on why people go to Santiago, what is required, physically, mentally, and financially, for walking routes that vary from 100 kilometers to more than 1,600 kilometers, what "pilgrimage" might mean in our time, and the kinds of meanings people make of their experiences after they return. Readings will range from the mystical realm to first aid for blisters, from spirit care to foot care, and everything in between. This portion of the program will involve significant lecture time, guest presentations, seminars and writing. And we will, all together, in small groups, and alone, take some walks. A substantial independent study project will give each student a personal entrée and continuing connection to "The Way." Projects will be designed to continue during the students' walks in the spring.

In spring, after an in-country orientation in Santiago, everyone will take public transportation to their starting points and begin their walks. Students will continue their independent studies and will provide at least four days of volunteer service at pilgrims' shelters along the way. We will meet back in Santiago and together walk the *Camino Finisterre*, the path to "the end of the world." We'll spend the final two weeks on campus reflecting on our experiences and, through papers, presentations, and celebrations, demonstrating what we have learned and how we have grown in all respects.

For a comprehensive program description and supplementary material on the *Camino*, visit blogs.evergreen.edu/camino.

If you are a student with a disability and would like to request accommodations, please contact the faculty or Access Services (Library Rm. 2153, (360) 867-6348; TTY (360) 867-6834) prior to the start of the program.

Faculty signature. Students must demonstrate adequate preparation for undertaking study abroad, including academic preparation (sufficient reading and preparing for an independent research/study project while abroad), as well as logistical and physical preparation. Students must submit the program's study abroad questionnaire and meet with faculty for an interview to demonstrate their preparation and competence to walk the *Camino*.

Credits: 16

Enrollment: 24

Study Abroad: Students will spend 7-8 weeks in Spain during spring quarter. The trip will cost approximately \$4,100: airfare from Seattle to Santiago de Compostela (\$1,500), lodging (\$600), meals (\$1,200), in-country transportation (\$500), and related expenses (\$300). Approximately \$400 of this will be assessed for collective activities; students will be responsible for arranging the remainder. For details on study abroad, visit evergreen.edu/studyabroad or contact Michael Clifthorne at clifthorn@evergreen.edu.

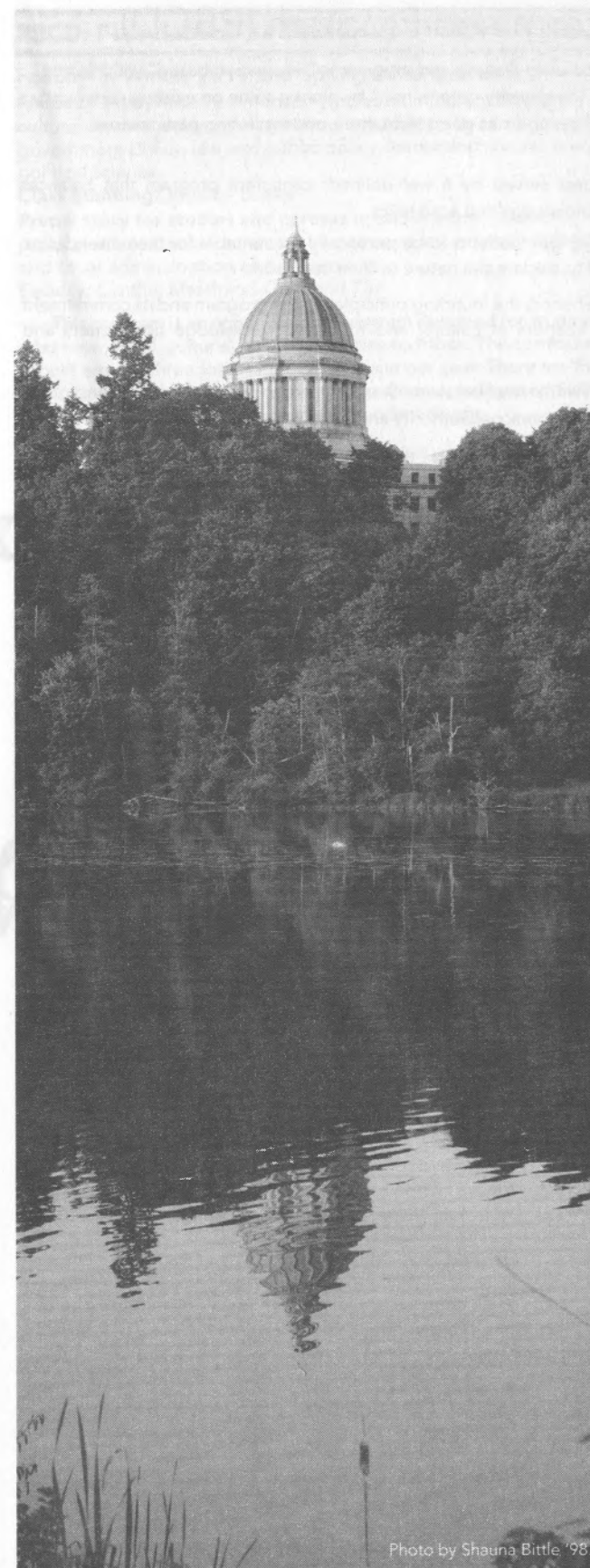


Photo by Shauna Bittle '98

Washington State Legislative Internships

Winter 2016 quarter

Fields of Study: Government and law and public policy

Class Standing: Junior – Senior

Prerequisites: One year of interdisciplinary study. Tacoma Program students must complete two quarters of studies at the Tacoma campus before qualifying for this internship.

Preparatory for studies and careers in community studies, government, law, political science, public interest advocacy, public policy, and social issues.

Faculty: Julianne Unsel

This is an opportunity to explore the broad conditions that shape legislation. We will examine models, evidence, and debates about the sources, causal connections, and impacts of evolving systems of law, regulation, governance, and a broad array of community response. Each student will be learning through work as an intern with a legislator and her or his staff. This will involve intensive staff-apprenticeship activities, especially legislative research and draft development, bill tracking, and constituent correspondence.

Each student accepted as an intern will develop an internship learning contract, profiling legislative responsibilities and linkages to academic development.

In regular in-capitol seminars, each student intern will translate her or his activities in the Legislature into analytic and reflective writing about the challenges, learning, and implications of the work. Students will make presentations about their learning and participate in various workshops. Each intern will keep a journal, submitted to the faculty sponsor on a regular basis, and a portfolio of all materials related to legislative work. Drawing broadly from the social sciences, we will explore relationships between elected officials, legislative staff, registered lobbyists, non-governmental organizations, citizen activists, and district constituents. Students will learn through a range of approaches: responsibilities in an 8 a.m.–5 p.m. workweek, guest presentations, seminars, workshops on budget, media panels, and job-shadowing regional officials and activists of choice. Interns will participate in a final mock hearing floor debate on current legislative issues.

Signature. Applications to the Legislative Internship program must be awarded by Capitol Senate and House of Representatives Education Program staff. These are available online www1.leg.wa.gov/internships and are due, complete for the 2016 session, by the last Friday in October, to be addressed to the Office of Academic Advising L2153. Students will be informed by late November of acceptance. An information session will be held on campus each spring and in early October. Check with Academic Advising for dates and locations.

Credits: 16

Enrollment: 25

Reservation-Based Community-Determined Program (RBCD)



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

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

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

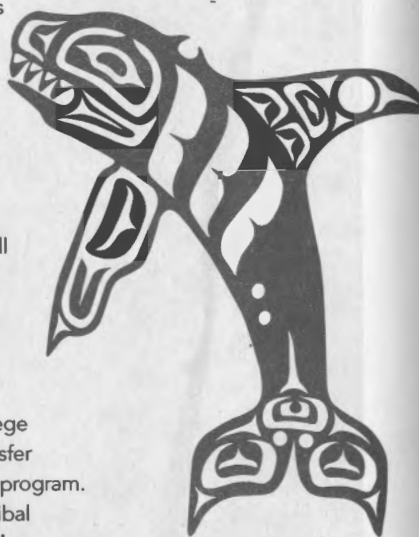
Our interdisciplinary curriculum is developed in collaboration with Native leaders to include the areas of community and economic development, leadership, tribal administration, sustainable environments, intergovernmental relations, indigenous knowledge, and tribal law. Students who want to develop a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

Who Should Apply

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

- Students attend class two nights per week at approved sites.
- Students attend class four Saturdays per quarter at the Longhouse on the Evergreen campus.
- Students work toward a Bachelor of Arts degree.

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



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

RBCD: Foundations for Sustainable Tribal Nations

Fall 2015, Winter 2016 and Spring 2016 quarters

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

Class Standing: Junior – Senior

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

Faculty: Cynthia Marchand-Cecil and TBA

This program is an upper-division program designed for students who have social, cultural, or economic ties to tribes. The curriculum is built around three themes that rotate one per year. There are five curricular elements of the program: Core Course, Integrated Skills, Strands, Integrated Seminar, and Independent Study.

The Core Course is a 9-credit unit taught at all sites at the same time with the same readings and assignments, but allows for faculty/student innovation and site specification. In the fall, the sub-theme is **Sovereignty and Indian Law**, in which students will receive an overview of federal Indian law through a study of historical and contemporary materials and case law. It covers the basic conflicts among sovereign governments which dominate this area of law, including conflicts over jurisdiction, land rights, hunting and fishing rights, water rights, domestic relations law, and environmental protection. The winter sub-theme, **Setting the Stage for Leadership: Voices of Empowerment, Inspiration, and Transformation**, will allow students the opportunity to study the politics of U.S. presidents and world leaders, as well as their rise to international leadership positions. Students will examine the role that race, class, gender, nationality, education, and other differences have in advancing or inhibiting individuals to places of privilege and power. Students will also explore ideas and concepts of mixed heritage, ethnocentricity, inheritance, royalty, and

tribal affiliation, as well as the intersections between human rights, civil rights, social justice issues, and forms of resistance. They will be given an opportunity to critically analyze multiple perspectives of colonization and oppression through review of American democracy and other world governmental structures. Finally, students will compare and contrast works from Theater of the Oppressed, which will add to the complexity of the student's knowledge construction. For spring quarter, the sub-theme is **Reclaiming, Protecting, and Practicing Sustainability**, in which students will use a variety of methods, materials, and approaches to explore contemporary sustainability issues in the U.S. and abroad. Students will examine the intersection of social, environmental, and economic practices on the sustainability of the planet's biological systems, atmosphere, and resources. In particular, students will focus on energy, climate change, maintaining biodiversity and health, population growth, as well as social and environmental justice. Each Core is taught from a tribal perspective in a global community.

