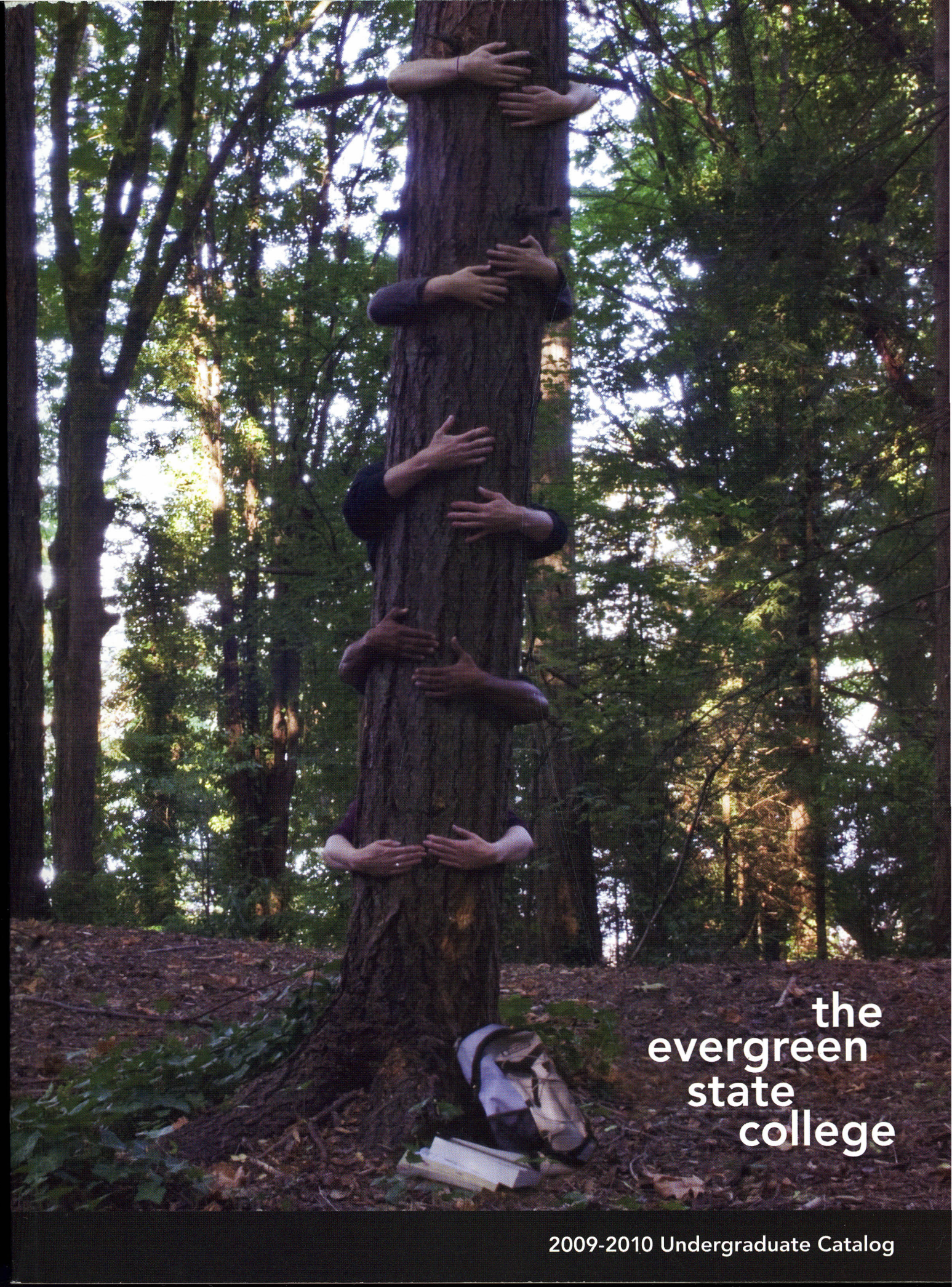


the evergreen state college

2009-2010 Undergraduate Catalog




Welcome to Evergreen.

Evergreen offers you an educational opportunity unlike anywhere else. You'll be encouraged to explore the questions that most concern you, with support from faculty teams that will inspire both independent thinking and collaboration with your peers. You will discover new relationships between the arts, humanities, natural sciences and social sciences so that you can make critical connections about today's issues from diverse academic and cultural perspectives. You will be able to put your knowledge to work right away by applying it as you learn. Here's your chance to challenge your thinking, change your life, and make a difference in the world.

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

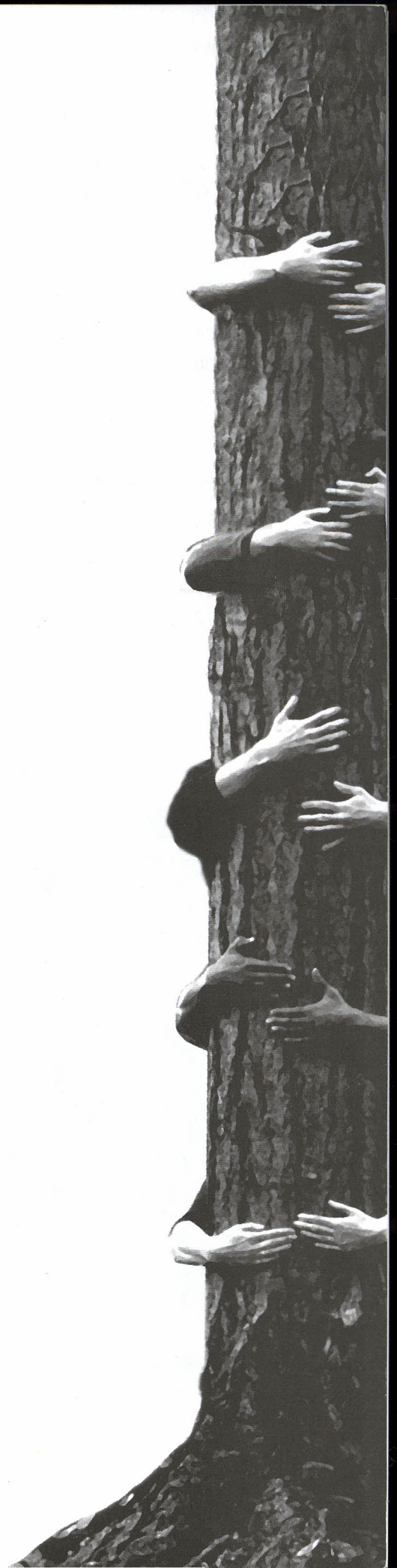
Personal Engagement

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.



Undergraduate Catalog 2009-2010

EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON
www.evergreen.edu

Table of Contents

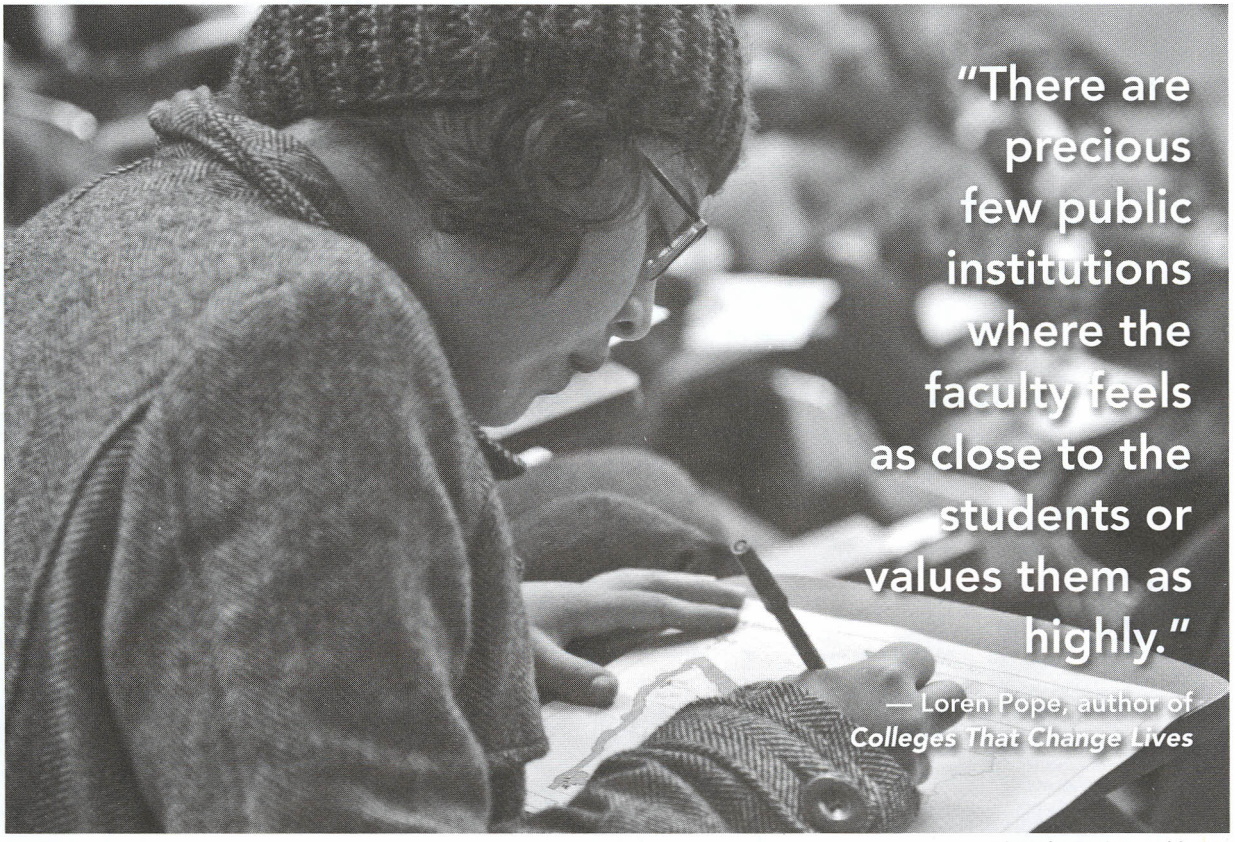


Photo by Paul Reynolds '09.

Academic Calendar 2009–2010

	Fall 2008	Winter 2009	Spring 2009	Summer 2009	
				First Session	Second Session
Orientation	September 19–27*				
Tuition Deadline	September 23	December 30	March 24	June 16	June 16
Quarter Begins	September 28	January 4	March 29	June 21	July 26
Evaluations	December 14–18	March 15–19	June 7–11	July 26– 30	August 30– September 3
Quarter Ends	December 18	March 19	June 11	July 23	August 27
Vacations	**Thanksgiving Break** November 23–27	**Winter Break** December 19 – January 3	**Spring Break** March 20–28		

* Subject to change

Commencement	Super Saturday
June 11	June 12

No classes

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

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

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

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

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

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This catalog is updated regularly; for the most current information please visit our Web site: **www.evergreen.edu/catalog/2009-10.**

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

Planning and Curricular Options

WHAT IS A PROGRAM?

At Evergreen, students choose their course of study from a variety of courses and programs. Courses concentrate on a single subject and are offered primarily through Evening and Weekend Studies. Programs are offered in our Daytime program, with some also offered in the evenings and on weekends. Programs are typically multi-quarter, interdisciplinary and team taught. Most full-time students take one 16 credit program per quarter, while part-time students often take one 8-12 credit program or one or more courses.

A program presents a unique opportunity to work with a team of faculty and to study a range of topics organized around a central theme or question. In this way, students can delve unto the relationships between subjects over the course of one, two or three quarters. While immersed in a program, students will study areas of particular interest to them, while also exploring new and challenging subjects and ideas.

HOW TO SELECT A PROGRAM

Scan this catalog. It contains the full-time interdisciplinary program offerings for the 2009-10 academic year.

- Consult Web listings. The Web catalogs contain the most current updates to curriculum offerings. For programs, go to **www.evergreen.edu/catalog/2009-10**. For evening and weekend programs and courses, go to **www.evergreen.edu/eveningandweekend**. You will find summer offerings at **www.evergreen.edu/summer**.
- Ask faculty! Faculty members are a valuable resource for students and play an important advising role here at Evergreen. You can schedule an appointment to talk to faculty throughout the academic year, or you may consult with them at the quarterly academic fairs, during your program and at your evaluation conference.
- See an advisor! Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to **www.evergreen.edu/advising** for more information. Academic advisors know the curricular ins and outs at Evergreen and are trained to help students find the best program to meet their academic goals.
- Since planning your education is your responsibility, the more information you have, the better. Students new to Evergreen are required to attend an Academic Planning Workshop in order to gather comprehensive information on the academic planning process and the resources and tools available to them.

To help freshmen tackle the challenge of college life and Evergreen's unique culture, a two credit program called Community Connections: Living and Learning at Evergreen is available. This program is designed to link incoming students to the broader Evergreen community and to facilitate the transition to college by helping them identify academic pathways for self-directed learning. In addition to orientation week activities, during the first three weeks of fall quarter, students will work in small groups on topics that matter most to them, including community-based learning, career development, and college study skills.

REMEMBER...

← To read the "Major Areas of Study" and the "Program is Preparatory for" sections of a program description to find out the subjects covered in a program and what future studies or careers a program may lead to. Since Evergreen students do not have majors, these two sections will be especially helpful in your decisions about which programs to take.

← Many programs are offered over two or three quarters. To maximize your learning experience, you should plan to stay with a program for its entire duration.

← Plan for an entire academic year. If your fall program doesn't last all year, you should plan ahead of time for a follow-on program.

← Have a back-up plan, just in case a program doesn't work well for you, or if the program is already full when you try to register.

← Some programs require a faculty signature for entry, have prerequisites or extra expenses involved. See "How to Read a Program Description" on page 28.

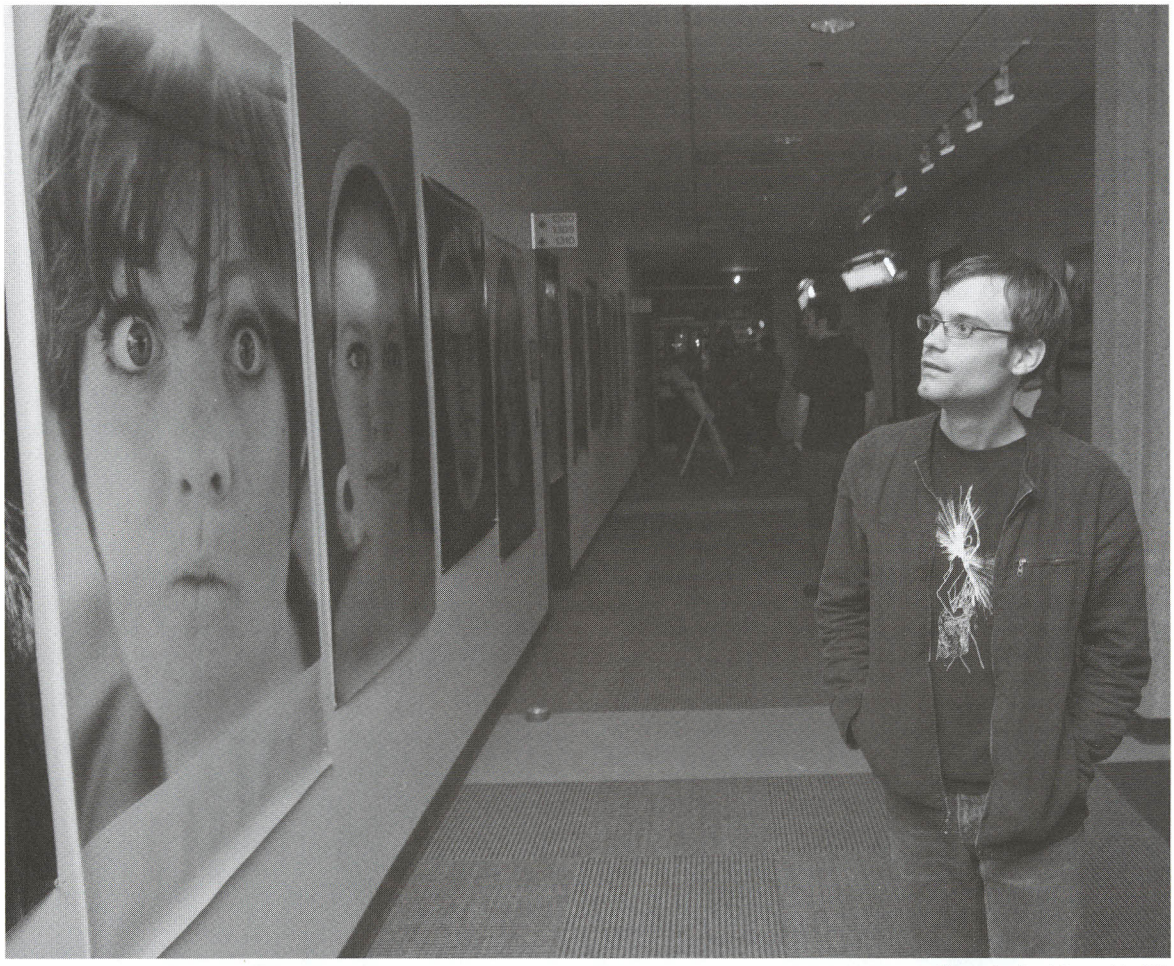


Photo by Paul Reynolds '09.

SPECIAL FEATURES OF THE CURRICULUM

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

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

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

2009-10 PROGRAMS WITH A STRONG TRAVEL COMPONENT

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

2009-10 INDIVIDUAL STUDY OPPORTUNITIES

Additional Undergraduate research opportunities also exist for students. Individual members of the faculty have research interests and projects that students can help with, thus gaining valuable research experience. Contact members of the faculty, especially in Environmental Studies and the Sciences. Find more information at **www.evergreen.edu/individualstudy/home**.

Photo by Paul Reynolds '09.

HOW IS EVERGREEN ORGANIZED? ARE THERE DEPARTMENTS?

Evergreen does not have traditional departments, but faculty members choose to affiliate with Planning Units and Thematic Planning Groups to help organize their work and allocate resources. Planning Units are groups of faculty in related fields of study; Thematic Planning Groups are composed of faculty organized around a central theme. To better understand the organization and purpose of planning units and thematic planning groups and to see the affiliated faculty for each, please check out the Condensed Curriculum starting on page 8.

GRADUATE PROGRAMS

Evergreen offers Master's degrees in Environmental Studies, Teaching, Education and Public Administration. For contact and general information, please turn to page 83.

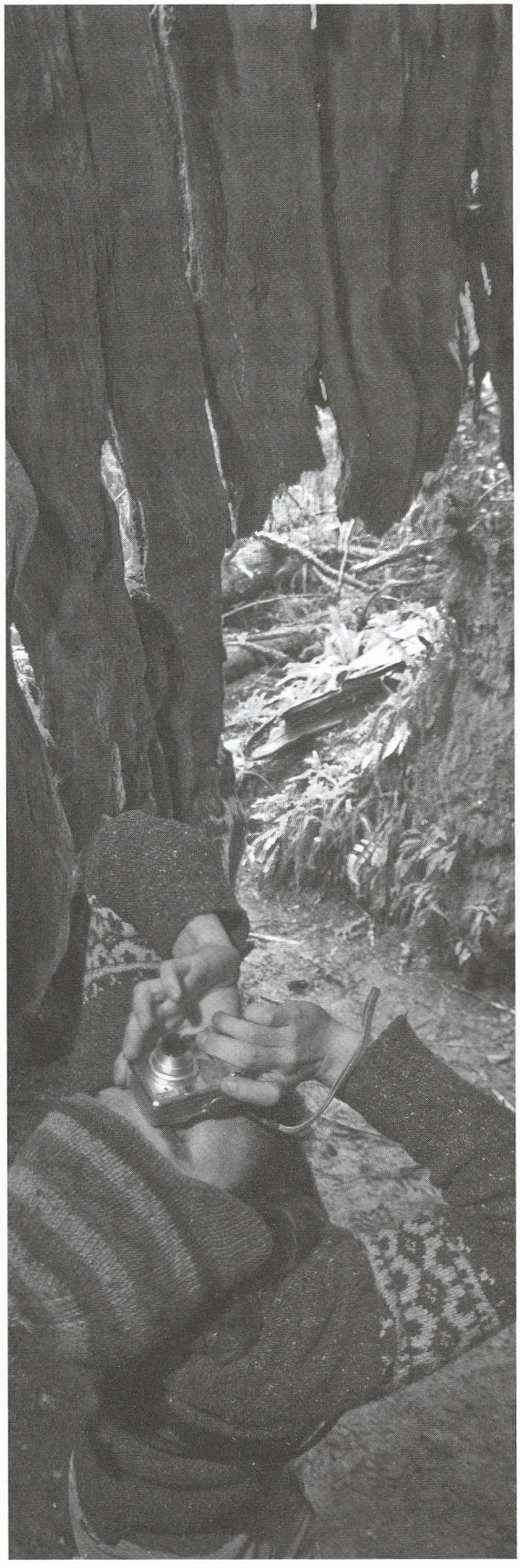


Photo by Jon Huey '06.

STUDIES IN SUSTAINABILITY AND JUSTICE

Insist on the rights of humanity and nature to co-exist.

—William McDonough and Michael Braungart

At Evergreen, we take a "seven generations" approach to questions of how to sustain human life and community in harmony with the planet. This is a cross-generational, ecologic ethic that has descended to us from the Haudenoshaunee (Iroquois) Confederacy[1]. We offer students who embrace this ethic the opportunity to design a curricular pathway that focuses on issues of sustainability.

In this catalog, you can find programs in environmental studies, social justice, the humanities and the arts, to help you build the background, skills and vision needed to make change in areas that count—climate change, food systems, cultural survival, environmental justice, media and communications, applied ecology, green business and beyond.

In addition, the college's Center for Community-Based Learning and Action works with programs to involve students in community-based work with a wide range of service, study and governance organizations in our area. Students also have chances to apply their studies to Evergreen itself. Our Sustainability Task Force works with food services, purchasing, facilities, heat and power—even parking—to reduce our environmental and social impacts and enhance the health of the college's land and people, and its presence in the wider community.

2009-10 PROGRAMS WITH A FOCUS ON SUSTAINABILITY

[1] The Haudenoshaunee, whose historical lands and continuous home is in what is now the Northeast US/Southeast Canada, consist of the Mohawk, Oneida, Tuscarora, Onondaga, Cayuga and Seneca Nations, and continue to provide leadership in educating people in how to conceive of planetary stewardship and ensuring the health of human and animal populations.

Condensed Curriculum 2009–2010

These pages feature the program titles and the quarters of the programs planned for the 2009–10 academic year. Each planning unit offers Core programs that are entry-level studies designed for freshmen. All-level programs include a mix of freshmen, sophomores, juniors and seniors. Lower-Division programs include half freshmen and half sophomores. Intermediate programs are geared for sophomores and above with a prerequisite of one year of college. Advanced programs are geared toward juniors and seniors.

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

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

Photo by Paul Reynolds '09.

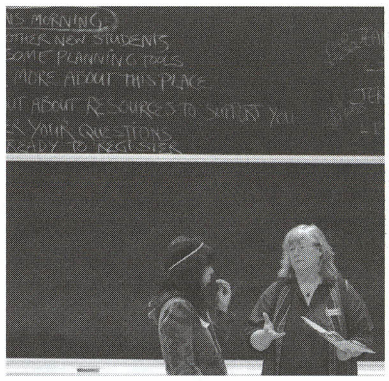
I ONLY CHOOSE ONE?

Many students ask "Do I really only take one class at Evergreen?"

The answer is yes. We call them programs. Instead of taking several classes at once, at Evergreen you select an academic program where you will learn how to explore a central idea or theme that's interesting to you.

Faculty members from different subject areas teach in teams, each drawing on several disciplines to help you develop critical tools to navigate the real-world issues that we face today—issues like health care in the United States, the search for oil worldwide, or artistic expression across cultures. Programs include lectures, labs, readings, seminars, field study, or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

Programs for Freshmen



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

Core programs are designed to give you a solid foundation of knowledge and skills to prepare you for advanced studies. You will learn how to write more effectively, read carefully, analyze arguments, reason quantitatively or mathematically, work cooperatively in small groups and use campus resources such as the library. Core programs will introduce you to Evergreen's interdisciplinary studies, in which faculty members from different disciplines teach together to help you explore a central theme, topic or issue as a whole, rather than as a collection of unrelated fragments. You will be exposed to the connection of artistic expression to social conditions, for example, or to the relationship of biological facts to individual psychology. These integrated study programs combine several activities: seminars, individual conferences with faculty members, lectures, group work and, usually, field trips and laboratories. You will also learn the skills needed to design your own education. The small student-faculty ratio in Core programs (23:1) ensures close interaction between you and your faculty and with other students.

- **All-level programs** enroll a mix of freshmen, sophomores, juniors and seniors, with a typical mix of 25 percent freshmen. Like Core programs, they are interdisciplinary studies. Most students in these programs will already have some years of college experience, so you will get less guidance about basic skills development. Faculty expectations about what you know and what you can learn on your own will be greater. You should also be ready to work with a wide mix of students—in age, experience and stages of learning. Talk to Academic Advising about the background necessary to be in an All-level program.
- **Lower-division programs** are designed as entry-level offerings that accept freshmen and sophomores. Lower-division programs include a mix of half freshmen and half sophomores.
- **Programs for sophomores and above** may admit a particularly well-qualified freshman. These programs are listed in their respective planning units in the remainder of the catalog. Consult the faculty and Academic Advising if you are interested in one of these programs.

PROGRAMS FOR FRESHMEN

Core: *Designed for freshmen*	**pg**	**quarter**
Art Worlds	31	F W
Awakening the Dreamer, Pursuing the Dream	34	F W S
Beyond the Binary in Science and the Arts	34	F W
Cedar and Oak: Early Maritime Trade in the Pacific Northwest	35	S
Cultural Landscapes: Sustainability, Power, and Justice	38	F W S
Forensics and Criminal Behavior	46	F W S
Madness and Creativity: The Psychological Link	59	F W
To Learn, To Perform, To Teach	77	F W S
Written in Stone	82	S

All-level: *A mix of freshmen, sophomores, juniors and seniors*		
Andean Roots: Language and Cultural Landscape	30	F W S
The Biology and Ecology of Fishes	35	S
Computer Science Foundations	37	W S
Data and Information: Quantitative Ecology	41	F
Democracy and Free Speech	41	S
Earth Matters: Geology and Chemistry	43	W S
Energy Systems and Climate Change	44	F W
Equality and the Constitution	45	F
Foundations of Health Science	47	F W S
Growing Up: Stories, Scripts, and Performance	50	F
History and Philosophy of Biology: Life and Consciousness	50	S
History and Philosophy of Biology: Mass Extinction	51	W
Introduction to Natural Science: Life, the Universe, and Everything	54	F W S
Invertebrate Zoology and Entomology	54	S
Looking Backward: America in the Twentieth Century	59	F W S
The Mathematical Order of Nature	60	F
Models of Motion	62	W S
The Obscure Object of Desire	65	S
Ornithology	66	F
Religion and the Constitution	69	W
The Roots of Terrorism and U.S. Foreign Policy	71	S
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
Spirituality: The Eyes of the Unknown	72	F W S
Struggling to be Heard: A History of Japanese Americans	73	W
Transcending Government	78	F W
Transforming the Art of War: From Clausewitz to Al-Qaida and Beyond	78	F W

Lower-division: *50% freshmen/50% sophomores*		
American Stories	30	F W S
Current Economic and Social Issues: Explanations, Action and Solutions	39	S
Life of Things	57	F W S
Money's Value, Soul's Worth: Caring Enough to Venture	64	F W S
What's Love Got to Do With It?	81	S

Photo by Carlos Javier Sánchez '97.

Culture, Text and Language

Culture, Text and Language (CTL) programs invite students to engage in rigorous critical inquiry about the human experience. Our curriculum covers many disciplinary perspectives and geographical areas, with a strong focus on reflective inquiry and integrative understanding. Through the study of cultures, students explore the webs of meaning that individuals and groups use to make sense of the world. Through the study of texts, they learn to interpret the products of culture in forms ranging from enduring works to popular media and the artful practices of everyday life. Through the study of languages, they become proficient in the means of communication used by different societies and nation states.

The Culture, Text and Language planning unit coordinates some social science (sociology, psychology and politics) and virtually all the humanities programs at Evergreen. Our disciplines include literature, history, women's studies, philosophy and critical theory, religious studies, classical studies, art history, post-colonial studies, linguistics, cultural anthropology, cultural studies, gender studies, race and ethnic studies, communications, folklore, and creative and critical writing.

Many of our programs are organized as area studies, which we define as the interdisciplinary study of topics framed by geography, language, culture and history. We provide a curriculum that is rich in the study of diverse cultures and languages so that students can learn about shared legacies and across significant differences, including differences of race, class, gender and sexuality. Our geographic areas of inquiry include America, the ancient Mediterranean, East Asia, the Middle East, Latin America and Spain, Russia, and Western Europe and the Francophone/Anglophone regions, including Africa and the Caribbean. We regularly offer programs involving the integrated study of Japanese, French, Russian and Spanish, and are working to expand our curricular offerings in classical languages and Arabic.

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

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

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

Photo by Carlos Javier Sánchez '97.

CTL PROGRAMS

All-level: *A mix of freshmen, sophomores, juniors and seniors*	pg	quarter
Andean Roots: Language and Cultural Landscape	30	F W S
Growing Up: Stories, Scripts, and Performance	50	F
Looking Backward: America in the Twentieth Century	59	F W S
The Obscure Object of Desire	65	S
The Roots of Terrorism and U.S. Foreign Policy	71	S
Transcending Government	78	F W
Transforming the Art of War: From Clausewitz to Al-Qaida and Beyond	78	F W
Lower-division: *50% freshmen/50% sophomores*		
American Stories	30	F W S
Life of Things	57	F W S
Money's Value, Soul's Worth: Caring Enough to Venture	64	F W S
Sophomores or above: *(intermediate level)*		
Art of Conversation	31	F
Dark Romantics	40	F W S
Greece and Italy: An Artistic and Literary Odyssey	49	F W S
Japan Today: Japanese Culture, Literature, Cinema, Society and Language	56	F W S
Latin American Short Story	56	F
Literature and the Cultural Politics of Democracy in Chile and Brazil	58	W S
Logopoesis	58	F W
Juniors or seniors: *(advanced level)*		
Earth Stewards: Sustainable Living in a Threatened World	43	F W
Eye of the Story	46	F W
Ireland	55	F W S
Poetics and Performance	67	S
Popular Music and Literature in the 1960s	68	S
Shakespeare's America	71	F

AFFILIATED FACULTY

William Ray Arney
Marianne Bailey *French Literature*
Thad Curtz *Literature*
Stacey Davis *European History*
Diego de Acosta *Spanish Literature and Language*
Kathleen Eamon *Philosophy*
Susan Fiksdal *Linguistics and French*
Chauncey Herbison *African American Studies*
David Hitchens *American History*
Sara Huntington *Writing, Research and Information Systems*
Ernestine Kimbro *Interdisciplinary Humanities*
Stephanie Kozick *Human Development*
Patricia Krafcik *Russian Language, Literature and Culture*
Ulrike Krotscheck *Classical Studies, Archeology*
David Marr *American Studies*
Harumi Moruzzi *Cultural Studies, Literature, Film Studies*
Greg Mullins *Literature and Queer Studies*
Alice A. Nelson *Latin American Literature, Spanish*
Steven Niva *International Politics, Political Philosophy*
Charles N. Pailthorp *Philosophy*
Sarah Pederson *Literature, Maritime Studies*
Rita Pougiales *Anthropology*
Bill Ransom *Writing*
Andrew Reece *Classical Studies*
Therese Saliba *International Feminism, Middle East Studies, Literature*
Samuel A. Schrager *Ethnography, American Studies*
Leonard Schwartz *Poetics*
Matthew E. Smith *Political Science, Community Studies*
Robert W. Smurr *Russian History*
Eric Stein *Cultural Anthropology*
Setsuko Tsutsumi *Japanese Literature, History and Language*
Jules Unsel *United States History*
Sarah Williams *Feminist Theory, Somatic Studies*
Elizabeth Williamson *English Literature*

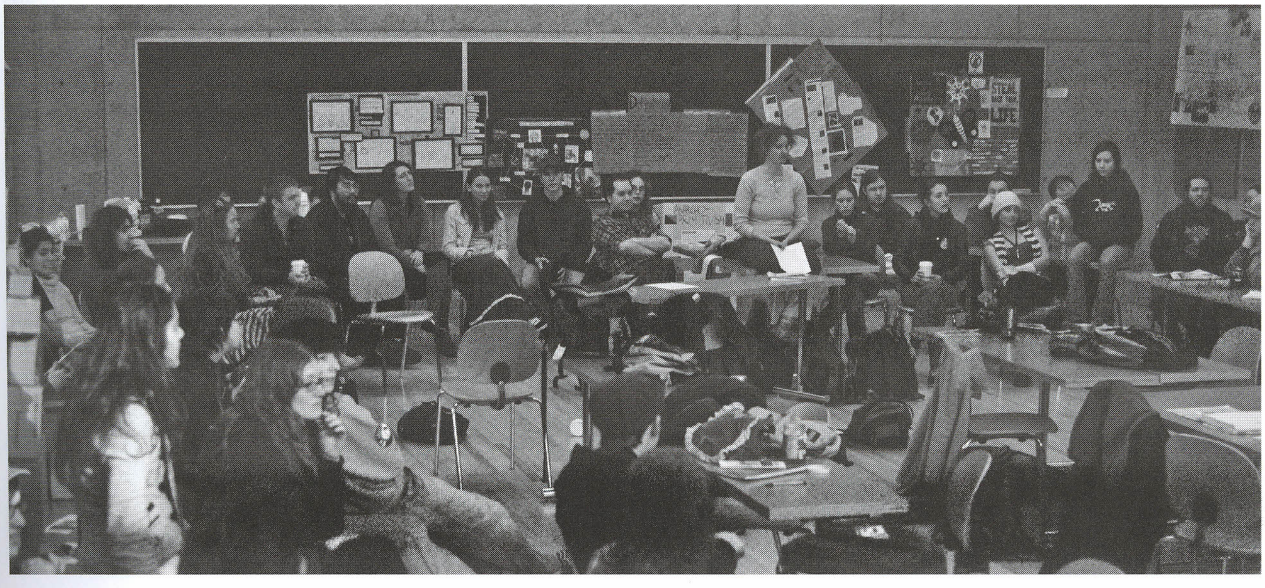


Photo by Jon Huey '06.

Environmental Studies

The **Environmental Studies** (ES) planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas, Human Communities and the Environment, Natural History and Environmental Sciences. Programs emphasize interdisciplinary, experiential study and research primarily in the Pacific Northwest with additional work in other areas of the North and South America. Foreign study is possible. Included in the unit is an emphasis on global climate change and sustainability. Climate change is representative of the interdisciplinary approach to environmental studies. Programs focusing on climate change can be found in all three of the thematic areas. Similarly, unit faculty members support sustainability and justice studies across the entire campus curriculum. Research methods and analysis emphasize field observation, quantitative and qualitative methods, and Geographic Information Systems. In any year, each thematic area explores a set of topics listed here:

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

Environmental studies students will find the frequency of topics offered, prerequisites for study, breadth of liberal arts education, and graduate school admissions requirements described in individual programs. Students new to environmental studies might consider taking Introduction to Environmental Studies (different versions are offered every year), which is intended for sophomore and transfer students, but is also open to well-prepared freshmen. Most freshmen should consider core programs that include topics in environmental studies. Further study may depend on having basic prerequisites; carefully read the catalog and talk to faculty to ensure that you are prepared for the program.

Specific topics recur in the curriculum either as a component of an interdisciplinary program or in-depth in an advanced, focused program. Some faculty teach similar topics each year as part of programs that have widely differing accompanying topics. Environmental Studies has repeating programs that are offered every year or every other year; note that because our faculty have multiple areas of expertise, the program titles, mix of faculty, and exact topics may vary from year to year in repeating programs. Ecological Agriculture is taught every other year and Practice of Sustainable Agriculture yearly. Other repeating programs include Animal Behavior, Hydrology, Marine Life, Plant Ecology and Taxonomy; Temperate Rainforests and Tropical Rainforests offered on an alternate-year schedule. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change. Environmental Studies also provides one-of-a-kind programs created in response to a unique combination of interests, events and significant environmental concerns.

It is highly recommended that students who intend to pursue upper division and graduate studies in environmental studies or science take a minimum of one full year of undergraduate study in biology, chemistry and statistics. Students may also consider gaining research experience by participating in the Advanced Research in Environmental Studies program.

To help you choose your programs, the descriptions on the following pages list the significant content in each of the three thematic areas. Students should feel free to call or e-mail faculty whose interests overlap their own to seek advice.

The Evergreen State College's Graduate Program on the Environment offers a Master of Environmental Studies (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences. The MES program shares faculty with the undergraduate curriculum and MES electives, which are taught in the evenings, and frequently allow advanced undergraduates to enroll. For information on admissions requirements and procedures, please consult the current catalog of the Graduate Program on the Environment or visit www.evergreen.edu/mes.

Photo by Carlos Javier Sánchez '97.

ES PROGRAMS

All-level: *A mix of freshmen, sophomores, juniors and seniors*	pg	quarter
Andean Roots: Language and Cultural Landscape	30	F W S
The Biology and Ecology of Fishes	35	S
Data and Information: Quantitative Ecology	41	F
Earth Matters: Geology and Chemistry	43	W S
Energy Systems and Climate Change	44	F W
Invertebrate Zoology and Entomology	54	S
Ornithology	66	F
Lower-division: *50% freshmen/50% sophomores*		
Life of Things	57	F W S
Sophomores or above: *(intermediate level)*		
Climate Solutions	36	S
Community-Based Research: Knowledge in Place	36	S
Ecological Agriculture	44	F W S
Introduction to Environmental Studies	53	F W
Technical Writing in the 21st Century	76	F W
Juniors or seniors: *(advanced level)*		
Advanced Research in Environmental Studies	29	F W S
Earth Stewards: Sustainable Living in a Threatened World	43	F W
Genes to Ecosystems	48	F W S
Individual Study: Legislative Processes, Regulatory Agencies and Environment	52	S
Individual Study: Ornithology, Zoology, Ecology, Evolution	52	S
Practice of Sustainable Agriculture	68	F W S
Risk Assessment in Environmental Health	70	S
Student Originated Studies: Advanced Natural History	74	F W
Temperate Rainforests	76	F
Tropical Rainforests	79	W
Washington's Rivers and Streams	81	W S

AFFILIATED FACULTY

Jeff Antonelis-Lapp *Environmental Education*
Maria Bastaki *Environmental Toxicology, Risk Assessment*
Frederica Bowcutt *Botany, Environmental History*
Paul Butler *Geology, Hydrology, Statistics*
Gerardo Chin-Leo *Marine Science, Plankton Ecology*
Robert Cole *Systems Science, Sustainability*
Amy Cook *Ecology, Vertebrate Biology*
Carolyn Dobbs *Land Use, Environmental Planning*
Dylan Fischer *Forest and Plant Ecology*
Russell Fox *Community Development, Urban Planning*
Karen Gaul *Cultural/Ecological Anthropology, Sustainability*
Jennifer Gerend *Land Use Planning, Geographic Information Systems*
Martha Henderson *Geography, Environmental History*
Heather Heying *Zoology, Behavioral Ecology, Evolution*
John Longino *Entomology, Ecology, Evolutionary Biology*
Cheri Lucas-Jennings *Environmental Health, Law and Policy*
Lee Lyttle *Environmental Policy, Research Methods*
Ralph Murphy *Environmental Economics, Environmental Policy*
Nalini Nadkarni *Forest Ecology*
Lin Nelson *Environmental Health and Policy*
John Perkins *Agriculture, Energy Policy*
Paul Przybylowicz *Ecology, Biology, Agriculture, Sustainability*
Liza Rognas *American History, Research Methods*
Martha Rosemeyer *Ecological Agriculture, Food Systems*
Steve Scheuerell *Ecological Agriculture, Sustainability*
Linda Moon Stumpff *Natural Resource Policy, Forestry*
Alison Styring *Ornithology, Tropical Ecology*
Ken Tabbutt *Geology, Hydrogeology, Geochemistry*
Erik V. Thuesen *Marine Science, Zoology, Ecophysiology*
Ted Whitesell *Geography, Political Ecology, Conservation*
Tom Womeldorff *Economics*

Photo by Jon Huey '06.

