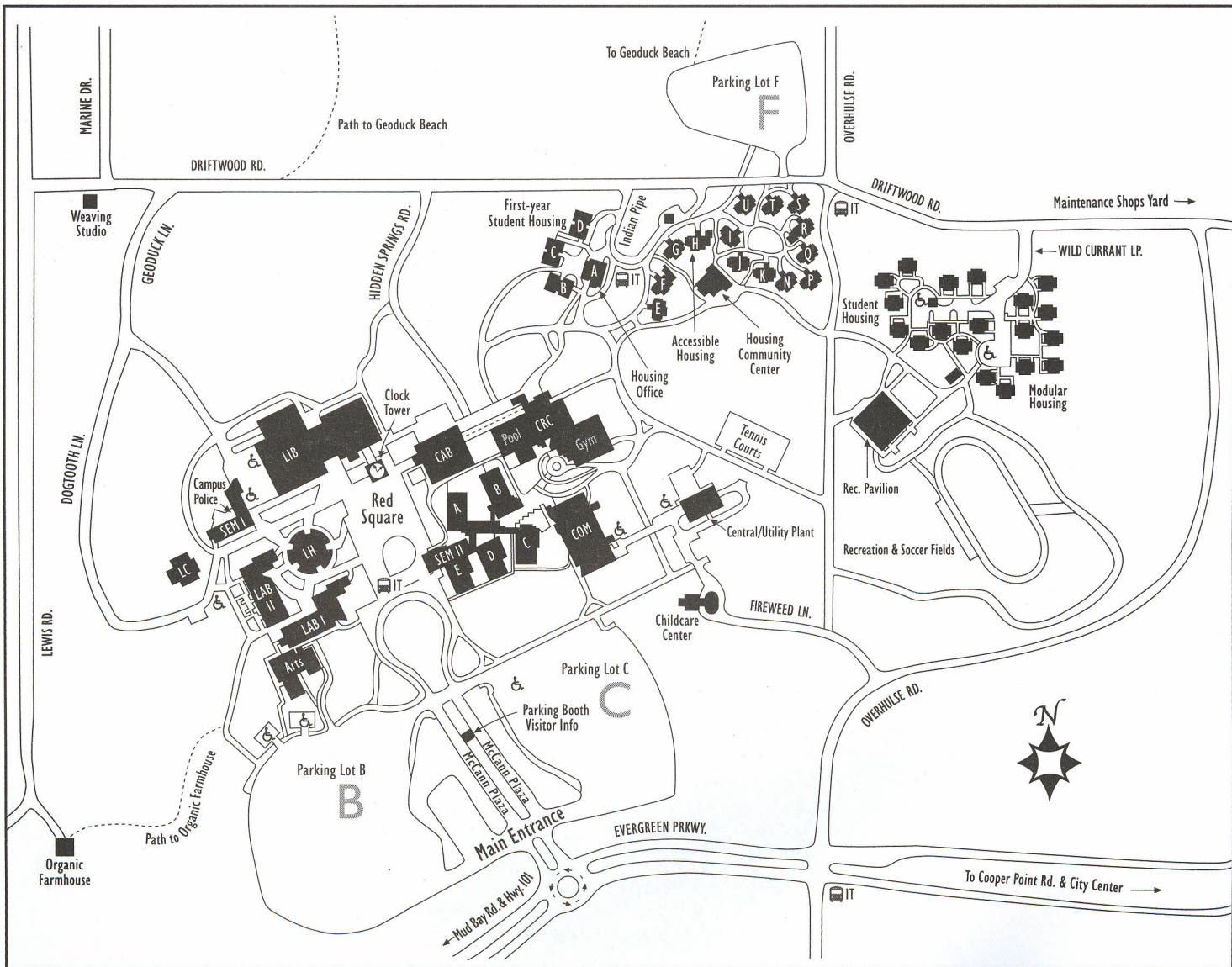


EVERGREEN

THE EVERGREEN STATE COLLEGE



CAMPUS MAP

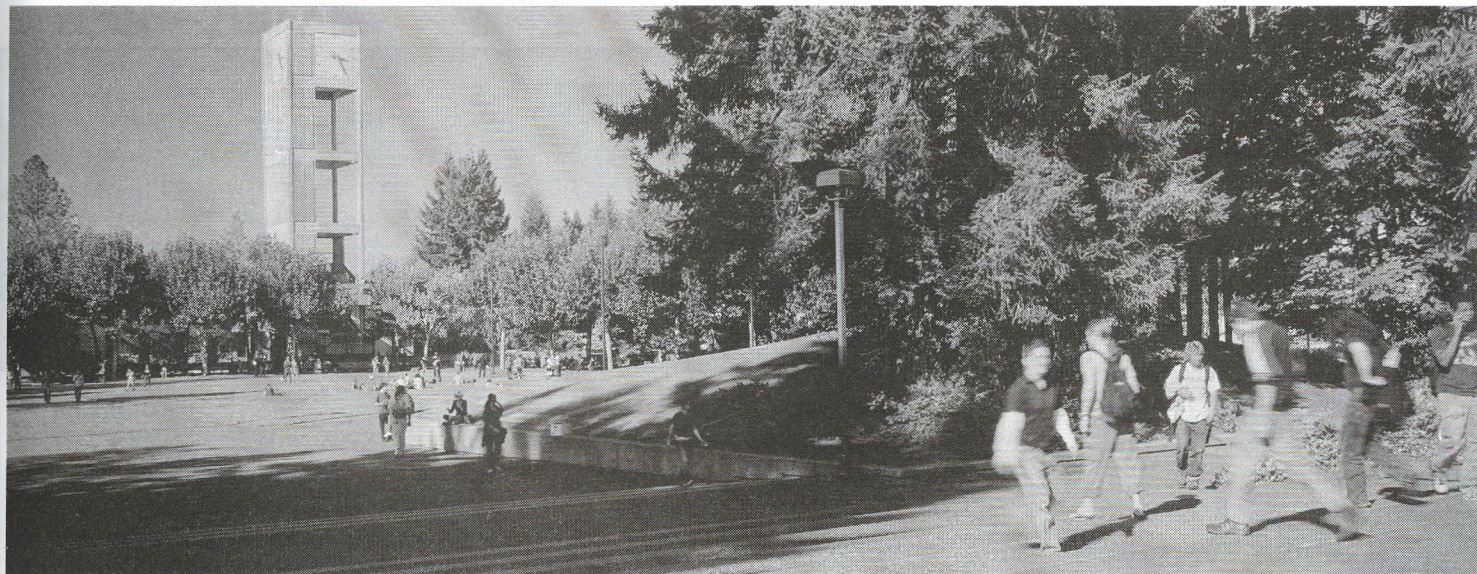


Arts.....Arts Annex
 CAB.....College Activities Building
 COM.....Communications
 CRC.....Recreation Center
 IT.....Intercity Transit Bus Stops
 LAB IArts and Sciences

LAB IIArts and Sciences
 LCLonghouse
 LHLecture Halls
 LIB.....Library
 SEM ISeminar I
 SEM IISeminar II

THE EVERGREEN STATE COLLEGE

Catalog 2006-07



Learning at Evergreen is a creative, interactive pursuit where faculty and students develop the knowledge and skills to tackle complex real-world issues. Each year our faculty reimagine programs to enrich your exploration of problems through multiple perspectives. Faculty work closely with students and each other to encourage the development of collaborative skills needed to analyze problems, understand and communicate complex issues and find innovative solutions that respect differences. And you will have the opportunity to take these skills into the community through internships, field studies and service learning.

WE BELIEVE. . .

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

Interdisciplinary Study

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

Collaborative Learning

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

Learning Across Significant Differences

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

Personal Engagement

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

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.

EVERGREEN

The Evergreen State College
Olympia, Washington
www.evergreen.edu

TABLE OF CONTENTS



3	About Evergreen
10	Enrollment Services
17	Academic Planning
27	Academic Programs
117	General Information

ABOUT EVERGREEN

- 3 Academic Calendar
- 4 Mission Statement
- 5 Expectations
- 6 Diversity and Community
- 7 Public Service at Evergreen
- 8 Services and Resources

ENROLLMENT SERVICES

- 10 Admissions
- 13 Tuition and Fees
- 15 Registration and Academic Regulations

ACADEMIC PLANNING

- 17 Planning and Curricular Options
- 18 Matching Evergreen's Programs to Your Field of Interest
- 24 Condensed Curriculum

ACADEMIC PROGRAMS

- 26 How to Read a Program Description
- 27 Programs for Freshmen
- 49 Culture, Text and Language
- 64 Environmental Studies
- 73 Expressive Arts
- 83 Scientific Inquiry
- 94 Society, Politics, Behavior and Change
- 106 Native American and World Indigenous Peoples Studies
- 109 Tacoma Program
- 111 Graduate Study at Evergreen
- 112 Faculty, Trustees and Administration