Integrated Skills, including critical thinking and analysis, research and writing, public speaking, collaboration, personal authority, and indigenous knowledge, are integrated into all teaching and learning at the sites and at Saturday classes. Strands, another element, are 2-credit courses taught on four Saturdays per quarter, which allow for breadth in the program and make it possible to invite professionals and experts in specific fields to offer courses that otherwise might not be available to students in the program. The Integrated Seminar, held on the same four Saturdays as the morning Strands, is called **Battlegrounds**, and is a 1-credit workshop generally built around Native case studies. The program also includes student-initiated work through independent study.

Credits: 12

Enrollment: 80

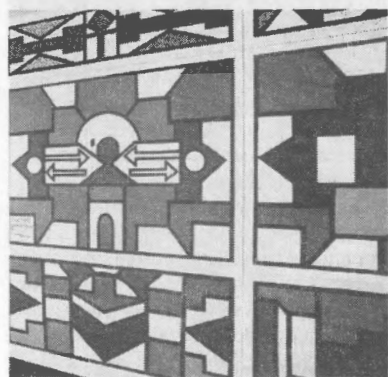
Internship Possibilities: Internships are encouraged. Students pursuing this option must complete an In-program Internship Learning Contract (designed for this program) in consultation with the faculty and Academic Advising.



Photo by Shauna Bittle '98 and Evergreen Photo Services.

Some programs may be cancelled and others added after this printing. For the most current information, see evergreen.edu/catalog/2015-16.

Tacoma Program



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

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. The Tacoma program seeks to be a nexus for activities directed toward responding to community needs. We see ourselves as a resource not only for students, but also for the broader community. Within this context, we seek to promote service learning by linking students, faculty, staff and community members in community development, sustainability and well-being efforts.

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

Features and Benefits

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

Who Should Apply

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

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



Photos by Dani Winder '14 and Evergreen Photo Services.



Change Agents: Creating Pathways in Uncertain Times (Tacoma Program)

Fall 2015, Winter 2016 and Spring 2016 quarters

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

Preparatory for studies and careers in community development, organizational development, law and public policy, education, social and human services, public administration, communication and media arts, environmental studies, and public health.
Faculty: Tyrus Smith, Arlen Speights, Anthony Zaragoza, Paul McCreary, Mingxia Li, and Gilda Sheppard

This program will focus on developing strategies for creating and navigating change as we look toward the future. The goal is to enhance students' capacities to respond to and promote change on personal and institutional levels. Within this context, students will study historical trends and contemporary practices that will shape and impact their future endeavors. By analyzing and evaluating the effectiveness of existing models, students will develop proactive interventions to address pressing community problems.

The topic of change will be approached through studies in philosophy, history, sociology, psychology, political economy, scientific inquiry, environmental studies, law, literature, visual/media arts, mathematics, and logic. Students will enhance their knowledge with skill development in the following areas: writing, mathematical reasoning, media literacy, multimedia technology, statistics, public speaking, and organizational and community development.

During the fall, students will explore historical and philosophical traditions that inform efforts to design pathways for future possibilities. This includes investigating personal and societal notions of the natural and social worlds as portrayed through arts and humanities, natural sciences, and social sciences.

During the winter, students will utilize an interdisciplinary approach to explore and understand contemporary models of change. This includes researching specific community-based problems and identifying proactive strategies that address such concerns.

During the spring, students will investigate successful models of change to extrapolate how such models might be useful, but also might be limited in their capacity to address future possibilities, and to propose proactive community-based interventions tailored to specific community concerns.

Accepts winter and spring enrollment with signature.

Credits: 16

Enrollment: 200

Required Fees: \$10 per quarter for entrance fees.

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

Undergraduate Research

There are many ways to engage in research at Evergreen. Many of our students engage in research within programs, students also have the chance to work closely with a faculty mentor in undergraduate research. These opportunities allow students to join faculty research projects, gaining valuable skills for pursuing a graduate degree or entering the job market. For more information, visit evergreen.edu/catalog/2015-16/research.

Advanced Research in Environmental Studies

Fall 2015, Winter 2016 and Spring 2016 quarters

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

Class Standing: Junior – Senior

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

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

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

and water collection and learn methods of sample preparation and analysis for major and trace elements.

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

Alison Styring studies birds, including avian bioacoustics and avian monitoring and research. Bioacoustic research includes field monitoring of local birds using audio recordings and microphone arrays, editing and identifying avian songs and calls from an extensive collection of sounds from the campus forest as well as tropical sites in Borneo. Local projects include Pacific wren mating and life-history strategy, cavity formation and use by cavity-nesting birds (and other cavity-dependent species), and monitoring long-term trends in bird populations and communities using a variety of standard approaches.

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

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



Photo by Shauna Bittle '98.

Undergraduate Projects in Critical and Creative Practices

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: African American studies, art history, communications, cultural studies, gender and women's studies, literature, media arts, media studies, moving image, visual arts and writing

Class Standing: Sophomore – Senior

Preparatory for studies and careers in creative writing, writing, education, editing, media studies, media production, visual arts, film studies, web development, and the humanities.

This is an opportunity for students to work on faculty-driven scholarly and creative projects. By working with faculty in a studio and research "apprentice" model, students will gain hands-on experience in visual arts studio practices, film/media production practices, the creative writing workshop focused on craft, critical research and writing, library and archival research practices, and much more.

Kathleen Eamon (social and political philosophy, aesthetics, philosophy of art) has interests in German idealism (Kant and Hegel), historical materialism (Marx, 20th-century Marxists, and critical theory), and psychoanalysis (Freud and Lacan). She is currently working on an unorthodox project about Kant and Freud, under the working title, "States of Partial Undress: the Fantasy of Sociability." Students will have opportunities to join her in her inquiry, learn about and pursue research in the humanities, and critically respond to the project as it comes together. In addition to work in Kantian aesthetics and Freudian dream theory, the project will involve questions about futurity, individual wishes and fantasies, and the possibility of collective and progressive models of sociability and fantasy.

Naima Lowe (experimental media and performance art) creates films, videos, performances, and written works that explore issues of race, gender, and embodiment. The majority of her work includes an archival research element that explores historical social relationships and mythic identities. She is currently working on a series of short films and performances that explore racial identity in rural settings. Students working with Naima will have opportunities to learn media production and post-production skills (including storyboarding, scripting, 16mm and HD video shooting, location scouting, audio recording, audio/video editing, etc.) through working with a small crew comprised of students and professional artists. Students would also have opportunities to do archival and historical research on African-Americans living in rural settings, and on literature, film, and visual art that deals with similar themes.

Shaw Osha (visual art) works in painting, photography, drawing, writing, and video. She explores issues of visual representation, affect as a desire, social relationship, and the conditions that surround us. She is currently working on a project based on questions of soul in artwork. Students working with Shaw will have opportunities to learn about artistic research, critique, grant and statement writing, website design, studio work, and concerns in contemporary art making.

Joli Sandoz (creative nonfiction) draws from experience and field, archival, and library research to write creative essays about experiences and constructions of place, and about cultural practices of embodiment. She also experiments with short lyric nonfiction, and with juxtapositions of diagrams, images and words, including hand-drawn mapping. Students working with Joli will be able to learn their choice of: critical reading approaches to published works (reading as a writer), online and print research and associated information assessment skills, identifying publishing markets for specific pieces of writing, or discussing and responding to creative nonfiction in draft form (workshopping). Joli's projects underway include essays on illusion and delusion, property ownership and the commons, and climate change.

Faculty signature. Contact individual faculty. This program accepts winter and spring enrollment with faculty signature.

Undergraduate Research in Scientific Inquiry

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Biochemistry, biology, chemistry, computer science, mathematics and physics

Class Standing: Sophomore – Senior

Preparatory for studies and careers in biology, chemistry, physics, computer science, astronomy, and applied mathematics.

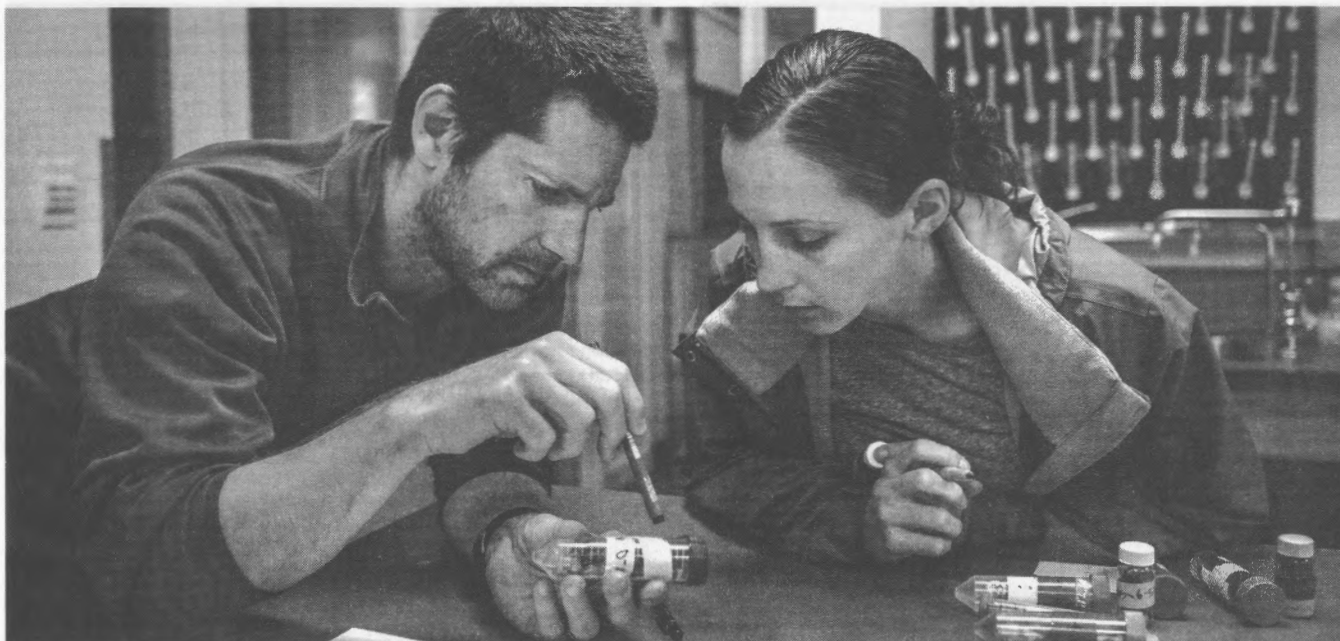
Rigorous quantitative and qualitative research is an important component of academic learning in Scientific Inquiry. Research opportunities allow science students to work on specific projects associated with faculty members' expertise. Students typically begin by working in an apprenticeship model with faculty or laboratory staff and gradually take on more independent projects within the context of the specific research program as they gain experience. Students can develop vital skills in research design, data acquisition and interpretation, modeling and theoretical analysis, written and oral communication, collaboration and critical thinking. These are valuable skills for students pursuing a graduate degree or entering the job market. Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

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

Andrew Brabban (biotechnology) studies the physiology and biochemistry of prokaryotes of industrial and agricultural importance. Students who commit at least a full year to a research project, enrolling for 4 to 16 credits each quarter, will learn a broad range of microbiology (both aerobic and anaerobic techniques), molecular (DNA analysis and cloning), and biochemical techniques (chemical and pathway analysis, protein isolation). Students will also have opportunities for internships at the USDA and elsewhere, and to present data at national and international conferences.