Expressive Arts

Expressive Arts (EA) programs engage students in media arts, performing arts, visual arts and environmental arts practices by incorporating theoretical, critical and art historical learning with opportunities for hands-on work in a wide range of art forms. The Expressive Arts faculty sees the creation of imaginative and artistic work to be a central element of a broad, liberal arts education. Our curriculum accommodates a range of students in a variety of full and part time programs, courses and individual contract opportunities. Those who want to focus their studies in the arts work side by side with those interested in using arts practices to give voice to perspectives they have developed in the study of other disciplines.

At Evergreen the study of the arts is a thoroughly interdisciplinary endeavor; students are challenged to forge connections among various art forms, to integrate theory and practice, to create experimental work that challenges convention and audience expectation, to explore a variety of traditional modes, and to become attuned to the social, cultural, and historical contexts of the work they study and make. We see the goal of undergraduate arts education as twofold: students should be encouraged to develop their own creative approach and cultivate unique patterns of interest, and they should also learn to understand themselves as contributors to the social and cultural conversations that precede them and will outlast them. Our students develop strong collaboration skills, as well as aesthetic literacy and cultural competencies that equip them well for their work beyond the college.

Programs that integrate art practice might be organized around concepts, geographical areas, scientific inquiry, artistic and cultural movements, environmental concerns or historical moments; program content is based on the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs offer ample opportunities for skill development in the context of these thematic investigations, rather than through narrowly focused and isolated sequential skill training. As art doesn't exist in a vacuum, we encourage arts concentrators to draw inspiration from study outside the arts, and we require broadly interdisciplinary academic work for admission to some arts programs. Students who take programs combining arts with other disciplines build stronger foundations for their creative practices.

As a culmination of their studies, students may apply to do a Senior Thesis project. This competitive program is designed to celebrate the interdisciplinary study of art and to facilitate students' advanced work in one or more art forms over the course of one, two, or three quarters. Participating students work with a thesis committee chaired by faculty and made up of faculty and/or staff. Each spring, juniors may submit proposals for Senior Thesis projects to be pursued the following year. Faculty review applications and successful applicants are awarded a small stipend.

Evergreen graduates who have studied the arts go on to pursue MFA degrees, start non-profits or work with community arts organizations, galleries or museums, enter the commercial sector to found or work for design and publicity firms, or find positions in theater, television, film or other production companies. Many successfully sustain their own creative practices. These graduates frequently discover that the collaboration, communication, management and creative problem solving skills they have cultivated in expressive arts programs also help them excel in fields outside the arts.

The Expressive Arts Planning Unit is organized into three sub-areas:

The **Visual and Environmental Arts** faculty and staff includes artists, craftspeople and designers working in a variety of traditional and emerging media including drawing, painting, sculpture, fine metals, printmaking, fiber arts, photography, digital media, neon, environmental arts, sustainable design, woodworking, metal working, mixed media, installation and time-based arts. Students can regularly find programs that build strong skills and understanding in these media in interdisciplinary contexts. We emphasize drawing and visual thinking as fundamental skills, along with visual literacy and clear and rigorous writing. We encourage you to strive not just for self-expression, but also for clear mastery of your means, and effective engagement in your community.

Emphasizing non-traditional, experimental, and documentary modes, **Media Arts** offers students opportunities to learn the practice, history, and theory of film, video, animation, installation, sound design, and other digital arts as forms that widen the possibilities for audiovisual expression and connect media production to other arts. Programs prioritize collaboration as well as a critical engagement with media in its various social, cultural, and political contexts. We explore the social implications of image-making, and especially the ways in which self and other, identity, community and world are inscribed in the images we make and view. We encourage our students to take responsibility for their own work, collaborate with one another, and develop their own critical perspectives on the theory and practice of media.

The **Performing Arts** sub-area is staffed by faculty members who explore live performance disciplines including dance, theatre, and music. To perform means to find your voice, control your body, hone your ear. Our approaches to performance are varied. But we all emphasize fundamental skills, historical depth, and critical understanding. In-depth studies of ethnic traditions and geographic areas are a feature of many of our programs. We point out the connections between the present and the past, the body and the mind, ancient traditions and eternal themes. Be prepared to do a good deal of worthwhile, meaningful academic work as you develop socially engaged, culturally informed performance skills.

Photo by Carlos Javier Sánchez '97.

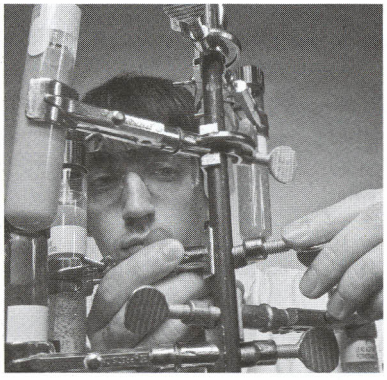
EA PROGRAMS

All-level: *A mix of freshmen, sophomores, juniors and seniors*	pg	quarter
Growing Up: Stories, Scripts, and Performance	50	F
Sophomores or above: *(intermediate level)*		
Consciousness, Art and Matter	37	F W S
Drawing Outside the Lines	42	F W
Fiber Arts	46	S
Greece and Italy: An Artistic and Literary Odyssey	49	F W S
India: Politics of Dance, Dance of Politics	51	F W
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	52	F W
Mediaworks	62	F W S
Ready Camera One	69	F W
Student Originated Studies: New Dimensions In Visual Art	74	F W
Student Originated Studies: Performance, Theatre, Dance and Technical Theatre	74	F W
Studio Projects: Land and Sky	75	F W
Theatre Intensive: Theatre Production	77	S
Juniors or seniors: *(advanced level)*		
Ireland	55	F W S
Music and the Environment	65	F W
Plein Air	66	S
Poetics and Performance	67	S
Popular Music and Literature in the 1960s	68	S
The Generative Self: Theory and Artistic Practice	48	S
Working Small	82	F W

AFFILIATED FACULTY

Susan Aurand *Visual Art*
Andrew Buchman *Music*
Arun Chandra *Music*
Sally Cloninger *Film/Video*
Rob Esposito *Modern Dance*
Lara Evans *Art History*
Joe Feddersen *Visual Art*
Anne Fischel *Film/Video*
Ariel Goldberger *Scenic Design*
Walter Eugene Grodzik *Theater*
Bob Haft *Visual Art, Photography*
Matthew Hamon *Visual Art, Photography*
Lucia Harrison *Visual Art*
Ruth Hayes *Animation*
Rose Jang *Theater*
Robert Leverich *Visual Art, Architecture*
Jean Mandeberg *Visual Art, Sculpture*
Laurie Meeker *Film/Video*
Kabby Mitchell *Dance*
Ratna Roy *Dance, African American Studies, South Asian Studies*
Terry Setter *Music*
Lisa Sweet *Visual Art*
Gail Tremblay *Visual Art, Creative Writing*
Sean Williams *Ethnomusicology*
Julia Zay *Video/Media Studies*

Photo by Jon Huey '06.



Scientific Inquiry

The faculty of the **Scientific Inquiry** (SI) planning unit is committed to the ideal of science education in the context of liberal arts education. We help students—whatever their primary interests may be—understand the wonders of nature as well as science as a force in our technological society.

Because science and technology are central to our world, citizens must be scientifically literate in order to participate intelligently in a democratic society. At the same time, scientists should understand the social implications and consequences of their work. Thus, our study of science itself is combined with the study of the history and philosophy of science, bioethics, and public policy.

Some programs in this planning unit will allow students to learn basic science as part of their liberal arts education. Others help students prepare for careers in science, medicine, or technology. However, all of our offerings emphasize the application of theory to practice. Students will apply scientific principles as they learn to solve real-world problems.

By engaging in laboratory and group problem-solving exercises, students will learn to think like scientists—to develop hypotheses and design experiments, to collect data and analyze them within a theoretical framework, and to apply these results to new situations.

Our students have unique opportunities to conduct scientific research using high-quality instruments, such as a scanning electron microscope and an NMR machine. In addition, they can use some of the best modern software available. Students also read current scientific journal articles and learn to write technical reports and papers.

Whether a freshman or a more advanced student, all students can find a scientific program that fits their academic plan. Some choose to follow a pathway that emphasizes a particular science, while others may simply want to explore the wonder and application of science in a broader context. There are programs that offer beginning, intermediate and advanced work in all the major scientific disciplines. Programs in Scientific Inquiry are mostly repeating: either every year, or alternate years, but we create new offerings on a regular basis. The regular programs with significant content in each of the main scientific disciplines are listed below:

Biology	Chemistry	Computer Science	Mathematics	Physics
Foundations of Health Science	Foundations of Health Science	Data and Information	Models of Motion	Introduction to Natural Science
Introduction to Natural Science	Introduction to Natural Science	Computer Science Foundations	Computer Science Foundations	Atoms, Molecules and Reactions
Molecule to Organism	Atoms, Molecules and Reactions	Student Originated Software	Mathematical Systems	Models of Motion
Gene to Ecosystems	Environmental Analysis (10/11)	Computability (10/11)	Methods of Mathematical Physics (10/11)	Methods of Mathematical Physics (10/11)
				Energy Systems (9/10)

Refer to the individual program descriptions for more details about these programs and others not listed above. As another option, Evening and Weekend Studies also offers courses in the sciences.

Advanced students have many opportunities to do scientific research as part of a faculty research program. Research students have presented their work at scientific meetings and have become authors on technical papers. Scientific Inquiry students have an excellent record of success in graduate and professional schools, as well as working in a variety of scientific and technical fields. The possibilities are limited only by your energy and ambition.

Photo by Carlos Javier Sánchez '97.

SI PROGRAMS

All-level:	**pg**	**quarter**
A mix of freshmen, sophomores, juniors and seniors		
Andean Roots: Language and Cultural Landscape	30	F W S
Computer Science Foundations	37	W S
Data and Information: Quantitative Ecology	41	F
Earth Matters: Geology and Chemistry	43	W S
Energy Systems and Climate Change	44	F W
Foundations of Health Science	47	F W S
History and Philosophy of Biology: Life and Consciousness	50	S
History and Philosophy of Biology: Mass Extinction	51	W
Introduction to Natural Science: Life, the Universe, and Everything	54	F W S
Models of Motion	62	W S
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
The Mathematical Order of Nature	60	F

Sophomores or above: *(intermediate level)*		
Astronomy & Cosmologies	32	S
Consciousness, Art and Matter	37	F W S
Ecological Agriculture	44	F W S
Health and Human Development	50	F W
Mathematical Origins of Life	61	S
Mathematical Systems	61	F W
Molecule to Organism	63	F W S
Student Originated Studies: Topics in Social Sciences, Mathematics and Computer Science	75	F S
Technical Writing in the 21st Century	76	F W
Undergraduate Research in Scientific Inquiry	79	F W S

Juniors or seniors: *(advanced level)*		
Atoms, Molecules and Reactions I: Quantum Mechanics and Inorganic Chemistry	32	F
Atoms, Molecules and Reactions II: Advanced Organic Chemistry and Instrumental Methods of Analysis	33	W
Atoms, Molecules, and Reactions III: Thermodynamics, Kinetics and Materials Chemistry	33	S

AFFILIATED FACULTY

Clyde Barlow *Chemistry*
Dharshi Bopegedera *Chemistry*
Andrew Brabban *Biology*
Krishna Chowdary *Physics*
Judy Bayard Cushing *Computer Science*
Clarissa Dirks *Molecular and Cellular Biology*
Kevin Francis *History of Science and Technology*
Rachel Hastings *Mathematics and Linguistics*
Robert H. Knapp, Jr. *Physics*
Elizabeth M. Kutter *Biology*
David McAvity *Mathematics and Physics*
Lydia McKinstry *Organic Chemistry*
Donald V. Middendorf *Physics*
Donald Morisato *Biology*
Nancy Murray *Biology*
James Neitzel *Biochemistry*
Neal Nelson *Computer Science*
Michael Paros *Veterinary Medicine*
Gregg Sapp *Information Services, Science Education*
Paula Schofield *Chemistry*
Sheryl Shulman *Computer Science*
Benjamin Simon *Microbiology*
Rebecca Sunderman *Chemistry*
Brian Walter *Mathematics*
E. J. Zita *Physics*

Genes to Ecosystems	48	F W S
Risk Assessment in Environmental Health	70	S
Student Originated Software	73	F W S
Temperate Rainforests	76	F
Tropical Rainforests	79	W S

Photo by Jon Huey '06.

Society, Politics, Behavior and Change

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

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

Politics: Many of our programs consider how societies and governments are organized. Our study of politics focuses on the interplay of politics and economics, with an emphasis on the domestic and international political economy and its implications for race, gender and class.

Behavior: Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty has particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

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

Business management programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed in the Pacific Northwest and at the national and international level.

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

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

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

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

Photo by Evergreen Photo Services.

SPBC PROGRAMS

All-level: *A mix of freshmen, sophomores, juniors and seniors*	pg	quarter
Democracy and Free Speech	41	S
Equality and the Constitution	45	F
Looking Backward: America in the Twentieth Century	59	F W S
Religion and the Constitution	69	W
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
Struggling to be Heard: A History of Japanese Americans	73	W
The Roots of Terrorism and U.S. Foreign Policy	71	S
Transcending Government	78	F W
Transforming the Art of War: From Clausewitz to Al-Qaida and Beyond	78	F W
Lower-division: *50% freshmen/50% sophomores*		
Current Economic and Social Issues: Explanations, Action and Solutions	39	S
Life of Things	57	F W S
Money's Value, Soul's Worth: Caring Enough to Venture	64	F W S
What's Love Got to Do With It?	81	S
Sophomores or above: *(intermediate level)*		
Gateways: Popular Education and Political Economy	47	F W S
Health and Human Development	50	F W
India: Politics of Dance, Dance of Politics	51	F W
Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History	53	S
Individual Study: Psychology	53	S
Political Economy and Social Movements: Race, Class and Gender	67	F W
Student Originated Studies: Topics in Social Sciences, Mathematics and Computer Science	75	F S
Juniors or seniors: *(advanced level)*		
Making Change Happen	60	F W S
Multicultural Counseling: An Innovative Model	64	F W S

AFFILIATED FACULTY

Don Bantz *Public Administration*
Peter G. Bohmer *Political Economy*
William Bruner *Economics, Management*
Savvina Chowdhury *Feminist Economics*
Scott Coleman *Education*
Stephanie Coontz *European and American History, Family Studies*
Magda Costantino *Education*
Bruce Davies *Public Administration, Law, Tribal Governance*
Jon Davies *Teacher Education*
Peter Dorman *Economics, Political Economy*
John Robert Filmer *Maritime Studies, Business Management*
Terry Ford *Education, Multicultural Studies*
George Freeman, Jr. *Clinical Psychology*
Laurance R. Geri *Public Non-profit Management, International Affairs*
Jorge Gilbert *Sociology, International Studies*
José Gómez *Law and Politics*
Amy Gould *Public Administration, Political Science, Women's Studies, Queer Studies*
Jeanne E. Hahn *Political Economy, Contemporary India*
Grace Huerta *Teacher Education*
Heesoon Jun *Psychology*
Cynthia Kennedy *Leadership*
Mukti Khanna *Psychology, Expressive Arts Therapy*
Cheryl Simrell King *Public and Non Profit Administration, Community/Urban Studies*
Glenn Landram *Business, Management Science, Statistics*
Gerald Lassen *Economics*
Daniel B. Leahy *Social Movement Theory and Practice, Political Economy*
Anita Lenges *Ethno-mathematics, Math/Science Education*
Carrie M. Margolin *Cognitive Psychology*
Paul McMillin *Information Studies, Historical Sociology*
Lawrence J. Mosqueda *Political Economy*
Toska Olson *Sociology*
Yvonne Peterson *Education, Native American Studies*
Nelson Pizarro *Business Administration, Entrepreneurship*
Zahid Shariff *Public Administration, Post-Colonial Studies*
David Shaw *Business*
Eric Stein *Anthropology*
Masao Sugiyama *Mathematics, Education*
Michael Vavrus *Social Foundations of Education, Political Economy*
Sherry L. Walton *Education, Literacy*
Sonja Wiedenhaupt *Psychology, Education*
Zoë Van Schyndel *Finance*
Tony Zaragoza *American Studies, Political Economy*

Native American and World Indigenous Peoples Studies

Native American and World Indigenous Peoples Studies (NAWIPS) programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. Evergreen offers on-campus interdisciplinary programs, as well as a reservation-based program that responds to the educational goals of local tribal communities. All Native American programs at Evergreen can be accessed through the NAWIPS Web site at www.evergreen.edu/nativeprograms.

On-campus, yearlong coordinated study programs begin with a focus on the basic principles and concepts of the unique treaty relationship between Tribal Nations and the U.S. government. Students explore a continuum from pre-Columbian times to the global effects of colonialism and the political and cultural revitalization movements of the contemporary era, with particular attention given to the tribes of the Pacific Northwest. These programs are grounded in recognition of the vitality and diversity of contemporary Indigenous communities.

Off campus, the Reservation Based Community Determined Program is designed to serve place-bound students deeply connected to their tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work. The program creates and delivers a well-defined, consistent program that balances personal authority, indigenous knowledge and academics. It is an upper division program serving students with an AA or 90 credits or more. The program has developed a hybrid on-line/face-to-face reservation based program with Grays Harbor College to serve students seeking their AA degrees.

The Longhouse Education and Cultural Center represents a living, cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, Indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings. The Longhouse is one of six public service centers at Evergreen. The primary public service work of the Longhouse is to administer the Native Economic Development Arts Program (NEDAP). The program promotes education, cultural preservation and economic development for Native artists and tribes in the Pacific Northwest.

The Northwest Indian Applied Research Institute (NIARI) responds to concerns identified by tribal communities by initiating applied research around such issues as curriculum development, economic sustainability and natural resource management. The results of student-generated research are realized through workshops, conferences, community interaction and a Web site, http://www.evergreen.edu/nwindian. NIARI works with the tribes—if they choose—to implement those results.

In addition, a program of advanced studies in tribal government management and administration is included in the Master in Public Administration program. Students take required courses in public administration and receive 24 graduate credits in tribal government organization, policy development and intergovernmental relations.

NAWIPS PROGRAMS

	pg	quarter
All-level:		
A mix of freshmen, sophomores, juniors and seniors		
Spirituality: The Eyes of the Unknown	72	F W S
Sophomores or above: *(intermediate level)*		
Women's Studies:		
Native American Women in the 20th Century	82	F
Juniors or seniors: *(advanced level)*		
The Reservation Based Community Determined Program	70	F W S

AFFILIATED FACULTY

Kristina Ackley (Oneida/Bad River Chippewa)
Michelle Aguilar-Wells (Luiseno/Soboba)
Joe Feddersen (Colville Confederated Tribes)
Zoltán Grossman
Raul Nakasone
Alan Parker (Chippewa-Cree)
Gary Peterson (Skokomish)
Frances Rains (Choctaw/Cherokee)
David Rutledge
Linda Moon Stumpff (San Carlos Apache)
Gail Tremblay (Onondaga/Micmac)

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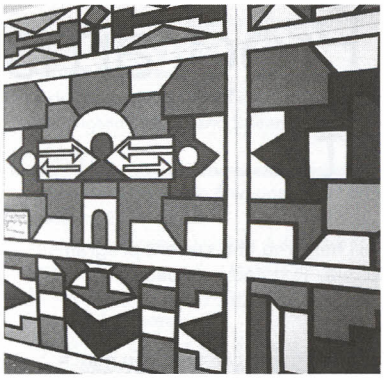


Tacoma Program

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

Evergreen's educational approach provides a unique opportunity for students to go into local communities and engage in research, education and problem-solving projects that are as beneficial to those communities as they are to our students. The Tacoma program seeks to be a nexus for activities directed toward responding to community needs. We see ourselves as a resource not only for students, but also for the broader community. Within this context, we seek to promote service learning by linking students, faculty, staff and community members in community development, sustainability and well-being efforts.

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

Features and Benefits

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

Who Should Apply

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

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

TACOMA CAMPUS PROGRAMS

Juniors or seniors: *(advanced level)*	**pg**	**quarter**
Cycle Makers and Cycle Breakers: Transitional Studies	39	F W S

AFFILIATED FACULTY

Eddy Brown
Mingxia Li (Zhang Er)
Paul McCreary
Gilda Sheppard
Tyrus Smith
Artee Young

Executive Director:

Dr. Artee F. Young

Matching Evergreen's Programs to Your Field of Interest

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

If you are accustomed to thinking about your studies in terms of subject areas or majors, this guide can help you match your educational interests with Evergreen's offerings. For example, if you are interested in American studies, look for the American studies category heading. Under it, you will find the titles of programs that have American studies content. Another option for matching your interests to Evergreen's programs is to use the search feature in the online version of the catalog at **www.evergreen.edu/catalog/2009-10**.

MATHEMATICS

	pg	quarter
Computer Science Foundations	37	W S
Consciousness, Art and Matter	37	F W S
Cycle Makers & Cycle Breakers: Transitional Studies	39	F W S
Data and Information: Quantitative Ecology	41	F
Introduction to Natural Science: Life, the Universe, and Everything	54	F W S
The Mathematical Order of Nature	60	F
Mathematical Origins of Life	61	S
Mathematical Systems	61	F W
Models of Motion	62	W S
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
Struggling to be Heard: A History of Japanese Americans	73	W
Student Originated Software	73	F W S
Student Originated Studies: Topics in Social Sciences, Mathematics and Computer Science	75	F S
Tropical Rainforests	79	W
Undergraduate Research in Scientific Inquiry	79	F W S

MEDIA STUDIES

Cultural Landscapes: Sustainability, Power & Justice	38	F W S
Cycle Makers & Cycle Breakers: Transitional Studies	39	F W S
Mediaworks	62	F W S
Student Originated Studies: New Dimensions In Visual Art	74	F W

MOVING IMAGE

Drawing Outside the Lines	42	F W
Japan Today: Japanese Culture, Literature, Cinema, Society and Language	56	F W S
Mediaworks	62	F W S
The Obscure Object of Desire	65	S
Popular Music and Literature in the 1960s	68	S
Ready Camera One	69	F W
Student Originated Studies: New Dimensions In Visual Art	74	F W

MUSIC

Awakening the Dreamer, Pursuing the Dream	34	F W S
Ireland	55	F W S
Music and the Environment	65	F W
Popular Music and Literature in the 1960s	68	S
To Learn, To Perform, To Teach	77	F W S

NATIVE AMERICAN STUDIES

American Stories	30	F W S
Art Worlds	31	F W
Cedar and Oak: Early Maritime Trade in the Pacific Northwest	35	S
Gateways: Popular Education & Political Economy	47	F W S
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	52	F W
Spirituality: The Eyes of the Unknown	72	F W S
Reservation Based Community Determined Program	70	F W S
Women's Studies: Native American Women in the 20th Century	82	F

NATURAL HISTORY

Advanced Research in Environmental Studies	29	F W S
Earth Stewards: Sustainable Living in a Threatened World	43	F W
Genes to Ecosystems	48	F W S
Individual Study: Ornithology, Zoology, Ecology, Evolution	52	S
Ornithology	66	F
Student Originated Studies: Advanced Natural History	74	F W
Technical Writing in the 21st Century	76	F W
Temperate Rainforests	76	F
Tropical Rainforests	79	W

PHILOSOPHY

Astronomy & Cosmologies	32	S
Dark Romantics	40	F W S
History and Philosophy of Biology: Life and Consciousness	50	S
History and Philosophy of Biology: Mass Extinction	51	W
Logopoesis	58	F W
Money's Value, Soul's Worth: Caring Enough to Venture	64	F W S
The Obscure Object of Desire	65	S
Poetics and Performance	67	S
Spirituality: The Eyes of the Unknown	72	F W S
Transcending Government	78	F W

PHILOSOPHY OF SCIENCE

Consciousness, Art and Matter	37	F W S
Data and Information: Quantitative Ecology	41	F
Temperate Rainforests	76	F

PHYSICS

Astronomy & Cosmologies	32	S
Energy Systems and Climate Change	44	F W
Introduction to Natural Science: Life, the Universe, and Everything	54	F W S
The Mathematical Order of Nature	60	F
Models of Motion	62	W S
Technical Writing in the 21st Century	76	F W
Undergraduate Research in Scientific Inquiry	79	F W S

PHYSIOLOGY

Technical Writing in the 21st Century	76	F W

POLITICAL SCIENCE

Current Economic and Social Issues: Explanations, Action and Solutions	39	S
Cycle Makers & Cycle Breakers: Transitional Studies	39	F W S
Democracy and Free Speech	41	S
Earth Stewards: Sustainable Living in a Threatened World	43	F W
Equality and the Constitution	45	F
Gateways: Popular Education & Political Economy	47	F W S
Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History	53	S
Looking Backward: America in the 20th Century	59	F W S
Political Economy and Social Movements: Race, Class and Gender	67	F W
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
Reservation Based Community Determined Program	70	F W S
The Roots of Terrorism and U.S. Foreign Policy	71	S
Transforming the Art of War: From Clausewitz to Al-Qaida and Beyond	78	F W
Women's Studies: Native American Women in the 20th Century	82	F

PSYCHOLOGY

Awakening the Dreamer, Pursuing the Dream	34	F W S
Growing Up: Stories, Scripts, and Performance	50	F
Health and Human Development	50	F W
Individual Study: Psychology	53	S
Madness and Creativity: The Psychological Link	59	F W
Making Change Happen	60	F W S
Multicultural Counseling: An Innovative Model	64	F W S
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
Spirituality: The Eyes of the Unknown	72	F W S

	pg	quarter
QUEER STUDIES		
Making Change Happen	60	F W S
Mediaworks	62	F W S
RELIGIOUS STUDIES		
Religion and the Constitution	69	W
SOCIOLOGY		
Advanced Research in Environmental Studies	29	F W S
Community-Based Research: Knowledge in Place	36	S
Current Economic and Social Issues: Explanations, Action and Solutions	39	S
Cycle Makers & Cycle Breakers: Transitional Studies	39	F W S
Forensics and Criminal Behavior	46	F W S
Gateways: Popular Education & Political Economy	47	F W S
Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History	53	S
Introduction to Environmental Studies	53	F W
Looking Backward: America in the 20th Century	59	F W S
Political Economy and Social Movements: Race, Class and Gender	67	F W
Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior	72	F W
Transcending Government	78	F W
What's Love Got to Do With It?	81	S
SOMATIC STUDIES		
Money's Value, Soul's Worth: Caring Enough to Venture	64	F W S
STUDY ABROAD		
Dark Romantics	40	F W S
India: Politics of Dance, Dance of Politics	51	F W
Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History	53	S
Ireland	55	F W S
Literature and the Cultural Politics of Democracy in Chile and Brazil	58	W S
Tropical Rainforests	79	W
SUSTAINABILITY STUDIES		
Andean Roots: Language and Cultural Landscape	30	F W S
Climate Solutions	36	S
Community-Based Research: Knowledge in Place	36	S
Cultural Landscapes: Sustainability, Power & Justice	38	F W S
Earth Stewards: Sustainable Living in a Threatened World	43	F W
Ecological Agriculture	44	F W S
Energy Systems and Climate Change	44	F W
History and Philosophy of Biology: Mass Extinction	51	W
Introduction to Environmental Studies	53	F W
Life of Things	57	F W S
Practice of Sustainable Agriculture	68	F W S
Spirituality: The Eyes of the Unknown	72	F W S
Technical Writing in the 21st Century	76	F W
THEATER		
Growing Up: Stories, Scripts, and Performance	50	F
India: Politics of Dance, Dance of Politics	51	F W
Ireland	55	F W S
Mediaworks	62	F W S
Poetics and Performance	67	S
Ready Camera One	69	F W
Student Originated Studies: Performance, Theatre, Dance and Technical Theatre	74	F W
Theatre Intensive: Theatre Production	77	S
To Learn, To Perform, To Teach	77	F W S

	pg	quarter
VISUAL ARTS		
Art Worlds	31	F W
Consciousness, Art and Matter	37	F W S
Dark Romantics	40	F W S
Drawing Outside the Lines	42	F W
Fiber Arts	46	S
The Generative Self: Theory and Artistic Practice	48	S
Greece and Italy: An Artistic and Literary Odyssey	49	F W S
India: Politics of Dance, Dance of Politics	51	F W
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	52	F W
Madness and Creativity: The Psychological Link	59	F W
Mediaworks	62	F W S
Plein Air	66	S
Student Originated Studies: New Dimensions In Visual Art	74	F W
Studio Projects: Land and Sky	75	F W
Working Small	82	F W
Written in Stone	82	S
WRITING		
American Stories	30	F W S
Art Worlds	31	F W
Beyond the Binary in Science and the Arts	34	F W
Cycle Makers & Cycle Breakers: Transitional Studies	39	F W S
Dark Romantics	40	F W S
Earth Stewards: Sustainable Living in a Threatened World	43	F W
Eye of the Story	46	F W
Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature	52	F W
Introduction to Natural Science: Life, the Universe, and Everything	54	F W S
Latin American Short Story	56	F
Looking Backward: America in the 20th Century	59	F W S
Poetics and Performance	67	S
Technical Writing in the 21st Century	76	F W
To Learn, To Perform, To Teach	77	F W S
Working Small	82	F W
Written in Stone	82	S
ZOOLOGY		
The Biology and Ecology of Fishes	35	S
Genes to Ecosystems	48	F W S
History and Philosophy of Biology: Mass Extinction	51	W
Individual Study: Ornithology, Zoology, Ecology, Evolution	52	S
Invertebrate Zoology and Entomology	54	S
Ornithology	66	F
Student Originated Studies: Advanced Natural History	74	F W
Technical Writing in the 21st Century	76	F W
Tropical Rainforests	79	W

How to Read a Program Description

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

Mediaworks

Fall, Winter and Spring

Major areas of study include media arts, cinema and media history and theory, media production including film, video, sound, and digital arts.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Two quarters of an Evergreen interdisciplinary program or the equivalent interdisciplinary experience at another academic institution is preferred. Transfer students will need to demonstrate that their academic record contains evidence of broad training...

Program is preparatory for careers and future studies in media arts, visual arts, communications, design, humanities and education.

Faculty: Julia Zay (media arts, gender and queer studies), TBA (experimental media)

What does it mean to make moving images in an age alternately described as digital, informational, postmodern and even post-postmodern? How do we critically engage 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? In Mediaworks, students will engage with these and other questions as they gain skills in film/video history and theory, critical analysis and media production.

We will explore a variety of media modes and communication strategies, including documentary and experimental film/video, emphasizing the material properties of film, digital video and other sound and moving image media, as well as the various strategies artists and media producers have employed to challenge traditional or mainstream media forms. Our emphasis will be on experimental and/or alternative conceptual approaches to production. Students will also have opportunities to extend their media experiments into performance and installation... See page 62 for full program description.

Faculty Signature: Students must submit a complete application, which will be available at Academic Advising, the COM Building and Seminar II Program Secretary offices, and at the Academic Fair...

Credits: 16 per quarter

Enrollment: 44

Special Expenses: Approximately $200 to $300 each quarter for media supplies, lab costs and field trips.

Internship Possibilities: Spring only with faculty approval.

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

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

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

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

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

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

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

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

FACULTY
Lists members of the faculty team scheduled to teach the program. See faculty bios page 92.

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

SPECIAL EXPENSES
Lists expenses in addition to regular tuition and fees.

INTERNSHIP POSSIBILITIES
States whether an internship is optional or required.

SIMILAR PROGRAMS OFFERED
Gives the next opportunity to join a similar program.

Program Descriptions

Advanced Research in Environmental Studies

Fall, Winter and Spring

Major areas of study include areas of student interest.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in botany, ecology, education, entomology, environmental studies, environmental health, geology, land-use planning, marine science, urban agriculture, taxonomy and zoology.
Faculty: Martha Henderson (geography), Maria Bastaki (environmental toxicology), Lin Nelson (environmental health and policy), Erik V. Thuesen (marine science), Alison Styring (ornithology), Dylan Fischer (forest and plant ecology), Gerardo Chin-Leo (marine science), John Longino (entomology, ecology), Nalini Nadkarni (forest ecology)

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.

The student research conducted will generally last multiple quarters and function as a capstone to the student's academic work at Evergreen. Students can also take advantage of this opportunity to write a senior thesis. The following faculty are seeking advanced students to assist with their research projects.

Maria Bastaki studies the toxicity of chemical mixtures as representative of multiple exposures to environmental pollutants. Research projects include toxicological interactions among endocrine disrupters and genetic susceptibility to environmental exposures, and involve computer modeling of structure-activity relationships and laboratory methods using *in vitro* cell cultures. Students will learn how toxicological evidence is generated and the basis of remaining uncertainties.

Gerardo Chin-Leo studies marine phytoplankton and bacteria. His research interests include understanding the factors that control seasonal changes in the biomass and species composition of Puget Sound phytoplankton. In addition, he is investigating the role of marine bacteria in the geochemistry of estuaries and hypoxic fjords.

Dylan Fischer studies plant ecology and physiology in the Intermountain West and southwest Washington. This work includes image analysis of tree roots, genes to ecosystems approaches, plant physiology, carbon balance, species interactions, community analysis, and restoration ecology. He also manages the Evergreen Ecological Observation Network project academic.evergreen.edu/projects/EEON. See more about his lab's work at academic.evergreen.edu/f/fischerd/E3.htm.

Martha Henderson studies rural Western landscapes as processes of geography and anthropology in Pacific Northwest areas of environmental stress and economic change. Research projects include Native American landscapes and environmental change, rural communities in a global perspective, and community leadership and decision-making. Students will engage in ethnographic and spatial data gathering and analysis including the use of geographic information systems. Local environmental histories, cultural diversity, and changing resource bases will be examined. Archival and field research is encouraged.

John Longino studies insect taxonomy and ecology, with a specific research focus on ants. His research program is a combination of field work in Costa Rica and collections-based research at the Evergreen campus. Students may become involved in local or neotropical fauna studies, with field- and/or collections-based activities.

Nalini Nadkarni is a forest ecologist and studies the ecological interactions of canopy-dwelling plants and animals in tropical and temperate rainforests. She is the president of the International Canopy Network, headquartered at Evergreen. She welcomes students who want experience in nonprofit organizations to work with her on communicating scientific information about forest canopies to other researchers, educators and conservationists. She is also interested in communicating her work to nonscientists and working with artists on collaborative ways of understanding trees and forests.

Lin Nelson studies and is involved with advocacy efforts on the linkages between environment, health, community and social justice. Students can become involved in researching environmental health in Northwest communities and Washington policy on phasing out persistent, bio-accumulative toxins. One major project students can work on is the impact of the Asarco smelter in Tacoma, examining public policy and regional health.

Alison Styring studies birds. She will sponsor research on bird-focused projects or projects incorporating natural history and observational methods. Three areas of special interest are natural history collections, with specimen-based research and collection curating and management; the Evergreen Ecological Observation Network (EEON) for field projects focusing on wildlife in the Evergreen forest; and restoring monitoring in the Nisqually delta.

Erik Thuesen conducts research on the ecological physiology of marine animals. He and his students are currently investigating the physiological, behavioral and biochemical adaptations of gelatinous zooplankton to estuarine hypoxia. 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: Students must contact individual faculty sponsor to work out arrangements for research and credit.
Credits: 4, 8, 12 or 16 per quarter
Enrollment: 25
Special Expenses: Costs may vary depending on research requirements and transportation expenses.
A similar program is expected to be offered in 2010-11

American Stories

Fall, Winter and Spring

Major areas of study include American literature, American history, anthropology, environmental studies, community studies, economics and visual arts.
Class Standing: This lower-division program is designed for 50% freshmen and 50% sophomores.
Program is preparatory for careers and future studies in American studies, anthropology, community studies, writing, environmental studies, education and humanities.
Faculty: Rita Pougiales (anthropology), TBA (anthropology), Matthew Smith (political science, environmental studies)

American culture is hard to see, immersed as we are in it. Like water for fish, culture is simply there as a "natural" reality. In this program we will discover American culture by immersing ourselves in our American stories. American culture resides in the stories we tell ourselves about ourselves, the institutions and practices we legitimate through these stories, and the persons we have become by listening to, contesting and believing these stories.

The stories we will read focus on themes that have endured over time. Such enduring stories are told and retold, updated as times change but concerned about similar values. We will pursue stories about freedom and democracy, property and wealth, community and work, immigrants and Native peoples, education and morality, race and ethnicity, and production and nature. We will ask what is special and distinctive about American life and culture. How has the way we view ourselves affected how we understand other cultures and other peoples?

In telling a story we not only describe ourselves, we also explain, interpret and justify what we do and believe, and distinguish ourselves from others. Stories thus convey the values of what we want to say publicly about ourselves. For example, recent exhortations about America's role in the Middle East convey a story of American might and destiny. Yet there are many other forms of rhetoric that question this particular story and create alternatives. Thus stories constantly vie for our attention and acceptance.

In this program, we will read American stories as they have been told in literature, poetry, history, art, photography, politics, anthropology and media. Images of American life, histories of the dramatic and mundane, biography, poetry, ethnography and political science will inform our understandings. We will read the stories written as stories, along with others that we will attempt to extract from our practices and institutions. For example, there are powerful stories about the value and potential of education; the actual experiences of students in American schools, though, tell another story. Such dueling stories tell us much about the tensions in American society—tensions that circulate around our enduring values.

In this program we will not only read and inquire into stories, we will also write stories—in essays that tell the stories of our thoughts, in ethnographic field studies that capture the stories of others, and in in-depth research projects that explore stories in their historic and cultural context. Students in this project will read, discuss and write extensively, and collectively create their "story" of American culture.

Credits: 16 per quarter
Enrollment: 69 Fall, 46 Winter and 46 Spring
Special Expenses: $100.00 for program field trips and retreats
Planning Units: Culture, Text and Language and Programs for Freshmen

Andean Roots: Language and Cultural Landscape

Fall, Winter and Spring

Major areas of study include local food systems, linguistics, Spanish language, cultural ecology and geography.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in cultural studies, Spanish, linguistics, education, sustainable development and agriculture.
Faculty: Rachel Hastings (linguistics, mathematics), Steve Scheuerell (food systems, ecology)

This year-long program will incorporate language instruction, linguistics, cultural ecology and geography, conservation biology, and local food systems, to explore how societies develop, change and survive in relation to their environment and interactions with other societies. In the spring we will travel to Cusco, Peru, a UNESCO World Heritage site, in order to study regional initiatives to preserve indigenous knowledge systems in the midst of development pressure.

Over millennia, many cultures have developed rich linguistic and ecological traditions that have provided the means for communication, food, clothing and shelter based on a sustainable relationship with the land. More recently, cultural and economic globalization are increasingly impacting local knowledge systems worldwide, in particular when measured by changes to language, land-use and food systems. These changes, together with such factors as increasing human population, environmental degradation, loss of biodiversity, and climate change, compel us to explore the ways in which knowledge systems are preserved or lost. In particular, we recognize the urgent need to preserve cultural knowledge that allows a society to be rooted in place, recognize ecological limits, and provide for its needs. The Andean region of South America is an ideal region to study these issues.

In addition to our focus on the Andean region, we will also think more broadly, using literature, film and case studies from around the world to explore questions important to the future of society. The questions range from the global to the personal. How is the preservation of linguistic diversity related to the preservation of local ecological knowledge, biodiversity and traditional food systems? How is knowledge transferred across generations and between communities, and how can traditional knowledge be maximized in so-called sustainable development projects? How can learning another language and traveling abroad increase our understanding of culture and what it means to fit into place?

During the fall and winter quarters we will address these and related questions through class work, including seminar, workshops and lectures in Olympia, as well as possible short field trips. As part of the program, students will study Spanish language, Quechua linguistics, ecology and local food systems, as well as aspects of history, cultural ecology, etc. as described above. Students not already fluent in Spanish will need to enroll in a 4-credit Spanish course through Evening and Weekend Studies to complement this 12-credit program. The spring quarter will involve a 10-week field trip to Cusco, Peru, where we will continue to study and explore the relationships between global and local systems of culture and knowledge. Students will have opportunities to stay with local families, continue their language learning, do service work with local organizations and undertake research projects in the region. The program is offered for 16 credits in spring quarter.

Credits: 12 fall quarter, 12 winter quarter and 16 spring quarter
Enrollment: 64 Fall, 64 Winter and 48 Spring
Special Expenses: Approximately $3450 for spring quarter study abroad in Cusco, Peru. A deposit of $200 is due by February 1, 2010.
Planning Units: Culture, Text and Language, Environmental Studies, Programs for Freshmen and Scientific Inquiry

Art of Conversation

Fall

Major areas of study include discourse analysis, linguistics, gender studies and qualitative research methodology.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in linguistics, communication, education, literature and law.
Faculty: Susan Fiksdal (linguistics)

Art of Conversation is designed to help you discover how conversation is organized and managed, how it constitutes power and resistance, how it varies, and how it helps to construct our social reality. Examining the ways gender, style, accent and dialects impact conversation will be a major focus. You will gain an appreciation of the art and work involved in understanding and negotiating meaning in everyday conversation.