GENERAL INFORMATION

- 117 Campus Regulations
- 118 Evergreen's Social Contract
- 120 Index



ACADEMIC CALENDAR

2006–2007

	FALL 2006	WINTER 2007	SPRING 2007	SUMMER	
				First Session	Second Session
Orientation	Sept. 15–24*				
Quarter Begins	Sept. 25	Jan. 8	April 2	June 25	July 30
Evaluations	Dec. 11–15	March 19–23	June 11–15	July 30–Aug. 3	Sept. 3–7
Quarter Ends	Dec. 15	March 23	June 15	July 28	Sept. 1
Vacations	Thanksgiving Break Nov. 20–24	Winter Break Dec. 18–Jan. 7	Spring Break March 26–April 1		
	Commencement Super Saturday	June 15 June 16			

No classes on Martin Luther King Day, Presidents' Day, Independence Day, Memorial Day and Labor Day holidays.
* Subject to change

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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Printed on recycled paper.

This catalog is updated regularly; for the most current information please visit our Web site: www.evergreen.edu/catalog/2006-07.

The information contained in this Catalog is available in other media with 24 hours' notice. TTY: (360) 867-6834.

EVERGREEN'S

MISSION STATEMENT

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

Principles that Guide Evergreen's Educational Programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen's community-based programs at Tacoma and Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

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 affectively.

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.

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.

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

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 3236, (360) 867-6296

www.evergreen.edu/studentaffairs

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

Academic Advising

LIB 2nd floor, (360) 867-6312

www.evergreen.edu/advising

Academic Advising provides advising and information on the curriculum, internship possibilities, study abroad and other educational opportunities. Check our bulletin boards, Web page and workshop schedule for help with internships, advising tips and study abroad. Meet with an advisor on a drop-in basis or by appointment—whichever best suits your schedule. We also have evening and Saturday advising and workshops. We can help you set up an internship, plan your academic pathway and answer all kinds of questions.

Access Services for Students with Disabilities

LIB 2nd floor, (360) 867-6348, TTY: 867-6834

www.evergreen.edu/access

Welcome to Evergreen! Access Services for Students with Disabilities provides support and services to students with documented disabilities to ensure equal access to Evergreen's programs, services and activities. Appropriate academic adjustments, auxiliary aids and specific classroom accommodations are individually based. We invite you to stop by and see us, or contact us any time if you have questions or would like more information about how our office can assist you.

Athletics and Recreation

CRC 210, (360) 867-6770

www.evergreen.edu/athletics

Evergreen offers a three-court gymnasium, five playing fields, weight rooms and aerobic workout rooms, an 11-lane pool with separate diving well, four tennis courts, indoor and outdoor rock-climbing practice walls, movement rooms and a covered outdoor sports pavilion. Evergreen offers intercollegiate teams in soccer, basketball, cross country, track & field and women's volleyball. There are club sports in crew, martial arts, men's lacrosse, baseball and softball. A wide array of leisure and fitness education courses, a Challenge course, mountaineering, skiing, rafting, kayaking and mountain biking are also available.

Career Development Center

LIB 2nd floor, (360) 867-6193

www.evergreen.edu/career

We provide career and life/work planning services, resources, referral and support to students and alumni, including career counseling, graduate school advising, career exploration and planning, résumé writing, interview and job coaching. We sponsor annual Graduate School and Career Fairs; facilitate workshops and job search groups; maintain a 300-file Web site, a 6,000-volume library of graduate school catalogs and work resources, and a Job Board posting more than 63,000 job announcements per year. Additionally, we track employment information and graduate school acceptance of alumni and maintain the Alumni Career Educator program connecting current students with alumni mentors. We hold evening hours during the academic year and offer weekend support for part-time and evening/weekend students, reservation-based programs and the Tacoma campus.

Center for Mediation Services

LIB 3209, (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.

Counseling and Health Centers

Counseling: SEM I, 4126, (360) 867-6800

Health: SEM I, 2110, (360) 867-6200

www.evergreen.edu/health

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

Evergreen Tutoring Center
Quantitative and Symbolic Reasoning Center
CAB 108, (360) 867-6557
www.evergreen.edu/mathcenter
Writing Center
CAB 108, (360) 867-6420
www.evergreen.edu/writingcenter

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.

Financial Aid
LIB 1st floor (360) 867-6205
Email: finaid@evergreen.edu
www.evergreen.edu/financialaid

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.