Dharshi Bopegedera (chemistry) would like to engage students in two projects: (1) There is concern that toxic metals are found in unsafe quantities in children's toys and cosmetics. She would like to engage a student in the quantitative determination of these metals, using the AA and the ICP-MS. Students who are interested in learning to use these instruments and quantitative analysis techniques will find this project interesting. (2) Science and education. With Dharshi, students will work with local teachers to develop lab activities that enhance the science curriculum in local schools. Students with an interest in teaching science who have completed general chemistry with laboratory would be ideal for this project. (3) Dharshi is also interested in looking at chemicals present in e-cigarettes. A student interested in this project could work on the organic or inorganic chemicals.

Clarissa Dirks (biology) conducts research in many areas of microbiology and ecology. Her recent work in microbiology has focused on the biodiversity and distribution of tardigrades in different ecosystems. She also aims to better understand the evolutionary principles that underlie the emergence, spread, and containment of infectious disease by studying the co-evolution of retroviruses and their hosts. Lastly, she is conducting snail surveys in Washington state to better characterize the species in the state, something that hasn't been done in many decades. Depending on the project, students will gain experience in molecular biology technique, microbiology, field ecology, genetics, bioinformatics, and tissue culture.



Lydia McKinstry (organic chemistry) is interested in organic synthesis research, including asymmetric synthesis methodology, chemical reaction dynamics, and small molecule synthesis. One specific study involves the design and synthesis of enzyme inhibitor molecules to be used as effective laboratory tools with which to study the mechanistic steps of programmed cell death (e.g., in cancer cells). Students with a background in organic chemistry and biology will gain experience with the laboratory techniques of organic synthesis, as well as the techniques of spectroscopy.

Donald Morisato (biology) is interested in the developmental biology of the *Drosophila* embryo, a model system for analyzing how patterning occurs. Maternally encoded signaling pathways establish the anterior-posterior and dorsal-ventral axes. Individual student projects will use a combination of genetic, molecular biological, and biochemical approaches to investigate the spatial regulation of this complex process.

Jim Neitzel (biochemistry) uses methods from organic and analytical chemistry to study biologically interesting molecules. A major focus of his current work is on fatty acids; in particular, finding spectroscopic and chromatographic methods to identify fatty acids in complex mixtures and to detect changes that occur in fats during processing or storage. This has relevance both for foods and in biodiesel production. The other major area of interest is in plant natural products, such as salicylates. Work is in process screening local plants for the presence of these molecules, which are important plant defense signals. Work is also supported in determining the nutritional value of indigenous plants. Students with a background and interest in organic or analytical biochemistry will contribute to this work.

Neal Nelson (computer science) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. His areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, and programming languages for concurrent and parallel computing.

Mike Paros (physiology, microbiology, veterinary medicine) is interested in animal health, diseases that affect the animal agriculture industry, and basic ecology of bacteriophage in physiologic systems. Currently funded research includes the development of bacteriophage therapy for dairy cattle mastitis. A number of hands-on laboratory projects are available to students interested in pursuing careers in science, with a particular emphasis on microbiology.

Paula Schofield (organic, polymer, materials chemistry) is interested in the interdisciplinary fields of biodegradable plastics and biomedical polymers. Research in the field of biodegradable plastics is becoming increasingly important to replace current petroleum-derived materials and to reduce the environmental impact of plastic wastes. Modification of starch through copolymerization and use of bacterial polyesters show promise in this endeavor. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials. Students will present their work at American Chemical Society (ACS) conferences.

Sheryl Shulman (computer science) is interested in working with advanced computer topics and current problems in the application of computing to the sciences. Her areas of interest include advanced programming languages and compilers, programming language design, programming languages for concurrent and parallel computing, and logic programming.

Rebecca Sunderman (inorganic/materials chemistry, physical chemistry) is interested in the synthesis and property characterization of new bismuth-containing materials. These compounds have been characterized as electronic conductors, attractive activators for luminescent materials, second harmonic generators, and oxidation catalysts for several organic compounds. Traditional solid-state synthesis methods will be utilized to prepare new complex bismuth oxides. Once synthesized, powder x-ray diffraction patterns will be obtained and material properties such as conductivity, melting point, biocidal tendency, coherent light production, and magnetic behavior will be examined when appropriate.

Neil Switz (physics) develops optical instruments for use in biophysical and biomedical applications, including low-cost diagnostics. Projects in the lab are suitable for motivated students with quantitative backgrounds in physics, biology, chemistry, mathematics, or computer science.

Brian Walter (mathematics) is interested in problems relating to graphs, combinatorial games, and especially, combinatorial games played on graphs. He would like to work with students who have a strong background in mathematics and/or computer science and are interested in applying their skills to open-ended problems relating to graphs and/or games.

Richard Weiss (computer science, mathematics) has several ongoing projects in computer vision, robotics, and security. There are some opportunities for students to develop cybersecurity games for teaching network security concepts and skills. In robotics, he is looking for students to develop laboratory exercises for several different mobile robotic platforms, including Scribbler, LEGO NXT and iRobot Create. This would also involve writing tools for image processing and computer vision using sequences of still images, videos streams and 2.5-D images from the Kinect. In addition, he is open to working with students who have their own ideas for projects in these and related areas, such as machine learning, artificial intelligence, and analysis of processor performance.

EJ Zita (physics), who has expertise in energy physics, modeling, and organic farming, is researching sustainability and climate change. Many students have done fine projects on sustainable energy and food production in her academic programs. Zita is working with Judy Cushing and Scott Morgan to establish a new research program at Evergreen. She and Cushing will model land use impacts on climate change; she and Morgan will plan and facilitate sustainability projects on campus. More information on Zita's research is available at <http://192.211.16.13/zita/research.htm>.

Faculty signature. Students should contact the individual faculty member in their area of interest for details on obtaining a signature. This program accepts winter and spring enrollment with faculty signature.

Undergraduate Research in the Humanities

Fall 2015, Winter 2016 and Spring 2016 quarters

Fields of Study: Literature, philosophy and political science

Class Standing: Junior – Senior

Preparatory for studies and careers in literature, history, and the humanities.

Students of the humanities who are nearing the end of their Evergreen education may wish to pursue a major research project, senior thesis, or capstone project in their particular field of interest. Often, the goal is to construct an original argument around a particular body of literature, set of ideas, or historical events. These kinds of projects develop advanced research skills in the humanities, including the ability to read deeply and critically in a particular field, and to discover and engage with important theoretical writings in that field. Students will also gain valuable skills in reading, analyzing, synthesizing, writing, and editing long pieces of complex prose. The best kinds of this work will be invaluable for graduate school applications, and will be an asset to those entering the job market directly following graduation.

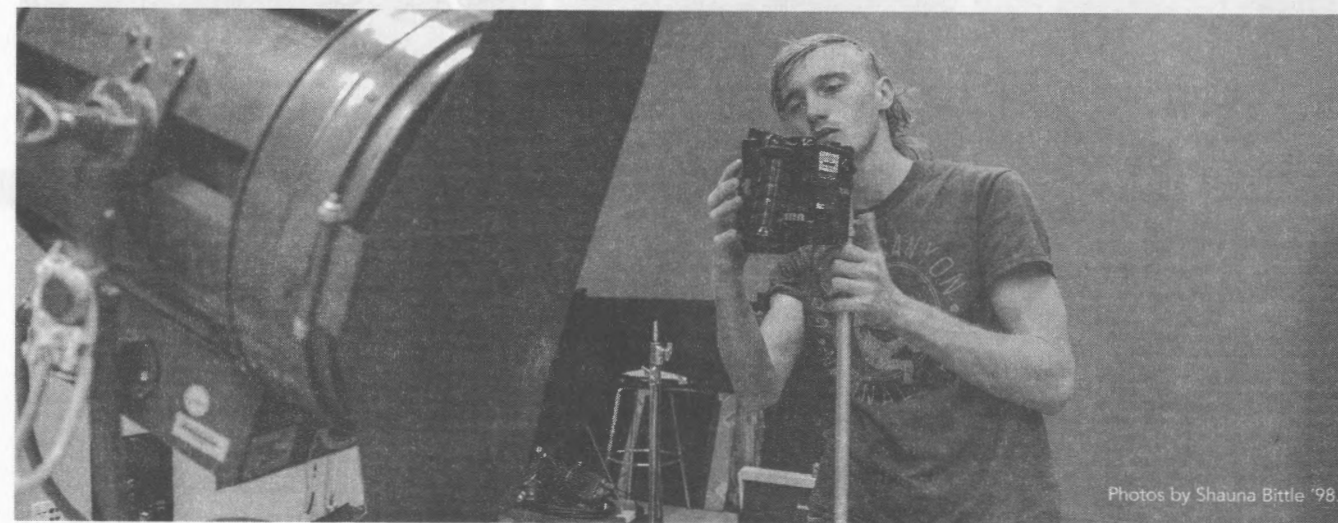
Stacey Davis (European history) specializes in French history from the 18th century to the present, as well as the history of French colonies in North and West Africa. Students who wish to study European social, cultural, political, intellectual, or religious history from the Middle Ages to the present, including topics in the history of gender and sociocultural aspects of the history of art, are welcome to propose research projects. Students are welcome to work with Dr. Davis on her ongoing research projects on 19th-century political prisoners, notions of citizenship and democracy in modern Europe, memory, and the history of aging.