To do this, you will learn how to analyze the structure of language (phonemes, morphemes, syntax), the meaning (semantics & pragmatics), and the function (discourse). Applying sociolinguistic principles and discourse analysis heuristics, you will analyze various types of conversations-those between friends, interviews on radio or television, electronic discussions on the Internet, in film and in seminars. You will learn several methodologies used to gather data in sociolinguistics: informal notation of speech acts, audiotaped surveys, and videotaped informal conversations. Because we are examining language in context, you will also learn methods to analyze nonverbal communication as well as the rhythmic organization of talk.

A 12 credit option is available to students who demonstrate a need for 4 credit language study as part of their academic plan. Please consult with the faculty member to discuss this option.

Credits: 12 or 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2011-12

Art Worlds

Fall and Winter

Major areas of study include art history, expository writing, studio art, public policy and arts administration.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in visual arts, education, arts administration and art history.
Faculty: Lucia Harrison (visual arts), Lara Evans (art history, visual arts)

This program combines the study of art history, studio art skills, expository writing, and contemporary art. Many aspire to be visual artists, but know very little about the art world and the many career paths that support the visual arts. This program examines the role of artists and the nature of artistic production at crucial points of change. Drawing on historical examples, we hope to show how contemporary artists can critique the status quo and generate new relationships between artists, patrons, materials and audiences. Using a case study approach we will explore, for example, the European Renaissance and Meso-American Art at the point of contact with Europeans. We will explore art movements of the twentieth century such as the Arts and Crafts Movement, Bauhaus and New Deal efforts to deal with the consequences of mass production culture. We will examine contemporary art movements such as the environmental art movement, contemporary Native American art, public art and performance art.

The program will combine lectures, workshops and hands-on visual art studio practice in drawing, movement and performance art. The program will include field trips to art museums, galleries and performance spaces and lectures by arts administrators, curators, critics, art historians and practicing artists. Students will learn skills in writing art criticism, visual analysis, artist statements and art history research.

Credits: 16 per quarter
Enrollment: 44
Special Expenses: $50 per quarter for art supplies, $20 for museum entrance fees, and $150 for an overnight field trip.

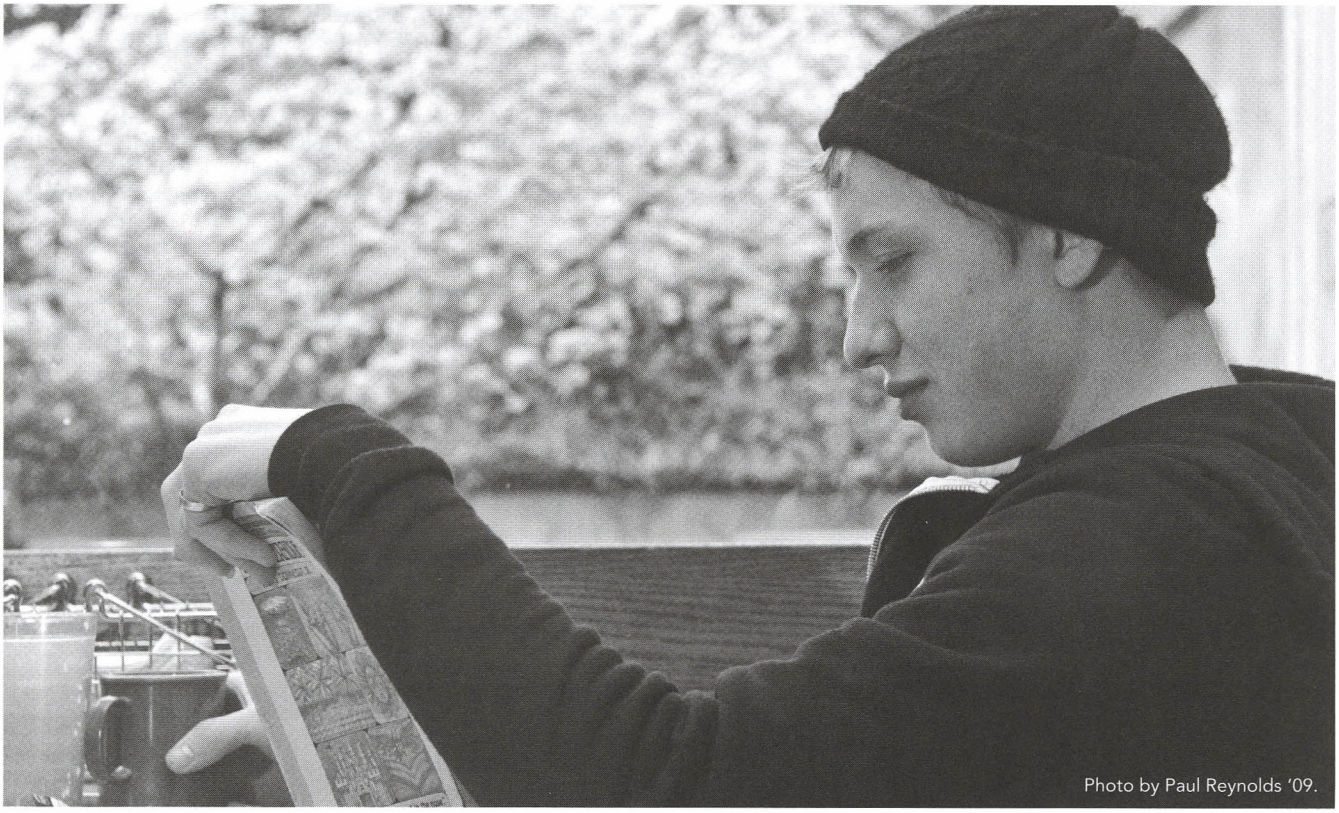


Photo by Paul Reynolds '09.

Astronomy & Cosmologies

Spring

Major areas of study include astronomy, physics, mythology, history and philosophy of science.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Proficiency with algebra; strong reading and writing skills.
Program is preparatory for careers and future studies in astronomy, natural sciences, history and philosophy of science and education.
Faculty: EJ Zita (physics and astronomy)

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 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. Students are invited to help organize an observation field trip to regions with clear skies.

Credits: 16 per quarter
Enrollment: 25
Special Expenses: Approximately $40 for materials; $200-300 for binoculars and tripod; and up to $300 for possible field trip.
A similar program is expected to be offered in 2011-12

Atoms, Molecules and Reactions I: Quantum Mechanics and Inorganic Chemistry

Fall

Major areas of study include upper division quantum mechanics, spectroscopy and advanced inorganic chemistry.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year of general chemistry. Differential and integral calculus is required for the quantum mechanics portion of the program only.
Program is preparatory for careers and future studies in chemistry, physics, physical science, health science, biological sciences, medicine, environmental sciences and education.
Faculty: Dharshi Bopegedera (physical chemistry)

This upper division chemistry program is designed to further your studies in chemistry and to prepare you for graduate school or a career in chemistry. The theme of the program is "What do chemists do?" In all aspects of the program, your studies will be connected with the applications chemists encounter in their everyday work.

In the fall quarter, we will focus on quantum mechanics and spectroscopy, and advanced inorganic chemistry. We will study simple quantum mechanical systems in detail, apply them to solve simple chemical problems and investigate how they can be adapted for more complex systems. The experimental data collected using spectroscopic methods will then be analyzed using the quantum mechanical principles investigated in lecture.

In advanced inorganic chemistry, we will explore atomic structure and simple bonding models in chemistry and extend our work to an in-depth study of the molecular orbital theory. We will also investigate symmetry and group theory and their applications in chemistry, as well as acid-base chemistry.

You have the option of taking all or part of the program. The 16 credit option includes all the topics discussed above. You can take just the quantum mechanics portion of the program for 10 upper division science credits provided you are able to do differential and integral calculus. As a third option, you can take the advanced inorganic chemistry portion of the program for 6 upper division science credits. Calculus is not required for this portion.

Credits: 6, 10 or 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2011-12

Atoms, Molecules and Reactions II: Advanced Organic Chemistry and Instrumental Methods of Analysis

Winter

Major areas of study include upper division organic chemistry and instrumental analysis.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Different parts of the program have different prerequisites. Advanced Organic Chemistry requires one year of college-level organic chemistry with laboratory. Trace Metals Analysis requires one year of college-level general chemistry. Instrumental Methods of Chemical Analysis requires successful completion of fall quarter Atoms, Molecules and Reactions I or the equivalent.
Program is preparatory for careers and future studies in physical and biological sciences, medicine and health sciences, environmental sciences and education.
Faculty: Lydia McKinstry (organic chemistry), Clyde Barlow (instrumental analysis)

This program has been designed to solidify and build upon basic concepts of organic chemistry and instrumental methods of analysis. It will provide students with a variety of options for learning in three different components: Advanced Organic Chemistry, Instrumental Methods of Chemical Analysis and Trace Metals Analysis (ICP-MS). Students are encouraged to enroll in the entire 16-credit offering but may choose from one or more of the components. All activities, including lecture, workshops and laboratory work, will place heavy emphasis on the use of primary chemical literature and problem solving.

In Advanced Organic Chemistry we will pursue the molecular factors that govern reaction mechanisms and outcomes. We will examine modern synthesis strategies such as retrosynthetic analysis by 'ionic formalism' and functional group 'keyed' transforms. Studies will also include organometallic chemistry and asymmetric synthesis methods. Fundamental theories of modern analytical instrumentation will be examined as they pertain to organic and inorganic analysis. Molecular structure problems will be solved using rational data interpretation strategies. The associated lab component will stress application of the theories and techniques of synthesis in the preparation and purification of organic compounds. This may involve complex manipulations including the handling of air- and moisture-sensitive reagents. Laboratory will also emphasize application of the theories and techniques of instrumental analysis in the characterization of compounds synthesized. The prerequisite for this 8-credit component is one year of sophomore level organic chemistry with laboratory.

In Instrumental Methods of Chemical Analysis we will examine the physical basis for spectroscopic, mass spectrometry, and electrochemical methods for determining chemical concentrations and molecular structures. Laboratory studies will build upon background from fall quarter quantum mechanics. The prerequisite for this 4-credit component is the completion of fall quarter Atoms, Molecules and Reactions I.

Trace Metals Analysis will be dedicated to the theory and practice of using the inductively coupled plasma mass spectrometer (ICP-MS) to properly analyze samples for metal composition. The class will use applications to environmental studies involving aqueous and biological samples. Heavy emphasis will be placed on using standard EPA methods for quality assurance and quality control. Prerequisite for this 4-credit component is one year of general chemistry.

This will be a rigorous advanced chemistry program. We expect students to end the quarter with hands-on experience applying the theories and techniques of advanced organic chemistry and instrumental methods of chemical analysis.

Credits: 4, 8, 12 or 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2011-12

Atoms Molecules and Reactions III: Thermodynamics, Kinetics and Materials Chemistry

Spring

Major areas of study include upper division thermodynamics, kinetics and materials chemistry.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year of general chemistry; differential and integral calculus are required for the Thermodynamics and Kinetics portion of the program.
Program is preparatory for careers and future studies in chemistry, engineering, physics and education.
Faculty: Rebecca Sunderman (physical and inorganic chemistry)

This upper division science program will further your studies in chemistry and prepare you for graduate school or a career in chemistry. Our focus as we explore topics in thermodynamics, kinetics, and materials chemistry will be on addressing the "why" question. In previous chemistry work, you learned the definition of a conductor. In this program, we will examine the solid-state structural characteristics that allow us to predict that a material will be a good conductor. Previous work introduced the concept of absolute zero; in this program we will derive it. With lectures, labs, and workshops we will study the laws of thermodynamics, enthalpy, entropy, chemical potential, phase diagrams, Gibbs free energy, reaction spontaneity, Maxwell relations, the kinetic theory of gases, rates of reactions, rate equations, current kinetic theories, solid-state structure, solid-state bonding theories, transition metal complexes, materials synthesis, and electrical, magnetic, and optical properties of materials. Comfort with and the ability to use both differential and integral calculus are required for the thermodynamics and kinetics portions of this program.

Students who wish to pursue chemistry as a part-time option may enroll for 6 credits of Materials Chemistry or 10 credits of Thermodynamics and Kinetics with a faculty signature only.

Faculty Signature: A faculty signature is required if students wish to enroll for less than 16 credits. Please contact Rebecca Sunderman for more information, or meet with her at the Academic Fair, March 3, 2010.
Credits: 6, 10 or 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2011-12

Awakening the Dreamer, Pursuing the Dream

Fall, Winter and Spring

Major areas of study include psychology, leadership, expressive arts and consciousness studies.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in consciousness studies, psychology, expressive arts and leadership.
Faculty: Terry Setter (music, media, consciousness studies), Mukti Khanna (psychology, consciousness studies, expressive arts therapies), Cynthia Kennedy (leadership, consciousness studies, movement)

The only myth that is going to be worth thinking about in the immediate future is one that is talking about the planet, not the city, not these people, but the planet, and everybody on it. —Joseph Campbell

Joseph Campbell points out that our greatest challenge is how to live a humane existence in inhuman times. Awakening the Dreamer, Pursuing the Dream will focus on the individual's relationship to personal and cultural values, society, leadership and the creative process. This program is intended for students who seek to explore and refine their core values in a context where they can act upon them with increasing awareness and integrity.

The program faculty recognize that the social, ecological and psychological challenges of every era have required people to live their lives in the face of significant challenges and it is now widely recognized that crisis often precedes positive transformation. Therefore, this program will begin by focusing on how people in the past have worked to create a meaningful relationship between themselves and the world around them. We will explore music, dance, stories and images of various creative practices and spiritual traditions from ancient to modern times to discover their relevance in our own lives. As students gain knowledge and skills, they will develop their own multifaceted approaches to clarifying, prioritizing and pursuing their dreams.

Throughout the year, the program will work with multiple forms of intelligence, somatic practices and integrative expressive arts approaches to learning. Students will explore the practices of music, movement (such as dance or yoga), writing, drawing and theater in order to cultivate the senses as well as the imagination and powers of expression. These practices will help us understand the deeper aspects of the human experience, which are the source of self-leadership, intentional living and positive change. Students will also investigate the relationship between inner transformation and social change through engagement in community service. Students will read mythology, literature and poetry while exploring ideas that continue to shape contemporary culture. We will also look to indigenous cultures to deepen our appreciation of often-overlooked wisdom and values. We will seek to develop a broader understanding of contemporary culture as a stepping stone to thinking critically about how today's dreams can become tomorrow's reality.

Credits: 16 per quarter
Enrollment: 69 Fall, 69 Winter and 46 Spring
Special Expenses: $75 per quarter for an overnight retreat, arts materials, field trips.

Beyond the Binary in Science and the Arts

Fall and Winter

Major areas of study include biology, evolutionary biology, American studies and ethnic studies.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in biology, the humanities and environmental studies.
Faculty: Amy Cook (evolutionary biology, behavior), Chico Herbison (African American studies, American studies)

This two quarter 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.

A variety of biological and humanities perspectives, methods, texts and films will guide us, and the program will feature lectures, labs, workshops and field trips. In fall quarter, the sciences will inform our investigation. Topics will include race, biology, and genetics; the fusion of human and machine (cyborgs, artificial intelligence, implants and prostheses); and diversity, gender, and sexuality in nature (for example, marine invertebrates that have both male and female sex organs or transgender expression among hummingbirds). In winter quarter, popular culture will be the primary site of our exploration. We will explore how the literature of mixed-race and transgender identity helps 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.

Credits: 16 per quarter
Enrollment: 46

The Biology and Ecology of Fishes

Spring

Major areas of study include fish anatomy and physiology, environmental studies, and the ecology of freshwater and marine ecosystems.
Class Standing: This all-level program accepts up to 50% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in vertebrate biology, fish biology, fisheries, environmental studies and ecology.
Faculty: Amy Cook (fish biology, ecology)

Fishes are among the most diverse group of vertebrates from the standpoint of morphology, physiology and behavior and they play an important role in the ecology of both marine and freshwater systems. As a key source of protein in many human cultures and one of the last organisms that we hunt in the wild, fishes have faced increasing pressure from humans. In this program we will focus on the biology of fishes and some of the ways that fish populations are affected by human activities.

In both lab and lecture, students will learn about the morphology and physiology of fishes. We will look at the taxonomy of fishes and find out why the question "What is a fish?" is so difficult to answer. Through both freshwater and marine ecology we will examine the role that fishes play in ecosystems throughout the world through trophic (feeding) interactions, competition and symbiosis. Fishes demonstrate a broad range of behaviors. In the program we will focus on feeding, reproductive and social behavior, and how these interact with a fish's morphology and ecology.

Through fishing, pollution, introduction of exotic species and habitat degradation, humans have had a major influence on fish populations worldwide. We will look at these effects on fish populations and talk about the mechanisms by which fishes and their habitats may be preserved.

In seminar we will discuss recent papers from scientific literature on fishes and some of the papers that have presented key concepts in the history of ichthyology. We will read about people who have made important contributions in the field and discuss what it means to be a scientist in both academic and applied settings, such as fisheries. Students will be expected to do a final paper on a particular fish species, well-grounded in the primary literature, and to make a presentation to the class.

Credits: 16 per quarter
Enrollment: 23
Planning Units: Environmental Studies and Programs for Freshmen

Cedar and Oak: Early Maritime Trade in the Pacific Northwest

Spring

Major areas of study include Native American studies, Pacific Northwest history and geography, and cultural studies.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in history, Native American studies and maritime studies.
Faculty: Sarah Pedersen (maritime literature), Michelle Aguilar-Wells (public administration, Native American studies)

This program will examine maritime cultures in the Pacific Northwest from the pre-European contact period through early contact, focusing on trade relations. We will first examine pre-contact Native trade routes, relationships and practices. Next we will explore the global context of early European and American trade in the region. We will finish by focusing on accounts of the trade relations between indigenous people and European and Euro-American sailors.

Throughout the quarter, we will consult primary historical documents, scholarly academic interpretations, oral traditions and local informants. We will compare the two maritime cultures, and will examine conflicting and complementary historical accounts, with the intention of developing our ability to cross between and study in differing cultural perspectives. To that end, we will live and work aboard tall ships for two weeks, one of which will be the *Lady Washington*, replica of the first American ship to reach the Pacific Northwest coast. The Native maritime experience will be represented by travel aboard cedar canoes constructed for participation in large canoe gatherings which celebrate and recapture indigenous maritime traditions of the region. All maritime travel and training will be conducted and supervised by professional mariners.

Our work will be, first and foremost, to practice crossing boundaries. Our work will be scholarly and experiential, global and local, personal and abstract, physical and intellectual, academic and communal, native and non-native, and historical, with implications for the future. We will develop awareness of continuing racism and cross-cultural conflict and thus hope to develop a basis for better cross cultural understanding.

During the first five weeks of the quarter we will sustain a rigorous academic load of reading, seminars and formal writing. We will also engage in workshops on technical aspects of maritime travel such as weather, sea conditions, piloting and physics of sailing based in multiple knowledge traditions. During weeks four through nine, much of the work will shift to the water. Students will spend two weeks aboard the tall ships and also some time canoeing and continuing land-based classwork. Aboard the tall ships, students will not only function as crew in a technically and physically challenging environment, but they will also act as public historians, sharing their historical knowledge with school children and visitors. The quarter will culminate with a week's canoe journey during which there will be time to reflect upon the various traditions experienced during the quarter, the consequences of early contact, and implications for the future.

Credits: 16 per quarter
Enrollment: 28
Special Expenses: $900 travel for 2 weeks on tall ships and 1 week of canoe journey; $35 art supplies

Climate Solutions

Spring

Major areas of study include climate change, sustainability and justice studies, carbon budgeting, ecosystems dynamics and systems science.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in environmental studies, public policy, sustainability and justice, climate change and systems science.
Faculty: Rob Cole (sustainability and justice studies)

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

In order to understand actions we can take, this program will explore sustainable lifestyle strategies as well as how to resist corporate influence on consumer consumption. We will study the approaches of biomimicry, sustainable architecture, renewable energy generation and the smart grid, equitable distribution of food and shelter, minimal-impact industrial processes, local food production, less toxic methods of producing, using and disposing of products from clothing to computers, and a variety of low-impact lifestyles. We will examine the methods advocated by visionary groups like Second Nature, Climate Solutions, Slow Food, and Cradle-to-Cradle. Students will complete a series of audits of their personal consumption and waste-generation patterns, and we will examine similar audits for the campus, the local region and the nation. We will study methods of computing carbon dioxide budgets including carbon sequestration methods, the intricacies of carbon capping and offsetting strategies, and opportunities to reduce net carbon dioxide production. Students can expect to do research on emerging technologies and strategies that move us to carbon neutrality while fostering sustainability and justice.

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

Credits: 16 per quarter
Enrollment: 25

Community-Based Research: Knowledge in Place

Spring

Major areas of study include social science and environmental studies.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in social justice, public policy, public health, community organizing and community development.
Faculty: Lin Nelson (social science, community organizing, public health)

Community-Based Research (CBR): Knowledge in Place will explore research that is about, in and with communities. We'll examine philosophies and practices that recognize, support and challenge local knowledge, and consider how researchers study community life and how research emerges from the life of the community. The foundation for our work is often called "participatory research" – when non-experts become active researchers in the quest to better understand and respond to conditions around them. We'll examine how communities and activist-researchers understand, examine and shape political, social, ethical and environmental patterns of life. We'll examine the community-based research literature and consult with community-based organizations, as we work on projects in collaboration with area organizations. We'll consider how research on, in and with communities reveals the nature of democracy and the practices of science. There will be strong strategic and skills features of this program, as we learn about and develop research planning, surveys, community mapping and data systems. We'll be working with area researchers, advocates and community groups.

Faculty Signature: Students must submit a piece of writing (a paper or project) reflecting their analytic skills and background in environmental studies and/or social science/community studies, and fill out an application. Interested students can pick up an application, available on Lin Nelson's office door (Sem II E3102), or contact Lin at nelsonl@evergreen.edu and she will send one. Applications are due by the Academic Fair, March 3, 2010. Qualified students will be accepted until the program fills.
Credits: 12 or 16 per quarter
Enrollment: 25
Internship Possibilities: Dependent on student experience and available community opportunities.

Computer Science Foundations

Winter and Spring

Major areas of study include lower division computer science and mathematics, including computer programming, discrete mathematics, algorithms, data structures, computer architecture, and topics in technology and society.
Class Standing: This all-level program accepts up to 33% freshmen and supports and encourages those ready for advanced work.
Prerequisites: high school algebra 2 and introductory computer programming
Program is preparatory for careers and future studies in computer science, mathematics and education.
Faculty: Neal Nelson (computer science, mathematics), Judy Cushing (computer science)

The goal of this program is to learn the intellectual concepts and skills that are essential for advanced work in computer science. 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 a liberal arts computer science curriculum.

In both quarters 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 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.

Students who take the program Mathematical Order of Nature or the program Data and Information in fall quarter, or who have equivalent experience, will be well prepared for this program.

Credits: 16 per quarter
Enrollment: 48
A similar program is expected to be offered in 2010-11
Planning Units: Programs for Freshmen and Scientific Inquiry

Consciousness, Art and Matter

Fall, Winter and Spring

Major areas of study include consciousness, art and philosophy of science.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Students should have a solid base of skills in representational drawing, some experience with various 2-dimensional art media, and college-level writing skills.
Program is preparatory for careers and future studies in art and science.
Faculty: Don Middendorf (consciousness studies, physics), Susan Aurand (art)

This year-long interdisciplinary program will provide an opportunity for students interested in doing intensive work in the nature of the mind through challenging readings, creative work in visual art, and self-reflection. We will examine consciousness, art and physical reality from a variety of viewpoints including artistic, psychological, philosophical, physical and biological. Students must be willing to work in the studio in a community of artists, and to show and discuss their work. Prospective students should have some background in art and an interest in the philosophy of the nature of physical reality. We will explore topics through lectures, seminars, and art workshops. Students will have an opportunity to improve their skills in 2- and 3-dimensional art media, including drawing, painting, printmaking, mixed media and ceramics.

In fall quarter, we'll take an approach that welcomes the complexity of the many different views on consciousness advanced by researchers, philosophers and spiritual leaders. We will use a text that covers most of the current scientific models of consciousness yet is willing to examine some of the more "borderland" areas of research such as dreams, altered states and "paranormal" phenomena. Students will be expected to keep a journal exploring our developing awareness of the nature of consciousness. The creative work will be integrated into our study as a tool to understand our individual creative processes and the nature of consciousness. In addition, we will study how artists attempt to make visible various concepts of time, space, matter and reality.

Winter quarter will include a study of dreams and modern physics and how these subjects and our art work expand our understanding of the nature of mind and consciousness. In spring, students will have the opportunity to continue their work with more in-depth studies in these areas and to actively explore contemplative studies.

This is a fun, and rigorous, full-time program. Students are expected to participate in all program activities and to work about 50 hours each week, including class time.

Credits: 16 per quarter
Enrollment: 50 Fall, 50 Winter and 25 Spring
Planning Units: Expressive Arts and Scientific Inquiry

Cultural Landscapes: Sustainability, Power, and Justice

Fall, Winter and Spring

Major areas of study include environmental studies, cultural studies, geography, community studies and media studies.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in geography, cultural studies, international affairs, environmental conservation, community organizing and advocacy, documentary journalism and education.
Faculty: Therese Saliba (international feminism and Middle East studies), Anne Fischel (media and community studies), Ted Whitesell (geography and environmental studies)

This interdisciplinary program will focus on the production and transformation of landscapes by different cultures in the Pacific Northwest, South America and the Middle East. It will introduce students to the foundations of environmental, cultural, media and community studies, with an emphasis on sustainability, human geography, cultural practices, struggles for environmental justice, and movements to preserve land and cultures faced with colonization and globalization. We will explore themes such as the connection between native peoples, land, resources and struggles for self-determination; the potential for creating labor-environment coalitions; national security in relation to civil liberties and human rights; environmental and human impacts of war and military occupation; and the role that public art and media can play in community struggles and organizing. Through our studies, observation and engagement with movements and communities we hope to reframe these often polarized debates and identify emerging solutions. Students will be introduced to a variety of approaches to action for sustainability and justice, including movements that emphasize popular democracy and decision-making, national autonomy, and coalition-building across cultural, regional and national borders.

We expect to take a 2-3 day field trip in Washington each quarter, emphasizing field observations of the landscapes and cultures of the Pacific Northwest. Students will learn to "read" landscapes—natural, urban/industrial, rural or militarized landscapes—as primary sources of information about community identity, culture, social relations and human/environment relationships. We will also analyze cultural texts, including literature and film, to understand the relationships of people and communities to their natural and created environments and how their sense of identity is influenced by their experience of place.

Selected topics in environmental studies will be introduced, including climate change, human population, energy, pollution and species extinction. We will look at the role the media plays in shaping our understanding of people and places. We will also learn how people in diverse political, economic and social situations are working to create justice and sustainability and we will explore strategies and media for observing, analyzing and collaborating with communities engaged in these efforts.

Students will be encouraged to conduct research on a specific movement or community effort for sustainability or environmental justice, and to use a variety of documentation strategies in their research. Students will develop skills in field observation, creative and expository writing, photography, audio recording, analytical reading, quantitative reasoning, interviewing, literary analysis, and the terminologies and methodologies of the natural and social sciences.

Fall quarter will focus on the histories of expansion, colonization and globalization in the Middle East, South America and the American West. In winter, we will more closely examine specific international case studies in the Middle East and South America (Afghanistan, Iraq, Israel/Palestine, Venezuela and Brazil). We will also look at case studies of industrialization, to understand how communities co-exist and struggle with corporations and how they negotiate the complicated terrain of jobs, health and sustainable economic development. In the spring, students will build upon these foundations by participating in and documenting local activism connected to issues of sustainability, power and justice. Students are also encouraged to participate in community-based internships in spring quarter.

Credits: 16 per quarter
Enrollment: 69
Special Expenses: Potentially $100 per quarter for photography materials and $100 per quarter for overnight field trips.
Internship Possibilities: Internships are one option for spring quarter projects.

Photo by Paul Reynolds '09.

Current Economic and Social Issues: Explanations, Action and Solutions

Spring

Major areas of study include social problems, economics, political economy and social movements.
Class Standing: This lower-division program is designed for 50% freshmen and 50% sophomores.
Program is preparatory for careers and future studies in education, labor, community organizing and the social sciences.
Faculty: Peter Bohmer (political economy), Peter Dorman (economics)

This program will address major contemporary issues such as poverty and economic inequality, immigration, health care, incarceration, climate change and war. We will examine explanations put forward for them from different political, economic and philosophical perspectives and look at their human impact in light of class, race and gender. We will place these issues into a global context. We will also study how social movements have actively addressed these problems and investigate their strategies and their short- and long-term proposals and solutions.

We will analyze the mainstream and alternative media coverage of current issues and of the social movements dealing with them. In addition, we will study how theoretical frameworks such as neoclassical economics, liberalism, Marxism, feminism, and anarchism explain the causes and provide solutions to these economic and social problems.

We will choose the specific issues to be addressed as spring 2010 approaches, so that our study will be as relevant as possible. For each topic studied, we will combine readings from a variety of genres with lectures, films, and workshops, along with guest speakers and field trips as appropriate to observe problems and responses first hand. We will approach issues on multiple levels: factual description, narratives of those directly affected, theories that place issues in a larger and historical context, and specific techniques for analyzing causes and possible solutions. Our goal is to develop the in-depth analysis skills essential for effective action.

As a final project, students will produce a popular education piece that can take the form of writing, performance, film, or some other medium of communication and is the product of research into a social or economic issue of current interest and importance.

Credits: 16 per quarter
Enrollment: 46
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Cycle Makers and Cycle Breakers: Transitional Studies

Fall, Winter and Spring

Major areas of study include upper division studies in law and public policy, political economy, history, literature, writing, community and environmental studies, human development and biology, public health, bioethics, social science research, research methodology, statistics, quantitative reasoning, media literacy, computer studies, education, instructional technology, and project management.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: junior or senior standing; formal admission to the Tacoma campus.
Program is preparatory for careers and future studies in social work, education, law, health care, public policy, media literacy, history, organizational management, biomedical sciences, environmental studies, literature, community activism and foreign policy.
Faculty: Artee Young (law, literature), Mingxia Li (medical sciences, public health, Mandarin Chinese, Chinese cultural studies), Paul McCreary (mathematics, 3D modeling, life sciences), Gilda Sheppard (media literacy, sociology, cultural studies), Tyrus Smith (environmental studies, ecology)

Note: This is the Tacoma campus program.

The Lyceum and Seminar Series will examine cyclical patterns across a wide spectrum ranging from the existence of these patterns in the natural world to their presence in a host of human activities and institutions. The goal of this upper division program is to engage students in extensive research and in-depth textual analysis about individuals, institutions and communities in transition. Thus, students are expected to use their research and analysis to respond to the changing needs of communities, work environments and society and to assist individuals, families and organizations in transition.

During the academic year, students will participate in the weekly lecture/seminar series and select three additional courses each quarter to further their academic study and build their skills in critical thinking, writing, oral communication and collaborative team work. Theories and practices are both emphasized and integrated through intense readings, lectures, discussions, debate, writing assignments, laboratory activities, group projects and presentations.

In the fall, students will study the prevalence of cyclical patterns and the opportunities and challenges such patterns may present. These include, but are not limited to, cycles related to power, belief, technology, commercialism, art, science, oppression, love, fear, greed, war and the environment. Students will also have an opportunity to examine recurring cycles in their own lives—and their decisions to maintain them or create a new paradigm.

In the winter, students will research possible causes as well as potential solutions to challenges identified in fall quarter. Their study will include collaborating with fellow students and faculty to research the pros and cons of a specific action. The major focus will be to develop the skills and knowledge needed to renew and sustain self, family, community and humans as a species in harmony with the environment.

In the spring, students will present their year-long research to the public in various creative forms, from writing to media, at the annual Evergreen-Tacoma Spring Fair, which this year is titled "*Strategies to Restore and Sustain Communities: Probable Tomorrows.*" The projects presented at the fair are developed throughout the year and build upon the knowledge and skills gained each quarter.

Credits: 16 per quarter
Enrollment: 200
Special Expenses: About $25-$50 for media and/or storage supplies.
Internship Possibilities: Students can elect to do internships. Credit range is 2-14 credits per quarter. Though internships will normally be related to students' academic studies, all internships will be registered separately from the program.

Dark Romantics

Fall, Winter and Spring

Major areas of study include European art history, European social and cultural history, literature and philosophy, French language.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in humanities, advanced French studies, history, diplomacy and international relations.
Faculty: Marianne Bailey (literature, philosophy), Stacey Davis (European history), TBA (French language)

..and for what purpose are there poets in a lean time..
— Hölderlin *Bread and Wine*

We will study art history, literature, philosophy and music in their social and historical contexts in order to understand the Romantic avant garde thinkers and artists—outsiders in the 19th and early 20th centuries in Europe—and their tenuous but fruitful dialogue with mainstream, insider culture and the emerging popular culture of the laboring class. We will emphasize French Romanticism but will also consider the pan-European nature of the phenomenon. This era offers a figurative battlefield where concepts of art, nature and self, order and chaos locked swords, testing the limits of rational thought. French language study will be an important component of our weekly work; students will study French at one of four levels, from beginning to advanced, depending on previous experience.

The 19th century was an era of immense political change spanning revolutions, empires and finally the establishment of a democracy at home just as French and European imperialism spread across North and West Africa and Asia. We will ask the question: what does it mean for the average person to move from subject to citizen? Besides the ways in which such political turmoil affected common men in France, Britain and Germany, we will also probe the responses of both women and colonial subjects, who were not allowed a voice in the political process. Through the lens of art and social movements we will study ways in which average women and men crafted their own identities and responded to the larger social forces of industrialization, the creation of a new working class, the solidification of gender and class roles, the rise of modern cities and the redefinition of the criminal, the socially-acceptable, and the outsider.

In fall, our work will begin with the paintings, poems and ideas of the early Romantics who laid the foundations for 200 years in art and thought. The Romantics privileged feeling, intuition and empathy. Like adepts in an ancient mystery cult, they sought to commune with Nature. Romantic philosophers, from Schopenhauer to Nietzsche, spoke of Becoming rather than Being. Rejecting Classical order, clarity and restraint, they envisioned a pure art, beyond language and depiction, which speaks musically through color, passion, suggestion; enigmatically, as do dreams.

In winter, our focus will turn to the late Romantics. Decadents pushed the Romantic temperament and aesthetic to extremes through self-parody and the aesthetic of fragmentation. Symbolists raised art onto a transcendent altar, attempting to express the inexpressible through their art. Yet Mallarmé, Wilde and Yeats, Moreau and Gauguin, among others, helped prepare the rites of spring of the dawning 20th century, the arising vanguard of modernist and postmodern movements.

Students will gain a significant grasp of key ideas in art, history and thought within their context, and will have the opportunity to specialize, creating advanced work in their choice of seminar in history, art history or writing and literature. We expect strong interest and background in humanities, and considerable self-discipline and motivation. The works we study and the workload, including French language study, will be substantial and difficult.

In the program's third quarter, students will have the option to travel to France for 10 weeks. There they will study in a Rennes, Brittany language school, do cultural and historical study in Paris and Lyon, as well as make side trips for research of their own.

Credits: 4, 12 or 16 fall quarter, 4, 12 or 16 winter quarter and 4, 8 or 16 spring quarter
Enrollment: 50
Special Expenses: $6500/$7000 for 10 week study abroad in France in the spring

Photo by Paul Reynolds '09.

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

Data and Information: Quantitative Ecology

Fall

Major areas of study include quantitative ecology, introduction to programming in Python, statistics, data management and visualization, history and philosophy of science and mathematics.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in computer science, statistical analysis and visualization, history and philosophy of science, ecology and mathematics.
Faculty: Judy Cushing (computer science)

This program will bring together students in ecology, computer science, and mathematics around a real world case study - a 1000 year chronosequence (1kcs) of Pacific Northwest forests. During a recent five year period, canopy researchers at Evergreen and elsewhere have collected data at eight forested sites that range in age from 90 to 1000 years to learn how individual trees and forests develop over time. Students will study statistics and programming, and put that knowledge to work to analyze the 1kcs data sets. They will program visualizations of the data and run statistical analyses on the data. Students will also work in interdisciplinary teams on a project - data analysis, visualization, computational, or "synthesis" - of their own choosing.

The program will provide a thorough introduction to the practice, history and process of using data, in ways applicable to further study of ecology or other sciences, or of the computer and mathematical sciences. Students with upper division class standing can request review of their work to receive upper division credit.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Environmental Studies, Programs for Freshmen and Scientific Inquiry

Democracy and Free Speech

Spring

Major areas of study include freedom of expression, legal history of free speech, critical legal reasoning, legal research and writing, and oral advocacy.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: American government
Program is preparatory for careers and future studies in social sciences, constitutional law, education, journalism, public policy, political theory, history and political science.
Faculty: Jóse Gómez (constitutional law)

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

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

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

Credits: 16 per quarter
Enrollment: 24
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Photo by Carlos Javier Sánchez '97.

Drawing Outside the Lines

Fall and Winter

Major areas of study include animation, printmaking, drawing, visual studies, animation studies and art history.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in visual art, animation, education, communications and art history.
Faculty: Lisa Sweet (printmaking, drawing), Ruth Hayes (animation, media studies)

One prevailing Modernist concept of the artist and artistic work involves the conviction that art is first and foremost in the service of the artist's own expression. This assumption requires viewers of Modernist works of art to relinquish their associations and experiences and essentially submit to the power of the work. In other discourses of art, we understand that it can serve a far greater role than just an expressive conduit for the artist. Contemporary art often acts as an agent of change in our culture. By working in media and forms that ask the viewer to participate, engage, think about the work, transform it and enter into it, art in the 21st century often plays the role of trickster, healer or alchemist, helping us observe and consider our world, beliefs and daily lives in fundamentally new ways. Artworks that sneak up on us and surprise us may be able to do so because they are in disguise. They may surface as postcards or mail art, graphic novels, flipbooks, performances, toys or other forms that fall outside the lines of what is considered "high art."

This program will be grounded in two studio practices: animation and printmaking. Because both of these forms originate in drawing, drawing skills, issues and theory will also be an important focus. Working back and forth between animation and print, between static and moving images, students will gain experience in basic studio skills and an understanding of visual literacy and creative concept development. Our study of art as agent or trickster will provide a lens through which we create work in the studios and develop foundations in contemporary art theory and art history through lectures, readings and seminars.

This program is designed for students who desire to combine their artistic practice with explorations of aesthetic theory. It will involve a focused and demanding combination of studio work, reading, writing and seminar discussion. Half of the students' time will be focused on artistic practice. The other half will be a rigorous study of art and animation history, visual studies and art and media theory. In the fall, students will gain essential skills in drawing, printmaking and animation through several creative exercises and assignments. In winter, students will be introduced to a variety of non-traditional forms for printmaking and animation, and will spend a significant amount of time designing and executing an independent project using the print studio and/or the animation labs.

Credits: 16 per quarter
Enrollment: 40
Special Expenses: $125.00 per quarter for printmaking, drawing and animation supplies.

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

Earth Matters: Geology and Chemistry

Winter and Spring

Major areas of study include geology and general chemistry.
Class Standing: This all-level program accepts up to 33% freshmen and supports and encourages those ready for advanced work.
Prerequisites: proficiency with algebra.
Program is preparatory for careers and future studies in geology, environmental sciences, chemistry and natural sciences.
Faculty: Dharshi Bopegedera (chemistry), TBA (geology)

This interdisciplinary, introductory-level program will explore topics in physical geology and general chemistry. It is designed for students with a desire to have a broader and deeper understanding of the Earth, the structure of matter that makes up the Earth, and their interconnectedness. Program work will include lectures, workshops, readings (technical and general), calculations, field work, laboratory experiments, lab and field reports, and seminar discussions.

During the winter and spring quarters students will study introductory concepts of chemistry and geology and explore their connections. Problem solving workshops will be used to investigate the types of problems chemists and geologists encounter in their work and how they find solutions to such problems. Seminar readings from literature, journal articles or other sources and ensuing discussions will broaden and deepen the program material. In the spring quarter, opportunities will be available for students to explore topics of interest through individual and group projects.