First Peoples' Advising Services
LIB 2nd floor, (360) 867-6467
www.evergreen.edu/multicultural

First Peoples' Advising Services assists students of color in achieving their academic and personal goals through comprehensive academic, social and personal advising, referral services to campus and community resources and ongoing advocacy within the institution. Our services are designed to meet the needs of students of color, and are open to all students. We look forward to working with you.

Housing and Food Service
Bldg. A, Room 301, (360) 867-6132
www.evergreen.edu/housing

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

KEY Student Support Services
LIB 2nd floor, (360) 867-6464
www.evergreen.edu/key

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

Police Services
SEM 2150, (360) 867-6140
www.evergreen.edu/policeservices

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.

Student Activities
CAB 320, (360) 867-6220
www.evergreen.edu/activities

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

Student and Academic Support Services
LIB 2nd floor, (360) 867-6034
www.evergreen.edu/studentervices

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.

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

ADMISSIONS

Complete and updated information regarding admissions criteria and standards is available on Evergreen's Admissions Web site www.evergreen.edu/admissions.

Eligibility for Admission

Applicants are initially ranked for eligibility using formulas that combine academic factors such as grade point average and/or test scores. 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.

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 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 unnecessary delays and reduce the chance of not completing your file on time.

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 are required. One full year—both semesters in the same field—of biology, chemistry, physics, principles of technology or equivalent must be completed with a laboratory component. The second year may be completed in any course that satisfies the high school's graduation requirement in science. Two years of agricultural science is equivalent to one year of 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/admissions/adult_student.htm.

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 regular 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.

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.

Estimated Expenses

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 2005-06 nine-month academic year.

	RESIDENT	NON-RESIDENT
Tuition and Fees	\$4,128	\$14,538
Books and supplies	894	894
Housing and meals	6,924	6,924
Personal needs	1,560	1,560
Transportation	1,146	1,365
Total	\$14,652	\$25,281

Note: Full-time undergraduate tuition figures do not include the quarterly health or transit fees, which are

mandatory for students attending the Olympia campus.

Refunds/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 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 2005–06 academic year. Visit www.evergreen.edu/tuition or call Student Accounts to verify tuition rates at (360) 867-6447.

ENROLLMENT STATUS	QUARTER CREDIT HOURS	WASHINGTON RESIDENT TUITION*	NONRESIDENT TUITION*
Full-time undergraduate	10–18	\$1,376 per quarter	\$4,846 per quarter
	19	\$1,495	\$5,298
	20	\$1,614	\$5,750
Part-time undergraduate	9 or fewer	\$137.60 per credit; 2 credits minimum	\$484.60 per credit; 2 credits minimum
Full-time graduate	8 MPA and MES	\$1,739.20 per quarter	\$5,322.40 per quarter
	16 MIT	\$2174 per quarter	\$6653 per quarter
Part-time graduate	9 or fewer**	\$217.40 per credit; 2 credits minimum	\$665.30 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

** For financial aid purposes, 8 MPA and MES quarter credit hours are considered full-time, 7 or fewer, part-time.

Miscellaneous Fees

Mandatory health fee (quarterly)	\$41	
Mandatory bus pass (quarterly)	\$1.05 per credit up to \$12.60	
Clean Energy Fee	\$1 per credit	
WashPIRG (quarterly, waivable)	\$6	
Housing/administrative fee		
Rental contract	\$45	
Unit lease	\$45	
Transcript, per copy	\$10	
ID card replacement	\$5	
With meal plan	\$25	
Returned check	\$15	
Application fee (nonrefundable)	\$50	
Undergraduate admission deposit (nonrefundable)	\$50	
Graduate admission deposit (nonrefundable)	\$100	
Reinstatement/late-registration fee	\$50	
Graduation fee	\$25	
Specialized facility use fee (varies)	\$5–\$150	
PARKING	AUTOMOBILES	MOTORCYCLES
Daily	\$1.25	\$1.25
Quarterly	\$32	\$16
Academic year	\$90	\$45
Full year	\$96	\$48

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

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 using the Evergreen Gateway at www.evergreen.edu/gateway. 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 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 using the Evergreen Gateway. You may be required to specify the number of credit hours you are registering for in a term.

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

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 the Evergreen Gateway. See also Billing and Payment Procedures, page 13.

TO DROP OR CHANGE A PROGRAM

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

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 13.)

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 13.)