Nancy Koppelman (American studies) specializes in American social, literary, and intellectual history until 1920. Students who wish to study in these fields are welcome to propose research projects and senior theses. Particular interests include the social and intellectual history of the Puritans; the founding generation, immigrants, the working class, and the middle class; industrialization and reform movements; pragmatic philosophy; the history of childhood; and the history of technology and consumer culture. Students are also welcome to work with Nancy to participate in her ongoing research projects on alcohol reform movements, the histories of social/economic mobility and of individual physical movement, and ethical themes in American cultural history.

Greg Mullins (American literature, queer theory) specializes in 20th-century and contemporary literature and comparative American Studies (U.S./Brazil). His broad interests include the crossroads of aesthetics and politics, national versus transnational formations of literary studies, queer gender and sexuality, memory studies and post-structuralist theory. Most of the capstone projects he has supervised in the past have been centrally concerned with literary and cultural theory, including visual culture and queer theory. Students are enthusiastically welcome to work with Greg on his research on cultures of human rights and representations of human rights in literature and film.

Trevor Speller (British/Anglophone literature) specializes in the long 18th century (1650-1830), including the Restoration, the Enlightenment, and Romanticism. Students who wish to study the literature and political philosophy of these periods are welcome to propose research projects, including capstone projects and senior theses. Particular interests include the rise of the novel, the conception of reason and rationality, and representations of space and place. Previous projects have included studies of Romantic women writers and travel writing. Students are also welcome to work with the faculty member to develop his ongoing research projects on such authors as Daniel Defoe, John Locke, Thomas Hobbes, Bishop Berkeley, Jonathan Swift, and John Milton.

Faculty signature. Students should contact the faculty for more information.



Photos by Shauna Bittle '98.

Evening and Weekend Studies

Through Evening and Weekend Studies programs, you can earn a Bachelor of Arts degree, even if you can't attend full-time during the day. We are dedicated to serving students from all walks of life, especially those who have family, work, and other commitments. Our interdisciplinary part-time programs, along with a diverse selection of 4-credit courses, offer flexible options.

Evening and Weekend Studies gives you the option of taking classes in a wide variety of fields of study—from lab sciences to poetry, from business and management to art history and philosophy. Students can pursue hands-on arts, music, dance, and world languages. They can even study abroad, in programs with two- or three-week trips. Our 8- and 12-credit programs are, like the full time curriculum, theme-based and team taught, and approach a question from multiple perspectives. Our 4-credit courses have a more focused disciplinary approach and complement students' study in a program or provide needed work they require in their chosen field of study. For descriptions, visit evergreen.edu/catalog/2015-16.

When you're a student at Evergreen, it's your decision whether you take day, evening or weekend classes. If your life changes, so can your schedule.

AFFILIATED FACULTY

Nancy Anderson Community and International Health

Theresa Aragon Political Science, Public Administration

John Baldrige Geography

Stephen Beck Philosophy

Marcella Benson-Quaziana Human and Organizational Systems

Lori Bléwett Communication, Social Studies

Janelle Campoverde Dance

Jamie Colley Dance

Hirsh Diamant Visual Arts, Chinese Studies, Human Development

Marla Beth Elliott Performing Arts, Community Studies

Judith Gabriele French Language

Mario Gadea Physics, Mathematics

Mark Harrison Theatre, Performance Studies

Karen Hogan Ecology, Plant Biology

Mark Hurst Psychology

Alvin Josephy Statistics

Ben Kamen Music Technology

Emily Lardner Composition, Literature

Hugh Lentz Photography

Allen Mauney Mathematics

Nancy Parkes Creative Writing, Public Policy

Susan Preciso English Literature

Peter Randlette Digital Media

Sarah Ryan Labor Studies

Arleen Sandifer Law, Spanish

Joli Sandoz Writing, Literature

Doug Schuler Social Informatics, Computer Science

Suzanne Simons Writing, Journalism

Ann Storey Art History

Jamyang Tsultrim Buddhist Studies, Psychology

Zena Vergara Audio and Sound Design

Bob Woods Sculpture



Photo by Shauna Bittle '96

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

Graduate Studies



MASTER IN TEACHING (MIT)

Evergreen's Master in Teaching (MIT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy and anti-bias work.

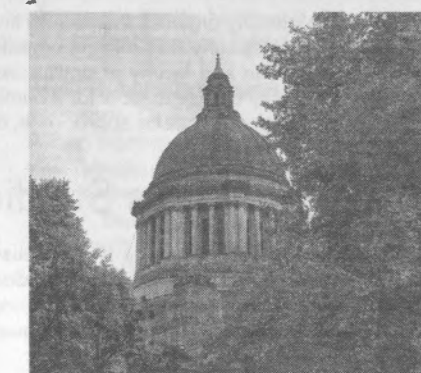
evergreen.edu/mit



MASTER OF ENVIRONMENTAL STUDIES (MES)

The Master of Environmental Studies (MES) degree integrates the study of the biological, physical, and social sciences with public policy. Its core curriculum explores the interactions among environmental problems, policy responses, and environmental sciences. The program produces graduates who combine an interdisciplinary understanding of environmental sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional preparation for people employed in the public, private, and non-profit sectors or for continuing graduate study in related fields.

evergreen.edu/mes



MASTER OF PUBLIC ADMINISTRATION (MPA)

Designed for working adults, Evergreen's dynamic MPA program is offered entirely on evenings and weekends and can be completed in as little as 2 years. Hundreds of Evergreen MPA graduates are working in a wide variety of responsible positions within state, local, tribal and federal governments, education, nonprofit organizations and private industry. MPA students gain important knowledge and skills that can be put to work right away; they learn how to be effective advocates for change, becoming graduates who are in high demand. In the MPA program you'll explore and implement socially just, democratic public service in a dynamic learning community that you create with your faculty and fellow students. Coursework covers critical elements of administration such as budgeting, strategic planning, policy analysis, managing organizations, leadership and ethics, human resources, multicultural competencies and research methods. The MPA program offers concentrations in Public and Nonprofit Administration, Public Policy, or Tribal Governance. Join us and "be the change you wish to see in the world."

evergreen.edu/mpa

AFFILIATED FACULTY

MIT

Sunshine Campbell Mathematics, Teacher Education

Jon Davies Education

Phyllis Esposito Education

Terry Ford Education, Multicultural Studies

Pat Naughton Mathematics, Teacher Education, Leadership

Sonja Wiedenhaupt Psychology, Education

MES

Peter Dorman Economics, Political Economy, Statistics

Kevin Francis History of Science and Technology

Dina Roberts Conservation Biology, Wildlife Management

Shangrila Wynn Political Ecology

MPA

Laurance R. Geri Public Nonprofit Management, International Affairs

Amy Gould Public Administration, Political Science, Women's Studies

Michael Lane Indigenous Studies, Tribal Sovereignty, Constitutional Legal History

Cheryl Simrell King Public and Nonprofit Administration, Community/Urban Studies

Doreen Swetkis Public and Nonprofit Administration, Public Policy, Urban Studies

Some programs may be cancelled and others added after this printing. For the most current information, see evergreen.edu/catalog/2015-16.

Evergreen's Faculty

Evergreen's faculty organize themselves into Planning Units to develop our curriculum. The units are formed to provide an intellectual and curricular focus for faculty that reflects breadth of interdisciplinary teaching and learning. Faculty from diverse disciplines come together to form a planning unit and faculty of similar disciplines may associate with different units. The resulting diversity of perspectives enriches our curriculum. You may decide to work for a number of quarters with faculty within one planning area or move from area to area to broaden your education. Either choice may be appropriate, depending on your academic goals. Visit evergreen.edu/faculty/planning for more information.

Consciousness Studies (CS)

CS faculty approach the study of consciousness and experience in open inquiry. We're interested in questions, especially those for which we need each other to explore, including: How does experience shape consciousness? How is sentience defined and recognized? What constitutes collective forms of consciousness? Emotion, cognition, attention, interpretation, creativity, sensation, listening, dreaming, expression, reflection: these and more are the elements of consciousness, our subjects of study, and our data.

AFFILIATED FACULTY

William Ray Arney
Rob Esposito *Modern Dance, Kinesiology*
Sara Huntington *Writing, Research and Information Systems*

Heesoon Jun *Psychology*
Cynthia Kennedy *Leadership*
Stephanie Kozick *Human Development*
Donald V. Middendorf *Physics*
Charles Pailthor *Philosophy*

Terry Setter *Music*
Jules Unsel *United States History*
Bret Weinstein *Evolution, Biology*
Sarah Williams *Feminist Theory, Somatic Studies*

Critical and Creative Practices (CCP)

CCP faculty are diverse in teaching methodologies but united in the idea that making is a mode for critical and analytical thinking and cultural production. We emphasize the ways in which creativity is vital to all integrative thinking, criticism and cultural production. By offering programs and courses related to the theory and practice of cultural production that are tied to using creativity to pose complex questions about the world, faculty guide students to develop skills in understanding the theories and histories associated with a range of disciplines.

AFFILIATED FACULTY

Evan Blackwell *Ceramic Art, Sculpture, Visual Studies*
Kathleen Eamon *Philosophy*
Amjad Faur *Photography*
Ruth Hayes *Animation, Media Studies*

Steven Hendricks *Creative Writing, Book Arts*
Naima Lowe *Experimental Media*
Jean Mandeberg *Visual Art*
Miranda Mellis *Literature*
Greg Mullins *Literature, Queer Studies*
Alice Nelson *Latin American Literature, Spanish*
Shaw Osha *Fine and Studio Arts*

Sarah Pedersen *Literature, Maritime Studies*
Julie Levin Russo *Media Studies, Gender and Women's Studies*
Trevor Speller *British Literature*
Lisa Sweet *Visual Art*
Brian Walter *Mathematics*
Julia Zay *Visual Arts, Media Arts*

Culture, Text, and Language (CTL)

CTL faculty engage in rigorous critical inquiry about the human experience. Our disciplines and fields of study include: literature, history, women's studies, philosophy, religious studies, classical studies, art history, post-colonial studies, linguistics, cultural anthropology, cultural studies, gender studies, race and ethnic studies, American studies, and critical and creative writing. We bring together different disciplines to pose crucial questions about the human condition so our students gain an interconnected view of the humanities and interpretive social sciences.