Credits: 16 per quarter
Enrollment: 48
Planning Units: Environmental Studies, Programs for Freshmen and Scientific Inquiry

Earth Stewards: Sustainable Living in a Threatened World

Fall and Winter

Major areas of study include history, sustainability and justice, geography, natural history, field studies, literature and ecosystem dynamics.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in history, environmental history, ecology, resource management, political and community ecology, environmental science, geography and sustainability.
Faculty: Rob Cole (sustainability and justice studies), Robert Smurr (Russian history, environmental history)

We humans have a peculiar relationship with the natural world that sustains us. Just as much as an ant in the forest depends upon her surrounding environment for existence, so too are we entirely dependent upon this planet's ecosystem for our very lives. Yet by striving to control and transform the natural world, *Homo sapiens* have historically acted differently from any other species on this planet. Why have we adopted this behavior, and what have been the consequences of our actions? Join us in this two-quarter program as we investigate several human-contrived transformations of the natural world. Share in our quest to understand ecosystem processes and the environmental history of diverse geographic regions.

We will use a systems approach to explore emerging technologies, social behaviors and alternative practices that will lead us towards a sustainable future and responsible stewardship. Our premise is that our present lifestyle is not sustainable, but that by understanding the historical and philosophical background of how we arrived at this point, we will be able to make meaningful change. We will explore what it means to live in a place without exploiting other humans or the ecosystem. We will examine a number of indicators of local, national and global sustainability, survey what is being done in countries more advanced in these areas than the United States, and develop quantitative methods to compare different approaches.

We will begin with detailed examinations of Washington state's ecosystems and environmental history, and overnight field trips will allow us to explore several distinct regions in person. We will examine the stewardship methods of our regional ancestors and study future options. Students will do intensive audits of their own consumption practices and ecological footprint, and will have the opportunity to research alternatives. We will connect individual audits with those of the campus as a whole, examining carbon budgets, water budgets, trash budgets and energy budgets.

During winter quarter, we will examine regional, national and international issues of sustainability and equity, both in class and on overnight field trips. Our primary goal will be to study the effects of an increasing world population competing for resources and to explore possible paths towards creating a more sustainable and enlightened future. Students can expect to work with a variety of sustainability concepts including biomimicry, The Natural Step, cradle-to-cradle design, renewable materials and sustainable food systems.

Weekly seminars, lectures, workshops, field studies, critical film viewing and field trips will help us to integrate our textual analyses with hands-on fieldwork. Travel and fieldwork are integral and required aspects of this program, thus students are expected to participate in all field trips, including overnight trips. In workshops and class presentations, students can expect to sharpen their critical reasoning skills, their writing and speaking ability, and their ability to work with quantitative methods and interpret quantitative data from a variety of sources.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: $200 per quarter for overnight field trips.
Planning Units: Culture, Text and Language and Environmental Studies

Ecological Agriculture

Fall, Winter and Spring

Major areas of study include agriculture, plant and animal science, ecology and conservation biology.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: College level coursework in biology, chemistry, ecology or agriculture is strongly recommended.
Program is preparatory for careers and future studies in crop and livestock agriculture, restoration ecology, conservation and environmental management, food systems and international development.
Faculty: Martha Rosemeyer (agriculture, ecology, sustainable development), Mike Paros (veterinary medicine, animal production systems)

Ecological Agriculture provides a broad, interdisciplinary study of agriculture in the context of social and ecological sustainability. Students will learn how to assess and analyze agricultural systems from a critical ecological perspective. Students will study the ecological sustainability of different farming systems with respect to energy efficiency, nutrient cycling, soil health and biodiversity. They will also become familiar with conventional animal agriculture practices and ecological alternative methods. Fall quarter we will examine the history and present predicament of North American agriculture. Winter quarter we will consider alternatives and possible futures of agriculture, and we will attend the Eco-farm conference in California. Spring quarter we will offer a number of modules, such as grazing management and tropical cropping systems. Spring quarter seminar will focus on international sustainable development.

A major aspect of the program will be to address current agricultural and food system issues from an interdisciplinary, systems perspective. We will examine the food crisis and biofuels, certified organic and other ecolabels, and many other aspects of modern farm operations, as well as the environmental and human health effects of the current food system.

We will emphasize hands-on activities including field trips, labs and field experiments, as well as systems thinking, expository and scientific report writing, library research and quantitative reasoning skills. Field trips to small and large-scale crop and livestock farms will provide the necessary context for practical and theoretical learning. Labs and workshops will provide a hands-on introduction to plant and animal biology, soil science and soil ecology, and agroecology. Field experiments will focus on topics such as biodiversity and cover crop/green manures. Weekly book seminars and potlucks will focus on the social, ethical, economic, historical and political aspects of farming and food systems. This program is rigorous. Please come with a willingness to work.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: Field trip expenses: fall - $100, spring - $200; winter Eco-Farm conference - $500. A deposit of $200 is due January 1.
Internship Possibilities: Spring only with faculty approval.
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Scientific Inquiry

Energy Systems and Climate Change

Fall and Winter

Major areas of study include American law and environmental policy, energy policy, energy and climate physics, environmental science, research methods and statistics.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: One year of college-level quantitative science and/or prior study in political economy/history. Proficiency with algebra. Strong reading and writing skills. Willingness to work in teams and to use computers for online assignments.
Program is preparatory for careers and future studies in planning, regulatory law, environmental design and architecture, public policy, climate studies, natural science and education.
Faculty: Cheri Lucas-Jennings (American law and environmental policy), EJ Zita (physics and climate change)

How is energy harvested, stored and transformed, then used or abused? What impacts do human energy systems have on Earth's environment and climate, and why? What is the appropriate environmental agenda to address global climate change in the 21st century? These questions motivate our program: students will be empowered to carry out significant research, from the planning phase to execution and presentation phases, to gain a deeper understanding of issues involved in achieving a sustainable energy society.

We will explore the status of energy recovery, use, and regulation in light of the science of global climate change through skill building and background study, as well as student research projects. We will also learn the physics of climate and energy, applying fundamental principles to both natural and human-made systems. One of the goals is to illustrate the power and beauty of physics and mathematics in the context of energy systems. The program will feature diverse workshops, from research planning and possibly grantwriting, to hands-on and analytical environmental physics, and basic statistical methods for data presentation, possibly including web-based communications.

During fall quarter we will investigate the physical evidence of climate change. We will read about the innovations in U.S., state and tribal law and practices as they relate to energy systems. We will examine how an activist movement for environmental protection may have transformed into a specialized energy industry based on increasingly advanced science with ritualized activities. In the fall, students will prepare a prospectus for research projects, to be completed in winter quarter. Projects may focus on a topic of technological innovation and the policy changes that accompany any proposed change in an issue of natural resource management, or the development of alternative sources, environmental justice, prosperity and health.

In winter quarter we will examine how innovation may become a theme for government. Prominent examples of innovation may include the substitution of "cap and trade" for "command and control" regulation in the development of environmental management systems, and advocacy of the "precautionary principle" as a regulatory framework. We will focus on innovations under consideration by agencies, environmental coalitions and non-governmental organizations.

Students will develop their research projects and complete them in winter quarter. This work will involve quantitative analysis and may include hands-on investigations, field work, or small-scale energy system design. Students will present their research results at the end of winter quarter. Students may continue excellent research projects in spring contracts.

Credits: 16 per quarter
Enrollment: 48
Planning Units: Environmental Studies, Programs for Freshmen and Scientific Inquiry

Equality and the Constitution

Fall

Major areas of study include constitutional law, legal history of equality, critical legal reasoning, legal research and writing, and appellate advocacy.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: American government.
Program is preparatory for careers and future studies in law, education, public policy, political theory, history and political science.
Faculty: Jóse Gómez (constitutional law)

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 rigorous study; the principal text will be a law school casebook.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Photo by Jon Huey '06.

Eye of the Story

Fall and Winter

Major areas of study include American, English, and Postcolonial literature; writing, ethnography and cultural studies.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in humanities, writing, journalism, media, law, education and community work.
Faculty: Sam Schrager (American studies, folklore), TBA (English literature)

We think with stories. We tell stories to give shape to experience, to find words for things that in the absence of stories about them often remain too complex, troubling, or elusive to grasp. This program will explore storytelling in two of its most highly polished forms: fiction (novels and short stories) and documentary literature (ethnographies and journalistic works). Our purpose is to study the power of both kinds of narrative art to take fresh looks at the world, and to use this knowledge to become adept practitioners of the writer's craft.

Readings fall and winter will include outstanding fictional and non-fictional works from the United States, the British Isles, and other English-speaking locales, from the nineteenth century to the present. We will examine these texts closely and comparatively, with attention to the full palette of resources the authors employ to create compelling effects: plot, language, dialogue, style, point of view, social codes, genre conventions, and the like. The program will also feature instruction and practice of fieldwork methods: ways of listening, looking, and recording evidence to make truthful stories. In fall quarter, students will compose short pieces of essay, ethnographic, and imaginative writing. In winter, they will undertake a major writing project, supported by field research or additional background reading, in a genre and on a subject of their choice.

Questions about the value of fictional and documentary literature will be at the heart of this inquiry. What strengths, for example, do these stories possess as a means of seeing human existence? How do they deal with social and political realities of their time and place? Can they change cultural outlooks? What might be the future for the classics and for contemporary writing, given the visually-oriented, media-and-technology-saturating direction of the globe?

Dialogue among students and faculty about our common and individual work will be prized. By writing intensively in modes they choose, informed by challenging literary study, students will develop their distinctive ways of telling: their own eyes.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: Approximately $125 for fall program field trip.

Fiber Arts

Spring

Major areas of study include weaving, needlework arts, basketry and felting, color theory, art history and criticism.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: English composition and courses in the arts, particularly in design and color theory, are recommended.
Program is preparatory for careers and future studies in the visual arts and textile design.
Faculty: Gail Tremblay (visual arts)

This program is designed to introduce students to movements in contemporary fiber arts and to techniques that will allow them to create works of art using a wide variety of materials and processes. Students will study techniques for weaving, felting, embroidery, needle arts and basketry. Students will weave a sampler on the four-harness loom and design and make three pieces of artwork each, as well as one collaborative project with other students. Projects must use or incorporate at least three different techniques we are studying. There will be lectures and films about the history of 20th-century fiber art. All students are expected to produce a research paper with illustrations and footnotes as well as a 10-minute slide presentation about the work of a contemporary fiber artist.

Credits: 16 per quarter
Enrollment: 18
Special Expenses: Students can expect to spend $50 to $100 for materials and shop fees. There may also be additional expenses of $7 to $21 for museum entrance fees.

Forensics and Criminal Behavior

Fall, Winter and Spring

Major areas of study include forensic science (with lab), criminology and sociology.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in forensic science, education, science, criminology and sociology.
Prerequisites: Although there are no prerequisites for this program, proficiency in high school algebra and science is strongly recommended.
Faculty: Rebecca Sunderman (chemistry), Toska Olson (sociology)

Why is crime such a central focus in modern American society? How is a crime scene analyzed? How are crimes solved? How can we prevent violent crime? This program will integrate sociological and forensic science perspectives to investigate crime and societal responses to it. We will explore how social and cultural factors including race, class and gender are associated with crime and criminal behavior. In addition, we will consider several theories of criminology and deviant behavior, and will discuss the current social and cultural factors that have contributed to the rise in popularity of forensics studies.

Through our forensics investigations, we will examine subjects including biology, chemistry, geology, odontology, osteology, pathology and physics. We will study evidentiary techniques for crime scene analysis, such as the examination of fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains.

This program will utilize hands-on laboratory and field approaches to the scientific methods used in crime scene investigation. Students will learn to apply analytical, quantitative and qualitative skills to collect and interpret evidence. Students can expect seminars, labs, lectures, guest speakers, and workshops along with both individual and group project work.

Credits: 16 per quarter
Enrollment: 46 Fall, 46 Winter and 23 Spring
Special Expenses: Approximately $90 for field trips.
Planning Units: Programs for Freshmen
A similar program is expected to be offered in 2010-11

Foundations of Health Science

Fall, Winter and Spring

Major areas of study include introductory general chemistry, organic chemistry, biochemistry, microbiology, immunology, anatomy and physiology, genetics and nutrition.
Class Standing: This all-level program accepts up to 50% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in allied health, public health and healthcare.
Faculty: Benjamin Simon (biology), TBA (chemistry)

This program is primarily designed for students contemplating work in healthcare, including nursing, physical therapy, midwifery, athletic training, nutrition and others. The program is appropriate for students who want to learn more about chemical and biological functions on both a macroscopic and microscopic level and those who are interested in studying science in an integrated and thematic context related to human health. This course is also appropriate for students interested in public health or public policy who want a solid foundation in biology and chemistry or students who wish to study rigorous science as part of a liberal arts education.

This is a year-long, laboratory-based program exploring introductory concepts of biology and chemistry with a focus on health and medicine. Over the course of three quarters, we will study portions of general chemistry, organic chemistry, biochemistry, general biology, microbiology, immunology, anatomy and physiology, genetics and nutrition.

In our explorations, we will incorporate laboratory work, lectures, group projects, seminars, textbook homework assignments, workshops and field trips. Students will learn to describe their work through scientific writing and public presentations. During spring quarter, students will conduct an independent or small-group scientific investigation designed in collaboration with the program faculty, the results of which they will present in talks and papers at the end of the quarter.

Completion of this program will give students some of the prerequisites they need for careers in the allied health fields and public health, as well as preparation for further upper division science study. Students anticipating future enrollment in Molecule to Organism may need supplementary chemistry courses. Overall, we expect students to end the program in the spring with a working knowledge of scientific principles relating to human health, the ability to apply these principles to solve problems, and hands-on experience in natural science.

Credits: 16 per quarter
Enrollment: 48
A similar program is expected to be offered in 2010-11
Planning Units: Programs for Freshmen and Scientific Inquiry

Gateways: Popular Education and Political Economy

Fall, Winter and Spring

Major areas of study include juvenile justice, popular education, participatory research, political economy, social movements, teaching and learning in diverse environments, economic justice, multicultural history and polycultural studies.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in juvenile justice, education, political economy, community work/social work.
Faculty: Tony Zaragoza (American studies, political economy)

This program is part of the Gateways for Incarcerated Youth program. Gateways takes as a fundamental principle that every person has talents given to them at birth; it is our job to encourage each other to search out and find our passions and gifts. Our work is guided by ideas of popular education. We recognize and value the knowledge and experience of each participant. We will work to strengthen notions of self and community through cultural awareness and empowerment. In connecting and building with people from other cultures and class backgrounds, each person becomes empowered to share their knowledge, creativity, values and goals.

This program offers students the opportunity to be peer learners with incarcerated young men in a maximum-security institution. Students will address issues of diversity, equality and critical thinking, along with other issues that are chosen by the young men who are incarcerated. At the same time, Evergreen students will deepen their understanding of the theory and practice of popular education and political economy. Students will have the opportunity to reflect on how they learn as well as how others learn, as they gain experience in the facilitation of discussions and workshops. Students will work on designing, implementing and assessing the workshops. In the process of collectively shaping the Gateways seminar, students will also learn how to organize productive meetings and work through conflict.

Each week the Evergreen students will go out to one of two institutions for the cultural diversity and equality workshop and the college class book seminar. Through the workshops we will explore various aspects of culture in order to understand ourselves and others as an important part of analyzing contemporary society and building egalitarian relationships. Evergreen students will meet weekly to organize the workshop's activities. We will also reflect on the previous workshop, to assess how it worked and draw lessons for the next one. Throughout our work we will read, share and learn about various kinds of relative advantage ("privilege"), while exploring cultural diversity and working to foster a space committed to equality.

In fall quarter, we will study some of the root causes of inequality to understand better the relationship between poor and working class people—especially poor and working class people of color —and the prison system. In winter and spring, we will continue to deepen our understanding of political economy and popular education. Building on our experiences, reflections and studies, students will take increasing responsibility for designing, implementing, and assessing the program, workshops and seminars. This program requires that all participants be ready to fully commit themselves to our common work and show a willingness to help build a community of learners. New students for winter and spring quarters may submit an application for admission by the Academic Fair prior to the quarter for which they wish to register, and will be admitted on a space available basis with faculty permission.

Faculty Signature: Students must submit an application and interview with the faculty member. The application will be available online by April 14, 2009 at http://academic.evergreen.edu/z/zaragozt/. For fall quarter entry, applications received by the Academic Fair, May 13, 2009, will be given priority consideration. For more information, email Tony Zaragoza, zaragozt@evergreen.edu. Students will be considered for entry on a space available basis.
Credits: 16 per quarter
Enrollment: 25
Special Expenses: $100 field trip fee per quarter.
A similar program is expected to be offered in 2010-11

The Generative Self: Theory and Artistic Practice

Spring

Major areas of study include visual art, art theory, digital media, photography and printmaking.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in visual arts and art history.
Faculty: Lisa Sweet (printmaking, drawing), Matthew Hamon (photography, visual arts)

Traditional artistic practice has entailed the imprint of the artist's hand on materials - the stroke of a brush, the agitated line of pen and ink, or fingerprints in clay. All speak of the "original" and the physical, personal impact of the artist on her medium. Within this tradition, we think of works of art as one-of-a-kind, as relics holding the energy and aura of their creators. Postmodern technologies bring another sensibility to artistic works—distancing or mechanizing artistic practice, making reproductions possible, or undoing and transforming traditional notions of artistic skill through computer generated graphics. New media make it possible for photographers to invent images that in the past would have been viewed as real. The impact of generative images—images made by hand and moved through technologies as simple as a photocopier or as complex as Photoshop—change the way artists make art and the ways that viewers perceive it.

This program will investigate creative practices that make use of both handmade art and technological processes to generate new art. As we develop work in the studios, we'll also consider how perceptions of art are changing in the 21st century. What do we mean by *original* art? What is the impact of works that are readily accessible via the internet? How does translating handmade work through contemporary technologies enhance or change the content or context of the original? Conversely, can computer generated art be subsequently imbued with the aura of the artist's mark?

We will focus on themes of self-portraiture throughout the quarter. The "self" is bound by cultural norms, social constraints and peripheral influences. By examining the artist's self portrait throughout history, and incorporating themes of self portraiture in studio projects, students will focus on the potential of this genre. Students will be expected to synthesize historical references, contemporary theory and studio practice while exploring themes of self representation.

This program is designed for juniors and seniors with existing studio skills in drawing, painting, printmaking or photography. Half of the students' time will be focused on artistic practice; half will be a study of contemporary art theory.

Faculty Signature: Students should submit a portfolio of original artwork or a CD or slides of artwork to the faculty by the Academic Fair, March 4, 2010, for consideration. Portfolios received by the Academic Fair will be given priority. Portfolios will be reviewed until the program fills. For details about portfolio submission requirements, contact Lisa Sweet at (360) 867-6763 or via email at sweetl@evergreen.edu.
Credits: 16 per quarter
Enrollment: 40

Genes to Ecosystems

Fall, Winter and Spring

Major areas of study include Upper division science including genetics, molecular biology, plant ecology, evolution, development, vertebrate zoology, plant physiology, comparative anatomy, and research in ecology, evolution and genetics.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One full year of college biology.
Program is preparatory for careers and future studies in biology, ecology, environmental science, science, botany and zoology.
Faculty: Dylan Fischer (plant and forest ecology), Donald Morisato (genetics), Heather Heying (animal behavior)

Discovering connections between genetics, species and ecosystem processes remains one of the major frontiers in the biological and ecological sciences. Genes-to-ecosystems approaches are especially powerful in that they connect fundamental units of biological information (genes) to the broadest level of biological organization (ecosystems). These approaches are also inherently interdisciplinary, requiring communication between geneticists, evolutionary biologists, and community and ecosystem ecologists.

In this year-long, upper division program, we will explore the linkages between genes, genomes, organ systems, individuals, populations, species, communities and ecosystems. We will address questions such as: Can genes affect ecosystems? What is a species? How much and what type of genetic change is required to create a new species? Can ecosystems evolve? What evolutionary mechanisms could allow for linkages across broad chasms of biological organization? What major transformations have produced the forms that we see in modern animals and plants?

During fall quarter we will focus on fundamental concepts associated with Mendelian and molecular genetics, macroevolution, plant ecology, and ecosystem ecology. Winter quarter, we will deepen our focus to delve into defining, understanding and measuring genetic, evolutionary and ecosystem attributes. We will study some of the mechanisms used to regulate gene expression, and consider the genetic logic of development and physiology in animals and plants. Winter quarter will include a survey of vertebrate diversity, and a comparative anatomy lab, involving the dissection of vertebrates. We will cover methods and topics in genetics, and animal and plant biology and ecology. For plants, we will explore measurement of primary production, photosynthesis, root production, and community diversity. The quarter will culminate in a week-long field trip.

Spring quarter, we will apply what we have learned to student-centered projects in measuring connections between genes, populations and ecosystems. We will utilize a series of common garden experiments and case studies to address co-variation between genes and key traits and behaviors in plants and animals. We will have a week-long field trip during spring quarter, as well as a major field trip where 16 students will explore genetic and evolutionary concepts in isolated environments in the Grand Canyon, Ariz.

Our goal will be to have a series of studies that directly link genetics and individuals, populations, species and ecosystems through measurement of both genetic and higher level traits, and interpretation of both through an evolutionary lens. Students should expect to specialize in the fields of genetics, animal or plant evolution, and ecology.

Credits: 16 per quarter
Enrollment: 75
Special Expenses: $250 in both winter and spring quarters to cover travel and expenses for field trips. Additionally, 16 students may be selected for an optional 16-day trip in the Grand Canyon spring quarter. The cost for this trip will be approximately $1600 for transport and provisions through the canyon. These students will also be responsible for airfare to and from Las Vegas, Nev.
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Scientific Inquiry

Greece and Italy: An Artistic and Literary Odyssey

Fall, Winter and Spring

Major areas of study include Ancient Greek, classical literature, classical art and aesthetics, art and literature of the Italian Renaissance, drawing and photography.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in history, literature, classical studies, education, the arts and the humanities.
Faculty: Robert Haft (visual arts, art history), Andrew Reece (classical art and literature)

The legacy of the Greek and Italian cultures in the Western world—from the Minoan world to that of the Italian Renaissance—continues to hold considerable sway over contemporary cultures. The great writings and powerful visual arts that were produced in Greece and Italy established standards of excellence which succeeding generations have both struggled against and paid homage to up to the present day. In this program, we will study the texts and monuments of two of the most dynamic and seminal cultures in Western history: Classical Greece and Renaissance Italy. We will read writings from the periods we study, such as Homer's *Odyssey*, Aeschylus' *Oresteia*, and Vasari's *Lives of the Artists*, as well as contemporary offerings such as Mary Renault's *The King Must Die* and Roberto Calasso's *The Marriage of Cadmus and Harmony*. Throughout the program we will learn about modern rediscoveries and re-interpretations of all of these periods and places, including our own, culminating in a journey to Greece and Italy.

Fall quarter ("Naissance"), we will investigate the rise of the Greek *polis*, or city-state, from the ashes of the Bronze Age Aegean civilizations and that of the Etruscans in what is now Tuscany. In addition to reading primary source materials, we will study the architecture, sculpture and painted pottery that was produced. To further our understanding, we will also study the ancient Greek language and the basics of drawing.

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

During the spring ("Odyssey"), we will travel to Greece and Italy for an eight-week period, visiting, studying and holding seminars in sites and cities that are synonymous with the classical world and the Renaissance. We will start in Crete, visiting the Palace of Knossos and other important places. We will travel to mainland Greece to visit numerous sites, including Athens, Corinth, Olympia and Delphi. The last four weeks will be spent in Florence, where we will make side-trips both to nearby Etruscan sites and the cities of Pisa and Siena.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: Approximately $125 for art supplies each quarter; $4,000 to $5,000 (depending upon current currency valuation) for eight-week study abroad in Greece and Italy spring quarter. Travel fee does not include airfare or most food in Italy (students will have kitchens), but does include lodging, breakfast in Greece, and entrance fees to museums and archaeological sites. A deposit of $200 is due by November 30, 2009.
A similar program is expected to be offered in 2012-13
Planning Units: Culture, Text and Language and Expressive Arts

Approaching the Parthenon. Photo by Robert Haft.

Growing Up: Stories, Scripts, and Performance

Fall

Major areas of study include performing arts, creative writing and human development.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in performing arts, social science, education and psychology.
Faculty: Stephanie Kozick (human development), Rose Jang (theater, Chinese culture)

This program is about creative expressions of the universal experience of growing up. It's about how authors, performers and other artists, including you, represent the personal process of a life unfolding in time and place. This brings into play the conditions of history and culture that shape the act of growing up. From a classical-mythological perspective, the story of Persephone represents individual transformations that take place in a life, while contemporary writers, such as David Sedaris and Lynda Barry, make sense of the human experience in evocative, emotional and humorous ways.

In this program, the dynamic unfolding of life will be explored by reading and writing stories, by viewing films and observing how that medium portrays lives over time, and by composing and acting out scripts crafted from students' own life stories. Growing up, as a universal experience, might be perceived as a pattern or a set of stages that elucidate the human experience. Movement workshops and theater performance workshops will allow program participants to explore these patterns and stages.

This program is designed for students who are curious about the process of growing up and are eager to read, write, create, and perform in serious ways in order to act on that curiosity. Students in this program will work in groups and they must collaborate, support and encourage the bold act of inquiring about the personal experience of growing up. At the end of the quarter, a theatrical presentation of these stories will summarize the experience.

Credits: 16 per quarter
Enrollment: 48
Planning Units: Culture, Text and Language, Expressive Arts and Programs for Freshmen

Health and Human Development

Fall and Winter

Major areas of study include developmental psychology, human biology and health.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in biology, education, the health professions, social services and psychology.
Faculty: Scott Coleman (psychology), TBA (biology)

Humans are spectacularly complex and their healthy development is a remarkable, complex and sometimes elusive achievement. An adult body contains roughly 10 trillion cells, each cell intricate and sensitive enough to its environment to be an organism unto itself. The human 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. This biological and psychological complexity is only the beginning. For example, we also develop highly intricate social units—families, tribes, political, ethnic and religious communities, etc.—each with its own history and structure. In this interdisciplinary program, we will study the multi-dimensional topic of human development and its relationship to health.

This program will build a background in human biology and psychology affording students the knowledge to help make informed analytical choices in their own lives. We will look at human development over the entire life span, from prenatal to mortality, including human evolutionary development from biological, psychological and cross-cultural perspectives. Attaining good health is a multifaceted process; therefore, our exploration of healthy lifestyles will include an exploration of biological and psychological health.

The program format will include workshops, lectures, films, seminars, guest presentations and individual/group projects. We will focus on clarity in oral and written communication, quantitative skills and the ability to work across significant differences.

Credits: 16 per quarter
Enrollment: 50
A similar program is expected to be offered in 2010-11
Planning Units: Scientific Inquiry and Society, Politics, Behavior and Change

History and Philosophy of Biology: Life and Consciousness

Spring

Major areas of study include history and philosophy of science, evolutionary biology, and philosophy of mind.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: One college-level biology course recommended.
Program is preparatory for careers and future studies in biological sciences, cognitive neuroscience and science studies.
Faculty: Kevin Francis (history and philosophy of science)

What is life? What distinguishes a living organism from the sum total of its chemical and physical properties? What is consciousness? What makes an organism capable of feeling pain or becoming self-conscious? Such questions lie at the heart of many historical and contemporary debates in the biological sciences. The way that biologists define life and consciousness shapes their research programs, methodologies and ethics.

This program will examine the history of biology as a window on contemporary discussions about evolutionary biology, neurobiology, consciousness and the nature of mind. We will use a variety of historical case studies to illuminate such issues, including Charles Darwin's work on natural selection and the evolution of human consciousness, Claude Bernard's physiology and persistent debates over animal experimentation, James Watson and Francis Crick's studies of DNA and issues of reductionism, and E. O. Wilson's research on sociobiology and questions about biological determinism. We will also read contemporary explorations of cognition, consciousness, and evolutionary psychology. Finally, we will explore the ethical and political implications of recent advances in genetics, neurobiology, and cognitive science. Students will conduct an independent research project as part of this program.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Programs for Freshmen and Scientific Inquiry

History and Philosophy of Biology: Mass Extinction

Winter

Major areas of study include evolutionary biology and the history and philosophy of science.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in biological sciences, environmental sciences and humanities.
Faculty: Kevin Francis (ecology, history and philosophy of science)

The fossil record shows that several mass extinction events have rocked life on earth and influenced the subsequent course of evolution. This program examines the patterns, causes and implications of mass extinctions. In addition to a general survey of these episodes, we will focus intensely on a particular event, the disappearance of ice age mammals such as mammoths, mastodons and giant ground sloths, and the role that climate changes, human hunters and disease played in this extinction.

Mass extinctions provide a window into scientific methods and practices. We will consider how scientists understand the intensity and rate of extinction through the fossil record. How do scientists reconstruct the history of life on earth? How are mass extinctions distinguished from normal patterns of extinction? We will also examine how scientists explain the causes of mass extinctions, with particular attention to the challenges of understanding unique events in deep history. How do methods and explanations in historical sciences like evolutionary biology and paleontology differ from those in experimental sciences like chemistry or physiology?

Finally, we will consider the biological and ethical implications of prehistoric mass extinctions for the current wave of extinctions. How is our world likely to change as the result of accelerating extinctions? What species benefit and suffer from human expansion on the earth? Are humans in danger of extinction? What responsibilities do we have toward the persistence of other species? Our study of prehistoric and present extinctions will provide the foundation for grappling with such questions.

We will explore these issues through diverse readings, including primary sources in science, history and philosophy. Students will write several short papers and complete a major research project. Upper division science credit may be awarded for the independent research project.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Programs for Freshmen and Scientific Inquiry

India: Politics of Dance, Dance of Politics

Fall and Winter

Major areas of study include history, cultural anthropology, political science, visual arts, performing arts and literature.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in cultural studies, social sciences, expressive and performing arts.
Faculty: Ratna Roy (performing arts), Jeanne Hahn (political economy)

This interdisciplinary program will examine dance, politics and culture in the world's largest democracy: India. India has a rich social and political history and is the repository of the Indus Valley civilization as well as the Sanskritic legacy of art, architecture, dance, music and theatre. It is also undergoing very rapid globalization, challenging all aspects of life.

In fall quarter, we will immerse ourselves in a study of India. We will attempt to understand how, upon independence in 1947, India became a functioning democracy. Its democratic institutions were shaped in large part by its long history, colonial rule, and the social context at independence. To understand India's complex experience with democracy, we will investigate the changing relations of religion, caste, class and ethnicity, as well as the recent formation of a vibrant middle class and the impact of globalized growth. India has also been shaped by its ancient traditions of art, dance and literature. Since dance, theatre and music have a special place in the context of Indian history, politics and culture, we will study some of the ancient literature that has shaped Indian thought over the centuries, as well as some of the art forms, visual and performing, that have continued to the present day or have been re-created in their neo-classical form from classical archives. Over the fall, students will design collaborative or individual projects to be carried out in the winter as they travel and study in India.

In winter quarter, we will spend six weeks in India, traveling to several major cities to deepen and contextualize our fall studies. We will experience traditional political dance and music theatre, the use of arts for social change, and developmental television to gain a deeper understanding of Indian culture, traditions and rapidly changing present. We will spend time in major cities to experience a measure of the diversity and complexity and the challenges of a rapidly changing political economy. We will return to Evergreen with sufficient time to complete the projects and to reflect upon and analyze the two quarters' work.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: Approximately $4,500-$5,000 for airfare and travel in India.
Planning Units: Expressive Arts and Society, Politics, Behavior and Change

Individual Study: Fiber Arts, Installation, Non-Western Art History, Native American Studies, Creative Writing, Poetry, and Multicultural American Literature

Fall and Winter

Major areas of study include topics in the arts, art history, literature and writing, especially poetry.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Freshman composition or Evergreen Core program and enough previous academic work to merit an independent contract in the area of student work.
Program is preparatory for careers and future studies in the arts, art history, literature and creative writing, especially poetry, and the humanities.
Faculty: Gail Tremblay (visual arts, creative writing)

In the fields listed, Gail Tremblay offers opportunities for intermediate and advanced students to create their own course of study, creative practice and research, including internships, community service and study abroad options. Prior to the beginning of each quarter, interested individual students or small groups of students must describe the work to be completed in an Individual Learning or Internship Contract. The faculty sponsor will support students wishing to do work that has 1) skills that the student wishes to learn, 2) a question to be answered, 3) a connection with others who have mastered a particular skill or asked a similar or related question, and 4) an outcome that matters. Areas of study other than those listed above will be considered on a case-by-case basis.

Faculty Signature: Students must develop an Individual Learning or Internship Contract and submit their proposals to Gail Tremblay prior to the beginning of each quarter. For more information, email Gail Tremblay at tremblay@evergreen.edu. Qualified students will be accepted until the program fills.
Credits: 12 or 16 per quarter
Enrollment: 25
Special Expenses: Additional costs will vary, depending on student projects.
Internship Possibilities: With faculty approval.

Individual Study: Legislative Processes, Regulatory Agencies and Environment

Spring

Major areas of study include public policy, public law and environmental health, eco-feminism, international studies, multicultural studies and expressive arts.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in environmental or legislative studies, and public law in international and regional issues.
Faculty: Cheri Lucas-Jennings (environmental studies, public policy)

Individual studies offers important opportunities for advanced students to create their own course of study and research. Prior to the beginning of the quarter, interested individuals or small groups of students must consult with the faculty sponsor to develop an outline of proposed projects to be described in an Individual Learning Contract. If students wish to gain internship experience they must secure the agreement and signature of a field supervisor prior to the initiation of the internship contract. Preference will be given to projects centered in public law or sustainability and justice issues or visual arts (oils, sculpture, pen and ink). Students wishing to engage environmental, legislative or regulatory fieldwork should have the appropriate skills needed to carry out their work.

Faculty Signature: To enroll, students must develop an Individual Learning Contract in consultation with the faculty member. Interested students who have a project in mind should contact Cheri at lucasc@evergreen.edu prior to the beginning of spring quarter.
Credits: 4, 6, 8 or 12 per quarter
Enrollment: 25
Internship Possibilities: With faculty approval.

Individual Study: Ornithology, Zoology, Ecology, Evolution

Spring

Major areas of study include zoology, biology, ornithology and ecology.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: At least two quarters of introductory level college science and one quarter of upper division science.
Program is preparatory for careers and future studies in ecology, biology and zoology.
Faculty: Alison Styring (ornithology, zoology, natural history)

Individual Study offers opportunities for advanced students to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students or small groups of students must consult with the faculty sponsor about their proposed projects. The project is then described in an Individual Learning Contract. The faculty sponsor will support students doing research in ornithology, zoology, evolutionary biology, ecology and environmental studies.

Faculty Signature: Students must demonstrate preparedness for independent work by submitting: (1) a statement of interest, (2) an outline of the proposed work including any resource needs, (3) program evaluations from two natural science programs (or science classes if from another institution), and (4) the names and contact information of at least two faculty members who have direct experience with the student's work. Priority will be given to students who apply by the Academic Fair, March 3, 2010. For more information, contact Alison Styring.
Credits: 8, 12 or 16 per quarter
Enrollment: 25

Individual Study: Psychology

Spring

Major areas of study include psychology, health, counseling, and social and human services.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in psychology, the health professions, human services and education.
Faculty: Mukti Khanna (psychology)

Individual Study: Psychology allows opportunities for students to create their own course of study in the form of an Individual Learning Contract or Internship. Working with the faculty sponsor, individual students or small groups of students design projects or internships and meet regularly with faculty to reflect on their work. Students wishing to pursue study of topics in psychology, counseling and health are invited to discuss their ideas for a contract or internship with Mukti Khanna.

Faculty Signature: Interested students who have a project in mind need to draft an Independent Learning Contract or Internship Agreement and make an appointment to meet with the faculty member to discuss their plans before the spring Academic Fair, March 3, 2010. Students should bring their draft contract or internship agreement and a portfolio of sample work to the appointment, including faculty and self evaluations from earlier Evergreen programs. For more information, contact Mukti Khanna at khannam@evergreen.edu. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 25
Special Expenses: May vary depending on student projects.
Internship Possibilities: With faculty approval.

Individual Study: Topics in Political Economy, Globalization, Contemporary India and U.S. History

Spring

Major areas of study include topics based on areas of student work.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in the social sciences, informed citizenship and graduate work.
Faculty: Jeanne Hahn (Political Economy)

Individual Study: Topics in Political Economy, Globalization, Contemporary India and US History offers opportunities for advanced students to create their own individualized course of study and research. Prior to the beginning of spring quarter, interested individual students or small groups of students will consult with the faculty about their proposed projects and then create an Individual Learning Contract.

Jeanne Hahn will sponsor individual and/or small groups of students interested in research and reading in political economy, U.S. history (especially the "founding period"), various topics in globalization, historical capitalism, and contemporary India. She will also sponsor internships and travel abroad contracts.

Faculty Signature: Students must draw up their individual contracts, internships and study abroad plans in consultation with Jeanne Hahn. For more information, contact Jeanne at (360) 867-6014 or hahnj@evergreen.edu. Proposals received by the Academic Fair, March 3, 2010, will be given priority.
Credits: 4, 6, 8, 12 or 16 per quarter
Enrollment: 25
Special Expenses: May vary, depending on the student's chosen course of study.
Internship Possibilities: With instructor approval.

Introduction to Environmental Studies

Fall and Winter

Major areas of study include environmental science and social science.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in science, social science, public health, public policy, environmental health science and community development.
Faculty: Lin Nelson (public policy, community studies), Maria Bastaki (toxicology, environmental studies)

This two-quarter program orients and invites students into the broad arena of Environmental Studies. It provides an opportunity to learn from the environmental sciences, social sciences, public policy and the regional context.

In this program, we will dedicate substantial time to examining global and U.S. patterns of population, consumption, development and sustainability as well as the causes, types and prevalence of diseases in different parts of the world. A particular focus will be on the connections between the quality of the environment and public health, with emphasis on biological, cellular and molecular mechanisms. We will examine the types of pollutants in environmental media (air, water, food) and their sources from food production systems to industrial toxic substances, human exposure conditions, principles of chemical disposition, quantitative measures of effect and health risk estimates.

We will focus some of our attention on the broad conditions associated with climate change. We will examine the links between climate and health in different parts of the globe, responses from public health professionals and community advocates, debates, public process and regional-to-international processes, and how organizations such as the American Public Health Association see the challenges ahead in adjusting health care systems.

We'll connect our examination of public health science with an exploration of social science perspectives on how people experience these conditions and challenges. We'll consult with non-governmental organizations and citizen activists as we learn how strategies for protection and prevention are being developed. We'll take advantage of being in the Washington State Capitol by visiting the legislature and consulting with agency staff. Students will develop group projects that will explore topics of interest, from regional farming practices to the impact of hazardous waste to product safety. Throughout the program, we'll connect local-to-global, science-to-policy and expert-to-citizen.

The program will use lectures, labs, workshops, field applications, field trips and collaborations with regional scientists and citizen activists, emphasizing proficiency in lab and field, writing, critical reading of scientific literature, discussion of texts and student project development. The program will be good preparation for students with a range of interests—those wanting to pursue careers in public health and the sciences, as well as students interested in public policy and social justice.

Credits: 16 per quarter
Enrollment: 50
A similar program is expected to be offered in 2010-11

Introduction to Natural Science: Life, the Universe, and Everything

Fall, Winter and Spring

Major areas of study include chemistry, biology, mathematics, physics and scientific writing.
Class Standing: This all-level program accepts up to 50% freshmen and supports and encourages those ready for advanced work.
Prerequisites: High school biology and chemistry, and proficiency with algebra.
Program is preparatory for careers and future studies in physical and biological sciences, medicine and health sciences, environmental sciences and education.
Faculty: Clarissa Dirks (biology), Lydia McKinstry (chemistry), Krishna Chowdary (physics)

This year-long interdisciplinary program will be taught by a physicist, a chemist and a biologist. We will use unifying perspectives from physics and chemistry to provide a conceptual and experimental introduction to natural science. We will base our inquiry around the organizing theme of cycles and transformations of matter and energy in both living and nonliving systems. This thematic approach will focus on understanding life and the universe from a variety of scales. Students will engage this theme through experimental and active methods, developing critical and quantitative reasoning skills.

Each quarter, program activities will include lectures, small group problem-solving workshops, laboratories, field trips and seminars. Seminar reading and discussions will be concerned with history, philosophy, and contemporary applications of science. During spring quarter there will be an opportunity for small groups of students to conduct an independent scientific investigation designed in collaboration with the program faculty. Students will learn to describe their work through writing and public presentations.