LEAVE OF ABSENCE

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

VETERAN STUDENTS

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

ACADEMIC CREDIT

General Policies

You receive academic credit for meeting your faculty's requirements. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill these academic obligations. Evergreen will not accept credit twice for the same 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 5.)

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.)

PLANNING AND CURRICULAR OPTIONS

Selecting Your Program of Study

At Evergreen, you have the privilege and responsibility of planning your education. This can be challenging, but there are many services available to help you, whether you are creating a four-year academic plan or selecting a program for a single quarter.

FACULTY SUPPORT

You will discuss your academic plans in an annual reflection with your faculty, usually at your evaluation conference at the end of the program. At the quarterly Academic Fair, you can talk to the faculty directly about the content, style and requirements of the program you are considering. Ask them anything. If one program is not right for you, they may suggest an alternative. Fair dates are found at www.evergreen.edu/gateway, Step 5-Registration and Advising Information.

THE ADVISING OFFICES

Academic Advising, First Peoples' Advising, KEY Student Services and Access Services are all available to assist in academic planning. Go to page 8 for more information on what these offices offer.

PUBLICATIONS

This catalog contains the full-time curriculum for 2006–07, planned during the spring of 2005. Updates and changes are published under "Review Our Catalog" on the Web Gateway page. Our part-time offerings are published in the Evening and Weekend Studies Class Listing and the Summer Times. These publications are also accessible through the Gateway page.

Special Features of the Curriculum

Along with the full-time interdisciplinary programs listed here, Evergreen also offers other ways to earn your degree:

EVENING AND WEEKEND STUDIES

The Evening and Weekend Studies area offers a variety of 2- to 12-credit courses and programs with a single or multi-disciplinary focus. Offerings are found in the quarterly class listings or at www.evergreen.edu/ews. Courses available during summer sessions are listed in the Summer Times or at www.evergreen.edu/summer.

For more information about Evening and Weekend Studies, contact the outreach coordinator at (360) 867-6164 or ews@evergreen.edu.

PRIOR LEARNING FROM EXPERIENCE

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

For more information, call (360) 867-6164, or visit www.evergreen.edu/priorlearning.

INDIVIDUAL LEARNING CONTRACTS AND INTERNSHIPS

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 from Academic Advising, www.evergreen.edu/advising under "Individual Study."

STUDY ABROAD

At Evergreen, international studies may include study abroad in a full-time academic program, consortium program, individual contract or internship. Advanced-level students who choose to study abroad through individual contracts or internships should have previous experience in both the method of study and the subject matter to be studied. Students must negotiate agreements with an appropriate faculty sponsor.

Students are required to complete the Study Abroad Waiver, Release, and Indemnity Agreement, to comply with safety procedures and provide emergency contact information before traveling. For more information and forms, contact the International Programs and Services coordinator in Academic Advising or visit www.evergreen.edu/advising under "Study Abroad."

Planning and Curricular Options 2006-07 Programs with a strong study abroad component:

Greece and Italy: An Artistic and Literary Odyssey	page 52
India: Politics of Dance, Dance of Politics	page 76
Ireland	page 53
Memory of Fire: Spain and Latin America	page 54
Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez	page 56
Searching for Modern China	page 58

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. Then check the Condensed Curriculum (page 24) to find which quarters the program is offered and the full program description location in this catalog. Another option for matching your interests to Evergreen's programs is to use "Pick Your Program" from Evergreen's home page, www.evergreen.edu.

AESTHETICS

Languages of the Tragic from the Greeks to the Present
Music Composition for the 21st Century
Working Small

AFRICAN AMERICAN STUDIES

African-American Literature:
1773 to the Present
Blacks, Catholics and Jews:
Their American Experiences
"Race" in the United States:
Historical and Contemporary Perspectives

AGRICULTURE

The Practice of Sustainable Agriculture

AMERICAN STUDIES

American Literature: The Presence of Place
Blacks, Catholics and Jews:
Their American Experiences

Flat Art: Two-Dimensional Art Intensive

Foundations of Visual Art

Foundations of Visual Art: Sculpture

Pillars of Fire:

Jewish Contributions to World Culture

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

Puppetry and Poetics: Arts of Distraction

Working Small

ART HISTORY

Art, Media, Praxis

Creating a Conceptual Framework for Images:
Strategies for Using Photographic and Digital
Processes in Art Installations

Flat Art: Two-Dimensional Art Intensive

Foundations of Visual Art

Foundations of Visual Art: Sculpture

Greece and Italy:

An Artistic and Literary Odyssey

India: Politics of Dance; Dance of Politics

Tradition and Transformation

Working Small

ART/MEDIA THEORY

Art, Media, Praxis

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature

Mediaworks

Student Originated Studies: Media

ASIAN STUDIES

Imperialism

India: Politics of Dance; Dance of Politics

Searching for Modern China

Turing Eastward:

Explorations in East/West Psychology

ASTRONOMY

Physical Systems

Undergraduate Research in Scientific Inquiry

BASKETRY

Fiber Arts

BIOCHEMISTRY

Food

Molecule to Organism

Undergraduate Research in Scientific Inquiry

BIOLOGY

Food

The Fungal Kingdom: Lichens and
Mushrooms, Nature's Recyclers

History and Philosophy of Biology:
Life and Consciousness

Industrial Biology and Chemistry

Introduction to Natural Science

Marine Life:

Marine Organisms and Their Environments

Molecule to Organism

The Nature of Natural History

Undergraduate Research in Scientific Inquiry

Understanding Species

BIOTECHNOLOGY

Industrial Biology and Chemistry

BOTANY

Advanced Research in Environmental Studies

The Nature of Natural History

Restoring Landscapes

BUSINESS

Maritime Communities, Then and Now

CALCULUS

Introduction to Natural Science

Motion: Physics and Philosophy

CELL BIOLOGY

Food

Molecule to Organism

CHEMICAL INSTRUMENTATION

Analyzing the World

Environmental Analysis: Chemistry and
Geology of Aqueous Systems

Undergraduate Research in Scientific Inquiry

CHEMISTRY

Environmental Analysis: Chemistry and
Geology of Aqueous Systems

Food

Forensics and Criminal Behavior

Industrial Biology and Chemistry

Introduction to Natural Science

Molecule to Organism

Undergraduate Research in Scientific Inquiry

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature

Imperialism

Indigenous American Women: Leadership,
Community and the Power of Voice

Looking Backward: America in the 20th Century

Student Originated Studies:
American Studies and Humanities

ANIMATION

Student Originated Studies: Media

ANTHROPOLOGY

India: Politics of Dance; Dance of Politics

Ireland

AQUEOUS CHEMISTRY

Advanced Research in Environmental Studies

Environmental Analysis: Chemistry and
Geology of Aqueous Systems

ARCHITECTURE

Sustainable Design: Materials

ART

Fiber Arts

CLASSICAL STUDIES

Greece and Italy:
An Artistic and Literary Odyssey

COMMUNICATION

Gender and Media
Innovations in Environmental Policy
Making American Selves:
Individual and Group Development
Museums
Multicultural Counseling
Student Originated Studies: Media
Turning Eastward:
Explorations in East/West Psychology

COMMUNITY DEVELOPMENT

Community Design and Community Action
Community Studies
Feminisms: Local to Global
Maritime Communities, Then and Now
Student Originated Studies: Tacoma
Tribal: Reservation-Based/Community-Determined
With Liberty and Justice for Whom?

COMPUTER SCIENCE

Computability: The Scope and Limitations
of Formal Systems
Computer Science Foundations
Data and Information
Undergraduate Research in Scientific Inquiry

CONSCIOUSNESS STUDIES

Awareness
Heritage: Self-Identity and Ties to the Land
History and Philosophy of Biology:
Life and Consciousness

CONSERVATION

Advanced Research in Environmental Studies
Ecosystem Dynamics and Conservation:
If a Tree Falls in the Forest . . .
Innovations in Environmental Policy
Protected Areas?

CONSTITUTIONAL LAW

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature

COUNSELING

Multicultural Counseling
Turning Eastward:
Explorations in East/West Psychology

CREATIVE WRITING

Prolegomena to a Future Poetics

CRITICAL REASONING

Tribal: Reservation-Based/Community-Determined

CULTURAL LANDSCAPES

Advanced Research in Environmental Studies
Political and Cultural Exchange in the Eastern
Mediterranean Landscape: From
Bosphorus to Suez

CULTURAL STUDIES

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature
Imperialism
India: Politics of Dance; Dance of Politics
Japanese Film: Works of Mizoguchi,
Ozu and Kurosawa
Memory of Fire: Spain and Latin America
Multicultural Counseling
Museums
Pillars of Fire:
Jewish Contributions to World Culture
Political and Cultural Exchange in the Eastern
Mediterranean Landscape: From
Bosphorus to Suez
Postmodernity and Postmodernism: Barth,
Pynchon, DeLillo, Murakami and World
Cinema
"Race" in the United States:
Historical and Contemporary Perspectives
Russia and Eurasia:
Empires and Enduring Legacies
Self and Culture: Studies in Japanese and
American Literature and Cinema
The Shadow of the Enlightenment:
Questions of Identity in Contemporary
France
Women's Voices and Images of Women:
Studies in Literature and Cinema