AFFILIATED FACULTY

Marianne Bailey *French and German Literature, Philosophy, and Languages*
Laura Citrin *Social Psychology, Gender and Women's Studies*
Stacey Davis *European History*
Diego de Acosta *Spanish Literature and Language, Linguistics*

Sarah Eltantawi *Comparative Religion*
Chauncey Herbison *American Studies*
Nancy Koppelman *American Studies*
Patricia Krafcik *Russian Language, Literature and Culture*
Ulrike Krotscheck *Classical Studies, Archeology*
Steven Niva *International Politics, Political Philosophy, Middle East Studies*
Catalina Ocampo *Spanish Language and Latin American Literature*

Toska Olson *Sociology*
Rita Pougiales *Anthropology*
Andrew Reece *Classical Studies*
Leonard Schwartz *Poetics*
Robert W. Smurr *Russian History*
Eric Stein *Cultural Anthropology*
Joseph Tougas *Philosophy*
Tom Womeldorff *Economics*

Environmental Studies (ES)

ES faculty offer broadly interdisciplinary studies within and across three distinctive thematic areas: human communities and the environment, natural history, and environmental sciences. We emphasize experiential study and research primarily in the Pacific Northwest. Our research methods and analyses emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems.

AFFILIATED FACULTY

Jeff Antonelis-Lapp *Environmental Education*
Gerardo Chin-Leo *Oceanography, Marine Biology*
Amy Cook *Ecology, Vertebrate Biology*
Dylan Fischer *Forest and Plant Ecology*
Martha Henderson *Geography, Environmental History*

Heather Heying *Evolution, Biology, Anthropology*
Carri LeRoy *Freshwater Ecology*
Lee Lyttle *Environmental Policy, Research Methods*
Ralph Murphy *Environmental Economics, Environmental Policy*

Paul Przybylowicz *Ecology, Biology, Agriculture*
Alison Styring *Ornithology, Tropical Ecology*
Ken Tabbutt *Geology, Hydrogeology, Geochemistry*
Erik V. Thuesen *Marine Science, Zoology, Ecophysiology*
Shangrila Wynn *Political Ecology*

Expressive Arts (EA)

EA faculty span the Media Arts, Performing Arts, and Visual Arts. **Media Arts** faculty emphasize experiential, documentary and hybrid modes of production. We focus on critical engagement with media in cultural and political context in order to develop skills necessary to real-world production. The **Performing Arts** faculty offer studies in theater, dance and music. **Visual Arts** faculty emphasize the linkages between art making and cultural contexts. We believe that visual literacy, the ability to incorporate multiple disciplines to perceive and interpret visual images, is central to the process by which students become informed image-makers.

AFFILIATED FACULTY

Susan Aurand *Ceramics, Visual Arts*
Drew Buchman *Music*
Arun Chandra *Music Performance, Composition, Computer Music*

Walter Eugene Grodzik *Theater*
Andrea Gullickson *Music*
Bob Haft *Photography, Art History*
Lucia Harrison *Visual Art*
Rose Jang *Theatre*

Robert Leverich *Visual Art, Architecture*
Kabby Mitchell III *Dance, African American Studies, Theater*
Sean Williams *Ethnomusicology*

Native Programs (NP)

NP faculty share a commitment to provide quality higher education for Native American and other Indigenous students, educate non-Native students on interacting in productive ways with Native communities, partner in a respectful manner with Indigenous communities and honor the government-to-government relationship our state institution has made with Washington tribal nations. Our faculty encompass a wide range of liberal arts disciplines including cultural studies, politics, social sciences, visual art and environmental studies.

AFFILIATED FACULTY

Kristina Ackley *Native American Studies*
Michelle Aguilar-Wells *Public Administration*

Jose Gomez *Law and Politics*
Zoltan Grossman *Native American Studies, Geography*
Cindy Marchand-Cecil *Native American Studies*

Frances V. Rains *Multicultural Education*
Gail Tremblay *Visual Art, Creative Writing*

Scientific Inquiry (SI)

SI faculty are committed to integrating science and mathematics into an Evergreen student's liberal arts education. We help students—whatever their primary interest—understand the wonders of nature and appreciate the power of science and math in our technological society. Because science, math and technology are essential in our world, citizens must be scientifically and quantitatively literate in order to participate effectively in a democratic society. Scientists also must understand the social implications and consequences of their work.

AFFILIATED FACULTY

Clyde Barlow *Chemistry*
Abir Biswas *Geology*
Dharshi Bopagedera *Chemistry*
Andrew Brabban *Biology*
Krishna Chowdary *Physics*
Judy Bayard *Cushing Computer Science*
Clarissa Dirks *Molecular and Cellular Biology*

Kevin Francis *History of Science and Technology*
Rachel Hastings *Mathematics, Linguistics*
David McAvity *Mathematics, Physics*
Lydia McKinstry *Organic Chemistry*
Donald Morisato *Biology*
Nancy Murray *Biology*
James Neitzel *Biochemistry*
Neal Nelson *Computer Science*
Michael Paros *Veterinary Medicine*

Paula Schofield *Chemistry*
Sheryl Shulman *Computer Science*
Rebecca Sunderman *Chemistry*
Neil Switz *Physics*
Thane Taylor *Chemistry*
Richard Weiss *Mathematics, Computer Science*
Pauline Yu *Marine Science*
E.J. Zita *Physics*

Visit evergreen.edu/faculty/planning for more information about these planning units.

Applying for Admission

Complete and updated information regarding admission criteria and standards for all applicants is available on Evergreen's Admissions Web site: evergreen.edu/admissions.

ELIGIBILITY FOR ADMISSION

Applicants are initially reviewed based upon academic factors such as grade point average, test scores and course work completed and/or attempted. Evergreen offers admission to all qualified applicants until the entering class has been filled.

The most important factor in the admissions process is academic preparation, demonstrated by the nature and distribution of academic course work. Grade point average or narrative evaluation progress, and scores from the ACT or SAT are also evaluated. You may submit additional materials you believe will strengthen your application, such as your personal statement, letters of recommendation and essays. Submissions should be limited to one page and should clearly address your academic history and educational goals.

Information you provide on your application for admission may support programs for all students. The data collected from responses to the questions in the Family Information and Ethnicity and Race Information sections of the application—such as education level of your parents and your ethnicity/race—may result in additional funding from Washington state and federal government programs to support the educational needs of all Evergreen students. Additionally, you may be eligible for financial assistance through "Passport to College," if you were in foster care in Washington. More information about Passport to College may be found at evergreen.edu/admissions/apply.

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

TO APPLY FOR ADMISSION

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

Fall Quarter accepting applications from August 1 to February 1

Winter Quarter accepting applications from April 1 to October 1

Spring Quarter accepting applications from June 1 to December 1

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

Note: If you are unsure whether you meet the admission criteria as a freshman or transfer student, or if you are unsure whether all the credits you earned will be transferable, you should submit all of the materials required for both freshman and transfer applicants. By taking this precaution, you can avoid processing delays and increase the likelihood that your application file will be complete and ready for review in a timely manner.

Use the online application or print the paper application from a PDF file found at evergreen.edu/admissions/apply.

GENERAL TRANSCRIPT INFORMATION

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

Evergreen can receive official transcripts delivered by Docufide, National Student Clearinghouse, Naviance and Script-Safe International. Check with your counselor to find out if your high school or college participates in these electronic transcript services.

RETENTION OF RECORDS

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

NOTIFICATION AND DEPOSIT

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

Freshman Applicants

ACCEPTABLE COLLEGE PREPARATORY COURSE WORK

English: Four years are required, at least three of which must be in composition and literature. One year may be satisfied by courses in public speaking, drama as literature, debate, journalistic writing, business English or ESL. Not generally acceptable: remedial or applied (e.g., developmental reading, remedial English, basic English, yearbook/newspaper staff, acting, library).

Mathematics: Three years, at the level of algebra, geometry and advanced algebra, required. Advanced courses, such as trigonometry, mathematical analysis, elementary functions and calculus are recommended. Arithmetic, pre-algebra and business mathematics courses will not meet the requirement.

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

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

Science: Two years of laboratory science required. One credit (one full year) of algebra-based chemistry or physics should be included. The second year may be in any lab science that satisfies the high school's graduation requirement in science. Students planning to major in science or science-related fields should complete three+ years, including two years of algebra-based laboratory science.

Fine, visual and performing arts or electives chosen from the areas above: One additional year of study is required from any of the areas above or in the fine, visual or performing arts.

Electives that offer preparation for college. Honors and AP are encouraged, and a more rigorous curriculum will be taken into account during the admissions process. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen.

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

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

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

Transfer Applicants

COMMUNITY COLLEGE DEGREES

Designated Transfer Degrees and Direct Transfer Degrees receive the highest transfer admission preference. Applicants who have earned or will earn (prior to enrolling at Evergreen) either of these degrees will be awarded 90 quarter hour credits. Each community college has a designated transfer degree and it is your responsibility to consult with the college you attend to ensure that you are registered in the correct course sequence.

A complete list of designated degrees can be found at evergreen.edu/transfer. Evergreen has also identified a variety of vocational or technical associate degrees that will also receive admission preference. A list of these vocational/technical associate degrees may also be found at the same Web address above.

Students who have already earned a BA or BS only need to submit the final official transcript from the institution, as long as the degree confirmation is indicated on the transcript.

TRANSFER OF CREDIT

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

In general, courses are acceptable if a 2.0 or grade of C was received (C-minus work does not transfer). Physical education, remedial work, military science and religion courses are not transferable. Some vocational and personal development courses are transferable. Evergreen abides by Washington's Policy on Intercollegiate Transfer and Articulation. See evergreen.edu/transfer for details.

Evaluation of your transcripts is conducted after you have been admitted and paid the \$50 tuition deposit. This evaluation is based upon the transcripts submitted for your admission application.

Other Transfer Credit: Prior Learning Assessment

The knowledge and skills gained through work and life experiences can be assessed for credit—such as:

- Certificated Learning
- Credit by Examination: AP (min. score of 3); CLEP (general & subject examination may generate credit); and International Baccalaureate.
- Experiential Learning
- Military Training

evergreen.edu/admissions/priorlearningassessment

VETERAN STUDENTS

Evergreen's programs of study are approved by the Washington Student Achievement Council (WSAC) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC. Contact the Veterans Resource Center for more information at (360) 867-6254 or see evergreen.edu/veterans.