This program is designed for students who want to take their first year of college science. It will be a rigorous program, requiring a serious commitment of time and effort on the part of the student. Students who simply want exposure to science will find this program quite demanding and should consult the faculty before the program begins. Overall, we expect students to end the program in the spring with a working knowledge of scientific and mathematical concepts, with the ability to reason critically and solve problems, and with hands-on experience in natural science.

Students who complete this program will be prepared for more advanced study in science programs such as Molecule to Organism or Atoms, Molecules and Reactions.

Credits: 16 per quarter
Enrollment: 72
A similar program is expected to be offered in 2010-11
Planning Units: Programs for Freshmen and Scientific Inquiry

Invertebrate Zoology and Entomology

Spring

Major areas of study include zoology, entomology and microscopy.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: Two quarters of college-level general biology.
Program is preparatory for careers and future studies in zoology and the biological sciences.
Faculty: Erik V. Thuesen (invertebrate zoology), John Longino (entomology)

Invertebrate animals comprise an extremely diverse group of organisms, and knowledge of invertebrate zoology is a key component to understanding biodiversity on the planet. This program will examine insects and other invertebrates with respect to functional morphology, phylogeny and ecology.

The proximity of Evergreen's campus to various marine, freshwater and terrestrial habitats provides excellent opportunities to study many diverse groups of invertebrate organisms. Emphasis will be placed on learning the regional invertebrate fauna. Students will learn fundamental laboratory and field techniques in zoology, and will be required to complete a research project utilizing the available microscopy facilities (light and scanning electron microscopes). This program will include extensive work in both the lab and field. Students may earn up to 16 upper division science credits.

Credits: 16 per quarter
Enrollment: 48
Special Expenses: Approximately $225 for overnight field trips; approximately $10 for dissection tools; above average book costs.
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Programs for Freshmen

Ireland

Fall, Winter and Spring

Major areas of study include Irish studies, Gaelic language, ethnomusicology, cultural studies and history.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in Irish studies, ethnomusicology, cultural studies and history.
Faculty: Sean Williams (music, cultural studies)

This year-long program explores Ireland and Irish America through the lenses of history, literature, politics, spirituality, language, film, and the arts. In fall quarter we begin with the study of Irish ways of understanding the world, focusing on the roots of pre-Christian spirituality and traditional culture. We will examine the blend of pre-Christian and Christian cultures in the first millennium C.E., and move forward to the layered impact of the Vikings, Normans, and English. We end fall quarter with the Celtic Revival (Yeats, Joyce, and others) at the turn of the 20th century. In winter quarter we shift to Irish America for four weeks, then turn our attention back to Ireland for the 20th century and into the present.

Most weeks will include lectures, seminars, small group work, songs, play reading, poetry, and a film. Short pre-seminar papers will focus students' attention on the week's text. In fall quarter, three large papers are required (on ancient Ireland, the English conquest, and the Celtic Revival). In winter, two large papers are required (on Irish America and contemporary Ireland). At least one work of visual art will be required in each quarter. The last week of fall and winter quarters will focus on collaborative student productions.

Every student is expected to work intensively with the Gaelic language all year; no exceptions. Our work will include frequent lessons and short exams in grammar and pronunciation, as well as the application of those lessons to Gaelic-language songs and poetry. Students who do not wish to study Gaelic should not sign up for this program.

Early spring quarter we will travel to the small village of Gleann Cholm Cille in Donegal, the northernmost county of the Republic. Students will spend several weeks improving their language skills, learning traditional skills (weaving, singing, dancing, poetry writing, drumming, tin whistle playing) and exploring the region, which is rich in archaeological features like standing stones and dolmens. Students should be physically able to hike on hilly terrain and climb over fences and large stones. Classes will be held in the evenings as well as during the day. Students will then have the opportunity to develop a two-week independent study project for credit, based on consultation with the faculty. Upon their return at the end of May, students will write a significant integrative essay, combining the theory of Irish studies with what they have learned in the practice of living and studying in Ireland.

Faculty Signature: Students must submit a one page essay explaining their reasons for wanting to become a member of the program. Being of Irish heritage does not guarantee enrollment! Because the program includes a study abroad component, it is expected that most students enrolled in the program will go to Ireland in spring quarter. Essays must be sent by e-mail to Sean Williams (williams@evergreen.edu) before the May 13, 2009 Academic Fair to receive priority.
Credits: 16 per quarter
Enrollment: 25
Special Expenses: $150 for books and concerts in each of fall and winter quarters. $3500 for airfare, lodging, food, and instructional fees in Ireland (six weeks) in spring quarter. A deposit of $500 for the study abroad visit is due by February 1, 2010; final payment for lodging and tuition in Ireland ($1500) is due by March 1, 2010.
A similar program is expected to be offered in 2012-13
Planning Units: Culture, Text and Language and Expressive Arts

Ireland. Photo by Sean Williams.

Japan Today: Japanese Culture, Literature, Cinema, Society and Language

Fall, Winter and Spring

Major areas of study include Japanese culture, Japanese history, Japanese literature, cultural studies, film studies, sociology and Japanese language.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in Japanese literature, language and culture, film studies, cultural studies and international relations.
Faculty: Harumi Moruzzi (cultural studies, Japan studies, film studies)

Japan is a vital, energetic, and dynamic society that is constantly reinventing itself even while struggling to maintain a semblance of cultural and social continuity from its past. Meanwhile, the concept and image of Japan, both in Japan and the West, has varied widely over time. In the late 19th century when Japan re-emerged in Westerners' consciousness, Lafcadio Hearn, the Greek-Irish-American writer who later became a Japanese national, thought of Japanese society and its people as quaintly charming and adorable, whereas Americans in the 1940s viewed Japan as frighteningly militaristic and irrational. The French semiotician Roland Barthes was bewitched and liberated by Japan's "charmingly mystifying otherness" during his visit to Japan in 1966. But when Japan began to show signs of recovery from the devastation of WWII, Japanese economic power was viewed as threatening to existing international power relations. As these and other examples make clear, the concept and image of Japan is highly dependent on the observer's point of view.

"Japan Today" is a full-time interdisciplinary program devoted to understanding contemporary Japan, its culture and its people, from a balanced point of view. This program combines the study of Japanese culture, literature, cinema, and society through lectures, books, films, seminars and workshops, with a study of Japanese language, which is embedded in the program. Two levels of language study (1st and 2nd-year Japanese) will be offered for 4 credits each during the fall and winter quarters.

In fall quarter we will study Japan up to the end of American occupation. We will emphasize cultural legacies of the historical past. In winter quarter, we will examine Japan after 1952. Special emphasis will be placed on the examination of contemporary Japanese popular culture and its influence on globalization. In spring quarter, students will engage in individual research/study projects of their own choice. The projects may take the form of study abroad in Japan, where students will conduct their own research or projects while attending a Japanese language school. Or, projects may take the form of individual research into Japanese literature, culture or history on the Olympia campus. In either case, the faculty will guide students in the creation of their individual projects. The students who choose to stay in Olympia will have an option of continuing their Japanese language study in an Evening and Weekend course.

Credits: 16 per quarter
Enrollment: 29
Special Expenses: Expenses vary depending on student projects in spring quarter. Students who choose to study abroad in Japan for 7 weeks (6 weeks of intensive Japanese language classes and 1 week touring) should anticipate expenses of $6,700 ($5,300 for 5 weeks); students who plan to engage in individual research projects in Olympia do not have to anticipate any special expenses.
Internship Possibilities: Spring quarter only with faculty approval.
A similar program is expected to be offered in 2011-12

Latin American Short Story

Fall

Major areas of study include Latin American literature, advanced Spanish conversation and composition, and literary theory.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Two years of college-level Spanish or equivalent
Program is preparatory for careers and future studies in language, history, literature, writing and international studies.
Faculty: Alice Nelson (Spanish language; Latin American literature)

The Latin American short story is one of the most interesting and varied literary manifestations of the twentieth and twenty-first centuries. This program situates key representatives of the Latin American short story in their literary, historical and cultural contexts. All program activities, including readings, lectures, seminars, films and writing assignments, will be conducted entirely in Spanish. Students should have substantial prior experience with the language.

We will read 50-150 pages per week in Spanish, including works by Jorge Luis Borges of Argentina, Juan Rulfo of Mexico, Alejo Carpentier of Cuba, Marta Brunet of Chile, Gabriel García Márquez of Colombia, Julio Cortázar of Argentina, Cristina Peri Rossi of Uruguay, Sergio Ramírez of Nicaragua, José Luis González of Puerto Rico, and Clarice Lispector of Brazil (in Spanish translation), among others. We also will explore recent variations on the genre, including politically oriented microcuentos and recent versions of the crónica urbana.

A typical week will include lecture, two seminars, one film session and a writing workshop with advanced grammar review. Students will write four interpretive essays on literary texts. Each student will also choose a topic to explore as a final project, which will culminate in a longer essay and an oral presentation during the last week of the program.

Credits: 16 per quarter
Enrollment: 25

Life of Things

Fall, Winter and Spring

Major areas of study include anthropology, cultural studies, history of technology, globalization, economics, semiotics, museum studies, sustainability studies, art and archaeology.
Class Standing: This lower-division program is designed for 50% freshmen and 50% sophomores.
Program is preparatory for careers and future studies in social sciences, humanities, arts, museum studies, environmental studies and political economy.
Faculty: Eric Stein (anthropology), Karen Gaul (anthropology)

Knowing an object does not mean copying it—it means acting upon it. It means constructing systems of transformation that can be carried out on or with this object. -Jean Piaget

This three quarter program is an inquiry into our relationships with material things. In our study we will draw from a variety of disciplinary perspectives to explore material things as cultural objects that speak like texts, define social networks, incite desires, and become markers of identity. We will follow the biographies of material things as they are born in factories or art studios, take on exchange values, circulate as gifts or commodities, and come to rest in museums or landfills. Exploring things—and crafting some ourselves—will teach us about our economic and social values, our selves, and our connections with the rest of the world. We will investigate objects across space and time, including Melanesian kula beads enmeshed in circuits of inter-island gift exchange, alienated African cultural property on display in European colonial museums, and global commodities like blue jeans that mutate and adapt to fit local markets and tastes.

Questions shaping the program are: How do we relate to objects in our life? How do objects embody or encode power relations? How do objects shape identities as well as mark borders between gender, sexuality, ethnicity and social class? How can we live a sustainable life, and attain a balance in our relationships with material things from psychological, social and environmental perspectives? How does making things from various materials shape our relationship to them?

In fall quarter we will explore the exchange and value of things and the distinction between gift and commodity through a range of historical and contemporary ethnographic studies. We will consider how emerging forms of biological, intellectual, and virtual property push the limits of how we think about exchange relationships and materiality. In winter quarter we will inquire into a range of things —souvenirs, heirlooms, relics, artwork and antiques—that enter collections and museums. We will weigh ethical debates over the return of cultural property and explore the politics of representing the "other" through the display of displaced artifacts. In spring quarter we will question the end of things, focusing on the wastelands, garbage pits and other spaces where objects are deposited after their owners believe their value has been exhausted.

In our exploration of material culture we will take field trips to museums, swap meets, scrap yards, shopping malls and other places of interest. Students will take an active role in building learning communities through collaborative workshops, lectures, research, writing, seminars and presentations. In addition to completing short papers, artwork and ethnographic assignments, students will develop a major project that addresses some aspect of our inquiry. Faculty will support students in conducting local ethnographic research, service learning internships, artistic work, oral history, museum exhibitions, or other modes of engagement with material culture. Students will learn key principles of cultural anthropology, ethnographic fieldwork, semiotics, museum studies and sustainability studies, and will develop potent modes of cultural critique.

Credits: 16 per quarter
Enrollment: 46
Special Expenses: Approximately $75 per quarter for field trips.
Internship Possibilities: Winter or spring with faculty approval.
Planning Units: Culture, Text and Language, Environmental Studies, Programs for Freshmen and Society, Politics, Behavior and Change

Time and Place, trip to landfill. Photo by Paul Reynolds '09.

Literature and the Cultural Politics of Democracy in Chile and Brazil

Winter and Spring

Major areas of study include Spanish language, Portuguese language, and Brazilian and Chilean literature, film and history.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in Latin American studies, literary and cultural studies, language, human rights, politics, history, education and human and social services.
Faculty: Greg Mullins (literature), Alice Nelson (literature)

The year 2010 marks 25 years since Brazil returned to civilian government and 20 years since Chile did so. Military dictatorships in the 1960s and 1970s cast a long shadow on these two Latin American societies. How democratic has this period of redemocratization been? How have writers represented this period in novels, poetry and other genres? Does the work in these textual arts resonate with work in film, art and performance? How have social movements utilized cultural forms to contest the terrain of democracy, especially around issues of human rights and social inclusion? How has the ongoing dominance of neoliberalism impacted redemocratization and culture in both countries?

This program centers on the development of new practices and cultures of citizenship since the end of military dictatorships in Brazil and Chile. We will study the history and politics of the two countries, and we will focus on their social and political transformations since the mid 1980s. We will explore cultural expression and cultural movements that have emerged during this time. One area of focus will be the overt political claims laid on citizenship by activists and advocates in human rights movements, women's movements, the lesbian/gay/transgender movement, the homeless and landless movements, the movement for economic justice for poor communities and, in the case of Brazil, the black movement. We will study how literature, film, and other arts have been used by groups associated with social and economic justice movements. Our overriding concern is to understand the role that culture plays in reshaping citizenship and the public sphere during the period of redemocratization.

Language study is integral to this program; all students will study either Spanish or Portuguese. Program lectures and seminars will be taught in English, but with original language texts available for advanced language students. During spring quarter, students in the Portuguese language "track" may opt to study abroad in Brazil for four weeks. Everyone else will finish the spring quarter on the Olympia campus.

Credits: 16 per quarter
Enrollment: 50
Special Expenses: $150 for field trips in Washington state; approximately $4,000 for students participating in spring quarter study abroad in Brazil. This $4,000 includes airfare, housing and most meals, and instructional costs for four weeks abroad. A deposit of $500 is due Jan 13, 2010.

Logopoesis

Fall and Winter

Major areas of study include philosophy, poetics, literature and creative writing.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in philosophy, education, writing, publishing and translation.
Faculty: Kathleen Eamon (philosophy), Leonard Schwartz (poetry)

Ezra Pound coined the term "logopoeia" to refer to a form of creative activity we might also call idea-making. Philosophy and poetry are both devoted to such a form of making and composition. Philosophy pursues its logopoetic task in a singular way, one that might be conceived as an attempt to cover over the relationship between its conceptual products and the aesthetic materials out of which these are forged. Poetry proceeds in clear relation to melopoeia (music-making) and phanopoeia (image-making). How do the two arts of philosophy and poetry go about making structures from ideas? In this two quarter program we will investigate just this question. Philosophy will be considered as a form of writing, poetry as an epistemology and an ontology.

In fall quarter we will examine paired texts from the philosophical and literary canon, and from contemporary avant-garde literary practices. These will include works by Kant, Hegel, Freud, Lacan, Arendt, Adorno and Merleau-Ponty on the philosophical side, and Baudelaire, Wallace Stevens, H.D., Gertrude Stein, Pound, Theresa Cha and Mei-mei Bersenbrugge on the literary side. In winter quarter we will embark upon a ten week study of Hegel's *Phenomenology of Spirit*, replete with close readings of this seminal text and writing exercises geared to help us mine this work of dialectic for its yield for poetics. During each quarter, the program will involve an ongoing poetry writing practicum, a philosophy practicum, and a guest poet and philosopher reading series.

Faculty Signature: Students must submit two prior evaluations from faculty and a portfolio of ten pages of poetry or critical writing to the faculty by the Academic Fair, May 13, 2009. For more information, contact Leonard Schwartz, schwartl@evergreen.edu or (360) 867-5412. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 50

Looking Backward: America in the Twentieth Century

Fall, Winter and Spring

Major areas of study include American history, economic thought, American literature and mass culture.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in humanities and social science areas of inquiry, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology and education.
Faculty: David Hitchens (American diplomatic history), Gerald Lassen (economics)

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

Looking Backward will be a retrospective, close study of the origins, development, expansion and elaboration of "the mass" phenomena and will place those aspects of national life against our heritage to determine if the political, social and economic growth of the nation in the last century was a new thing or the logical continuation of long-standing, familiar impulses and forces in American life. We will use history, economics, sociology, literature, popular culture and other tools to help us understand the nation and its place in the century. Simultaneously, students will be challenged to understand their place in the scope of national affairs, read closely, write with effective insight, and develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, weekly student panel discussions of assigned topics and program-wide discussion periods. Each weekly student panel will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

Credits: 16 per quarter
Enrollment: 48
A similar program is expected to be offered in 2010-11
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Madness and Creativity: The Psychological Link

Fall and Winter

Major areas of study include world literature, cultural studies, art history, art, abnormal psychology and cognitive psychology.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in art history, art, psychology, education, and literary and film studies.
Faculty: Carrie Margolin (cognitive psychology), Patricia Krafcik (Russian and Slavic studies), TBA (art history)

Many of the world's greatest writers, artists and thinkers have been known to struggle with abnormal psychological conditions. What are these conditions and what has been their impact on the creativity of these individuals? Is there a special link between certain kinds of abnormal psychology and the drive to create? What is genius? Is there a relationship between states of madness and genius? 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? This class is not intended to serve as therapy, but rather is a serious study of psychology, literature, art history and the drive to create.

This program will approach these and other related questions through an in-depth study of abnormal psychology, as we learn to identify and understand a number of conditions. We will contrast this to our study of the normal mind and how it functions in both mundane and creative ways. We will read a broad selection of psychological case studies by writers such as Sacks and Ramachandran, as well as imaginative literature that describes abnormal psychological conditions. These may include works of Gogol, Dostoevsky, Poe, Kafka and Plath. We will also explore the connection between madness and creativity in the visual arts in our study of art history. How have writers and artists employed or expressed their conditions in their art? Have they intentionally cultivated the link between their psychological conditions and their creative product? And further, how has art been used in the treatment of abnormal psychological conditions?

In fall quarter, we will build our foundational knowledge of abnormal psychology by beginning an exploration of various conditions and disorders, some of which have influenced the work of creative personalities in all cultural fields. Our readings will include fiction and non-fiction that deals with abnormal psychological conditions or reflects their influence. Students will discuss our readings, participate in a series of writing workshops, and write short papers. They will take part in an ongoing art studio, as well as crafts workshops, and will work in teams to curate an exhibit of their own creative art and craft by the end of the term. In winter quarter, we will continue our readings in psychology and literature. The major student work in this term is a combination of a research paper and a poster project.

In both quarters, weekly films and in-depth discussions of these films will enhance our examination of the uses or influence of psychological conditions in the creation of literature, art and music. In addition, we will undertake field trips to the Seattle Experience Music Project, the Tacoma Art Museum and the Museum of Glass, as well as to local artists' studios. Guest speakers will provide additional workshops and lectures throughout the two quarters, ranging from movement and jewelry-making sessions to the creation of masks and Ukrainian decorative wax-resist eggs. In all of these activities, students will have ample opportunities to explore their own creativity.

Credits: 16 per quarter
Enrollment: 69
Special Expenses: Approximately $50 for art supplies and $50 for museum entrance fees.

Making Change Happen

Winter, Spring and Fall

Major areas of study include psychology, social psychology, social justice, diversity and anti-oppression studies, systems theory and group process/change.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in the social sciences, psychology, education, business and activism.
Faculty: George Freeman (psychology), Marcella Benson-Quaziena (human and organizational systems)

Note: This program is offered in both 8 credit and 16 credit options. Please see details below.

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

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

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

For spring, the program will broaden its areas of interest to include the community. We will examine how the self, the group, and the community intersect. We will explore these points of intersection as influenced and shaped by the personal, cultural and sociopolitical forces at work in our communities. We plan to travel on a field trip to the Highlander Center this quarter. Students will put into practice the theory of the prior two quarters and the understanding they have gained about the self, the self in groups, and the power of the group.

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

This is both a 16-credit program in the full-time curriculum and an 8-credit program in the Evening/Weekend Studies curriculum. We use an Intensive Weekend format. All students enrolled will meet for four sessions on Saturdays and Sundays each quarter with an additional fifth session during spring quarter for a trip to the Highlander Research and Education Center. Full-time students will meet on additional days in conjunction with each weekend session.

Credits: 8 or 16 per quarter
Enrollment: 50
Special Expenses: Approximately $650.00 for field trip to Highlander Center spring quarter.
Internship Possibilities: Winter and spring with faculty approval only.

The Mathematical Order of Nature

Fall

Major areas of study include logic, critical reasoning, physics, computing and the history of science.
Class Standing: This all-level program accepts up to 50% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in mathematics, physics, computer science, education and the history of science.
Faculty: Neal Nelson (computer science, mathematics)

This program introduces the logical, historical, mathematical and computational foundations of our understanding of Nature that we call physics. Students in the program will study the evolution of rational thought, mathematical abstraction and physical theories of Nature in the history of science along with the systems of logic, mathematical modeling and computer programming that we use today for understanding our material world.

Early Greek philosophers dared to assume that humanity could comprehend the true nature of the universe and the material world through rational thought. Using historical readings, we will investigate key conceptual developments in the evolution of scientific and mathematical thought from those early intellectual explorations to the twentieth century.

We will study logic and its relationship to early Greek rational thought, contemporary critical reasoning, and scientific theories. We will see that careful contemplation and observation of the physical world from the early natural philosophers to the modern physicists have revealed an underlying order and led to the surprising conclusion that mathematics, computation and the nature of physical reality are deeply connected. We will learn the powerful formal systems of logic, modeling and computing into which the ideas of the early Greek philosophers have evolved today as the basis of our understanding.

Class activities will include hands-on laboratory work along with lectures, workshops, weekly readings, seminar discussions, written essays and weekly homework problems.

Students taking this program will be well-prepared to enter either the Models of Motion program or the Computer Science Foundations program in the winter and spring quarters.

Credits: 16 per quarter
Enrollment: 23
Planning Units: Programs for Freshmen and Scientific Inquiry

Mathematical Origins of Life

Spring

Major areas of study include mathematical biology, evolutionary dynamics and computer modeling.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Proficiency with college-level precalculus or above.
Program is preparatory for careers and future studies in biology, ecology and mathematics.
Faculty: David McAvity (mathematics)

What is life? What are its origins? How did life come to take such a fantastic variety of forms? These are challenging questions, which have religious, philosophical and scientific implications. The diversity and complexity of life on earth would seem to require complex answers, yet recent scientific developments indicate that complex order can and does emerge from random processes following simple mathematical rules. In this program, we will investigate mathematical models of life's origin, evolution and development. We will study cellular automata and how they can be used to model emergent behavior and self-replicating structures. We will also examine mathematical aspects of evolution including the evolution of macromolecules and the genetic code, the game theoretic modeling of animal behavior and the dynamics of population genetics.

Students must have an interest in pursuing connections between biology and mathematics. No previous background in biology is required, but the program will be enriched by the presence of students with such a background. Proficiency with college-level precalculus is essential. Knowledge of calculus will be an asset in some parts of the program but is not required. While this program is intended for upper division students, well-qualified freshmen may enroll with permission from the instructor.

The program will consist of lectures, workshops, computer modeling labs and seminars. Students will be expected to complete an independent project with the aim of exploring and creating mathematical models in biology. Upper division science credit will be awarded for upper division work.

Credits: 16 per quarter
Enrollment: 25
Special Expenses: $150 for a graphing calculator which does symbolic manipulation.
A similar program is expected to be offered in 2011-12

Mathematical Systems

Fall and Winter

Major areas of study include upper division mathematics.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: One year of calculus. In some cases, two quarters of calculus may be sufficient—contact the faculty at bwalter@evergreen.edu to discuss readiness for this program.
Program is preparatory for careers and future studies in mathematics, physics, mathematics education, philosophy of mathematics, history of science.
Faculty: Brian Walter (mathematics)

This program is built around intensive study of several fundamental areas of pure mathematics. The tentative schedule of topics includes abstract algebra (group theory), real analysis, and set theory in fall; and abstract algebra (rings and fields), probability and combinatorics in winter.

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 studies or teach in mathematics and the sciences, as well as for those who want to know more about mathematical thinking.

Credits: 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2011-12

Mediaworks

Fall, Winter and Spring

Major areas of study include media arts, cinema and media history and theory, media production including film, video, sound, and digital arts.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Two quarters of an Evergreen interdisciplinary program or the equivalent interdisciplinary experience at another academic institution is preferred. Transfer students will need to demonstrate that their academic record contains evidence of broad training in a variety of disciplines. This is a foundation program in media arts that assumes no prior experience in media, but requires upper-division college-level critical thinking, reading and writing skills.
Program is preparatory for careers and future studies in media arts, visual arts, communications, design, humanities and education.
Faculty: Julia Zay (media arts, gender and queer studies), TBA (experimental media)

What does it mean to make moving images in an age alternately described as digital, informational, postmodern and even post-postmodern? How do we critically engage 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? In Mediaworks, students will engage with these and other questions as they gain skills in film/video history and theory, critical analysis and media production.

We will explore a variety of media modes and communication strategies, including documentary and experimental film/video, emphasizing the material properties of film, digital video and other sound and moving image media, as well as the various strategies artists and media producers have employed to challenge traditional or mainstream media forms. Our emphasis will be on experimental and/or alternative conceptual approaches to production. Students will also have opportunities to extend their media experiments into performance and installation modes.

In fall and winter quarters, students will acquire critical and technical skills as they explore different ways to design moving image works and execute experiments in image-making and sound. Students will strengthen their critical and conceptual skills as they learn to analyze and interpret audiovisual material through readings in media criticism, film theory and history, seminars, research and critical and creative/experimental writing practice. Students will also learn how to integrate these critical and reflective skills with their creative practice. Artist statements and project proposals will be developed in preparation for individual or collaborative projects that will be produced in the spring quarter.

Students should expect to gain a range of practical skills in cinema and media studies and media production. Students should also expect to significantly challenge and expand their own definition of media studies and production. Students should expect to read critical theory, including artists' writings and historical texts from the early days of photography and film, and be prepared to write, work on their writing, and find new ways to use writing in their creative work.

Faculty Signature: Students must submit a complete application, which will be available at Academic Advising, the COM Building and Seminar II Program Secretary offices, and at the Academic Fair. Applications received by the Academic Fair, May 13, 2009, will be given priority. Qualified students will be accepted until the program fills. For more information, contact Julia Zay at jzay@evergreen.edu.
Credits: 16 per quarter
Enrollment: 44
Special Expenses: Approximately $200 to $300 each quarter for media supplies, lab costs and field trips.
Internship Possibilities: Spring only with faculty approval.
A similar program is expected to be offered in 2010-11

Models of Motion

Winter and Spring

Major areas of study include physics and calculus.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: Proficiency with college-level precalculus.
Program is preparatory for careers and future studies in physics, mathematics, engineering, astronomy and education.
Faculty: TBA (mathematics and physics)

Careful observation of the physical world reveals an underlying order. One of the goals of science is to build models that explain the order we see. Crucial among such models are those that explain the interactions between objects and the changes in motion those interactions bring about. The history of physics is one of creating, refining and enhancing such models and that quest is an ongoing process today. With the development of new physical models also come new mathematical methods that are needed for describing them. Calculus, for example, was born out of the efforts to make predictions from Newton's models of motion and is an enormously successful tool for analyzing simple models of reality. However, for more complex situations, such as the interaction between three moving objects, approximate methods are needed. We can simulate these situations on a computer using numerical methods in order to understand their behavior.

We will explore the theme of scientific model building through small group workshops, interactive lectures, hands-on laboratory investigations, computer labs and seminar discussions on the history and philosophy of physics. Through our study of physics we will learn about models of motion and other dynamic processes and the associated methods for constructing them. We will also learn how to use the tools of calculus and computer modeling to understand what those models predict. By the end of the program, students will have completed a full year of calculus and calculus-based physics.

Credits: 16 winter quarter and 12 or 16 spring quarter
Enrollment: 24
A similar program is expected to be offered in 2010-11
Planning Units: Programs for Freshmen and Scientific Inquiry

Molecule to Organism

Fall, Winter and Spring

Major areas of study include organic chemistry, biochemistry, microbiology, cell and molecular biology.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: One year of college-level general chemistry and one year of college-level general biology (introductory cell/molecular, NOT human or field biology) required.
Program is preparatory for careers and future studies in biology, chemistry, education, medicine, pharmacy and health science.
Faculty: Paula Schofield (chemistry), James Neitzel (biochemistry), Andrew Brabban (biology)

This program develops and interrelates concepts in experimental (laboratory) biology, organic chemistry and biochemistry, thus providing a foundation for students who plan to continue studies in chemistry, laboratory biology, field biology and medicine. Students will carry out upper-division work in biochemistry, microbiology, cellular, molecular and developmental biology, and organic chemistry in a year-long 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. Students will write papers weekly 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. Up to 48 upper division science credits will be awarded for students who successfully complete the entire program over all three quarters. This program will give students the prerequisites needed for health careers in medicine, dentistry, veterinary medicine, naturopathy, optometry and pharmacy. If you intend to pursue a career in an allied health field such as physical therapy, nursing or nutrition, you do not need as many science prerequisites and may want to consider the program Foundations of Health Science instead.

Credits: 16 fall quarter, 16 winter quarter and 12 or 16 spring quarter
Enrollment: 75
A similar program is expected to be offered in 2010-11

Photo by Paul Reynolds '09.

Money's Value, Soul's Worth: Caring Enough to Venture

Fall, Winter and Spring

Major areas of study include ethical entrepreneurship, mindful leadership, creativity and innovation, cross-cultural studies of trade, history of capitalism, gender studies including feminist theory, yoga and meditation.
Class Standing: This lower-division program is designed for 50% freshmen and 50% sophomores.
Program is preparatory for careers and future studies in business and management, monastic studies, social sciences and the humanities.
Faculty: Nelson Pizarro (business), Sarah Williams (feminist theory)

Your never conquer the mountain. You conquer yourself—your doubts and your fears. —Jim Whittaker, REI's first employee and the first American to climb Mount Everest.

Individuals, organizations and states function in many different and competing value systems. Yet, under capitalism, money appears to have and to create global value. But does it? For whom doesn't it? For example, New Zealand parliamentarian Marilyn Waring (in)famously asked, why is the woman in labor the only person in a hospital delivery room not being paid? And just how well do capitalism and democracies co-exist?

Entrepreneurship has long been associated with acquisitive capitalism and individual success. However, there is a group of entrepreneurs called *social entrepreneurs* who direct their passion and skills toward social goals. According to J. Gregory Dees of Duke University, social entrepreneurs adopt a mission to create and sustain social value; recognize and relentlessly pursue new opportunities to serve that mission; engage in a process of continuous innovation, adaptation, and learning; act boldly without being limited by resources currently in hand; and exhibit a heightened sense of accountability for the outcomes created.

In fall quarter, we'll first look to internal conflicts. We will examine examples of successful leaders, their values, their passions and their self-development techniques. We'll investigate tools for self-discovery ranging from relatively recent quantitative measures of emotional intelligence and career preferences, to time-honored practices such as yoga, Vipassana meditation, and contemplative intellectual inquiry. We will use these methods to explore our internal environments and their relationship to how successful leaders have operated in external environments. The realization of our own ethic in relationship to money's value and soul's worth is one of the goals of this program.

During winter quarter, after participating in a meditation retreat, we'll examine examples of social entrepreneurship in the U.S. and in more developed and developing worlds. We will investigate the best opportunities for social sector activity, examine nonprofit and for-profit approaches, and study tools such as micro-credit loans. We will also examine cases where companies have sought to exploit business opportunities that result from global, social and environmental trends.

In spring quarter, students will develop feasibility plans for projects of their own choice, which could include projects on Evergreen's campus. The work will involve market research, library work, data analysis, marketing, innovation and creativity, and team work, including opportunities to explore social organizations locally and internationally. Our focus will be social entrepreneurship, but we'll see how the insights and skills involved in this kind of venture are equally applicable to entrepreneurship in business start-ups, within large corporations, and in the public sector.

Students are strongly encouraged to take the program for all three quarters in order to better understand what it is like to be an entrepreneur with a social mission. This includes learning the business skills as well as the personal strengths required to lead in the creation of right livelihood in an entrepreneurial organization. We'll begin by assessing money's value and soul's worth in one's own education. We'll end, after nine months, by evaluating their realization within the intentional learning community of our program and its particular organizational context. Join us in an open inquiry: What is the social mission of a business curriculum at a public, alternative, liberal arts college?

Credits: 16 per quarter
Enrollment: 46
Special Expenses: Yoga and meditation equipment ($10.00/qtr); retreat ($300.00); field trips ($50.00).
Internship Possibilities: Spring only with faculty approval.
A similar program is expected to be offered in 2012-13
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Multicultural Counseling: An Innovative Model

Winter, Spring and Fall

Major areas of study include psychological counseling, multicultural counseling theory and skill building, abnormal psychology, developmental psychology, personality theories, psychological research interpretation, studies of oppression and power, ethics in the helping professions, and internship.
Class Standing: Seniors only.
Prerequisites: At least one quarter of college study in programs covering general principles in critical reasoning skills, quantitative reasoning, developmental psychology, human biology, research methods and statistics as well as issues of diversity.
Program is preparatory for careers and future studies in psychological counseling, clinical psychology, social work, school counseling, cross-cultural studies, research psychology, allopathic and complementary medicine, and class, race, gender and ethnicity studies.
Faculty: Heesoon Jun (psychology)

This program will allow students to examine the efficacy of existing psychological paradigms and techniques for a diverse population. One of the program goals will be to increase the students' multicultural counseling competency through a non-hierarchical and non-dichotomous approach to education. Students will learn to interpret research articles and to incorporate research findings into their counseling practice. Students will work with ethics, psychological counseling theories, multicultural counseling theories and psychopathology. In addition, we will study abnormal and developmental psychology, personality theories, psychological research interpretation, studies in oppression and power, and ethics in the helping professions.

In both winter and spring quarters, students will be required to complete internships comprising 15 hours per week in local counseling/mental health settings, providing opportunities to apply their classroom learning in a practical setting. We will use a range of instructional strategies such as lectures, workshops, films, seminars, role-playing, group discussions, videotaping, field trips, guest lectures and internship case studies.

NOTE: Regular attendance to this program is very important.

Faculty Signature: Applications will be available by April 8, 2009. For applications and/or more information, go to Heesoon Jun's Web page at academic.evergreen.edu/j/junh/. Applications received by the academic fair, May 13, 2009, will be given priority. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 25
Internship Required: 15 hours per week internship required during winter and spring quarters.

Music and the Environment

Fall and Winter

Major areas of study include ethnomusicology, music theory and composition.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in music, cultural studies and environmental education.
Faculty: Andrew Buchman (music composition)

Our goals in this learning community will be to grow as musicians and thinkers through reading, writing, qualitative and quantitative research, performance, composition and studies of music theory. Our themes will include the effects of local geography, climate, plants and animals on music and musicians in various cultures (the physical environment), as well as the effects of our families, affiliative groups, towns, cities, nations, work and other aspects of the social environment. Students will be expected to pursue independent research projects, to present this work to their peers in the program, and to participate in practical exercises developing music theory, ear training, composition, performing and listening skills. We will study music critically, just as one studies books in other academic disciplines.

During the fall, we will study music theory, a culture area in depth (perhaps Bali, South Africa or Australia), and examine pivotal issues in the field of ethnomusicology, such as social constructions of authenticity, insider/outsider dilemmas, nationalism and globalization. During the winter, we will pursue studies of at least one more culture area and examine other emerging issues in the field, perhaps including ethical issues, gender, and approaches to public health and environmental issues employing music and performance.

Students who are already active singer/songwriters or composers will be encouraged to complete a portfolio of new works each quarter. Less advanced musicians will concentrate on developing skills on two easy-to-play instruments useful for the study of melody and harmony—the tin whistle and the ukulele. We will have one or two "house concerts" each week featuring group exercises and individual projects, a practical music workshop, and several meetings focusing on our academic work. Students will be encouraged to participate in the musical life of the college, play in ensembles, pursue private lessons at their own expense, and engage in public service work in the arts as part of their studies. No extensive previous systematic training in music is expected, but students must be willing to do significant amounts of BOTH academic and creative work, on their own and in groups.

Credits: 16 per quarter
Enrollment: 25
Special Expenses: $15 for a tin whistle, $40-80 for a ukulele, $20-50 for a tuner/metronome, and $40-60 for event tickets, over both fall and winter quarters, for a total of $115-205.

The Obscure Object of Desire

Spring

Major areas of study include philosophy, film studies, ethnography and writing.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in humanities, arts, media, writing and education.
Faculty: Sam Schrager (American studies, folklore), Kathleen Eamon (philosophy)

This program is a philosophical inquiry into everyday experience and cinematic art. At its core is the search for what we're calling "the missing object" that is crucial to human fulfillment. We will focus on the theories of thinkers who organize their projects around this idea. The class will apply this line of thought to the interpretation of social life by conducting ethnographic research and studying a rich diet of films.

Our key figures will be the philosopher Immanuel Kant, the political economist Karl Marx, and the psychoanalyst Sigmund Freud. For Kant, philosophy is a project driven by deep-seated demands made by reason, demands that require us to ask questions we cannot answer, and search for the unconditioned ground of all being even though we know we cannot find it. If he is interested in finding the unseen in reason, Marx wants to help us to see what remains unseen in society, in our political and economic lives, which he sees as increasingly controlled by these unseen forces. Freud's project can be construed as a parallel investigation of the conditions of the possibility of consciousness, and his interests range from the very private to the structures of authority that make up "civilization" itself. In addition to these three thinkers, we will consider related ideas of folklorist Vladimir Propp, critical theorist Walter Benjamin, and various film critics. Our texts will be explored in depth through seminars, lectures and writing.

We will connect these ideas to the representation of lived experience in movies. Among the films we might view, discuss and write about are *Metropolis*, *It Happened One Night*, *Tokyo Story*, *Vertigo*, *Masculine Feminine*, *Chinatown*, and *That Obscure Object of Desire*. This part of our work will culminate in the ninth week of the quarter, which we will spend at the Seattle International Film Festival.

Each student will also undertake a field project, choosing something from ordinary life to document-for instance, a living room, a person's clothing, a set of stories, or a ritual practice. Faculty will give instruction in ethnographic method, and students will draw on our philosophical studies to interpret their research.

Credits: 16 per quarter
Enrollment: 48
Special Expenses: $70-$200 for movie tickets.
Planning Units: Culture, Text and Language and Programs for Freshmen

Photo by Evergreen Photo Services.

Ornithology

Fall

Major areas of study include ornithology, zoology, evolutionary biology and natural history.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in ecology, ornithology, zoology and biology.
Faculty: Alison Styring (ornithology, zoology, natural history)

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

Because much of the learning in this program will occur in the field and the lab, participation is of utmost importance. Field trips and labs cannot be repeated or made up if missed, and even one absence from a lab or field trip is grounds for reduced credit. At the end of the program, students will have the opportunity to share their learning via an in-depth research project and species monograph.

Credits: 16 per quarter
Enrollment: 24
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Programs for Freshmen

Plein Air

Spring

Major areas of study include visual arts, painting and expressive arts.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in visual arts.
Faculty: Joe Feddersen (visual arts)

Plein Air is an intensive visual arts program concentrating on watercolor painting related to the landscape. This study consists of several parts. In the first half of the quarter, students will learn the basics of watercolor painting processes in studio through assignments to gain proficiency in the media. They will view art works of other artists working in this media through seminars about images, followed by discussion. Students will research and present to the program an artist who works on concepts related to the land. In the second half of the quarter we will paint directly from the landscape to create a body of work.

Credits: 16 per quarter
Enrollment: 22

Poetics and Performance

Spring

Major areas of study include poetics, experimental puppet theater, experimental performance, creative writing and literature, subject to specific student work.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in writing, humanities and performance.
Faculty: Leonard Schwartz (poetics), Ariel Goldberger (performance, puppetry)

This program will explore of the disciplines of poetics, experimental puppet theater, and performance. How do words, light, sound and bodies interact? Is there a way to use words which does not weaken the use of the other senses, but allows one to discover shadows of sound and rustlings of vision in language? Are there ways of using text in visually based performance that do not take for granted the primacy of text? Students will be required to complete reading, writing and artistic projects towards these ends. The poetry and theater writing of Antonin Artaud will be central to our work.

Faculty members will support student work by offering workshop components in poetry, puppet theater and movement. Students will produce weekly projects that combine and explore the relationship of puppet theater and poetry in experimental modes. Readings might include the works of such authors as Artaud, Tadeusz Kantor, Richard Foreman, Susan Sontag, Kamau Brathwaite, Hannah Arendt and Maurice Merleau-Ponty. Student work and progress will be presented weekly in all-program critique sessions.