DANCE

Foundations of Performing Arts:
The "Me" and the "Mob"
India: Politics of Dance; Dance of Politics

DESIGN

Community Design and Community Action
Fiber Arts
Foundations of Visual Art
Foundations of Visual Art: Sculpture
Sustainable Design: Materials
Working Small

DIGITAL IMAGING

Art, Media, Praxis
Creating a Conceptual Framework for
Images: Strategies for Using Photographic
and Digital Processes in Art Installations

Student Originated Studies: Media

DRAMATIC THEORY

Languages of the Tragic from the
Greeks to the Present

DRAWING

Flat Art: Two-Dimensional Art Intensive
Foundations of Visual Art
Foundations of Visual Art: Sculpture
Visualizing Ecology

EARTH SCIENCE

Fire and Water: The Role of the Sun and the
Ocean in Global Climate Change

Introduction to Environmental Studies: Water,
Energy and Forest Ecosystems
Sustainable Futures: Moving Into the
Post-Petroleum Age

ECOLOGY

Advanced Research in Environmental Studies
Animal Behavior
Ecosystem Dynamics and Conservation:
If a Tree Falls in the Forest . . .
Forest Ecology and Forest Management in
the Pacific Northwest: From Genes to
Global Warming
The Fungal Kingdom: Lichens and
Mushrooms, Nature's Recyclers
Introduction to Environmental Studies:
Water, Energy and Forest Ecosystems
The Nature of Natural History
Restoring Landscapes
Sustainable Design: Materials
Understanding Species
Visualizing Ecology

ECONOMICS

Imperialism
Looking Backward:
America in the 20th Century
Maritime Communities, Then and Now
Political Ecology of Land
Political Economy and Social Movements:
Race, Gender and Class
Tribal: Reservation-Based/Community-Determined
Working the Waters: Maritime Labor History

EDITING

American Literature: The Presence of Place

EDUCATION

Awareness
Gender and Media
Student Originated Studies: Tacoma

ENERGY SYSTEMS

Sustainable Design: Materials

ENGINEERING

Methods of Applied Mathematics

ENTOMOLOGY

Advanced Research in Environmental Studies
The Practice of Sustainable Agriculture
Understanding Species

ENVIRONMENTAL EDUCATION

Environmental Conflicts
The Practice of Sustainable Agriculture

ENVIRONMENTAL HISTORY

Advanced Research in Environmental Studies
Innovations in Environmental Policy
Political Ecology of Land
Restoring Landscapes

ENVIRONMENTAL PLANNING

Political Ecology of Land
Protected Areas?

ENVIRONMENTAL POLICY

Ecosystem Dynamics and Conservation:
If a Tree Falls in the Forest . . .
Political Ecology of Land
Protected Areas?

ENVIRONMENTAL SCIENCE

Advanced Research in Environmental Studies
Animal Behavior
Environmental Analysis: Chemistry and
Geology of Aqueous Systems
Fire and Water: The Role of the Sun and the
Ocean in Global Climate Change
Introduction to Environmental Studies:
Water, Energy and Forest Ecosystems
Marine Life: Marine Organisms and
Their Environments
Sustainable Futures: Moving Into the
Post-Petroleum Age
Understanding Species
Visualizing Ecology

ENVIRONMENTAL STUDIES

Advanced Research in Environmental Studies
Environmental Conflicts
Feminisms: Local to Global
Fire and Water: The Role of the Sun and the
Ocean in Global Climate Change
Forest Ecology and Forest Management in
the Pacific Northwest: From Genes to
Global Warming
The Fungal Kingdom: Lichens and
Mushrooms, Nature's Recyclers
Innovations in Environmental Policy
Political and Cultural Exchange in the Eastern
Mediterranean Landscape: From
Bosphorus to Suez
Political Ecology of Land
The Practice of Sustainable Agriculture
Protected Areas?
Student Originated Studies: Tacoma
Sustainable Design: Materials
Undergraduate Research in Scientific Inquiry

ETHICS

Introduction to Natural Science
Living an Intentional Life
Pillars of Fire: Jewish Contributions to
World Culture
Power in American Society