SUMMER QUARTER

Summer quarter enrollment is handled through Registration and Records and does not require formal admission. Students who wish to continue their studies into fall quarter may do so by registering as a special student or by being formally admitted.

SPECIAL STUDENTS

Students wishing to enroll on a part-time basis prior to seeking admission may register as "special students" for a maximum of eight credits per quarter. Admissions counselors are available to assist special students with academic advising and registration information. For an overview, refer to evergreen.edu/admissions/adultstudent.

RESIDENCY STATUS FOR TUITION AND FEES

To be considered a resident for tuition and fee purposes, you must be (1) a financially independent non-resident with an established domicile in Washington state for at least one year, (2) a financially dependent student with a parent residing in Washington state or (3) meet certain conditions as a non-citizen. Detailed information about residency status can be found at evergreen.edu/registration/residency.

You can apply to change your residency status 30 days before the quarter when you may be eligible for residency. Information and forms are available at evergreen.edu/registration/residency and at the Registration and Records office. If you have specific residency questions, contact residency@evergreen.edu.

BILLING AND PAYMENT PROCEDURES

The Student Accounts Office is the central billing office for The Evergreen State College. All students are assigned a billing account to which their tuition, fees, housing, meal plans, health clinic services, charges or late fees from other departments (e.g. Library, Media Loan, Lab Stores, Childcare Center, Parking, etc.) are charged. This allows a single check (payment) to be submitted for those charges. Evergreen conducts all billing electronically; messages are sent to the student's Evergreen email account when their monthly statements are generated. Students can view the statement by logging onto their my.evergreen.edu student account.

Tuition and fees are billed quarterly. Bills are generated two to four weeks before the start of each quarter. If you register after bills are generated, you will not receive a bill before tuition is due.

Tuition must be paid by the quarterly deadline (fifth calendar day of each quarter) or a \$50 late payment fee will be charged. A second late fee in the amount of \$75 is also charged if tuition and fees remain unpaid as of the 30th calendar day of the quarter. Web payment is available for students wishing to pay by Visa, MasterCard, Discover or American Express (2.75% convenience fee will be charged), or E-Check (at no cost). Checks or money orders mailed in must be received by the deadline; postmarks are not considered. Please do not send cash through the mail; bring cash tuition payments to the Cashier's Office in person.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with the student. If the student is dependent on someone else for financial support while attending Evergreen, it is the student's responsibility to inform the other party when payments are due. Students can sign a release form online, for more information visit at evergreen.edu/ferpa.

Students registering during week two of the quarter will be charged a \$50 late registration fee. Students registering during or after week three will be charged a \$100 late fee.

REFUNDS/APEALS

Tuition and fees are refunded on the following schedule:

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

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

Costs and Financial Aid

The cost of attendance is more than just tuition. Your annual budget includes tuition, books and supplies, room and board (regardless of where you live), transportation and personal expenses. This table shows the tuition for a typical full time student, taking 10 to 18 credits each quarter. The costs cover the nine-month 2014-15 academic year (three quarters) beginning in September and ending in June.

COST OF ATTENDANCE	RESIDENT	NON-RESIDENT
Tuition and Fees	\$7,845	\$20,901
Books and supplies	1,032	1,032
Housing and meals	9,492	9,492
Personal needs	2,064	2,064
Transportation	1,320	1,320
Total	\$21,753	\$34,809

Estimate your cost of attendance with the Net Price Calculator available at evergreen.edu/costs

- **Tuition** Tuition rates are set by the Washington State Legislature and the Evergreen Board of Trustees in September. They are subject to change without notice. Visit evergreen.edu/tuition or call Student Financial Services to verify tuition rates at (360) 867-6447.
- **Fees** Student fees are not included in tuition. The fee rate is sometimes based on the number of credits you take each quarter. A typical student registers for 16 credit each quarter. The 2014-15 estimated fees are \$279 per quarter in addition to tuition. Student Financial Services maintains a comprehensive list of fees at evergreen.edu/business/studentfinancialservices/fees.
- **Housing** 74% of new freshmen live on campus. Check out your housing and dining options and be sure to complete the online housing application in February. evergreen.edu/housing

FINANCIAL AID AND SCHOLARSHIPS

During the 2013-14 academic year, 65% of Evergreen students received some form of financial aid. The average award was \$9,236. All students are encouraged to apply for scholarships, tuition awards and financial aid annually, which will help to reduce costs.

Applying for Financial Aid – FAFSA

The Free Application for Federal Student Aid (or FAFSA) is the critical piece in the financial aid equation. The FAFSA is an application that you need to complete annually. Only admitted students are processed for financial aid, so apply for admission early.

FAFSA applications will become available to Evergreen around mid-February. New students who filed their FAFSA on-time, are admitted, and have no outstanding eligibility issues should receive an award offer mid to late March. Award offers are made on a rolling basis according to when students filed their FAFSA and are admitted to the College.

Once you are admitted to Evergreen, activate your Evergreen email address and monitor my.evergreen.edu for messages and requirements from financial aid.

Please read all correspondence from the College carefully and respond in a timely manner. A delay in providing us necessary documentation in order to determine eligibility could delay your financial aid offer and/or possibly move the student out of the eligible queue for priority or on-time packaging.

State and federal financial aid awards include:

- Grants
- Loans
- Scholarships
- Tuition Waivers
- Work Study


evergreen.edu/financialaid/offers

Complete your FAFSA at fafsa.ed.gov as soon after January 1 as possible.

Evergreen's school code is 008155.

Evergreen's deadline to receive FAFSA results from the federal processor is March 1. Only students meeting this deadline will be considered for priority financial aid packaging.

Go to Evergreen's financial aid website for more information: evergreen.edu/financialaid.

65% of students receive financial aid 

Scholarships and Tuition Awards

Scholarships and tuition awards are another way for you to afford your education. Evergreen offers a variety of scholarships every year to new and continuing students. The value of some awards are equal to resident tuition. Some awards are based upon academic fields of study: the arts, computer studies, environmental studies, laboratory sciences and writing, for example. Separate applications are required for scholarships. Most applications are due on February 1 for the following year. Look for a scholarship at evergreen.edu/scholarships.



Photo by Shauna Bittle '98

Registration and Academic Information

COLLEGE COMMUNICATIONS

You will receive an evergreen.edu email account when you are admitted. This account is the primary method for official communications from the college. All registration, financial aid, and student account information will be sent to this email address. You are expected to check your college email on a regular basis.

CHANGES IN PERSONAL INFORMATION

Your student records need to have your current legal name and current mailing address. Name changes require documentation. Address changes may be made at my.evergreen.edu.

RECORD KEEPING

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

If you want your directory information kept confidential, you must contact Registration and Records in person or by telephone. Directory information includes your name, address, telephone number and student status.

Questions concerning your rights under FERPA should be directed to Registration and Records at registration@evergreen.edu or (360) 867-6180.

Transcripts

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

Credit and evaluations are reported at the end of a program, course or contract. For multi-term programs, credit is reported once the program ends unless you withdraw or change programs. You have 30 calendar days from the time you receive an evaluation to seek an amendment. Aside from corrections, revisions are approved by your faculty and the Office of Registration and Records.

Your Academic Statement and self-evaluations cannot be removed or revised once they have been submitted to your transcript.

Your transcript will include your Academic Statement and a list of all work done for credit, including program descriptions, faculty evaluations, and self-evaluations (when submitted). Official transcripts always include these elements. For additional information on ordering your transcript, see evergreen.edu/transcripts.

Evergreen reserves the right to withhold transcripts from students who are in debt to the institution or have holds which prevent the release of a transcript.

STUDENT REGISTRATION PROCESS

Registration at Evergreen happens by time ticket. Your ticket will be determined by your class standing. Seniors register first, followed by juniors, then sophomores and finally freshmen.

Class Standing:

Freshmen	0-44 credits	Juniors	90-134 credits
Sophomores	45-89 credits	Seniors	135+ credits

You can check your time ticket at my.evergreen.edu. Time tickets will be available by the day of the Academic Fair.

Increase the chances of getting into the program of your choice by registering early. Some programs require a faculty interview, portfolio or audition for entry. You will need to get an override from the faculty in order to register for these programs.

If you register after the quarter starts, you will need a faculty signature. You will be charged late fees starting the second week of the quarter.

Changes in enrollment or credits after the first week must be done through the Registration and Records office. Changes made after the quarter begins may result in a reassessment of tuition, fees and eligibility for financial aid.

ACADEMIC CREDIT

You receive academic credit for meeting your program requirements. Credit, expressed in quarter hours, is entered on your permanent academic record when if you fulfill these requirements. Evergreen will not award credit for duplicate work.

Credit Limit

Students may register for a minimum of 2 and maximum of 20 credits during any given quarter. Twelve to sixteen credits is considered full-time. Well-prepared students may register for an overload up to 20 credits. Registration for more than 16 credits must be done by the first Friday of the quarter. Additional tuition charges may apply. Academic programs, individual study contracts and internships will be offered for a maximum of 16 credits each quarter.

Students concurrently pursuing coursework at another college may register for a combined maximum of 20 credits. Credits earned beyond this limit will not be accepted.

TO ADD, CHANGE, OR DROP A PROGRAM

Complete changes in registration by the 10th day of the quarter (end of second week). After that, you must petition to change a program, course or contract. The petition form is available at evergreen.edu/registration.

You may drop classes or change credit through the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 98.)

Withdrawal You may withdraw any time up to the 30th calendar day of the quarter, but you must inform Registration and Records. (See Refunds/Appeals, page 98.)

Leave of Absence If you are regularly admitted and have completed at least one quarter, you are eligible for a leave of absence of no more than one year. If you are a continuing student and are not registered for a quarter, you are considered to be on leave (for up to one year).

GRADUATION REQUIREMENTS

The minimum requirement for the Bachelor of Arts or the Bachelor of Science is 180 credits.

- Students must write an **Academic Statement** of up to 750 words. Students summarize and reflect carefully on their liberal arts education. Students begin work on the statement when they first enroll, then develop and revise it annually under the guidance of faculty. The final version becomes an important part of each student's transcript.
- To graduate, you must submit an application form to Registration and Records at least one quarter in advance of your anticipated graduation date.

If you transfer credits from another college, at least 45 of your last 90 credits must be earned from Evergreen to earn an Evergreen degree.