Faculty Signature: Students must submit ten pages of writing, creative and critical, and faculty evaluations from two prior programs. Applications received by the Academic Fair, March 3, 2010 will be given priority. For more information, contact Leonard Schwartz or Ariel Goldberger by email. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 44
Special Expenses: $110 for art materials and studio use, $50 for theater tickets, and $50 reimbursable studio deposit fee for clean-up.
Planning Units: Culture, Text and Language and Expressive Arts

Political Economy and Social Movements: Race, Class and Gender

Fall and Winter

Major areas of study include political economy, economics, history and sociology.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in political science, education, labor and community organizing, law and international solidarity.
Faculty: Peter Bohmer (social change), Savvina Chowdhury (feminist economics), Lawrence Mosqueda (political economy)

In this program, we will examine the nature, development and concrete workings of modern capitalism as well as the interrelationship of race, class and gender in historical and contemporary contexts. In fall quarter, the U.S. experience will be the central focus, whereas winter quarter will have a global focus. Recurring themes will be the relationship among oppression, exploitation, social movements, reform and fundamental change, and the construction of alternatives to capitalism, nationally and globally. We will examine how social change has occurred in the past, present trends, and alternatives for the future. We will also examine different theoretical frameworks such as liberalism, Marxism, feminism, anarchism and neoclassical economics, and their explanations of the current U.S. and global political economy.

In fall quarter, we will begin with the colonization of Native North America, and the material and ideological foundations of the U.S. political economy, including the historical development of capitalism from the 18th century to the present. We will explore specific issues including the slave trade, racial, gender and economic inequality, the labor movement and the western push to "American Empire." We will also carefully examine the linkages from the past to the present between the economic core of capitalism, political and social structures, and gender, race and class relations. We will also study microeconomics principles from a neoclassical and a political economy perspective. Within microeconomics, we will study various topics and concepts such as the structure and failure of markets, work and wages, and the gender and racial division of labor.

In winter quarter, we will examine the interrelationship between the U.S. political economy and the changing global system, as well as U.S. foreign policy. We will study the causes and consequences of the globalization of capital and its effects in our daily lives, international migration, the role of multilateral institutions and the meaning of various trade agreements and regional organizations and alliances. This program will also analyze the response of feminist, environmental and peace movements in opposing this emerging global order in countries such as Venezuela and Bolivia. We will look at alternatives to neoliberal capitalism including socialism, participatory economies and community-based economies. We will study macroeconomic theory and policy and examine key components of Keynesian economics. We will study the determinants and impact of inflation and unemployment and various indicators of economic well-being. Students will be introduced to competing theories of international trade and finance in the context of examining their applicability in the global South and North.

Credits: 16 per quarter
Enrollment: 75
A similar program is expected to be offered in 2010-11

Popular Music and Literature in the 1960s

Spring

Major areas of study include music, African-American studies, American studies, literature and cultural studies.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in performing arts, social sciences, literature and history.
Faculty: Andrew Buchman (music), Chico Herbison (African American studies), Joye Hardiman (literature)

The history of the United States during the decade of the 1960s encompasses a complex mix of social movements including the anti-war movement, the civil rights movement, youth rebellion and youth culture, queer rights and the women's movement. During that era musicians such as Jimi Hendrix, John Coltrane, the Beatles, Bob Dylan, Joan Baez and Janis Joplin, to name but a few, pursued similarly varied aesthetic experiments and social concerns, creating a great artistic legacy.

The definitive cultural history of the 1960s has still to be written. All too often, the decade is simply romanticized or vilified. Our goal in this program will be to study the music and culture of this controversial decade via meaningful, critical intellectual work. Through workshops in music, literature and film analysis, we will learn to think and write critically about artworks in those genres. Each member of the program will pursue a research project examining artists and artworks from that era, placing them in meaningful cultural contexts. Students will present their research work in progress to their peers for criticism and comment, and complete major research papers.

No previous formal training in music, film, African-American, American or cultural studies is expected. However, students must be prepared for intellectual study and have established interests in one of these areas.

Credits: 16 per quarter
Enrollment: 75
Special Expenses: Up to $75 for performance and museum admissions.
Planning Units: Culture, Text and Language and Expressive Arts

Practice of Sustainable Agriculture

Fall, Winter and Spring

Major areas of study include agriculture, small farm management and applied horticulture.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in farm and garden management, state and county agriculture agencies and agricultural non-profit organizations.
Faculty: TBA (agriculture)

The Practice of Sustainable Agriculture (PSA) program integrates theoretical and practical aspects of small-scale organic farming in the Pacific Northwest during the fall, winter and spring quarters. (**Note the change in schedule from previous PSA Program offerings.**) Each week of the program there will be eight hours of classroom instruction and twenty hours of hands-on work at Evergreen's Organic Farm.

The program's academic portion will cover a variety of topics related to practical farm management, including annual and perennial plant propagation, entomology and pest management, plant pathology and disease management, weed biology and management, soil science, crop botany, animal husbandry/physiology, and orchard management. As part of their training, students will be required to develop and write farm management and business plans.

The practicum on Evergreen's organic farm will include hands-on instruction on a range of farm-related topics including greenhouse management and season extension techniques, farm-scale composting and vermiculture, farm equipment operation and maintenance, irrigation systems, mushroom cultivation, farm recordkeeping, and techniques for adding value to farm and garden products. Students will also have the opportunity to explore their personal agricultural interests through research projects. Each quarter we will visit farms that represent the ecological, social and economic diversity of agriculture in the Pacific Northwest. Students will also attend and participate in key sustainable and organic farming conferences within the region.

After completing the Practice of Sustainable Agriculture, students will have an understanding of a holistic approach to managing a small-scale sustainable farm operation in the Pacific Northwest.

Faculty Signature: Application and interview are required. To apply, contact Melissa Barker, Organic Farm Manager, (360) 867-6160 or barkerm@evergreen.edu or mail to The Evergreen State College, Organic Farm Manager, Lab I, Olympia, WA 98505, or contact the Academic Advising Office, (360) 867-6312. Applications received by the Academic Fair, May 13, 2009, will be given priority.
Credits:16 per quarter
Enrollment: 25
Special Expenses: Approximately $175 per quarter for overnight field trips, conference costs and farm supplies.
A similar program is expected to be offered in 2010-11

Ready Camera One

Fall and Winter

Major areas of study include media studies, media literacy, communications and television production.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: One year of interdisciplinary work or credits in more than one subject area.
Program is preparatory for careers and future studies in media arts, humanities, social sciences and communications.
Faculty: Sally Cloninger (film and television)

This group contract is designed primarily for students interested in exploring visual literacy, television production, performance and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lectures, workshops, and design problems that focus primarily on **collaborative multi-camera** studio production. In both theoretical discussions and production workshops we will consider the parameters and influences of television, video art, video activism, music videos, video blogs, microcinema and interactive media. While admission to this program requires an audition and submission of a written application, no prior media production experience is required.

In fall quarter we will take an historical approach, examining and emulating the production style and lessons from the early history of 20th century live television. Students will be expected to perform in front of as well as behind the camera and will explore the logistics and aesthetics of multi-camera direction and design. In winter we will deepen our study of television production, turning our attention to the development of several pilot projects, one of which may be produced as a series during spring quarter.

This group contract will investigate the politics of representation, i.e., who gets the camera, who appears on the screen, and who has the power. Therefore, students who choose to enroll in Ready Camera One should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class and sexual orientation in the media. Activities in the group contract also will include training in the multi-camera TV studio facility, instruction in basic digital field production and non-linear editing, and a survey of visual design principles. Additional workshops during winter will include script writing, visual design (costume, make-up and set), lighting and basic acting for television.

Depending upon student interest and the results of the winter production work, a spring quarter option involving the production of a weekly series may be available.

Faculty Signature: All prospective students must complete an audition and a written application available at Academic Advising or in the Program Office, COM 302. For more information, contact Sally Cloninger, (360) 867-6059 or cloninsj@evergreen.edu. Information about and procedure for the audition will be available in April 2009. The faculty will review applications and schedule auditions during May 2009. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 24
Special Expenses: Approximately $100 for videotape and supplies; additional expenses for production materials may apply depending upon scope of winter projects.

Religion and the Constitution

Winter

Major areas of study include freedom of religion, legal history of religious liberty, critical legal reasoning, legal research and writing, and oral advocacy.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Prerequisites: American government.
Program is preparatory for careers and future studies in social sciences, constitutional law, education, public policy, political theory, history and political science.
Faculty: Jóse Gómez (constitutional law)

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

In the United States, controversies about what the religion clauses prohibit or protect intensified in the 1940's, when the United States Supreme Court first recognized that the First Amendment applied to the states, not just the federal government. We will use the case method to study every major court opinion that implicates the First Amendment's religion clauses. This intensive study necessarily focuses on the last 70 years, since it was not until the 1940 case of Cantwell v. Connecticut that the Supreme Court began to protect religious rights under the First Amendment.

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

Credits: 16 per quarter
Enrollment: 24
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

The Reservation Based Community Determined Program

Fall, Winter and Spring

Major areas of study include contemporary Indian communities in a global society, history, political science, leadership and social sciences.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: A.A. degree or equivalent
Program is preparatory for careers and future studies in public administration, social sciences, human services and tribal administration and government.
Faculty: Michelle Aguilar-Wells (public administration, Native American studies, art)

The theme for 2009-2010 is *Contemporary Indian Communities in a Global Society*. Fall quarter will provide a foundation for understanding the year's theme by examining the relationship between tribes and the federal government. Students will study theoretical and historical underpinnings of tribal sovereignty, analyze the trust relationship, and examine tribal self-governance. Winter quarter will provide a connection to the year's theme by examining leadership qualities through history, literature, and within tribal settings. Students will study Shakespeare's leaders, reflect on the strengths and weaknesses of contemporary presidents and tribal leaders, and analyze the impact of fatal flaws and human behavior on governance and policy development. Students will critically analyze leadership within the global environment. Spring quarter is focused on general management concepts, organizational behavior and leadership, decision-making in political arenas, and adaptation of mainstream managerial practices in Indian country. This is designed to provide students with preparation and background to take leadership and managerial roles in and out of their communities.

Faculty Signature: The RBCD program was developed for students who live or work on a reservation or have social or cultural ties to tribal communities. Please ask for an intake form from First Peoples Advising. Students will be asked to submit an essay, verify technology skills, and participate in an interview.
Credits: 12 per quarter
Enrollment: 80
A similar program is expected to be offered in 2013-14

Risk Assessment in Environmental Health

Spring

Major areas of study include toxicology, epidemiology, environmental studies and risk assessment.
Class Standing: Seniors only.
Prerequisites: One year college-level biology and chemistry.
Program is preparatory for careers and future studies in environmental science, public health and risk assessment.
Faculty: Maria Bastaki (toxicology)

Risk is now and always has been a part of life. This program will explore the types and magnitude of risks related to environmental health, both for human health and in the ecosystem context. We will focus on chemical environmental pollutants that affect human health, and a brief examination of biologic and radiation risk. Selected topics will include persistent organic pollutants, endocrine disrupters, heavy metals and carcinogens.

We will see how the assessment of risk is informed by basic principles of toxicology. Our study will include the foundations of epidemiology, including the distinction between association and causation. We will also examine how risk assessment is used by regulatory agencies to set safe levels. This class will describe what we define as "risk", how we estimate it, and how we interpret it. Students will examine questions such as: How much risk is too much? How do risks from different causes compare to each other qualitatively and quantitatively? What factors contribute to human health risk? How do different people perceive and rank risks?

This program involves numerical calculations and quantitative reasoning. It will include lectures, labs, computer-based workshops, guest presentations, seminars, and visits and collaborations with regional experts and officials.

Faculty Signature: Students will be signed in and admitted based on faculty evaluation of prerequisites met and student readiness. Students should meet with Maria Bastaki at the Academic Fair, March 3, 2010 or contact her by email at bastakim@evergreen.edu for more information and to set up an appointment. Qualified students will be admitted until the program fills.
Credits: 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Scientific Inquiry

The Roots of Terrorism and U.S. Foreign Policy

Spring

Major areas of study include war, terrorism, Middle East history and politics, U.S. foreign policy.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in political science, Middle East studies, politics, military, peace and development.
Faculty: Steve Niva (international politics, Middle East studies)

This program will examine the nature and causes of terrorism, particularly against the United States from the Middle East in the recent period, and the contending approaches and policy options concerning how best to respond to it. To do this, the program will focus primarily on debates over this issue in the United States since the terror attacks of 9/11 by exploring different theories of terrorism, political violence and counter-terrorism offered by various scholars, military strategists and political theorists. We will examine the theories and strategies adopted in the current "war on terror" and in the wars in Iraq and Afghanistan, the history of U.S. foreign policy in the Middle East, the rise of Al-Qaida and Jihadist terrorism and the changing nature of warfare in the 21st century.

To meet the learning goals of this program, students will obtain a thorough knowledge of current events; develop a thorough understanding of the history of United States foreign policy in the Middle East; learn how to assess and compare competing theories of terrorism and counter-terrorism strategies; understand the diversity of political, cultural and religious beliefs within the Middle East and within radical Islamist groups; 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 several in-class presentations, role-plays and activities and several analytical papers. We will watch films and documentaries to supplement our learning. A serious commitment by students to all of the work within the program is necessary.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Shakespeare's America

Fall

Major areas of study include English and American literature and history.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Good work in literature, history or philosophy from any period before 1850.
Program is preparatory for careers and future studies in any field requiring competence in the uses of language, conceptual analysis and interpretation, such as literature, philosophy, history, law and public service.
Faculty: David Marr (American studies)

To be, or not to be; that is the bare bodkin that makes calamity of so long life; For who would fardels bear, till Birnam Wood do come to Dunsinane... —Mark Twain

Parodies of William Shakespeare's plays were forms of popular entertainment in nineteenth century America. Shakespeare's American audiences, uneducated as well as educated, knew much Shakespeare by heart. They admired the original, roared at the parody, and held performers of both to a high standard.

This program takes The Bard's wide (at times wild) popularity in nineteenth century America as one of its three points of departure. The second and third are the meditations on Shakespeare by Ralph Waldo Emerson and Herman Melville, two of the leading American writers of the age. To Emerson, Shakespeare was "inconceivably wise," whereas all other great authors were only "conceivably" wise. To Melville, twenty-five years old when he returned from the sea to take up writing as a vocation, Shakespeare became a lifelong source of inspiration, and a grand figure to be superseded by ambitious authors like himself and his friend Nathaniel Hawthorne trying to make a name for themselves in the new republic of the United States. It was a blessing to write after Shakespeare, and also a burden.

Among the plays of Shakespeare's we will read are *Hamlet*, *Romeo and Juliet*, *King Lear*, *Macbeth*, *The Merchant of Venice* and *As You Like It*. We will also read several essays by Emerson, *Moby-Dick*, *The Scarlet Letter* and *Adventures of Huckleberry Finn*. In seminar discussions and our own writings about these literary works, we will give a good account of ourselves, heeding Henry James' advice to young writers: "Try to be one of the people on whom nothing is lost!"

Credits: 16 per quarter
Enrollment: 25

Management of Aquatic Ecosystems, 2007. Photo by Carlos Javier Sánchez '97.

Social Dilemmas: The Dynamics of Self-Interest and Cooperation in Social Behavior

Fall and Winter

Major areas of study include behavioral economics, social psychology, game theory, probability and statistics.
Class Standing: This all-level program accepts up to 75% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in economics, psychology, politics and mathematics.
Faculty: David McAvity (mathematics), Peter Dorman (economics)

Human societies, for all their differences in culture and history, can all be seen as webs of social interactions between individuals who act according to their own motives, whether they are aware of them or not. No society can survive unless it develops patterns of interaction that limit conflict and enable its members to work together to solve common problems. In the twenty-first century, however, the challenge facing all of us is to find a way to achieve cooperation on a global scale, so we can cope with problems like climate change, war and the risks of a fragile, highly interdependent world economy.

This agenda has fueled the emergence of a new science of cooperation that combines mathematical modeling, careful study of real societies and experiments using simplified social situations. This program will introduce students to this science, addressing questions like: How are social decisions different from individual decisions? How can self-interested individuals achieve and maintain cooperation? How do we determine what is fair? How do we cope with risk and the tradeoff between the present and the future? How do people calculate the consequences of their decisions, and how are their choices influenced by unconscious or external factors? And how do the answers to all these questions change as we consider different societies and even different individuals?

We will use multiple modes of investigation, but the thread running through them will be game theory and decision theory, both of which are applications of mathematical methods to the social sciences. Through collaborative workshops we will acquire the skills to build and analyze simple models of individual choice and social interaction. Working in teams, we will use the insights we obtain to design experiments that test how real people, such as Evergreen students, behave under conditions that embody social dilemmas. We will also read accounts, both in fiction and nonfiction, that suggest what is distinctive and universal in social interaction. These readings will provide the basis for seminars and short writing projects.

While there are no prerequisites for this introductory program, students should be prepared for an engaging and intellectually demanding interdisciplinary study involving mathematical concepts and the study of human behavior. Much of the work will involve new modes of mathematical reasoning, which will rely on competency with algebra. The program will also incorporate a general introduction to statistical methods and probability, with the opportunity to collect and analyze our own data.

Credits: 16 per quarter
Enrollment: 46
Planning Units: Programs for Freshmen, Scientific Inquiry and Society, Politics, Behavior and Change

Spirituality: The Eyes of the Unknown

Fall, Winter and Spring

Major areas of study include history of the Americas, political science, ethnography, cultural anthropology, indigenous studies, and areas of study determined by student research projects.
Class Standing: This all-level program accepts up to 10% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in education, social sciences, the arts, multicultural studies, social work, human services and the humanities.
Faculty: Raul Nakasone (education, Native American studies, Latin American studies), David Rutledge (education, Native American studies), Yvonne Peterson (education, Native American studies)

This program is for learners who have a research topic with a major focus on spirituality and community in mind, as well as for those who would like to learn how to do research in a learner-centered environment. Learners will be exposed to research methods, ethnographic research and interviewing techniques, writing workshops, computer literacy, library workshops, moving River of Culture Moments to documentary, educational technology and the educational philosophy that supports this program. The faculty team will offer a special series of workshops to support the particular academic needs of first- and second-year participants.

Individual research will pay special attention to the value of human relationships to the land, to work, to others and to the unknown. Work will be concentrated in cultural studies, human resource development, and ethnographic studies to include historical and political implications of encounters, and cross-cultural communication. We shall explore Native American perspectives and look at issues that are particularly relevant to indigenous people of the Americas.

In this program, learners' individual projects will examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each learner's area of interest, we will look at a variety of cultural and historical perspectives and use them to help address issues connected to the program theme. The faculty are interested in providing an environment of collaboration where faculty and learners will identify topics of mutual interest and act as partners in the exploration of those topics.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, learners and faculty will develop the historical background for their chosen questions and do the integrative review of the literature and data collection. Ongoing workshops will allow participants to learn the skills for completing their projects. Late winter and into spring quarter, students will write conclusions, wrap up print/non-print projects, and prepare for a public presentation. The last part of spring will be entirely dedicated to presentations.

Credits: 12 or 16 fall quarter, 12 or 16 winter quarter and 8, 12 or 16 spring quarter
Enrollment: 72
Internship Possibilities: With faculty approval.
Planning Units: Native American and World Indigenous Peoples' Studies and Programs for Freshmen

Struggling to be Heard: A History of Japanese Americans

Winter

Major areas of study include U.S. history, geography, statistics, critical race theory, expository writing and research.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in education, history, American studies and the social sciences.
Faculty: Frances V. Rains (education, U.S. history, geography), Masao Sugiyama (education, mathematics)

The issues surrounding immigration and protection of human rights as reflected in the United States constitution are at the forefront of political debates today. These issues are echoes of the history of Japanese Americans. After the internment of the Japanese in this country in camps during World War II, the surviving leadership of Japanese communities determined that their sons and daughters should become model citizens. A consequence of this determination was to silence the political voice of Japanese Americans, a voice which has only recently begun to grow in strength. Major themes of this program are the historical, social, political, geographic and economic forces that led to internment, and its consequences.

Students in this program will study a range of topics connected to the history of Japanese Americans. The program will be organized around the broad themes of immigration, migration, labor, family structures, settlement patterns, culture and language issues, assimilation and internment camps.

Each student will read a series of seminar books and articles related to program themes, participate in a weekly seminar, write a weekly seminar paper and participate in workshops. Students will also complete substantial, individual research projects and make summative presentations of their work.

Credits: 16 per quarter
Enrollment: 48
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

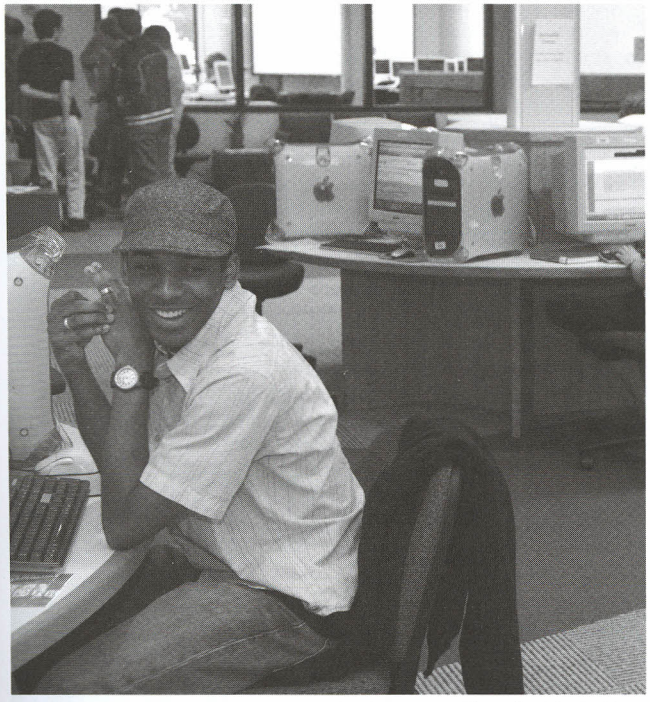


Photo by Martin Kane.

Student Originated Software

Fall, Winter and Spring

Major areas of study include computer science, software engineering, programming and application architecture practicum.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Students should have taken Computer Science Foundations or equivalent, Discrete Mathematics, one year of programming, computer architecture and organization.
Program is preparatory for careers and future studies in computer science and software engineering or technology use and development in an application area.
Faculty: Sheryl Shulman (computer science)

The successful completion of large software systems requires strong technical skills, good design and competent management. Student Originated Software is intended to help students gain the technical knowledge required to build software in application domains, as well as support students as they develop a substantial project.

Critical problems with software systems remain despite the best efforts of many very smart people over the last 50 years. Software is often late, over-budget, socially irresponsible, unable to perform according to user needs, poorly designed, poorly implemented, difficult to maintain or some combination of these. In addition, many applications require substantial domain knowledge. While some of these problems and goals have technical solutions, the art of using these solutions and putting together a large system requires a variety of skills and experiences. In this program, students will design projects and learn how to avoid common problems encountered in software system design.

Domains of past successful projects include the sciences, music, visual arts, automobile tuning, education, computer security, and databases for small businesses and local and state agencies. The technical topics covered will be selected from data structures, algorithm analysis, database systems, object oriented design and analysis, verification techniques and applications architectures. The program seminar will also address the history and culture of the software industry.

This program is intended for advanced computer science students. We expect students to have taken the prerequisites or their equivalent. However, we also expect students to have intellectual maturity and to be self-motivated in terms of identifying their project topics and completing their work independently.

Faculty Signature: Students must complete a questionnaire and submit examples of their work. The questionnaire will be available through Academic Advising and from Sherri Shulman's website (http://grace.evergreen.edu/~sherri). For more information, contact Sherri Shulman at sherri@evergreen.edu, or meet with her at the Academic Fair, May 14, 2009. Qualified students will be admitted until the program fills.
Credits: 16 per quarter
Enrollment: 25
Internship Possibilities: Internships are possible in winter and spring in place of the student project work, with faculty approval.
A similar program is expected to be offered in 2011-12

Student Originated Studies: Advanced Natural History

Fall and Winter

Major areas of study include Pacific Northwest natural history, zoology and botany.
Class Standing: Juniors or seniors; transfer students welcome.
Program is preparatory for careers and future studies in environmental studies, ecology, conservation biology, evolutionary biology, and museum curating.
Faculty: John Longino (entomology), Alison Styring (ornithology)

In Advanced Natural History, students will become specialists on one or more taxonomic groups that occur in the Pacific Northwest. Through field study and literature research, students will develop identification guides and species accounts to post on the Evergreen Biota and Evergreen Natural History Web sites. Students will work with The Evergreen State College Natural History Collection and, if appropriate, make their own collections. Skills will be developed in taxonomy and systematics, bioinformatics, museum practices, digital imagery for scientific illustration, and natural history writing.

Upper division science credit may be awarded in taxonomy and systematics, natural history, and/or "ologies," such as ornithology or entomology.

Faculty Signature: Students must submit an application and be interviewed. Assessment will be based primarily on writing skills and background knowledge in the sciences. Application forms are available on the program Web site and from faculty. Application review will begin September 14, 2009 and continue until the program fills.
Credits: 16 per quarter
Enrollment: 12

Student Originated Studies: New Dimensions In Visual Art

Fall and Winter

Major areas of study include visual art, media art and new media.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Students should have completed Foundations of Visual Art or the equivalent of preparatory college work in the visual arts, including substantial work in drawing, painting, new media or art history. Faculty signature required.
Program is preparatory for careers and future studies in visual art.
Faculty: Matthew Hamon (visual art)

This student originated studies program in experimental media art introduces students to the principles of digital media creation through a combination of lectures, practical assignments, and studio seminars. Students with a strong background in any media are encouraged to apply, provided that they have an interest in synthesizing past themes and media in their work with digital media. This program emphasizes art making, conceptual thinking and experimentation. We will focus on core aspects of digital and new media art by challenging ourselves to produce a series of innovative art projects. We will also explore the creation of digital art, such as telematic space, the architecture of time, the body and identity, decentralized authorship and hive-mind behavior.

This program will introduce the core conceptual skills necessary to employ digital media in the generative and investigative context of art making. Students will work individually and in small teams with digital video cameras, non-linear video editing systems, and computer graphics packages to examine a broad range of issues involved in the creation of provocative works of art. Image processing, web content creation, basic animation, temporal structures, interface design, interaction strategy, narrative structures, video editing and sound editing will all be introduced. This program is designed for students who already have a strong work ethic and self-discipline, and who are willing to work long hours in the art studio, on campus, and in company with their fellow students.

Students are invited to join this learning community of contemporary artists who are interested in new media based art, design, writing, history and theory, and who want to collaborate with media faculty.

Faculty Signature: Students seeking entry into the program must present an artist's portfolio that demonstrates proficiency in visual art. For more information, contact Matt Hamon at hamonm@evergreen.edu. Portfolios received by the Academic Fair, May 13, 2009 will be given priority. Qualified students will be accepted on a space available basis.
Credits: 16 per quarter
Enrollment: 25

Student Originated Studies: Performance, Theatre, Dance and Technical Theatre

Fall and Winter

Major areas of study include performance, theatre, dance, technical theatre, lighting, costuming and stage management.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: Students must be prepared to carry out advanced work in theatrical performance or technical theatre.
Program is preparatory for careers and future studies in the performing arts, arts administration, acting and stage management.
Faculty: Walter Eugene Grodzik (theatre)

Student Originated Studies: Performance, Theatre, Dance and Technical Theatre offers opportunities for students to do advanced work in performance or technical theatre. Students will work independently on their own creative and research projects. This SOS will be made up of individual students and small groups that will devise projects and meet in a weekly forum. In the forum, students will present works-in-progress to get feedback and advice. The forum is intended to provide a sense of community and support to students. All other contract obligations will be worked out individually with the faculty member. Students will enroll for SOS, then design their quarter-long, contract-style work plans using input from the faculty member.

Students are encouraged to cluster together around projects that reflect their shared interests. Please note that there are opportunities for technical theatre internships. Students who are interested in technical theatre internships should discuss their interest with Walter Eugene Grodzik as soon as possible as these students must also meet with Jeremy Reynolds, technical director, for further coordination of their internships.

Faculty Signature: Students who have a project in mind must contact Walter Eugene Grodzik at (360) 867-6076 or grodzikw@evergreen.edu to schedule an appointment. Students who have completed their appointments by the spring 2009 Academic Fair, May 13, 2009 will be given priority. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 25
Internship Possibilities: In technical theatre, with faculty approval.

Student Originated Studies: Topics in Social Sciences, Mathematics and Computer Science

Fall and Spring

Major areas of study include mathematics and quantitative methods, business, economics, social science research, education and computer science.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in social sciences, mathematics, business and teaching.
Faculty: Bill Bruner (economics, business), Masao Sugiyama (mathematics, computer science)

This program supports students doing individual study projects. In the first week, each student will prepare a project proposal and then will complete that project during the quarter. The program will have regular class sessions where students will report on their progress and get advice and guidance from other students and faculty members. There will also be a book seminar with weekly writing assignments. Students must attend and participate in these sessions.

Students may propose any type of projects for the program; however, the faculty have expertise in the following topics: mathematics and quantitative methods, business, economics, social science research, education and computer science. Other topics will be considered on a case-by-case basis. Internships are acceptable as long as students are available for class sessions.

Faculty Signature: Students must submit a one-paragraph summary of the topic for their independent study project. For more information, students may contact program faculty members or meet with them at the Academic Fair prior to the quarter in which they wish to register. Qualified students will be accepted until the program fills.
Credits: 12 or 16 per quarter
Enrollment: 50
Internship Possibilities: With faculty approval, and providing the student can attend the weekly program meetings.
Planning Units: Scientific Inquiry and Society, Politics, Behavior and Change

Studio Projects: Land and Sky

Fall and Winter

Major areas of study include visual arts, sculpture and drawing.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: At least two college-level courses in 2D art (drawing, painting, or printmaking) and two college-level courses in 3D art (3D design, sculpture, or craft), OR, at least one year of Evergreen programs with substantive art components. Students need to be prepared to do intermediate and higher level art, writing and research work addressing the themes of the program.
Program is preparatory for careers and future studies in visual arts and sculpture.
Faculty: Bob Leverich (sculpture, architecture, woodworking), TBA (2D/3D art)

Studio Projects is a regularly offered, theme-based, intermediate visual arts program. It is for students with some art background who want to build their skills and understanding by doing intensive 2D and 3D studio work and supporting reading, research and writing. The theme of Studio Projects: Land and Sky is the relationship between artist and landscape—the ground below and the sky above. Every day you inhabit this boundary plane between earth and air. How does your place in the landscape shape who you are and what you make? How do you in turn leave your mark in the landscape and in the world? What is the role and responsibility of an artist working with the landscape as subject or material?

Through readings, seminars, research and writing, we will address dimensions of the landscape, from ecology and material sources to place and politics. We'll survey landscape-based art forms as principle tropes in the history of art, and consider the changing responses of artists to environments and the communities vested in them. Field trips and guest lectures will expand our awareness of regional landscapes and the art and artists addressing them. Program projects will concentrate on broadening understanding of the ecological and cultural dimensions of landscape, and on expanding 2D skills (drawing, painting, or photography) and 3D skills (sculpture, environmental art, ceramics, wood- and metalworking, or assemblage). We will spend time working in the field, as well as in the

Capital Lake field research. Photo by Jon Huey '06.

studio. We will engage the landscape as both fine and applied art, as self-expression and as a form of exchange with the larger community. In the second half of the program, you will be asked to develop a more personal and focused body of work about the landscape to deepen your command of a particular theme or medium.

The program will function as a learning community; students should plan to commit to at least forty hours of work a week in class and in the studio with their peers. Students will be asked to regularly engage in critical assessment, in dialog and in writing, and to prepare a comprehensive portfolio of their work at the end of each quarter. Dedicated students will leave the program with a well-informed understanding of how landscape informs contemporary art and culture, their own work, and their identities as artists. They will advance their technical skills, experience the rigor and rewards of sustained effort in the studio, and build a strong portfolio of personal works.

Faculty Signature: Students must complete an application form (available from Academic Advising or the Lab II Program Secretaries Office), and submit a portfolio with at least 6 examples each of their best 2D and 3D works, a 1-3 page writing sample, and a transcript or copies of their faculty evaluations from 2008-09. Complete applications received at or before the Academic Fair, May 13, 2009, will be given priority. Qualified students will be accepted until the program fills. For more information or to submit a portfolio online, contact Bob Leverich at (360) 867-1118 or leverich@evergreen.edu. Portfolios may be mailed to Bob Leverich, The Evergreen State College, Lab II, 2700 Evergreen Parkway NW, Olympia, WA 98505.
Credits: 16 per quarter
Enrollment: 42
Special Expenses: $300 per quarter for drawing and studio equipment and materials; $75 per quarter studio fee; four overnight field trips - $75 each.
Internship Possibilities: With faculty approval.
A similar program is expected to be offered in 2010-11

Technical Writing in the 21st Century

Fall and Winter

Major areas of study include the sciences and science writing; upper division science credit is possible.
Class Standing: Sophomores or above; transfer students welcome.
Prerequisites: One year of college-level studies in the sciences.
Program is preparatory for careers and future studies in all careers requiring advanced writing skills.
Faculty: Erik V. Thuesen (zoology, marine science, biology)

In this program, students will develop techniques for communicating in several different genres of technical writing, including technical abstracts, scientific research papers, Wiki-type technical documents, project proposals, etc. Students from all branches of the sciences are encouraged to take this program to improve their technical writing skills. We will use several different on-line collaborative formats to carry out our objectives. All work will be submitted and edited on-line with only a minimal classroom component. Students wishing to take this program entirely on-line should email the faculty member.

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

Credit is expected to be awarded in the specific area of research, technical writing, and technical editing. Students wishing to gain upper division science credit in this program must contact the faculty member to discuss their options before the start of the quarter. Students wishing to enroll in this program for winter quarter only will be welcomed on a space available basis.

Credits: 16 per quarter
Enrollment: 25
Planning Units: Environmental Studies and Scientific Inquiry

Temperate Rainforests

Fall

Major areas of study include forest ecology, natural history, environmental history and philosophy of science.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year of organismal biology such as ecology, natural history, botany or zoology.
Program is preparatory for careers and future studies in forest ecology, natural history, natural resource management and communication.
Faculty: Nalini Nadkarni (forest ecology), Kevin Francis (philosophy of science)

Temperate rainforests are a highly valued ecosystem in the Pacific Northwest and other parts of the world. They support a complex and interconnected web of life that encompasses a tremendous diversity of biota, including humans. In this program, we will learn about these ecosystems using a variety of contemporary ecological methods. Our particular focus will be on ecosystem processes such as nutrient cycling in rainforests of the Olympic Peninsula.

We will examine the scientific process that ecologists use to study complex ecosystems through historical, philosophical and scientific readings. In addition, we will study the human impacts on temperate rainforests and social pressures and environmental policies that influence the health of these ecosystems. Seminars will draw on diverse readings, including scientific articles from the primary literature. Students will also learn how to write and critique scientific writing, and will undertake an independent study project that draws on natural history and the scientific method.

We will take advantage of our own rainforests in Washington state by taking several multi-day field trips to the eastern and western lowland areas of the Olympic rainforest to study the natural history of plants and animals, carry out short-term ecological field studies, and visit lumber mills, secondary forest product processing plants, and other elements of human exploitation of rainforests. We will also visit coastal systems to better understand the links between temperate rainforests and the marine environment. To complement the scientific approach, we will examine how to convey information about temperate rainforests to the public in writing and other media.

Faculty Signature: Students interested in taking this program must submit a one-page letter outlining 1) relevant courses/programs, b) work/internship experience, c) reasons for taking the program, and d) 2 references - preferably from Evergreen faculty - to either Nalini Nadkarni or Kevin Francis. For more information, contact faculty members or meet with them at the Academic Fair, May 13, 2009. Qualified students will be admitted until the program fills.
Credits: 16 per quarter
Enrollment: 50
Special Expenses: Approximately $320 for overnight field trip and field supplies.
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Scientific Inquiry

Theatre Intensive: Theatre Production

Spring

Major areas of study include acting, directing, theatrical design, stage management, dramaturgy, costuming, lighting, sound, publicity, theatre history, critical theory and dramatic literature.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in the performing arts, technical theatre, dramaturgy and acting.
Faculty: Walter Eugene Grodzik (theatre)

Theatre Intensive: Theatre Production will consist exclusively of participat-ing in a faculty-directed stage produc-tion of a play chosen by the instructor. The play will be chosen from the realistic or avant-garde theatre canon and will be chosen after auditions for the program. This will allow us to work with acting and directing techniques that were specifically developed for the type of theatre we will be performing. For example, these techniques could include Stanislavski's Sense Memory, Michael Chekhov's Psychological Gesture, or Anne Bogart's Viewpoints. Students will experience rigorous training in movement and vocal techniques and will learn to utilize these techniques in the performance of the play.

Participation in the production involves acting in the play, dramaturgical work, assistant directing, stage management, set, costume, lighting and sound design, set and costume construction, publicity, and all the other areas related to a successful play production. For example, after a successful audition, a student will be cast in the play, and will spend about half to three quarters of program time in rehearsal, and the rest of the time working in the shop building the set or on some other aspect of the production. A student presenting a portfolio of lighting design work could become the lighting designer for the production as well as the publicity coordinator. In short, every student will participate in more than one area of the production process. While the production will be directed by the faculty member, the process will be an interactive collaboration among all participants.

The first seven to eight weeks of the program will be spent in rehearsal, culminating in a fully mounted site-specific production or a production in the Experimental Theatre. In addition to rehearsals and production work, students will examine dramaturgical matters closely related to the production through readings and seminar discussions about the genre of the play, as well as about its social, political, economic and cultural environment. This will help us to understand the world of the play as well as the world of the author.

All students who are interested in interviewing/auditioning for the program should contact the faculty member directly.

Faculty Signature: Admission by interviews/auditions. Interviews/auditions will be conducted at the end of winter quarter and at the Academic Fair March 4, 2010. For more information contact Walter Eugene Grodzik at (360) 867-6076 or grodzikw@evergreen.edu, before the auditions and Academic Fair. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 25

To Learn, To Perform, To Teach

Fall, Winter and Spring

Major areas of study include American history, education, music and theater performance, writing and research.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in education, music and theater performance, writing and activism.
Faculty: Elizabeth Williamson (literature, theater studies), Arun Chandra (music and performance), TBA (United States history)

This program is designed to explore subjects that matter by using performance as a teaching medium. Our goals are to learn how to teach the things we read about and to work collaboratively. Students will pursue these learning goals by researching and writing critical essays, by writing and rehearsing scripts for performance, and by performing in front of an audience. Critical and creative processes will be inextricably linked in all our activities.

Each quarter will begin with students conducting academic research on topics that interest them. Next, students will work in groups (determined by their research topics) to create and critique a theatrical script (which may include music, dance or other performance) developed from student research papers. During the final weeks of the quarter, students will be ready to rehearse and perform the research material. Thus, during each quarter the initial academic research will have its fruition in a performance whose goal is to teach the research to an audience outside the classroom.

During the first quarter, we will study 19th- and 20th-century United States history with a focus on labor history, immigration, the development of the prison industrial complex, and the rise of the large office. Our hope is to take the results of this work to local juvenile detention facilities for performance and collaborative work with students in the Gateways program for incarcerated youth (http://youthinaction.evergreen.edu/). During the second quarter, we will narrow our research to social conditions in the Pacific Northwest, with a focus on environmental and economic issues, and on social justice. We will perform the results of this work in local high schools. Performances in the third quarter will focus on problems currently being addressed by government agencies at the municipal and state levels. We will perform the results of this work for government officials as well as for state and local workers. Ongoing campaigns led by local activists will help determine the format of these performances.

In addition to student work on critical writing and performative projects, program faculty will give regular presentations on historical examples of teaching through performance in the areas of literature, theater, music and film, situating these artworks in the specific historical moments in which they were created. Faculty will also present examples of the difficulties and problems encountered in presenting materials via the medium of performance: the resistance of audiences to learning, the perils of "talking down" to an audience, techniques of presentation of social problems, and the social function of language in the presentation of thought. These lectures and workshops, together with skills-based work on various modes of performance, will help frame and support students' independent work.

Credits: 16 per quarter
Enrollment: 69 Fall, 69 Winter and 46 Spring

Transcending Government

Fall and Winter

Major areas of study include humanities, social science and public administration.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in humanities, social science and public administration.
Faculty: Bill Arney (none), Amy Gould (public administration, social science)

Public service is more than a job; being a good public servant requires a particular sense of self and orientation to one's work. In this program, undergraduate students and students in the Masters in Public Administration program will learn alongside one another as we explore government in and of ourselves and government in the civic realm. A public servant enters governance empty handed. He or she must rely on the skills and wisdom of leadership developed internally and practiced for the benefit of others.

Fall quarter will focus on "transcending ourselves," our own conceptions about government and our roles in governance. We will develop personal navigation check points for decision making. The purpose of this quarter is to form an ethic of reflective practice. Public service will be cast not just as a technical problem but as a moral one.

For winter quarter, we will focus on existing governmental systems and functions. How can we transcend government as it is? We will work to create better government in the daily lives of our communities. This may result in the installation of bulletin boards, park improvements, the construction of meeting spaces, direct advocacy, drafting initiatives or policies, making manuals, etc. Finally, we will apply our learning to case studies of existing examples of government going on around us. Our question throughout will be, "What might it mean to transcend government?"

NOTE: This program is a joint offering with the Masters in Public Administration program. Undergraduates and graduate students will meet for an all-program meeting on Monday nights. Be sure to check other details of the program schedule (available on the program website) before joining this program. It is important that you decide, in advance, that you will be able to attend all program meetings. In addition, this program will involve a large independent research project, generally in the fields of public administration, government, social sciences, and philosophy.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Transforming the Art of War: From Clausewitz to Al-Qaida and Beyond

Winter and Fall

Major areas of study include international politics, war and terrorism.
Class Standing: This all-level program accepts up to 25% freshmen and supports and encourages those ready for advanced work.
Program is preparatory for careers and future studies in international studies, political science, politics, military theory and practice, peace and justice, law and journalism.
Faculty: Steve Niva (international studies, Middle East studies)

This program will examine the transformation of the practice of war in the modern period, from the rise of modern industrial war to the proliferation of new forms of warfare that include guerilla insurgencies, transnational terrorism and asymmetric war.

In fall quarter, we will primarily focus on the emergence and transformation of modern war at the level of form—the changing nature and strategies of war. We will explore the work of military theorists such as Clausewitz, Mao, Virilio and others who have theorized and contributed to the changing nature of war. We will examine key historical turning points in the nature and strategies of war, including Napoleon's wars in Europe, World War I and World War II, Maoist guerilla war, the French war in Algeria and the American war in Vietnam. We will also examine changes in the form of revolutionary and insurgent violence, from vanguardist violence to people's war to non-violent strategies.

In winter quarter, the program will bring these theoretical and historical insights to bear in order to understand the changing nature of war in the late modern period. We will examine how the rise of unconventional and asymmetric war at the end of the 20th century has created a new "generation" of warfare, concluding with a focus on the U.S. war in Iraq and the rise of transnational Jihadist terrorist groups like Al-Qaida. In this context, we will focus on the rise of unconventional tactics such as suicide bombings and truck bombings among insurgent groups and also examine contending theories about how best to respond to these unconventional tactics. We will read and critically analyze the new Army/Marines Counterinsurgency Field Manual in the context of the American war in Iraq as well as current debates over the strategies and tactics of counter-terrorism following the 9/11 terror attacks.

Students in this program will gain a thorough knowledge of the modern history of war; develop an understanding of contending theories and strategic approaches to war; understand the diversity and strategies of guerilla and insurgent groups; and develop an ability to engage in critical thinking, analytical writing and informed opinions regarding these topics.

The program will be organized around a series of texts, exercises, films and assignments, including several class presentations, role-plays and analytical papers. We will watch films and documentaries to supplement our learning, including *The Battle of Algiers*, *The Siege*, *Occupation: Dreamland* and others. This program will demand a serious commitment by students to all of the work within the program.

Credits: 16 per quarter
Enrollment: 24
Planning Units: Culture, Text and Language, Programs for Freshmen and Society, Politics, Behavior and Change

Tropical Rainforests

Winter

Major areas of study include ecology and evolution of tropical ecosystems, statistics for field biology and introductory Spanish.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: Introduction to Environmental Studies or one year of college-level science.
Program is preparatory for careers and future studies in environmental studies, ecology, conservation biology, evolutionary biology and Latin American studies.
Faculty: John Longino (entomology, ecology, evolution), Alison Styring (ornithology, ecology, evolution)

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, field ecology, the physical environment, statistical analysis of field data, conservation biology and Latin American culture. The first seven weeks of the program will be held on the Evergreen campus, followed by a mandatory three-week field trip to Costa Rica. The on-campus portion will include lectures and labs on global patterns of biological diversity, quantification and analysis of ecological diversity, an overview of major taxa of Neotropical plants, insects and vertebrates, and discussions of the physical environment of tropical regions. This material will be integrated with classes in introductory statistics and conversational Spanish.

During the Costa Rica field trip, we will visit four major field sites, including coastal habitats, tropical dry forest, cloud forest and lowland rainforest. Students will learn about common plants and animals in each area, dominant landforms and ecological processes, conservation issues and current biological research activities. Students will also learn techniques of field research by participating in quantitative field labs, both faculty and student led. In the evenings there will be a series of guest lectures by research scientists. The field trip will require rigorous hiking and backpacking in remote locations.

Upper division science credit may be awarded in ecology and evolution of tropical ecosystems and statistics for field biology.

Faculty Signature: Students must submit an application. Assessment will be based primarily on writing skills and background knowledge in the sciences. Application forms are available on the program website and from John T. Longino, (360) 867-6511, longinoj@evergreen.edu. Applications received by the Academic Fair, December 2, 2009, will be given priority. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 24
Special Expenses: Approximately $2,500 for a three-week field trip to Costa Rica.
A similar program is expected to be offered in 2011-12
Planning Units: Environmental Studies and Scientific Inquiry

Undergraduate Research in Scientific Inquiry

Fall, Winter and Spring

Major areas of study include biology, chemistry, physics, computer science, astronomy and applied mathematics.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in biology, chemistry, physics, computer science, astronomy and applied mathematics.
Faculty: David McAvity (mathematics, physics), Andrew Brabban (biology), Paula Schofield (chemistry), Lydia McKinstry (organic chemistry), Neal Nelson (computer science), Sheryl Shulman (computer science), James Neitzel (biochemistry), Clyde Barlow (chemistry), Elizabeth Kutter (biology), Clarissa Dirks (biology), Donald Morisato (biology), EJ Zita (physics, astronomy), Rebecca Sunderman (physical chemistry), Dharshi Bopegedera (physical chemistry), Judy Cushing (computer science)

Many faculty members in the Scientific Inquiry planning unit have ongoing research projects that offer students the opportunity to participate in research at the undergraduate level. Students typically begin by working in apprenticeship with faculty or laboratory staff and gradually take on more independent projects within the context of the specific research program as they gain experience. Well-prepared students are encouraged to take advantage of Evergreen's flexible learning structure and excellent equipment to work closely with faculty members on original research. Faculty offering undergraduate research opportunities are listed below. Contact them directly if you are interested.

Clyde Barlow (chemistry) works with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

Dharshi Bopegedera (chemistry) would like to engage students in three projects. **(1) FTIR spectroscopy of free radicals.** This project is for advanced chemistry students who are interested in using infrared spectroscopy to understand molecular properties of free radicals synthesized *in situ* in a microwave discharge. **(2) Quantitative determination of metals in chalk using ICP-MS.** Students who are interested in learning about the ICP-MS technique and using it for quantitative analysis will find this project interesting. **(3) Science and Education.** We will work with local teachers to develop lab activities that will enhance the science curriculum in local schools. Students who have an interest in teaching science and who have completed general chemistry with laboratory would be ideal for this project.

Andrew Brabban (biotechnology) and **Elizabeth Kutter** (molecular biology) study microbiology and biotechnology, focusing particularly on bacteriophages as model organisms in molecular genetics and as major players in controlling microbial ecology worldwide. Their research involves approximately 12 students each year who explore bacterial metabolism and the infection process under a variety of environmental conditions, phage ecology and genomics, and the application of phages as antibacterial agents. Current projects include the development of phage treatments to control *E. coli* O157:H7 in the guts of livestock, *Aeromonas salmonicida* in local hatchery fish, *Pseudomonas aeruginosa and Staphylococcus* infections of both humans and dogs (in collaboration with colleagues in the Republic of Georgia). Students who commit at least a full year to the research project, enrolling for 4 to 16 credits each quarter, will learn a broad range of microbiology and molecular techniques, with opportunities for internships at the USDA and to present data at national and international conferences.

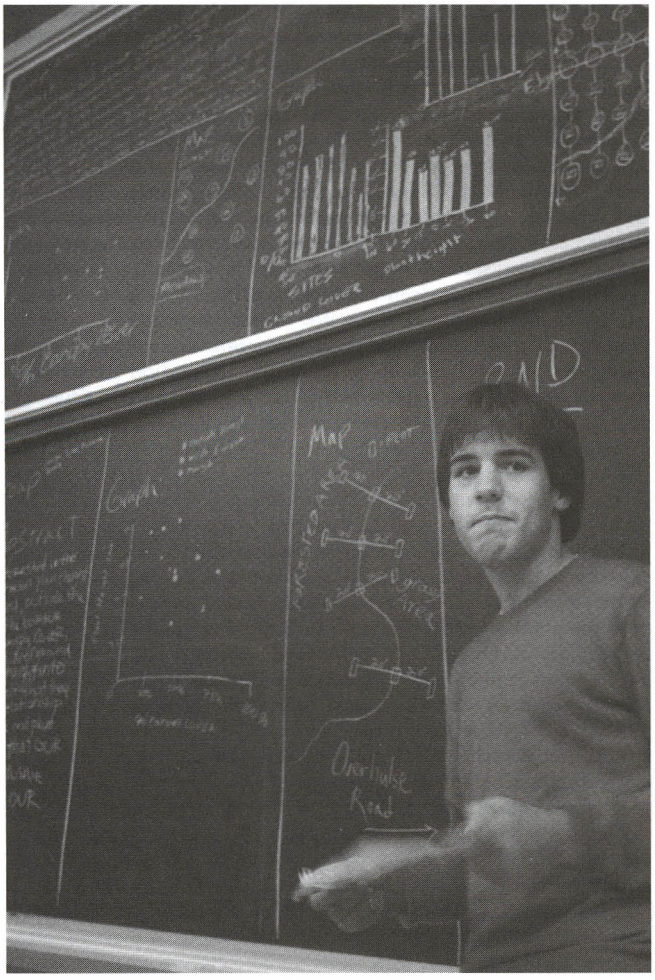
Judith Bayard Cushing (computer science) studies how scientists might better use information technology in their research. She would like to work with students who have a background in

computer science or one of the sciences (e.g., ecology, biology, chemistry or physics), and who are motivated to explore how new computing paradigms, such as object-oriented systems and new database technologies, can be harnessed to improve the individual and collaborative work of scientists.

Clarissa Dirks (biology) 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 primate hosts. Studying how host characteristics and ecological changes influence virus transmission in lemurs will enable us to address the complex spatial and temporal factors that impact emerging diseases. Students with a background in biology and chemistry will gain experience in molecular biology techniques, including tissue culture and the use of viral vectors.

David McAvity (mathematics) is interested in problems in mathematical biology associated with population and evolutionary dynamics. Students working with him will help create computer simulations using agent-based modeling and cellular automata and analyzing non-linear models for the evolution of cooperative behavior in strategic multiplayer evolutionary games. Students should have a strong mathematics or computer science background.

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 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.



IES Research Workshop. Photo by Jon Huey '06.

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) studies Bacteriophage T4, which has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. He is working to clone and over-express the many host-lethal genes that purify and characterize their protein products. The intent of this research is to determine specific functions, look at ways in which genes can be used to better understand bacterial metabolism, and examine the infection process under a variety of environmental conditions. Evergreen is the center for genomic analysis and database development for these phages, and work with phage ecology and their potential uses as antibiotics.

Neal Nelson (computer science) and **Sheryl Shulman** (computer science) are interested in working with advanced computer topics and current problems in the application of computing to the sciences. Their areas of interest include simulations of advanced architectures for distributed computing, advanced programming languages and compilers, programming languages for concurrent and parallel computing, and hardware modeling languages.

Paula Schofield (polymer chemistry, organic chemistry) is interested in the interdisciplinary fields of biomedical polymers and biodegradable plastics. Specific projects within biomedical polymers involve the synthesis of poly (lactic acid) copolymers that have potential for use in tissue engineering. Also, research in the field of biodegradable plastics is becoming increasingly important, as bacterial polyesters show great promise in replacing current petroleum-derived plastics and in reducing the environmental impact of plastic wastes. Students with a background in chemistry and biology will gain experience in the synthesis and characterization of these novel polymer materials, and in biological procedures used to monitor biodegradation and biocompatibility. Students will also present their work at American Chemical Society (ACS) conferences.

Rebecca Sunderman (inorganic/materials chemistry and 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.

E J Zita (physics) studies the Sun and other magnetized plasmas. Solar changes may affect Earth over decades (as in Solar Max) to millennia (as in climate change). Why does the Sun shine more brightly when it is more magnetically active? Why does the Sun's magnetic field flip every 11 years? We investigate solar mysteries by modeling the magnetic dynamics of the Sun. Students can study solar physics, plasma physics, and magneto hydrodynamics; use simple optical and radio telescopes and tools to observe the Sun from Olympia; and analyze data from satellites and supercomputers. Strong research students may be invited to join our summer research team in Olympia and/or Boulder, Co.

Faculty Signature: Students should contact the individual faculty member in their area of interest for details on obtaining a signature.
Credits: 4, 6, 8, 10, 12 or 16 per quarter
Enrollment: 25
A similar program is expected to be offered in 2010-11

Washington's Rivers and Streams

Winter and Spring

Major areas of study include upper division stream ecology, fluvial geomorphology, Pacific Northwest physical geography, and quantitative reasoning.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: One year of college-level science.
Program is preparatory for careers and future studies in earth sciences, biological sciences, education and environmental studies.
Faculty: Paul Butler (earth science), TBA (stream ecology)

The rivers and streams of Washington transport two of the state's most valuable (and often contentious) resources, water and fish. They can also become quite hazardous when they flood various elements of our infrastructure. Although the western part of the state appears to be quite wet, disputes over water availability are common on both sides of the Cascade Range. Many of these conflicts can be avoided if decision-making processes pay more attention to basic principles of ecology and hydrology.

Our primary objective in this two-quarter program is to explore Washington's riparian zones and wetlands. We will cover the hydrology and geomorphology of these waterways with a focus on the movement of water and sediment, and the inherent variability that accompanies these processes. In addition, our study of the dynamic physical nature of aquatic systems will include interactions between aquatic habitats and organisms at all levels of the food chain. Specifically, we will cover microbial, algal, invertebrate and vertebrate ecology in streams and rivers, as well as the major ecosystem functions and services these aquatic habitats provide.

During winter quarter, our focus will be on the principles and processes associated with freshwater ecology and fluvial geomorphology. This will be accomplished through lectures, seminars with emphasis on the primary literature, quantitative skill-building labs, and local, one-day field trips. Students will also develop a small-group research prospectus, which will be implemented during the spring quarter. In addition to a major commitment to field work, in the second half of spring quarter there will be a 5-day field trip to eastern Washington to view freshwater habitats in the more arid parts of the state. Students unable to participate in this field trip may opt for additional work on campus, or reduced credit in spring quarter.

Faculty Signature: There is no signature for entry into the program in winter quarter. Those wishing to join the program in spring quarter will require a signature, and admission will be based on an interview with the faculty team to assess the suitability of the student's background. For more information, contact Paul Butler at butlerp@evergreen.edu. Qualified students will be accepted on a space available basis.
Credits: 16 per quarter
Enrollment: 50
Special Expenses: $150 for spring quarter field trip.

What's Love Got to Do With It?

Spring

Major areas of study include sociology, family studies, gender studies and American history.
Class Standing: This lower-division program is designed for 50% freshmen and 50% sophomores.
Program is preparatory for careers and future studies in public policy, family law, education, gender studies, social work, American history and sociology.
Faculty: Stephanie Coontz (family studies)

This program examines the history of love, sex, marriage, and male-female relations. For more than 100 years, marriage was the critical marker of the transition to adulthood. Once young people moved out of their parents' home, they generally spent very little time on their own, but instead married and "settled down." Individuals who did not follow this normative path were considered deviant and faced considerable social discrimination. Today, marriage is no longer the critical gateway into adulthood. It is more optional than ever and it no longer has a virtual monopoly over the regulation of sexuality and child-rearing. At the same time, our expectations of married love are higher than ever before in history.

We will discuss the rise and fall of 20th-century courtship, gender, and marriage norms and explore the many controversies associated with the transformations of the last 30 years: the causes and consequences of divorce and remarriage; the changing role of singlehood and cohabitation in America; new gender roles and sexual norms; and the future of male-female relations, same-sex marriage and family life.

This program requires an intense commitment of time and energy, especially in writing and revising papers. It will prepare students for more advanced work in a wide range of disciplines. In addition, it will sharpen skills in critical reading, effective writing, and in-depth analysis and argumentation. A side benefit, but not the main intent of the program, will be a better understanding of our own interpersonal concerns and conflicts, as we learn to put them in context, understand their origins, and see the larger social forces that affect even the supposedly most private, individual aspects of our lives.

Credits: 16 per quarter
Enrollment: 23
Planning Units: Programs for Freshmen and Society, Politics, Behavior and Change

Women's Studies: Native American Women in the 20th Century

Fall

Major areas of study include Native American studies, women's studies, 20th century U.S. history and political science.
Class Standing: Sophomores or above; transfer students welcome.
Program is preparatory for careers and future studies in women's studies, Native American studies, education and the social sciences.
Faculty: Frances V. Rains (Native American studies)

Stereotypes of Native American women, such as squaw, princess, and sexual slave, have plagued Native women since 1492. Ironically, the history of Native women has reflected an extremely different reality. Native women had rights 1,000 years ago that white women would not receive in this country until 1920. Native women in this past century have worked to protect the lands and the natural world, to protect their cultures and languages, to defend Tribal Sovereignty, and to protect the well-being of their families. But few learn about these Native women, who have consistently defied the stereotypes to work for the betterment of their peoples and nations.

Drawing upon the stories, experiences and writings of such women, we will explore the ways in which leadership is articulated in many Native American communities. We will critique how feminist theory has both served and ignored Native women. Through case studies, autobiography, literature and films, we will analyze how Native women have argued for sovereignty and developed agendas that privilege community over individuality. We will explore the activism of 20th century Native women leaders, particularly in the areas of the environment, the family system and the law.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. Students will develop skills as writers, researchers and advocates by studying scholarly and imaginative works and conducting research. Through extensive reading and writing, dialogue, art, films and guest speakers, we will investigate important aspects of the life and times of Native American women in the 20th and 21st centuries.

Credits:16 per quarter
Enrollment: 25

Working Small

Fall and Winter
Major areas of study include 3-D design, fine metalworking, sculpture and art history.
Class Standing: Juniors or seniors; transfer students welcome.
Prerequisites: College-level studio art experience.
Program is preparatory for careers and future studies in the arts and humanities.
Faculty: Jean Mandeberg (visual art)

This is a program for advanced visual art students interested in the particular demands of making small scale art in fine metalworking, jewelry making and mixed media sculpture. Working primarily in the Fine Metals Studio, we will combine intensive studio work and critique with readings in contemporary art, related writing assignments, and seminar discussion. Readings will include such books as *The Poetics of Space* by Gaston Bachelard, *On Longing: Narratives of the Miniature, the Gigantic, the Souvenir, the Collection* by Susan Stewart, and *XS: Big Ideas in Small-Scale Building* by Phyllis Richardson.

Students must be prepared to confront the artist's and the audience's experience of small scale artwork while considering such issues as the cultural values associated with scale, miniaturization, packaging and portability, the intensification and exaggeration of form, virtuosity, and imagination. Fall quarter studio work will be primarily guided by assignments and technical experimentation. Winter quarter studio work will focus on independent work in series. During both quarters this studio program will include opportunities for collaboration such as a program exhibition.

Faculty Signature: Students must submit a writing sample and a portfolio of previous work (physical work, CD or slides), including examples of both two- and three-dimensional art (not necessarily metalwork), and meet with the faculty at the Academic Fair, May 13, 2009, or by appointment. For more information, contact Jean Mandeberg, (360) 867-6628 or jeanm@evergreen.edu. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.
Credits: 16 per quarter
Enrollment: 18
Special Expenses: Students might need to purchase precious metal (sterling silver), stones, and some specialized tools depending on the design of their work. Studio fee: $50.00 per quarter.

Written in Stone

Spring

Major areas of study include visual art, sculpture, drawing, creative writing, cultural studies and environmental history.
Class Standing: This Core program is designed for freshmen.
Program is preparatory for careers and future studies in visual art, sculpture, creative writing, education and cultural studies.
Faculty: Bob Leverich (sculpture, drawing), Robert Smurr (environmental history), TBA (poetry)

Few things are as durable as stone or as evanescent as words, yet both are elemental raw materials for human expression and history. We shape stone to give shelter, to express meaning, and to mark places and pasts. We shape words to speak, to envision, and to evoke our personal and communal stories. We shape the past itself with words and images, to describe who we are and to proclaim our value to others. This program will give students the opportunity to shape stone into sculpture, words into poetry, and experience into history. We will explore the potential of each of these expressive forms, and the process and craft of each.

Our program work will center on workshops in sculpture, poetry, and the environmental history of our local and regional landscapes. Readings, lectures, seminars and writing assignments will give technical, historical and cultural contexts to our efforts. During program field trips, we will consider landscapes as both material and inspiration for sculpture, poetry and historical memory. In the sculpture studio, students will draw, work with stones as found objects, and learn basic stone carving methods, and consider alternative ways to use stone expressively. In poetry workshops, students will read and study works of selected poets, write poems, and read and respond to each other's works. Lectures, readings, seminars and expository writing will explore historical, cultural and personal dimensions of landscape. The program goals are for students to advance their expressive skills with words and images, and to make and explore potent connections between stones and words, sculpture and poetry, history and landscape.

Credits: 16 per quarter
Enrollment: 55
Special Expenses: $150 for drawing and studio equipment and materials, $75 studio fee, $125 for one overnight field trip.

Graduate Studies

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION (M.ED.)

Magda Costantino, Director
Lynne Adair, Program Coordinator
(360) 867-6639 or adairl@evergreen.edu

The Master of Education Program is a 40-credit, seven-quarter program intended to allow current K-12 teachers to advance in their abilities and professions by providing a graduate-level theoretical and practical framework to increase their positive impact on student learning.

All candidates will engage in a core coordinated studies curriculum encompassing the needs of diverse learners in multicultural settings, the latest research on how the brain, culture and language development influence learners, and the integration of research and data analysis into teaching practices. Included in the core will be topics such as curriculum theory, best practices, developmentally appropriate curriculum, critical pedagogy, and cultural competence. Current and prospective district-level curriculum supervisors, as well as others involved in education, may also be interested in this advanced degree because of the program's focus on effective, research-based classroom practices.

Along with the completion of the core program of study, candidates will have the opportunity to prepare for an endorsement in the area of English as a Second Language and Mathematics Education with an option to complete their Professional Certification.

For complete information on admissions requirements and procedures, please visit **www.evergreen.edu/med**.

MASTER OF ENVIRONMENTAL STUDIES (MES)

Edward A. (Ted) Whitesell, Director
J.T. Austin, Assistant Director
(360) 867-6225 or austinj@evergreen.edu

The Evergreen State College's Graduate Program on the Environment offers a Master of Environmental Studies (MES) degree. This graduate program integrates the study of the biological, physical, and social sciences with public policy. Its core curriculum explores the interactions among environmental problems, policy responses, and environmental sciences. The program produces graduates who combine an interdisciplinary understanding of environmental sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional preparation for people employed in the public, private, and non-profit sectors or for continuing graduate study in related fields.

For complete information on admissions requirements and procedures, please consult the current catalogue of the Graduate Program on the Environment or visit **www.evergreen.edu/mes**.

MASTER OF PUBLIC ADMINISTRATION (MPA)

Cheryl Simrell King, Director
Randee Gibbons, Assistant Director
(360) 867-6554 or gibbonsr@evergreen.edu
Magdalene McCarty, Assistant Director, Tribal Governance track
(360) 867-6202 or mccartym@evergreen.edu

The Masters Program in Public Administration provides high-quality professional education to students pursuing careers within government agencies, nonprofits, tribal governments, and research and advocacy organizations, Hundreds of program graduates work in responsible positions throughout Washington state, the Northwest, and beyond. Through the program, students gain important knowledge and skills and learn how to be effective advocates for change. Evergreen's MPA program is unique, due to our emphasis on social change and democratic governance, and the College's innovative approach to education.

For more information on the MPA program, please consult the current Master of Public Administration catalog or visit **www.evergreen.edu/mpa**. For information on the MPA track in Tribal Governance, visit **www.evergreen.edu/mpa/mpatribal/home.**

JOINT MES/MPA DEGREE

The Master in Environmental Studies and Master in Public Administration programs also offer a combined MES/MPA degree. This joint program is designed both for environmental professionals who wish to improve their administrative skills and for public administrators who want to gain expertise in the analysis of environmental issues. Students must complete a total of 96 credits in both programs to obtain the degree. For more information, contact the assistant MES director or the associate MPA director.

MASTER IN TEACHING (MIT)

Sherry Walton, Director
Maggie Foran, Admissions and Advising
(360) 867-6559 or foranm@evergreen.edu

Evergreen's Master in Teaching (MIT) Program is a nationally recognized teacher preparation program leading to Residency Teacher Certification in Washington state and a Master's degree. The program aspires to develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active. Graduates are knowledgeable, competent professionals who assume leadership roles in curriculum development, assessment, child advocacy and anti-bias work.

For complete information on endorsements, admissions requirements and procedures, please consult the current Master in Teaching catalog or visit **www.evergreen.edu/mit**.

Catalogs are available from the Graduate Studies office, Lab I 3019, or the Admissions office.

Admissions

Complete and updated information regarding admission criteria and standards for all applicants is available on Evergreen's Admissions Web site: www.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. Artwork, videos and audio recordings will not be considered.

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 Ethnic and Racial 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 **www.evergreen.edu/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 September 1 to March 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 four page application from a PDF file found at **www.evergreen.edu/apply**.

GENERAL TRANSCRIPT INFORMATION

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

RETENTION OF RECORDS

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

NOTIFICATION AND DEPOSIT

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

ADDITIONAL INFORMATION FOR FRESHMAN APPLICANTS

ACCEPTABLE COLLEGE PREPARATORY COURSE WORK

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

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

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

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

Science: Two years of laboratory science are required. One credit (one full year) of algebra-based biology or chemistry or physics should be included in this two year requirement. The second year may be completed in any lab science course that satisfies the high school's graduation requirement in science. Students planning to major in science or science-related fields should complete at least three years of science, including at least two years of algebra-based laboratory science.

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

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

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

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

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

More information for freshman applicants can be found at www.evergreen.edu/admissions/freshman.htm

ADDITIONAL INFORMATION FOR TRANSFER APPLICANTS

COMMUNITY COLLEGE DEGREES

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

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

TRANSFER OF CREDIT

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

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

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

OTHER SOURCES OF TRANSFER CREDIT

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

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

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

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

SPECIAL STUDENTS

Students wishing to enroll on a part time basis prior to seeking admission to Evergreen may register as "special students" for a maximum of eight credits per quarter. The outreach coordinator for Evening and Weekend Studies is available to assist special students with academic advising and registration information. For additional information, refer to **www.evergreen.edu/ews**.

SUMMER QUARTER

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

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

More information for transfer applicants can be found at www.evergreen.edu/admissions/transfer.htm

Tuition and Fees

RESIDENCY STATUS FOR TUITION AND FEES

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

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

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

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

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

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

BILLING AND PAYMENT PROCEDURES

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

Tuition and fees are billed quarterly by mail if you are pre-registered. Payment in full must be in the Cashier's Office by 3:45 p.m. on the deadline for each quarter. Cash, check, money order, Visa and MasterCard are all acceptable forms of payment. Web payment is also available for students wishing to pay with Visa, Mastercard or E-check.

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

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

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

REFUNDS/APPEALS

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

100 percent to Friday of the first week of the quarter

50 percent to the 30th day

No refund after the 30th calendar day

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

ESTIMATED EXPENSES

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2009–10 nine-month academic year.

	RESIDENT	NON-RESIDENT
Tuition and Fees	$4,797	$15,657
Books and supplies	924	924
Housing and meals	8,052	8,052
Personal needs	1,941	1,941
Transportation	1,098	1,098
Total	$16,812	$27,672

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

ESTIMATED TUITION AND FEES

Rates are set by the Washington State Legislature and the Evergreen Board of Trustees. They are subject to change without notice. The rates below are for the 2008–09 academic year. Visit **www.evergreen.edu/tuition** or call Student Accounts to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	RESIDENT TUITION*	NONRESIDENT TUITION*
Full-time Undergraduate	10–18 19 20	$1,599 per quarter $1,738 $1,877	$5,219 per quarter $5,705 $6,191
Part-time Undergraduate	9 or fewer	$159.90 per credit; 2 credit minimum	$521.90 per credit; 2 credit minimum
Full-time Graduate	8 MPA & MES 16 MIT	$1,751.20 per quarter $2,189 per quarter	$5,334.40 per quarter $6,668.00 per quarter
Part-time Graduate	9 or fewer**	$218.90 per credit; 2 credit minimum	$666.80 per credit; 2 credit minimum

*Tuition and fees may vary in summer quarter, which is not part of the regular academic year.
** For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time.

MISCELLANEOUS FEES

Application Fee (nonrefundable)	$50	**Returned Check**	$15
Mandatory Health Fee (quarterly)	$47	**Reinstatement/late-registration Fee**	$50
Mandatory Bus Pass (quarterly)	$1.10 per credit up to $13.20	**ID Card Replacement** **with meal plan**	$5 $25
CAB Renovation Fee	$5.75 per credit	**Graduation Fee**	$25
Clean Energy Fee	$1 per credit	**Undergraduate Admission Deposit** (nonrefundable)	$50
Late Night Transit Fee (quarterly)	$3	**Graduate Admission Deposit** (nonrefundable)	$100
WASHPIRG (quarterly, waivable)	$8	**Transcript, per copy**	$10
Housing / Administrative Fee: Rental Contract or Unit Lease	$45 each		

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

PARKING FEES

	Automobiles / Motorcycles		Automobiles / Motorcycles
Daily	$2.00	**Academic year**	$115 / $60
Quarterly	$40 / $25	**Full year**	$120 / $65

Registration and Academic Regulations

NEW AND CONTINUING STUDENT ENROLLMENT PROCESS

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

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

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

COLLEGE EMAIL POLICY

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

CHANGES IN PERSONAL INFORMATION

It is vital to maintain current information that affects your student records with the Office of Registration and Records. Any change(s) affecting your student record requires acceptable documentation before a change in records can be made. Students can update address information at any time using their MyEvergreen account. See also Billing and Payment Procedures, page 87.

TO ADD, CHANGE, OR DROP A PROGRAM

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

Reducing credits or dropping a program must be completed by the 30th calendar day of the quarter. It is essential to complete any changes as soon as possible. (See Refunds/Appeals, page 87.)

WITHDRAWAL

You may withdraw any time up to the 30th calendar day of the quarter, but you must inform the Office of Registration and Records. (See Refunds/Appeals, page 87.)

LEAVE OF ABSENCE

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

VETERAN STUDENTS

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

ACADEMIC CREDIT

General Policies

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

Credit Limit

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

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

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

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

RECORD KEEPING

Transcripts

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

If you decide to write a summative self-evaluation—up to one quarter after graduation—the specific form must be turned in to Registration and Records to be included. (See Expectations of an Evergreen Graduate, page 97.)

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

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

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

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

Confidentiality of Records

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

Inspect and review your educational records within a reasonable time period

Request an amendment to education records you believe are inaccurate or misleading

Consent to disclosures of personally identifiable information contained in your records, except to the extent that FERPA authorizes disclosure without consent

File a complaint with the U. S. Department of Education concerning alleged failures to comply with the requirements of FERPA

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

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

ACADEMIC STANDING POLICY

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

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

1. Academic warning.

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

2. Required leave of absence.

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

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

Dismissal and Readmission

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

GRADUATION REQUIREMENTS

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

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

ENROLLMENT STATUS

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

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

Faculty

The following is a list of Evergreen's faculty as of summer 2008. A more extensive description of their areas of expertise can be found on the Academic Advising Web site: **www.evergreen.edu/advising**.

Kristina Ackley, *Native American Studies,* 2000; B.A., History and Political Science, University of Wisconsin-Madison, 1993; M.A., American Indian Law and Policy, University of Arizona, 1995; Ph.D., American Studies, State University of New York at Buffalo, 2001.

Michelle Aguilar-Wells, *Reservation-Based/ Community-Determined,* 2001; B.A., Human Services, Western Washington University, 1977; M.P.A., University of Arkansas.

Nancy Anderson, *Public Health,* 2008; B.A., Anthropology, Barnard College, 1977; M.D., Columbia University, 1980; M. Public Health, Health Services, University of Washington, 1988.

Jeff Antonelis-Lapp, *Reservation-Based/Community-Determined,* 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

Theresa A. Aragon, *Management,* 1999; Academic Dean 2006-present, B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

William Ray Arney.

Susan M. Aurand, *Art,* 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, *Languages and Literature,* 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.

Don Bantz, *Public Administration,* 1988; Academic Dean, 2000–03; Provost and Academic Vice President, 2004–present; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

Clyde Barlow, *Chemistry,* 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Maria Bastaki, *Environmental Health,* 2005; B.S., Science, University of Patras, 1988; Ph.D., Pharmacology of Angiogenesis, University of Patras, 1994.

Marcella Benson-Quaziena, *Psychology,* 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

Peter G. Bohmer, *Economics,* 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Dharshi Bopegedera, *Physical Chemistry,* 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

Frederica Bowcutt, *Ecology,* 1996; B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

Andrew Brabban, *Molecular Biology,* 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

Eddy Brown, *Writing,* 2001; Academic Dean, 2004–present; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

Bill Bruner, *Economics,* 1981; Dean of Library Services, 1992–2001; B.A., Economics and Mathematics, Western Washington University, 1967.

Andrew Buchman, *Music,* 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

Paul R. Butler, *Geology and Hydrology,* 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

Arun Chandra, *Music Performance,* 1998; B.A., Composition and English Literature, Franconia College, 1978; M.M., Guitar Performance, University of Illinois, Urbana/ Champaign, 1983; D.M.A., Composition, University of Illinois, Urbana/Champaign, 1989.

Gerardo Chin-Leo, *Marine Biology,* 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.

Krishna Chowdary, *Physics,* 2007; B.A., Physics, Johns Hopkins University, 1995; M.S., Physics, Carnegie Mellon University, 1997; Doctoral Studies (ABD), Physics, Carnegie Mellon University.

Savvina A. Chowdhury, *Feminist Economics,* 2008; B.A., International Studies, University of Southern Maine, 1995; M.A., Economics, University of California, Riverside; Ph.D., Economics, University of California, Riverside, 2005.

Sally J. Cloninger, *Film and Television,* 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Robert Cole, *Physics,* 1981; B.A., Physics, University of California, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

Scott Coleman, *Education,* 2001; Master in Teaching Director, 2001-2006; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

Amy Cook, *Fish Biology,* 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.

Stephanie Coontz, *History and Women's Studies,* 1974; B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.

Thad B. Curtz, *Emeritus,* Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California Santa Cruz, 1969; Ph.D., Literature, University of California, Santa Cruz, 1977.

Judith Bayard Cushing, *Computer Science,* 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

Bruce Davies, *Public Administration Tribal Governance,* 2006; B.A., College of Letters, Wesleyan University, 1974; J.D., University of Denver, 1979.

Jon S. Davies, *Teacher Education (Language Arts),* 2008; B.A., English, Oberlin College, 1972; M.A., Physical Education, Oberlin College, 1978; Ed.D, University of San Diego, 1994.

Stacey Davis, *European History,* 1998; B.A., History, Princeton University, 1992; M.A., History, Yale University, 1993; M. Philosophy, History, 1996; Ph.D., History, Yale University, 1998.

Diego de Acosta, *Spanish Literature and Language,* 2008; B.A., Sociology and Linguistics, Princeton University, 1998; Ph.D., Linguistics, Cornell University, 2006.

Clarissa Dirks, *Biology,* 2006; B.S., Microbiology, Arizona State University, 1994; Ph.D., Molecular and Cellular Biology, University of Washington, 2001.

Carolyn E. Dobbs, *Emerita, Urban Planning,* 1971; Academic Dean, 1987–91; Interim Vice President for Student Affairs, 1991–92; Academic Dean, 1992–94; Director of Graduate Program in Public Administration, 1994–98; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

Peter Dorman, *Political Economy,* 1998; B.A., Economics, University of Wisconsin, 1977; Ph.D., Economics, University of Massachusetts, 1987.

Kathleen Eamon, *Philosophy,* 2006; B.A., Liberal Arts, St. John's College, 1997; M.A., Philosophy, Vanderbilt University, 2004, Doctoral Studies (ABD), Philosophy, Vanderbilt University.

Rob Esposito, *Modern Dance,* 2008; Modern Dance Technique, Nikolais/Louis Dance Theatre Lab, 1975; B.F.A., Dance, State University of New York College at Brockport, 1996; M.F.A., Dance, State University of New York College at Brockport, 1998.

Lara Evans, *Art History,* 2005; B.A., Studio Art, Scripps College, 1994; M.A.I.S., Studio Art (Painting) and Art History, Oregon State University, 1998; Ph.D., Art History, specializing in Native American Art, University of New Mexico, 2005.

Retired 2009

Joe Feddersen, *Printmaking,* 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.

Susan R. Fiksdal, *Linguistics and Languages,* 1973; Academic Dean, 1996–2001; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.

John Robert Filmer, *Management and International Business,* 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

Anne Fischel, *Film/Video,* 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts, Amherst, 1986; Ph.D., Communication, University of Massachusetts, Amherst, 1992.

Dylan Fischer, *Forest Ecology,* 2005; B.S., Environmental Science, Oregon State University, 1998; M.S., Forest Science, Northern Arizona University, 2001; Ph.D., Forest Science, Northern Arizona University, 2005.

Teresa L. Ford, *Master in Teaching,* 1997; B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.

Retired 2009

Russell R. Fox, *Community Planning,* 1972; Academic Dean, 2001–2007; Director of Center for Community Development, 1983–86; B.A., Mathematics, University of California, Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.

Kevin J. Francis, *Philosophy of Science,* 2004; B.A., Biology, Reed College, 1993; Ph.D., History of Science and Technology, University of Minnesota, 2002.

George Freeman, *Jr.,* Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.

Karen Gaul, *Sustainability Studies,* 2006; B.A. Theology and Philosophy, Carroll College, 1984; M.T.S., Harvard Divinity School, 1987; M.A., Anthropology, University of Massachusetts, 1989; Ph.D., Anthropology, University of Massachusetts, 1994.

Jennifer Gerend, *Land Use Planning,* 2008; B.A., Government, German, Smith College, 1998; M.Urban Planning, New York University, 2000.

Laurance R. Geri, *Master of Public Administration,* 1997; B.A., Economics, University of Washington, 1980; M.P.A., Policy Analysis and Evaluation, George Washington University, 1982; D.P.A., University of Southern California, 1996.

Jorge Gilbert, *Sociology,* 1988; Licenciado en Sociologia, Universidad de Chile; M.A., Sociology in Education, University of Toronto, 1975; Ph.D., Sociology in Education, University of Toronto, 1980.

Ariel Goldberger, *Theatrical Design,* 1996; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.

José Gómez, *Social Sciences and Law,* 1988; Assistant Academic Dean, 1988–90; Associate Academic Dean, 1990–96; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autonoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.

Amy Gould, *Public Administration,* 2005; B.A., Public Policy and Management, University of Oregon, 1997; M.S., Public Affairs, University of Oregon, 2000; Ph.D., Political Science, Northern Arizona University, 2005.

Walter Eugene Grodzik, *Theater,* 2002; B.A., Research and Theater Studies, Hiram College, 1977; M.A., Speech/Theater, Kent State University, 1983; M.F.A., Directing, Wayne State University, 1984; Fulbright Scholar, 1984–86; Ph.D., Drama, University of Washington, 2006.

Zoltán Grossman, *Native American Studies,* 2005; B.A. and B.S., History and Geography, University of Wisconsin, 1984; M.S., Geography, University of Wisconsin, 1998; Ph.D., Geography, University of Wisconsin, 2002.

Bob Haft, *Expressive Arts,* 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.