If you are planning to go on to graduate or professional school, there are likely to be prerequisite courses you need to take as part of your BA or BS.

- * You must submit a Declaration of Intent to Pursue a BS or BA/BS form to Registration and Records. Please meet with an academic advisor to make sure you are choosing programs that will fulfill the degree requirements. Also, you should meet with an academic advisor to see if the combined BA/BS is the best choice for you, or to plan programs that will meet the BS requirements. If you want to see how the credits you've already completed count toward the BS requirement, you may fill out and submit the BS Credit Review Request Form to Registration and Records.

BACHELOR OF ARTS

180 quarter credits and an Academic Statement.

BACHELOR OF SCIENCE

180 quarter credits and an Academic Statement. At least 72 credits must be in math, science, or computer science, 48 of which must be upper division math, science, or computer science.*

BACHELOR OF ARTS AND SCIENCE DEGREE

225 quarter credits and an Academic Statement. At least 72 credits must be math, science or computer science, 48 of which must be upper division.*

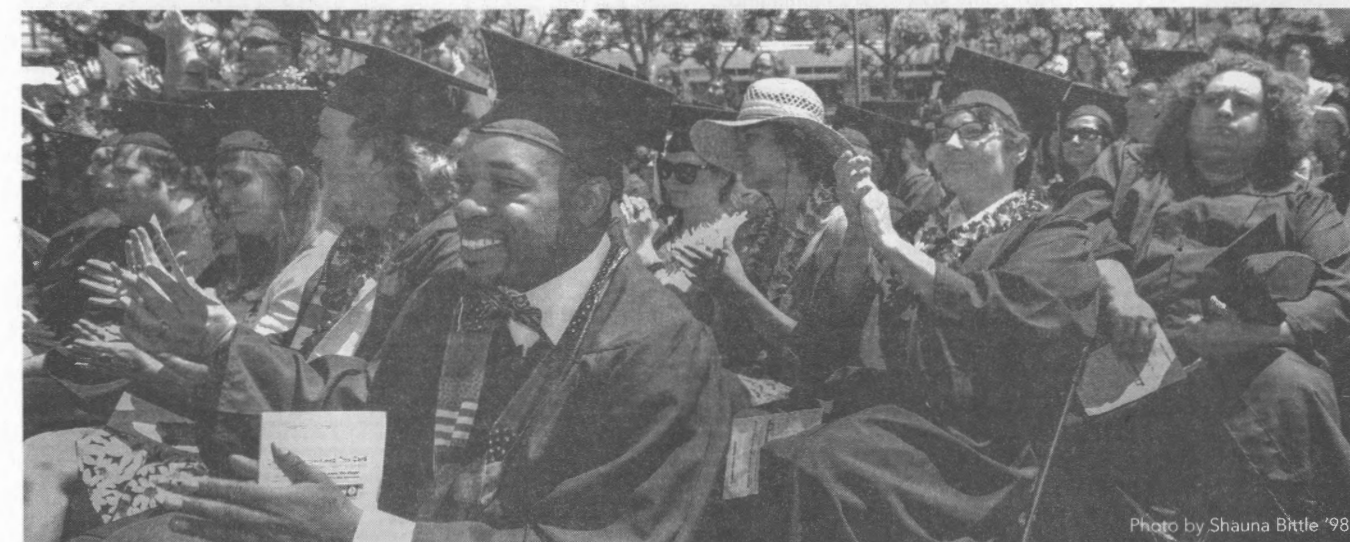


Photo by Shauna Bittle '98.

ACADEMIC STANDING POLICY

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

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

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

Dismissal and Readmission

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

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.

Evergreen's Social Contract

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

As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish—conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights—and our responsibilities—are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning. The Social Contract is an agreement; a guide for civility and tolerance toward others; a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

THE SOCIAL CONTRACT—A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM

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

Purpose

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

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

Student Conduct Code—Grievance and Appeals

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

The Student Conduct Code is available at evergreen.edu/studentaffairs/studentconduct. More information is available from the campus grievance office at ext. 5052. The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at evergreen.edu/policies/policy/sexualharassment.

Freedom and Civility

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

Individual and Institutional Rights

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

Society and the College

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

All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by an individual or group. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

Prohibition Against Discrimination

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

Right to Privacy

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

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

Evergreen does not stand in loco parentis for its members.

Intellectual Freedom and Honesty

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

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

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

Open Forum and Access to Information

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

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.

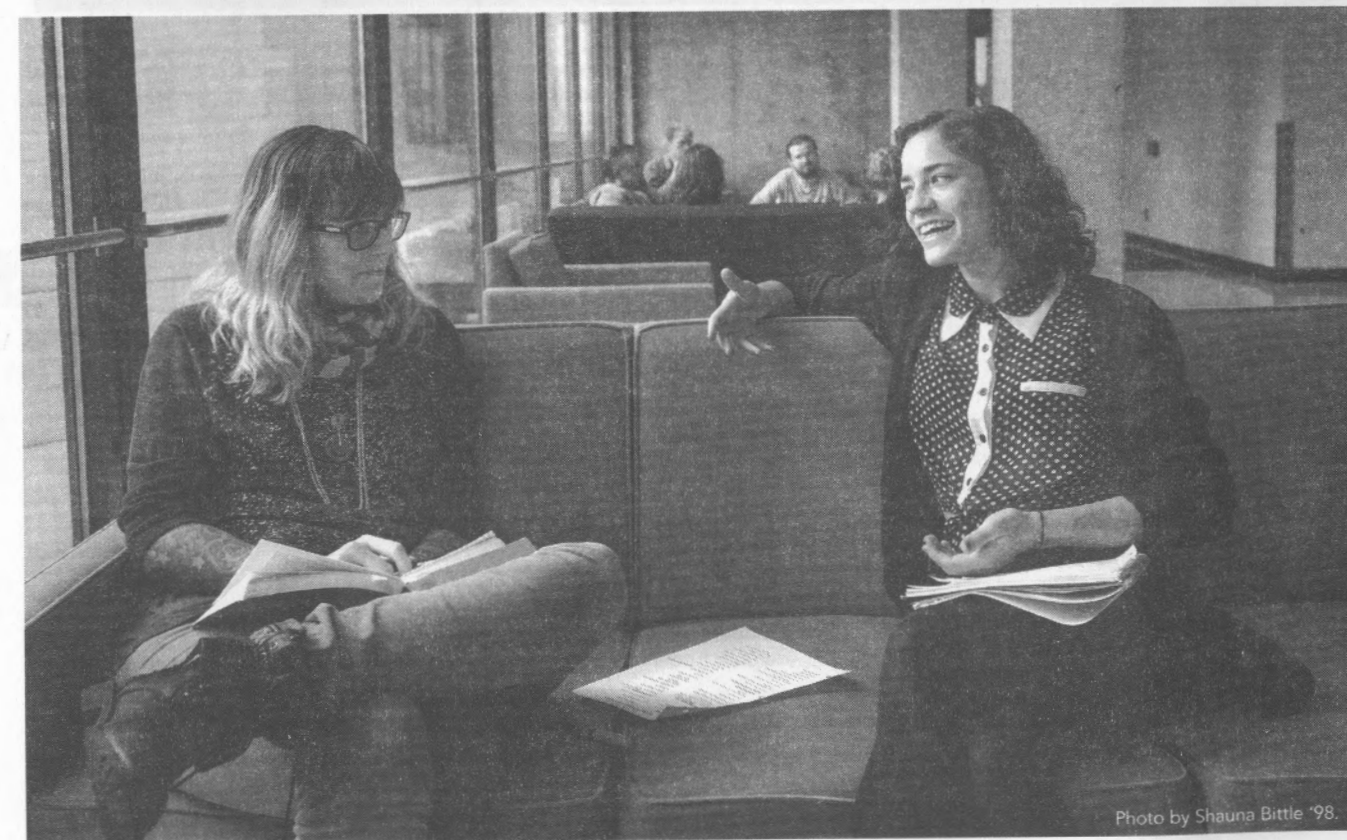


Photo by Shauna Bittle '98.

Services and Resources

Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.

Academic Advising

LIB Second Floor, (360) 867-6312
evergreen.edu/advising

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment. We also have evening and Saturday advising and workshops. We can help set up an internship, plan your academic pathway and answer all kinds of questions.

Access Services for Students with Disabilities

LIB Second Floor, (360) 867-6348
TTY: 867-6834
evergreen.edu/access

Provides support and services to students with documented disabilities to ensure equal access. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. Contact us any time if you have questions or would like more information about how our office can assist you.

Career Development Center

LIB Second Floor, (360) 867-6193
evergreen.edu/career

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, graduate school catalogs and work resources, and a Job Board posting. Employment info, grad school acceptance, connect current students with alumni mentors. Evening and weekend support available.

CARE Network

SEM II, E2129, (360) 867-5291
or (360) 867-6656
evergreen.edu/care

Volunteer faculty, staff, and students assist community members in addressing conflict. We offer relevant training and development; encourage members of the community to discuss issues and strategies before they escalate; provides clear, accurate information about how to address conflicts; and supports those recovering from conflict.

Counseling and Health Centers

Counseling
SEM I, 4126, (360) 867-6800
Health
SEM I, 2110, (360) 867-6200
evergreen.edu/health

The centers provide safe, confidential environments for enrolled students to discuss concerns. Counseling typically covers anxiety, depression, relationship issues and stress management. The Health Center, a small general practice clinic, provides a range of services, including acute care, chronic disease management, women's health services, birth control and STD testing. Visits are covered by the 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

LIB Second Floor, (360) 867-6467
evergreen.edu/multicultural

First Peoples' Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution.

Financial Aid

LIB First Floor, (360) 867-6205
finaid@evergreen.edu
evergreen.edu/financialaid

Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). Please stop by or contact us anytime with questions regarding your financial aid options.

KEY/TRIO Student Support Services

LIB Second Floor, (360) 867-6464
evergreen.edu/key

A federally funded TRIO program. You are eligible if: (1) neither parent has a college degree; or (2) you meet income guidelines; or (3) you have a disability. KEY will provide academic and personal advising, tutoring, financial aid advising, career guidance, cultural enrichment, advocacy and referral.

Police Services

SEM I, 2150, (360) 867-6832
evergreen.edu/policeservices

Officers assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime, is available online.

QuASR & Writing Center

QuASR
LIB 2304, (360) 867-5547
evergreen.edu/mathcenter

The Quantitative and Symbolic Reasoning (QuASR) Center assists students in all programs with math, science, music reading, and other related topics.