Jeanne E. Hahn, *Political Science,* 1972; Assistant Academic Dean, 1978–80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; Ph.D. (ABD), Political Science, Chicago, 1968.

Matthew Hamon, *Photography,* 2006; B.A., Studio Art, Humboldt State University, 1999; Secondary Art Education, Humboldt State University, 2000; M.F.A., Photography, University of Washington, 2002.

Retired 2008

W. J. (Joye) Hardiman, *Literature and Humanities,* 1975; Director, Tacoma Campus, 1990–2007; B.A., Literature, State University of New York, Buffalo, 1968; Graduate studies, Literature, State University of New York, Buffalo, 1968–70; Ph.D., Applied Literary Studies and Urban Education, The Union Institute, 1986.

Lucia Harrison, *Public Administration,* 1981; Director, Graduate Program in Public Administration, 1990–93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin, Madison, 1976; Ph.D., Educational Administration, University of Wisconsin, Madison, 1979.

Mark Harrison, *Theater,* 2004; B.A., English, University of California, Santa Barbara; M.A., Dramatic Art, University of California, Santa Barbara, 1975; Ph.D., Performance Studies, New York University, 1989.

Rachel Hastings, *Mathematics,* 2005; B.A., Physics and Mathematics, Harvard University, 1991; Ph.D., Applied Mathematics, Cornell University, 1998; Ph.D., Linguistics, Cornell University, 2004.

Ruth Hayes, *Animation,* 1997; B.A., Animation, Harvard and Radcliffe Colleges, 1978; M.F.A., Experimental Animation, California Institute of the Arts, 1992.

Martha Henderson, *Geography,* 1995; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.

Chauncey Herbison, *African American Studies,* 2007; B.A., American Studies, East Asian Languages and Cultures, English, University of Kansas, 1972; M.A., American Studies, University of Kansas, 1980; Ph.D., American Studies, University of Kansas, 2006.

Heather E. Heying, *Vertebrate Natural History,* 2002; B.A., Anthropology, University of California, Santa Cruz, 1992; Ph.D., Biology, University of Michigan, Ann Arbor, 2001.

David Hitchens, *History,* 1970; Campus Adjudicator, 1987–89; B.A., History, University of Wyoming, 1961; M.A, History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.

Karen Hogan, *Environmental Science,* 2001; B.S., Biology, Michigan State University, 1979; M.S., Botany, University of Illinois, 1982; Ph.D., Plant Biology, University of Illinois, 1986.

Grace C. Huerta, *Teacher Education (ESL),* 2008; B.A., English, University of Southern California, Los Angeles, 1981; M.A., English, University of Southern California, Los Angeles, 1986; Ph.D., Educational Leadership and Policy Studies, Arizona State University, 1994.

Sara Huntington, *Librarianship,* 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.

Ryo Imamura, *Psychology,* 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1981; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.

Ren-Hui (Rose) Jang, *Theater,* 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.

Heesoon Jun, *Clinical/Counseling Psychology,* 1997; B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.

Cynthia C. Kennedy, *Management,* 1999; B.S., Business and French, The Pennsylvania State University, 1985; M.B.A., The Pennsylvania State University, 1988.

Mukti Khanna, *Developmental Psychology,* 2000; B.A., Human Biology, Stanford University, 1983; Ph.D., Clinical Psychology, University of Tennessee-Knoxville, 1989.

Died 2009

Ernestine Kimbro, *Librarianship,* 1987; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

Cheryl Simrell King, *Master in Public Administration,* 2000; Director of Graduate Program in Public Administration 2006-2009, B.A., Psychology/Sociology, University of Texas, 1981; M.A.,Experimental/Testing Psychology, University of Colorado, 1987; Ph.D., Public Administration, University of Colorado, 1992.

Retired 2010

Robert H. Knapp, *Jr.,* Physics, 1972; Academic Dean, 1996–99; Assistant Academic Dean, 1976–79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, U.K., 1968.

Stephanie Kozick, *Education,* 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/ Family Studies, Oregon State University, 1986.

Patricia Krafcik, *Russian Language and Literature,* 1989; B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.

Ulrike Krotscheck, *Classical Studies,* 2008; B.A. Art History, Mount Holyoke College, 1997; M.A. Classical and Prehistoric Archaeology, Art History, University of Heidelberg, 2001; Doctoral Studies, Classics and Archaeology, Stanford University, 2008.

Retired 2008

Elizabeth M. Kutter, *Emerita,* Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

Glenn G. Landram, *Business Management,* 2004; B.S., Mathematics, University of Puget Sound, 1978; M.S., Statistics, Oregon State University, 1983; Ph.D., Management Science, University of Washington, 1990.

Gerald Lassen, *Public Administration,* 1980; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

Daniel B. Leahy, *Public Administration,* 1985; Director of Labor Center, 1987–95; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.

Anita Lenges, *Teacher Education,* 2005; B.A., Mathematics and Anthropology, University of Washington, 1986; Teaching Certification, University of Washington, 1990; M.A., Curriculum and Instruction, University of Washington, 1994; Ph.D., Curriculum and Instruction, University of Washington, 2004.

Robert T. Leverich, *3-D Art,* 1999; B.A., University of Minnesota, Minneapolis, 1978; Master of Architecture, University of Minnesota, Minneapolis, 1979; M.F.A., Rochester Institute of Technology, 1990.

Mingxia Li, *Biomedical Health,* 2007; M.D., Capital Medical College, Beijing, 1982; M.S., Pharmacology, Chinese Academy of Medical Sciences, 1986; Ph.D., Molecular Pharmacology, Cornell University, 1992.

John T. Longino, *Zoology,* 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.

Cheri Lucas-Jennings, *Public Policy,* 1999; B.A., Political Economy/Graphic Design, San Francisco State University, 1974; M.A., Political Science, Women's Studies and Public Law, University of Hawaii, Manoa, 1978; Ph.D., Public Legislation and Public Health, University of Hawaii, Manoa, 1984.

Lee Lyttle, *Library Sciences,* 1992; Dean of Library Services, 2001–2008; Academic Dean, 1998–2001; B.F.A., Architecture, University of New Mexico, 1974; M., Urban Planning, University of Washington, 1985; M.,Library Sciences, University of Hawaii, 1991.

Jean Mandeberg, *Fine Arts,* 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

Carrie Margolin, *Psychology,* 1988; B.A., Social Science, Hofstra University, 1976; Ph.D., Experimental Psychology, Dartmouth College, 1981.

Retired 2009

David Marr, *American Studies and English,* 1971; Academic Dean, 1984–87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

Allen Mauney, *Mathematics,* 2001; B.S., The Evergreen State College, 1988; M.S., Mathematics, Western Washington University, 1990.

David McAvity, *Mathematics,* 2000; B.S., Mathematical Physics, Simon Fraser University, 1988; Distinction in Part III of the Mathematical Trypos, Cambridge University, 1989; Ph.D., Mathematics, Cambridge University, 1993.

Paul McCreary, *Mathematics,* 2006; B.S., Political Science, Massachusetts Institute of Technology, 1970; M.A.T., Education, Harvard, 1971; M.S. Computational Mathematics, University of Illinois at Urbana-Champaign, 1984; Ph.D., Mathematics, University of Illinois at Urbana-Champaign, 1998.

Lydia McKinstry, *Organic Chemistry,* 2004; B.S., Cellular and Molecular Biology, Fort Lewis College, 1989; Ph.D., Organic Chemistry, Montana State University, 1994.

Paul McMillin, *Reference Librarian,* 2005; B.A., Philosophy, Cornell University, 1987; M.A., Sociology, Binghamton University, 1994; M.L.I.S., Library and Information Science, University of Texas, 2001.

Laurie Meeker, *Film and Video,* 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.

Retired 2008

Helena Meyer-Knapp, *Emerita, Politics and Government,* 1998; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.

Donald V. Middendorf, *Physics and Biophysics,* 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, Cornell University, 1984.

Kabby Mitchell III, *Dance,* 2000; A.A., Contra Costa College, 1979; M.F.A., Dance, University of Iowa, 1998.

Donald Morisato, *Genetics/Molecular Biology,* 2002; B.A., Biology, Johns Hopkins University, 1979; Ph.D., Biochemistry and Molecular Biology, Harvard University, 1986.

Harumi Moruzzi, *Intercultural Communication,* 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.

Lawrence J. Mosqueda, *Political Science,* 1989; B.S., Political Science, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.

Greg A. Mullins, *American Studies,* 1998; A.B., English, Stanford University, 1985; Ph.D., English, University of California, Berkeley, 1997.

Ralph W. Murphy, *Environmental Science,* 1984; Director, Graduate Program in Environmental Studies, 1988–95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.

Nancy Murray, *Developmental Biology,* 2001; Academic Dean 2008-present, B.S., State University of New York at Oswego, 1986; Ph.D., Neurobiology, State University of New York at Stony Brook, 1997.

Nalini Nadkarni, *Ecology,* 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.

Raul Nakasone (Suarez), *Education,* 1991; Credentials for Secondary Education in Mathematics, Physics and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.

James Neitzel, *Chemistry,* 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.

Alice A. Nelson, *Spanish Language and Culture,* 1992; A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification, Latin American Studies, Duke University, 1992; Ph.D., Spanish, Duke University, 1994.

Lin Nelson, *Environmental Health,* 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, Pennsylvania State University, 1975; Ph.D., Sociology, Pennsylvania State University, 1981.

Neal N. Nelson, *Computing and Mathematics,* 1998; B.A., Mathematics, Washington State University, 1974; M.S., Computer Science, Washington State University, 1976; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

Steven M. Niva, *Middle Eastern Studies,* 1999; B.A., Foreign Affairs, Middle East Politics and Political Philosophy, University of Virginia, 1988; Ph.D., Political Science, Columbia University, 1999.

Allen Olson, *Computer Studies,* 2003; Academic Dean 2007-present, B.A., Physics, University of Chicago, 1990; M.S., Mechanical Engineering, University of Washington, 1992.

Toska Olson, *Sociology and Social Problems,* 1998; B.A., Anthropology, University of Washington, 1989; M.A., Sociology, University of Washington, 1991; Ph.D., Sociology, University of Washington, 1997.

Charles N. Pailthorp, *Philosophy,* 1971; Academic Dean, 1988–92; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

Alan R. Parker, *Native American Policy,* 1997; B.A., Philosophy, St. Thomas Seminary, 1964; J.D., University of California, Los Angeles, 1972.

Nancy Parkes, *Literature and Writing,* 1998; B.A., The Evergreen State College, 1978; M.F.A., Creative Writing, Goddard College, 1996.

Michael Paros, *Health Science,* 2006; B.A., Molecular Biology, University of California, San Diego, 1989; Ph.D., Veterinary Medicine, Washington State University, 1993.

Sarah Pedersen, *English Literature and Library Science; Dean of Library,* 1986–92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.

John H. Perkins, *Emeritus,* Biology, History of Technology and Environment, 1980; Director of Graduate Program in Environmental Studies, 1999–present; Academic Dean, 1980–86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

Gary W. Peterson, *Northwest Native American Studies,* 1999; B.A., Human Services, Western Washington University, 1992; M.S.W., University of Washington, 1995.

Yvonne Peterson, *Education,* 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.

Nelson Pizarro, *Business,* 2006; B.A., Business, Washington State University, 2003; M.S., Business Administration, University of Florida, 2005.

Rita Pougiales, *Anthropology and Education,* 1979; Academic Dean, 1985–88 and 2002–2008; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.

Susan Preciso, *Literature and Writing,* 1998; B.A., English, Portland State University, 1986; M.A., English, Portland State University, 1988.

Paul Przybylowicz, *Environmental Studies Generalist,* 1998; Academic Dean 2007-present, B.S., Forest Entomology, State University of New York College of Environmental Science and Forestry, 1978; Ph.D., Plant Pathology, Oregon State University, 1985.

Frances V. Rains, *Native American Studies/ Reservation-Based Program,* 2002; B.S., Elementary Education/American Indian Education, Indiana University, Bloomington, 1978; M.S., Elementary Education/Mathematics, 1987; Ph.D., Curriculum and Instruction/ Curriculum Theory/ Multicultural Education-Elementary Education, Indiana University, Bloomington, 1995.

Bill Ransom, *Creative Writing,* English, Sociology, Education, 1997; Academic Dean 2007-present, B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University.

Andrew Reece, *Classical Studies,* 2003; A.B., Classical Studies, Earlham College, 1991; M.A., Classical Studies, Indiana University, 1993; Ph.D., Classical Studies, Indiana University, 1998.

Liza R. Rognas, *Library Faculty/Reference Librarian,* 1999; B.A., History, Washington State University, 1991; M.A., American/ Public History, Washington State University, 1995; M.A., Information Resources and Library Science, University of Arizona, 1998.

Martha Rosemeyer, *Ecological Agriculture,* 2001; B.S., Plant Pathology, University of Wisconsin, Madison, 1978; M.S., Plant Sciences-Horticulture, University of Arizona, 1982; Ph.D., Biology-Agroecology, University of California, Santa Cruz, 1990.

Ratna Roy, *Dance and English,* 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.

David Rutledge, *Psychology,* 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.

Sarah F. Ryan, *Labor Studies,* 1999; B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers-The State University of New Jersey, 1999.

Therese Saliba, *English,* 1995; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.

Gregg E. Sapp, *Dean of Library and Media Services,* 2008; B.A. Liberal Studies, Western Washington University, 1981; M. Library Science, University of Washington, 1985; M.Ed., Higher and Community Education, Montana State University, 1994.

Steven Scheuerell, *Ecological Agriculture,* 2005; B.S., Ecology, Behavior and Evolution, University of California, San Diego, 1992; Ph.D., Botany and Plant Pathology, Oregon State University, 2002.

Paula Schofield, *Organic Chemistry,* 1998; B.S., Chemistry, Manchester Metropolitan University, 1990; Ph.D., Polymer Chemistry, University of Liverpool, 1995.

Samuel A. Schrager, *Folklore,* 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.

Douglas Schuler, *Computer Science,* 1998; B.A., The Evergreen State College, 1976; B.A., Mathematics, Western Washington University, 1978; M.S., Software Engineering, Seattle University, 1985; M.S., Computer Science, University of Washington, 1996.

Leonard Schwartz, *Creative Writing,* 2003; B.A., Creative Writing and Literature, Bard College, 1984; M.A., Philosophy, Columbia University, 1986.

Terry A. Setter, *Music and Audio,* 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.

Zahid Shariff, *Public Administration,* 1991; Director of Graduate Program in Public Administration, 2001–02; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.

David S. Shaw, *Business,* 2008; B.A., International Relations, Pomona College, 1981; M.S., Food Science, University of California, Davis, 1987; M. International Management, Thunderbird School of Global Management, 1990; Ph.D., Agricultural Economics, Purdue University, 1996.

Gilda Sheppard, *Cultural Studies/Media Literacy,* 1998; B.A., Sociology, Mercy College of Detroit, 1972; M.S.W., University of Washington, 1983; Ph.D., Sociology/ Cultural and Media Studies, The Union Graduate School, 1995.

Sheryl Shulman, *Computer Science,* 1997; B.A., Natural Science, Shimer College, 1973; M.S., Computer Science, Illinois Institute of Technology, 1977; Ph.D., Computer Science, Oregon Graduate Institute, 1994.

Benjamin Simon, *Health Science,* 2006; B.S., Biological Sciences and Fisheries Biology, Colorado State University, 1993; Ph.D., Microbiology, Oregon State University, 2001.

Matthew E. Smith, *Political Science,* 1973; Academic Dean, 1987–90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.

Tyrus L. Smith, *Urban Environmental Science,* 2002; B.S., Environmental Policy and Impact Assessment, Western Washington University, 1994; M.S., Environmental Studies, The Evergreen State College, 1997; Ph.D., Environmental Science and Public Policy, George Mason University, 2001.

Rob Smurr, *Russian History,* 2007; B.A., Political Science, University of California, Davis, 1984; Russian Language and Regional Studies, Defense Language Institute, 1986; M.A., International Studies, University of Washington, 1992; Ph.D., History, University of Washington, 2002.

Eric Stein, *Cultural Anthropology,* 2007; B.A., Anthropology and Philosophy, University of Wisconsin, Madison, 1995; M.A., Anthropology and History, University of Michigan, Ann Arbor, 2001; Ph.D., Anthropology and History, University of Michigan, Ann Arbor, 2005.

Ann Storey, *Art History,* 1998; B.A., Art History, The Pennsylvania State University, 1973; M.A., Art History, University of Washington, 1993; Ph.D., Art History, University of Washington, 1997.

Linda Moon Stumpff, *Natural Resource Policy,* 1997; Director of Graduate Program in Public Administration, 1999–2001; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.

Alison Styring, *Mammalogy and Ornithology,* 2005; B.A., Biology, Indiana University, 1994; Ph.D., Biological Sciences, Louisiana State University, 2002.

Masao Sugiyama, *Mathematics,* 1988; Academic Dean, 1994–98; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.

Retired 2009

Rebecca Sunderman, *Physical Inorganic Chemistry,* 2003; B.S., Chemistry, Eastern Oregon State College, 1996; Ph.D., Inorganic/Physical Chemistry, Oregon State University, 2001.

Lisa Sweet, *2-D Art,* 1999; B.F.A., Ceramics and Drawing, Grand Valley State University, 1989; M.F.A., Printmaking, University of Wisconsin, Madison, 1997.

Kenneth D. Tabbutt, *Environmental Geology,* 1997; Academic Dean 2005-present, B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

Erik V. Thuesen, *Zoology,* 1993; B.S., Biology, Antioch College, Yellow Springs, 1983; M. A., Fisheries, Ocean Research Institute, University of Tokyo, 1988; Ph.D., Biological Sciences, University of California, Santa Barbara, 1992.

Gail Tremblay, *Creative Writing,* 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A.,English (Poetry), University of Oregon, 1969.

Setsuko Tsutsumi, *Japanese Language and Culture,* 1985; B.A., Psychology; Teaching license, certified in English and Guidance and Counseling, Wased University, Tokyo, Japan, 1965; M.A., English, Michigan State University, 1978; Ph.D., Comparative Literature, University of Washington, 1997.

Jules Unsel, *Librarian,* 2006; B.A., U.S. History, University of Kentucky, 1991; M.A., U.S. History, University of Kentucky, 1993; Ph.D., U.S. History, University of Wisconsin-Madison, 2005.

Zoë L. Van Schyndel, *Finance,* 2008; A.S., Massasoit Community College, 1975; B.G.S., Social Administration and Research, University of Massachusetts, Amherst, 1981; M.B.A. Finance and Accounting, Northeastern University, 1983; C.F.A. 1989.

Michael Vavrus, *Instructional Development and Technology,* 1995; Director, Graduate Program in Teaching, 1996–2001; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.

Brian L. Walter, *Mathematics,* 2002; B.S., Symbolic Systems, Stanford University, 1995; M.A., Mathematics, University of California, Los Angeles, 1998; C. Phil., Mathematics, University of California, Los Angeles, 2001; Ph.D., Mathematics, University of California, Los Angeles, 2002.

Sherry L. Walton, *Education,* 1987; Director, Master in Teaching Program 2006-present, B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.

Edward A. Whitesell, *Geography,* 1998; Director, Graduate Program in Environmental Studies 2005-2008, B.A., Environmental Biology, University of Colorado, Boulder, 1973; M.A., Geography, University of California, Berkeley, 1988; Ph.D., Geography, University of California, Berkeley, 1993.

Sonja Wiedenhaupt, *Social Psychology,* 1999; B.A., Psychology, Wheaton College, 1988; M.A., Developmental Psychology, Teachers College, Columbia University, 1991; Ph.D., Social/Personality Psychology, University of California, Berkeley, 2002.

Sarah Williams, *Feminist Theory,* 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York, Binghamton, 1985; Ph.D., History of Consciousness, University of California, Santa Cruz, 1991.

Sean Williams, *World Music,* 1991; B.A., Music, University of California, Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

Elizabeth Williamson, *Renaissance Literature,* 2005; B.A., English Literature, Princeton University, 1999; M.A., English Literature, University of Pennsylvania, 2001, Ph.D., English Literature, University of Pennsylvania, 2005.

Thomas Womeldorff, *Economics,* 1989; Academic Dean, 2002–2007; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

Artee F. Young, *Law and Literature,* 1996; Director, Tacoma Program 2007-present, B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.

Tony Zaragoza, *Political Economy of Racism,* 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Doctoral Studies, American Studies, Washington State University, 2007.

Julia Zay, *Digital Mixed Media,* 2005; A.B., Art and Media Theory and Practice, Vassar College, 1993; M.A., Media Studies, Northwestern University, 1995; M.F.A., Video, The School of the Art Institute of Chicago, 2000.

E. J. Zita, *Physics,* 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D., Physics, University of Wisconsin-Madison, 1993.

BOARD OF TRUSTEES SEPTEMBER 2008

Karen E. Lane
Seattle (Chair)

Kristin Hayden
Seattle

Anne Proffitt '76
Whidbey Island (Secretary)

David E. Lamb
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Keith Kessler
Hoquiam

Alexandra Valin
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Martina Whelshula
Spokane

Paul Winters
Vancouver

ADMINISTRATION

Thomas L. Purce
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President

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Ph.D., Pennsylvania State University
Vice President for Student Affairs

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Vice President for Advancement
Executive Director,
The Evergreen State College Foundation

John A. Hurley, Jr.
Ed.D., Seattle University
Vice President for
Finance and Administration

Evergreen's Mission Statement

As the nation's leading public interdisciplinary liberal arts college, Evergreen's mission is to sustain a vibrant academic community and offer students an education that will help them excel in their intellectual, creative, professional and community service goals.

Expectations of an Evergreen Graduate

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

- Articulate and assume responsibility for your own work. Examples: Know how to work well with others, be an active participant, assume responsibility for your actions as an individual, and exercise power responsibly and effectively.
- Participate collaboratively and responsibly in our diverse society. Examples: Give of yourself to make the success of others possible, know that a thriving community is crucial to your own well-being, study diverse worldviews and experiences to help you develop the skills to act effectively as a local citizen within a complex global framework.
- Communicate creatively and effectively. Examples: Listen objectively to others in order to understand a wide variety of viewpoints, learn to ask thoughtful questions to better understand others' experiences, communicate persuasively, and express yourself creatively.
- Demonstrate integrative, independent, critical thinking. Example: Study across a broad range of academic disciplines and critically evaluate a range of topics to enhance your skills as an independent, critical thinker.
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines. Examples: Understand the importance of the relationship between analysis and synthesis, become exposed to the arts, sciences, and humanities to understand their interconnectedness, and learn to apply creative ways of thinking to the major questions that confront you in your life.
- As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning. Examples: Apply your Evergreen education in order to better make sense of the world, and act in ways that are both easily understood by and compassionate toward other individuals across personal differences.

Adopted by the Evergreen faculty 1/17/01

Public Service At Evergreen

Evergreen's public service centers, funded by the Washington legislature, address the desire to build relationships and form networks that promote and enhance the college's integrative and collaborative approach to learning, in a variety of settings among a variety of groups. The centers serve as a conduit between Evergreen and a wider community, enriching and broadening the exchange of knowledge in an ever-widening circle.

The Center for Community-Based Learning and Action, Evergreen's newest center, established in 2003, provides opportunities for students to gain skills and experience in civic engagement. It is a primary contact among students, faculty, academic programs and community organizations. The center provides workshops, one-on-one support, publications and online resources to enable students to engage effectively in community building work in local communities. It serves as a clearinghouse for opportunities for involvement with the community and an archive of past college/community projects. Additionally, the center supports scholarship in service learning, participatory research and civic leadership and faculty development around integration of community-based learning in their pedagogy.
www.evergreen.edu/communitybasedlearning

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

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

The "House of Welcome" Longhouse Education and Cultural Center's primary work as a public service center is the administration of the Native Economic Development Arts Program (NEDAP). The mission of NEDAP is to promote education, cultural preservation and economic development for Native American artists residing in the Northwest. The Longhouse, designed to incorporate the Northwest indigenous nations' philosophy of hospitality, provides classroom space as well as a place for cultural ceremonies, conferences, performances, art exhibits and community events. **www.evergreen.edu/longhouse**

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

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

The Washington State Institute for Public Policy, established in 1983, has a mission to carry out practical, non-partisan research—at legislative direction—on issues of importance to Washington state. The institute conducts research using its own policy analysts and economists, specialists from universities, and consultants. Institute staff work closely with legislators, legislative and state agency staff, and experts in the field to ensure that studies answer relevant policy questions. Current areas of staff expertise include: education, criminal justice, welfare, children and adult services, health, utilities, and general government. The institute also collaborates with faculty in public and private universities and contracts with other experts to extend our capacity for studies on diverse topics.
www.wsipp.wa.gov

Diversity and Community

COMMUNITY-BASED LEARNING—CLASSROOM TO COMMUNITY

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

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

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

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

SEEKING DIVERSITY, SUSTAINING COMMUNITY

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

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

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

Photo by Carlos Javier Sánchez '97.

Services and Resources

Evergreen's commitment to you means sound advice, genuine support, good information and easily accessible resources are available to you. We encourage you to take advantage of these services.

Student Affairs
Art Costantino, Vice President
LIB 3500, (360) 867-6296
The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Housing, Recreation and Athletics, and Police Services.

www.evergreen.edu/studentaffairs

Academic Advising
LIB Second Floor, (360) 867-6312

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment—whichever best suits your schedule. We also have evening and Saturday advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

www.evergreen.edu/advising

Access Services for Students with Disabilities
LIB Second Floor, (360) 867-6348,
TTY: 867-6834

Welcome to Evergreen! Access Services for Students with Disabilities provides support and services to students with documented disabilities to ensure equal access to Evergreen's programs, services and activities. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. We invite you to stop by and see us, or contact us any time if you have questions or would like more information about how our office can assist you.

www.evergreen.edu/access

Athletics and Recreation
CRC 210, (360) 867-6770

Evergreen offers a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountaineering, skiing, rafting, kayaking and mountain biking are also available.

www.evergreen.edu/athletics

CARE Network
LIB 2706, (360) 867-5291

The CARE Network, staffed by volunteer faculty, staff, and students, is designed to creatively and constructively assist community members in addressing conflict on campus. he Network offers relevant training and development; encourages members of the community to discuss issues early and execute strategies for solving problems before they escalate; provides clear, accurate and consistent information about how to address conflicts; and supports those recovering from conflict. Network members can be reached by calling 360.867.5291. Office hours can be found at our website.

www.evergreen.edu/care

Career Development Center
LIB Second Floor, (360) 867-6193

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

www.evergreen.edu/career

Center for Mediation Services
LIB 2706, (360) 867-6732 or (360) 867-6656

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences. Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial. In addition, center staff offer conciliation and referral services. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential.

USEFUL URLs
FAFSA — www.fafsa.ed.gov
Sexual Harassment Policy — www.evergreen.edu/policies
Student Accounts — www.evergreen.edu/studentaccounts
Student Conduct Code — www.evergreen.edu/policies
Tuition Rates — www.evergreen.edu/tuition

Centers for Active Student Learning (CASL)

Quantitative and Symbolic Reasoning Center
LIB 2304, (360) 867-5547

Writing Center
LIB 2304, (360) 867-6420

Evergreen's innovative curriculum demands an equally innovative support structure for undergraduate and graduate students. Evergreen Tutoring Center includes the Quantitative and Symbolic Reasoning (QuASR) Center and the Writing Center. The QuASR Center assists students in all programs with regard to quantitative and symbolic reasoning, math and science; the Writing Center supports students in all genres of writing for academic and personal enrichment. Both centers provide peer tutoring and workshops in a comfortable and welcoming environment. The Writing Center also sponsors additional activities such as Scrabble-icious and the Writers' Guild. Please check our Web sites for more detailed information.

www.evergreen.edu/mathcenter

www.evergreen.edu/writingcenter

Counseling and Health Centers

Counseling: SEM I, 4126, (360) 867-6800
Health: SEM I, 2110, (360) 867-6200

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

www.evergreen.edu/health

Financial Aid

LIB First Floor, (360) 867-6205
Email: finaid@evergreen.edu

The goal of the Financial Aid Office is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Evergreen participates in most federal and state financial aid programs. Students must apply for financial aid every year by completing the Free Application for Federal Student Aid (FAFSA). While the paper version of the FAFSA can be obtained at the Financial Aid Office, it is recommended that you file your FAFSA online at www.fafsa.ed.gov. Because funds are limited, you should submit your 2006-2007 FAFSA to the federal processor as soon after January 1, 2006 as you can. Evergreen must receive your processed FAFSA information on or before March 15, 2006 in order for you to receive full consideration for all available campus-based financial aid. Please stop by and see us, or contact us anytime with questions regarding your financial aid options.

www.evergreen.edu/financialaid

First Peoples' Advising Services

LIB Second Floor, (360) 867-6467

First Peoples' Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.

www.evergreen.edu/multicultural

Residential and Dining Services

Housing Bldg. A, Room 301, (360) 867-6132

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

www.evergreen.edu/housing

KEY Student Support Services

LIB Second Floor, (360) 867-6464

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

www.evergreen.edu/key

Police Services

SEM I, 2150, (360) 867-6140

Evergreen's officers, who are state-certified and hold the same authority as county and municipal officers, see themselves as part of the college educational process and are committed to positive interactions with students. Police Services offers community-based, service-oriented law enforcement. Officers also assist students with everyday needs by providing escorts, transportation, personal property identification and bicycle registration, vehicle jump-starts and help with lockouts. Information on campus safety and security, including statistics on campus crime for the past three years, is available from the Vice President for Student Affairs or www.evergreen.edu/policeservices/crimestatistics.htm.

www.evergreen.edu/policeservices

Student Activities

CAB 320, (360) 867-6220

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

www.evergreen.edu/activities

Student and Academic Support Services

LIB Second Floor, (360) 867-6034

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabilities, the Career Development Center, First Peoples' Advising Services, GEAR UP, Health/Counseling Centers, KEY Student Services, Student Activities and Upward Bound. This office coordinates new-student programs, such as orientation sessions. The dean provides referrals to campus and community resources and conducts an ongoing assessment of students' needs, satisfaction and educational outcomes.

www.evergreen.edu/studentservices

Evergreen's Social Contract

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

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

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

THE SOCIAL CONTRACT— A GUIDE FOR CIVILITY AND INDIVIDUAL FREEDOM

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

PURPOSE

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

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

STUDENT CONDUCT CODE — GRIEVANCE AND APPEALS PROCESS

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

The Student Conduct Code is available at **www.evergreen.edu/policies/governance.htm.** More information is available from the campus grievance office at ext. 5052.

The policy on sexual harassment is available from the Equal Opportunity Office, LIB 3103, or at **www.evergreen.edu/policies/g-sexhar.htm.**

FREEDOM AND CIVILITY:

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

INDIVIDUAL AND INSTITUTIONAL RIGHTS:

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

SOCIETY AND THE COLLEGE:

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

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

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

PROHIBITION AGAINST DISCRIMINATION:

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

RIGHT TO PRIVACY:

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

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

Evergreen does not stand in loco parentis for its members.

INTELLECTUAL FREEDOM AND HONESTY:

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

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

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

OPEN FORUM AND ACCESS TO INFORMATION:

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

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

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

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

POLITICAL ACTIVITIES:

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

Campus Regulations

Because Evergreen is a state institution, we must meet state and county responsibilities.

ALCOHOLIC BEVERAGES

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Nevertheless, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.

USE OF COLLEGE PREMISES

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, (360) 867-6192.

Reservations for space and/or facilities are made through Space Scheduling, (360) 867-6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors pay a fee of $5 for used goods only. All other student vendors, alumni and nonprofits pay $30. Corporations pay $50. Non-student vendors are limited to one table per day and three days per quarter.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Similar fees apply.

FIREARMS

The college discourages anyone from bringing any firearm or weapon onto campus. Weapons and firearms as defined by state law are prohibited on campus except where authorized by state law. Campus residents with housing contracts are required to check their firearms with Police Services for secure storage. Violations of the Campus Housing Contract relating to firearm possession are grounds for immediate expulsion from Evergreen or criminal charges or both.

PETS

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

BICYCLES

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

SMOKING

No smoking is allowed inside main campus buildings or near building entrances.

In campus housing, smoking is allowed within apartments, with roommates' permission, and outside the buildings only. Smoking is not permitted in all public areas, including lobbies, balconies, the Housing Community Center, laundry rooms, elevators, enclosed entryways and hallways. Residents and guests must abstain from smoking in Smoke Free Housing. Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

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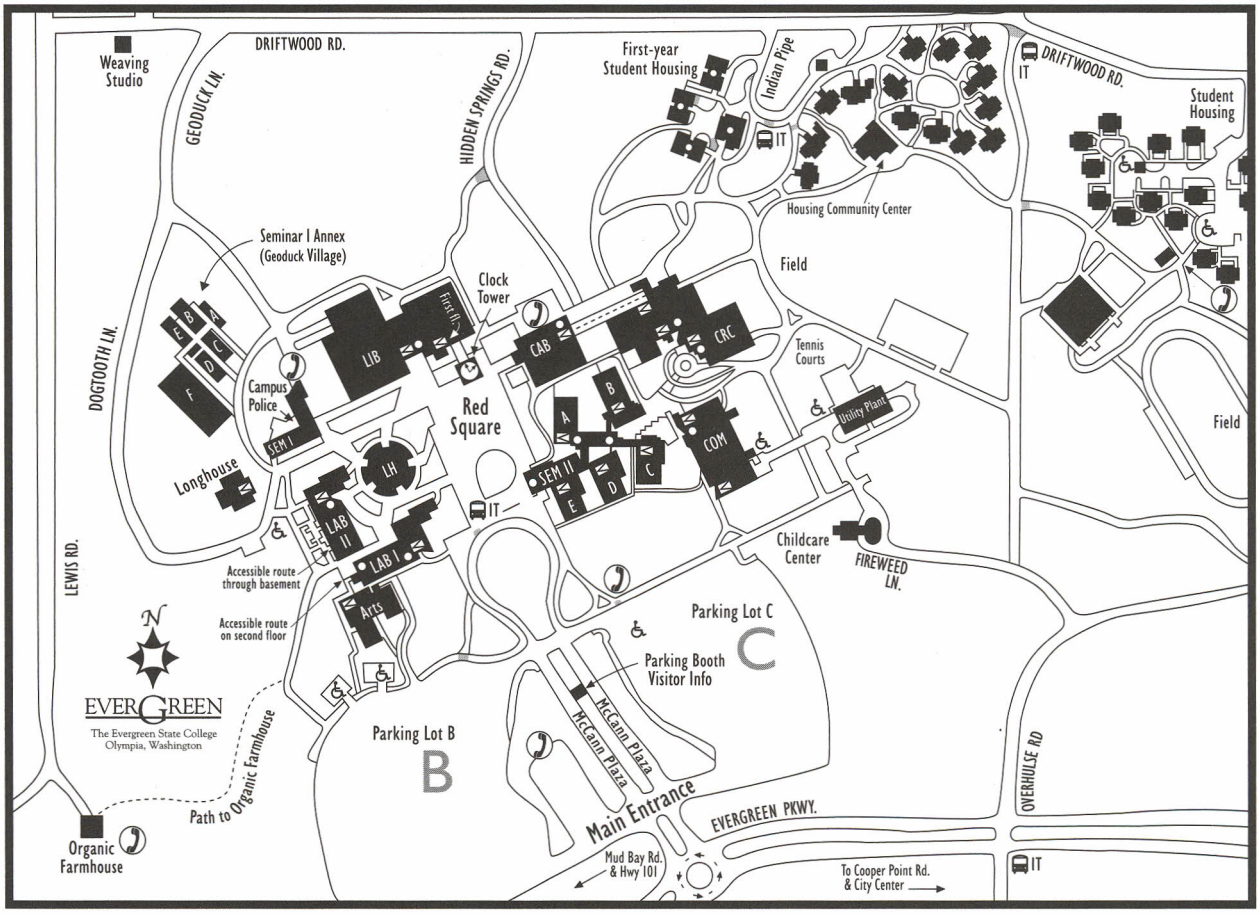

Arts	Arts Annex	**IT**	Intercity Transit Bus Stops	**LH**	Lecture Halls
CAB	College Activities Building	**LAB I**	Arts and Sciences	**LIB**	Library
COM	Communications	**LAB II**	Arts and Sciences	**SEM I**	Seminar I
CRC	Recreation Center	**LC**	Longhouse	**SEM II**	Seminar II

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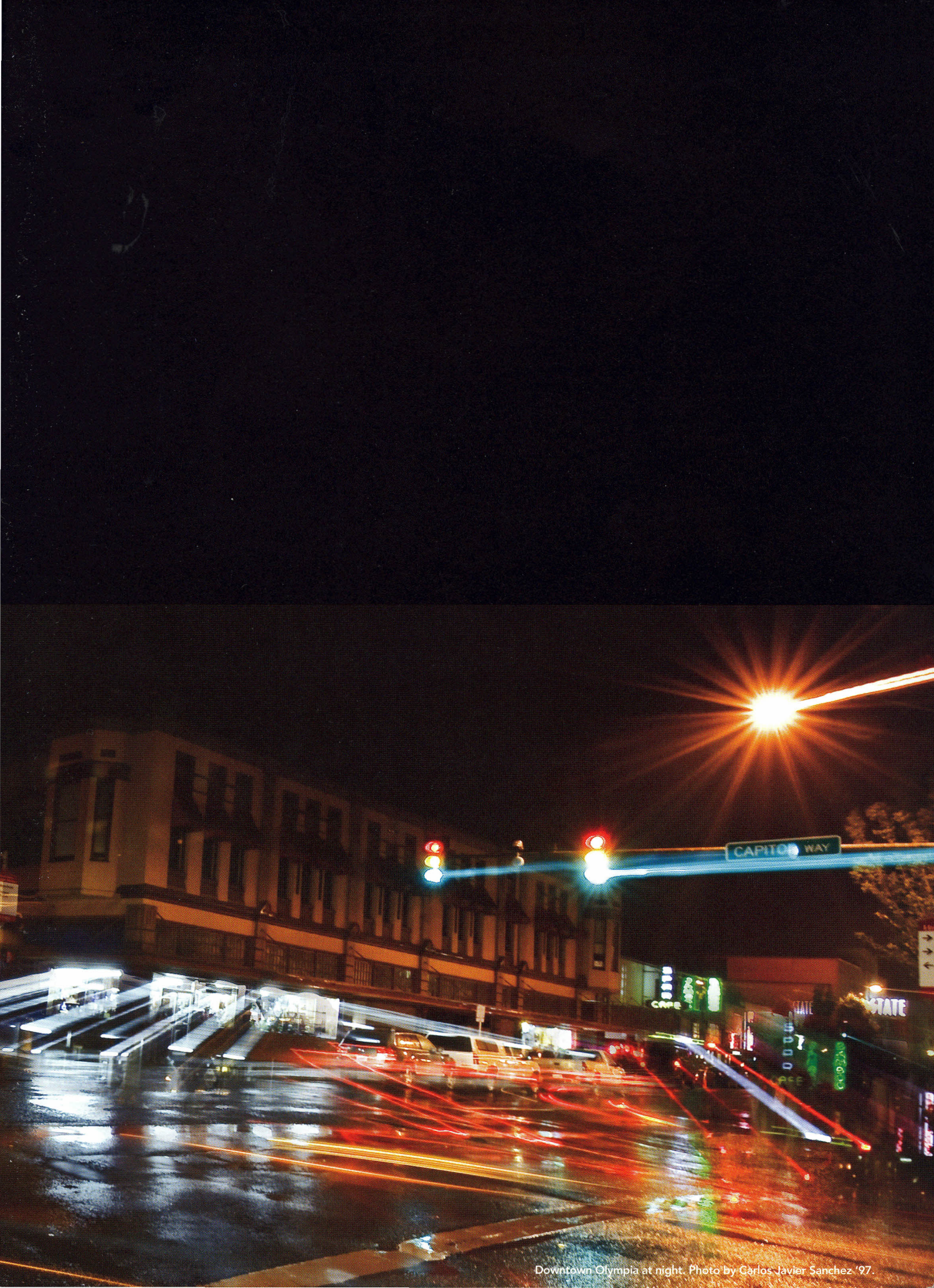
This Catalog could not have been produced without the ideas and contributions of dozens of staff and faculty members across campus.



Downtown Olympia at night. Photo by Carlos Javier Sanchez '97.

We are not just jumping onto the ***Sustainability*** *bandwagon.*

It's woven into the very ***fabric*** *of our* ***identity*** *and history as an institution.*

Evergreen is a national model for ***interdisciplinary*** *liberal arts education.*

EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON
www.evergreen.edu