Writing Center
LIB 2304, (360) 867-6420
evergreen.edu/writingcenter

The Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment.

Recreation and Athletics

CRC 210, (360) 867-6770
evergreen.edu/athletics

We have a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen's intercollegiate teams are in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball.



Photo by Shauna Bittle '98.

Residential and Dining Services

Housing Bldg. A,
Room 301, (360) 867-6132
evergreen.edu/rad

We offer a variety of accommodations, including single and double studios, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. There are many dining options to choose from every day in the five dining venues on campus, including vegan, vegetarian, and gluten free options.

Student Activities

(360) 867-6220
evergreen.edu/activities

Become involved, gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. Our staff can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws. Visit our Web site to see the list of student organizations and other opportunities to get involved.

Student Affairs

Wendy Endress, Vice President
LIB 3500, (360) 867-6296
evergreen.edu/studentaffairs

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.

Student & Academic Support Services

LIB Second Floor, (360) 867-6034
evergreen.edu/studentsservices

SASS coordinates new-student programs, such as orientation sessions. We provide referrals to campus and community resources and conduct ongoing assessment of students' needs, satisfaction and educational outcomes. The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, GEAR UP, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound.

Veterans Resource Center



**Bridge the gap between military and civilian life.
Get the education you need for your next mission.**

We serve all military, dependents, and veterans with respect, compassion, and confidentiality. At Evergreen, our Veterans Resource Center will help you receive all the benefits you have earned through your service to our country. We can help you:

- Review your educational and career options
- Document and obtain credit for your military training
- Apply for your GI benefits or explore other funding options
- Get help for your dependents with their benefits
- Acquire and file forms or records (e.g., 22-1995 or DD-214)

evergreen.edu/veterans (360) 867-6254

'House of Welcome' The Longhouse Education & Cultural Center



The Longhouse, called Sg'ig'ial?tx' "The House of Welcome" in South Puget Sound Salish, provides classroom space as well as a place for cultural ceremonies, conferences, workshops, performances, art exhibits and community events. Founded upon a vision of hospitality and service, it is a gathering place for people of all cultural backgrounds to teach and learn together. The Longhouse—a public service center of The Evergreen State College—promotes indigenous arts and cultures through education, cultural preservation, creative expression, and economic development on a local, national, and international level. The Longhouse is working to realize its vision of an Indigenous Arts Campus, a complex of art studios including the Carving Studio Pay3q'ali "a place to carve," which opened in 2012, and a Fiber Arts Studio, which will provide infrastructure for current and future programming. The Longhouse will mark its 20th anniversary in 2015 with a yearlong program of events to celebrate its history and community.

Continuing Programs:

- Artist in Residence Program
- Native Artist Grants Programs
- Native Artist Gatherings
- Native Arts Sales and Exhibitions
- Native Arts Marketing Service
- Northwest Heritage Program: Provides opportunities to work in tribal historic archival collections and professional development for artists
- Creative New Zealand/House of Welcome International Indigenous Residency Exchange

evergreen.edu/longhouse (360) 867-6718



Public Service at Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

CENTER FOR COMMUNITY-BASED LEARNING AND ACTION (CCBLA), established in 2004, the center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. The CCBLA serves as a clearinghouse for opportunities for involvement with the community and supports scholarship in service learning, participatory research and civic leadership, and faculty development. We offer community service work-study positions around the community and can help find placements for students doing community projects. We offer:

- Group opportunities for service projects and action days, including the annual Community to Community Day of Caring event held during Orientation Week at Evergreen.
- Resource files on local communities and community-based organizations with a focus on local needs and requests.
- Workshops and informal talks on related skills and linking community-based learning with your academic program.
- One-on-one help with identifying opportunities to learn, serve and be involved in community change.
- Tips to prepare for work in the community.
- Support to plan internships with community field supervisors.

evergreen.edu/communitybasedlearning

GATEWAYS FOR INCARCERATED YOUTH, a part of the CCBLA, helps incarcerated youth see that college is not only in their reach, but within their rights. Faculty and students from Evergreen work inside juvenile institutions, conducting weekly Popular Education Seminars in the Gateways College Class. Gateways' Academic Mentoring Program provides additional support by matching Evergreen student mentors with incarcerated youth, to help them with the transition from incarceration to further academic study and vocational training. Evergreen's Five Foci of Learning along with the following principles, are core elements of the program:

- With faculty guidance, students create an environment in which each person becomes empowered to share their personal knowledge, values and goals through respectful exchanges with people from other cultural and class backgrounds.
- Incarcerated youth and Evergreen students are co-learners and shape both the seminar content and experience together.
- Critical reflection of socioeconomic conditions, identities, and internalized messages of self and others is essential.

gateways.evergreen.edu

SUSTAINABILITY IN PRISONS PROJECT is a partnership founded by the Washington State Department of Corrections and The Evergreen State College. Our mission is to bring science and nature into prisons. We conduct ecological research and conserve biodiversity by forging collaborations with scientists, inmates, prison staff, students, and community partners. Equally important, we help reduce the environmental, economic, and human costs of prisons by inspiring and informing sustainable practices.

sustainabilityinprisons.org

THE WASHINGTON CENTER FOR IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION 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.

evergreen.edu/washingtoncenter

THE WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY carries out practical, non-partisan research—at legislative direction—on issues of importance to the state. The institute conducts research using its own policy analysts and economists, specialists from universities, and consultants.

wsipp.wa.gov

Campus Regulations

Because Evergreen is a state institution, we must meet state and county responsibilities.



USE OF COLLEGE PREMISES

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements. Arrangements for conferences

or group gatherings by outside organizations are made through Conference Services, CAB 227, (360) 867-6192. Reservations for space and/or facilities are made through Space Scheduling, (360) 867-6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

Only student and campus organizations may schedule tables in the College Activities Building. Reservations are made through the Student Activities Office. There is no rental fee assessed for college organizations. Vendor space in other buildings or outdoors may be scheduled with Conference Services. Fees will apply.



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.



ALCOHOLIC BEVERAGES

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State

Liquor Control Board. Nevertheless, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.



BICYCLES

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Police Services for a small fee.



SMOKING

No smoking is allowed inside main campus buildings or near building entrances. Smoking is prohibited in housing except in designated outdoor areas. Public smoking areas are designated by staff and will be shared with the community at the beginning of the academic year.

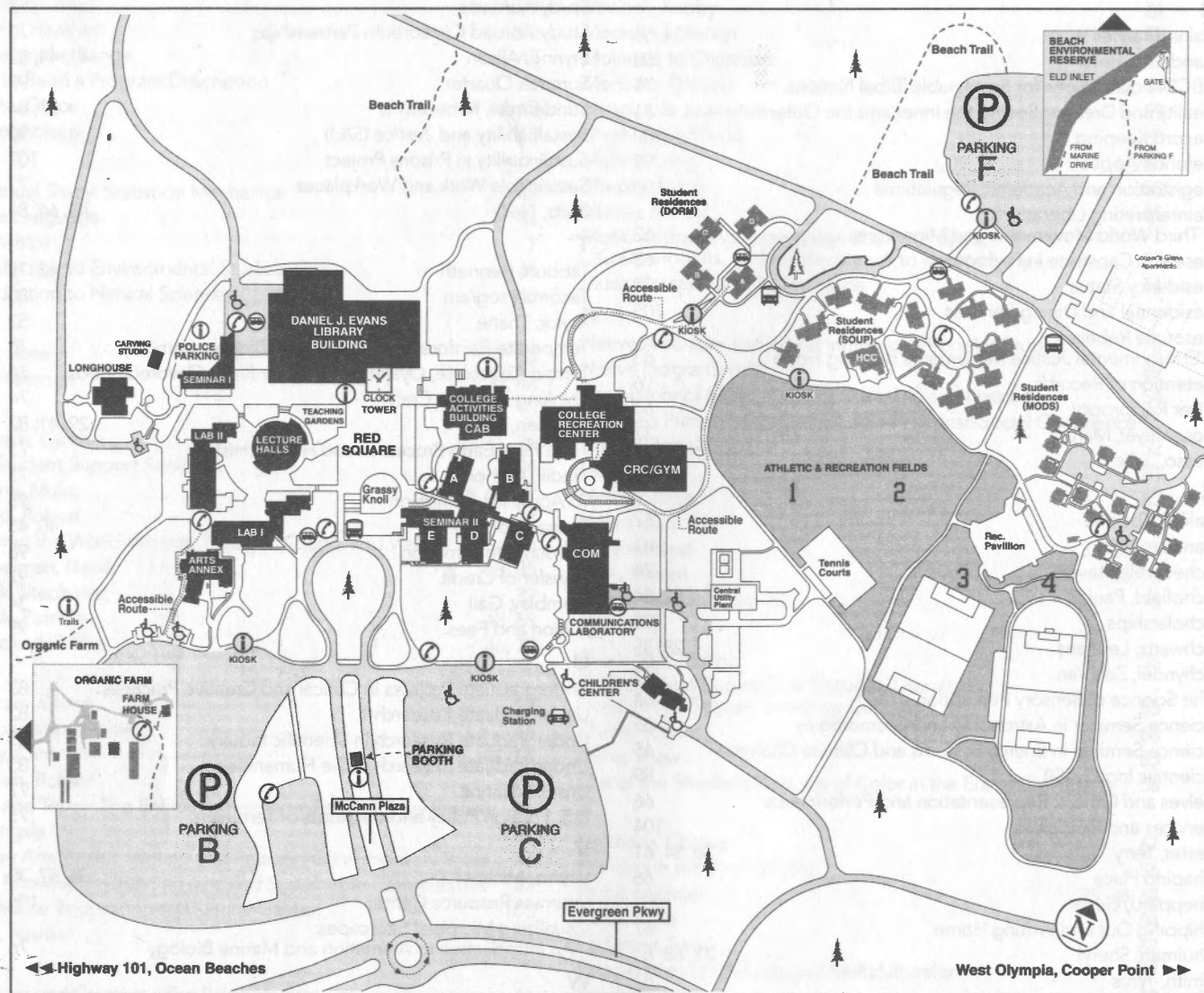


Photo by Shauna Bittle '98.

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This catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION

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

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

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

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

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

REASONABLE ACCOMMODATION

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

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

RELIGIOUS OBSERVANCE

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

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

ACCREDITATION

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state college

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evergreen.edu/admissions