ETHNIC STUDIES

African-American Literature:
1773 to the Present
Blacks, Catholics and Jews:
Their American Experiences
Imperialism
Ireland

Pillars of Fire: Jewish Contributions
to World Culture
Political Economy and Social Movements:
Race, Gender and Class

EVOLUTION

Advanced Research in Environmental Studies
Animal Behavior
Understanding Species

FELTING

Fiber Arts

FEMINIST THEORY

Awareness

FILM

Art, Media, Praxis
Japanese Film: Works of Mizoguchi,
Ozu and Kurosawa
Mediaworks
Postmodernity and Postmodernism: Barth,
Pynchon, DeLillo, Murakami and World
Cinema
Self and Culture: Studies in Japanese and
American Literature and Cinema
Student Originated Studies: Media
Tradition and Transformation
Women's Voices and Images of Women:
Studies in Literature and Cinema

FOLKLORE

Blacks, Catholics and Jews:
Their American Experiences
Ireland

FOOD SCIENCE

Food

FOREIGN POLICY

The United States Since the Great
Depression: From Prosperity To Austerity

FORENSIC SCIENCE

Analyzing the World
Forensics and Criminal Behavior

FOREST MANAGEMENT

Forest Ecology and Forest Management in
the Pacific Northwest: From Genes to
Global Warming

GENDER STUDIES

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature
Dialogues with Shakespeare's Women
Feminisms: Local to Global
Images of Women:
Changes in Japanese Literature
Indigenous American Women: Leadership,
Community and the Power of Voice
Women's Voices and Images of Women:
Studies in Literature and Cinema

GENETICS

Food
Molecule to Organism
Undergraduate Research in Scientific Inquiry

Advanced Research in Environmental Studies
Environmental Analysis: Chemistry and
Geology of Aqueous Systems

GEOGRAPHIC INFORMATION SYSTEMS

Environmental Analysis: Chemistry and
Geology of Aqueous Systems

GEOGRAPHY

Advanced Research in Environmental Studies
Restoring Landscapes

GEOLOGY

Advanced Research in Environmental Studies
Environmental Analysis: Chemistry and
Geology of Aqueous Systems

GROWTH MANAGEMENT

Political Ecology of Land

HEALTH

Advanced Research in Environmental Studies
Family and Home Futurism: Inquiry through
Literature, Cinema and Movement
Living an Intentional Life
Student Originated Studies: Tacoma
Undergraduate Research in Scientific Inquiry

HISTORY

African-American Literature:
1773 to the Present
Blacks, Catholics and Jews:
Their American Experiences
Dialogues with Shakespeare's Women
Four Philosophers
History and Philosophy of Biology:
Life and Consciousness
Imperialism
India: Politics of Dance; Dance of Politics
Looking Backward: America in the
20th Century
Making a Difference: Doing Social Change
Political Ecology of Land
Power in American Society
"Race" in the United States:
Historical and Contemporary Perspectives
Russia and Eurasia:
Empires and Enduring Legacies
Science Seminar
The Shadow of the Enlightenment:
Questions of Identity in Contemporary
France
Student Originated Studies:
American Studies and Humanities
Student Originated Studies:
Topics in Political Economy, Globalization,
Contemporary India and U.S. History
U.S. Foreign Policy Since Woodrow Wilson:
Before and After 9/11
The United States Since the Great
Depression: From Prosperity To Austerity
HISTORY OF PHILOSOPHY
Mind and the World

HISTORY OF SCIENCE

Mind and the World

HUMAN AND SOCIAL SERVICES

Family and Home Futurism: Inquiry through Literature, Cinema and Movement

So You Want to Be a Psychologist

HUMANITIES

Student Originated Studies:
American Studies and Humanities

HYDROLOGY

Environmental Analysis: Chemistry and Geology of Aqueous Systems

INDIGENOUS PEOPLES STUDIES

Imperialism

Indigenous American Women: Leadership, Community and the Power of Voice

Russia and Eurasia:
Empires and Enduring Legacies

INDUSTRIAL CHEMISTRY

Industrial Biology and Chemistry

INSTALLATION ART

Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations

INTELLECTUAL HISTORY

Languages of the Tragic from the Greeks to the Present

INTERNATIONAL STUDIES

Feminisms: Local to Global

Imperialism

Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez

Political Economy and Social Movements: Race, Gender and Class

Student Originated Studies:
Topics in Political Economy, Globalization, Contemporary India and U.S. History

U.S. Foreign Policy Since Woodrow Wilson: Before and After 9/11

JAPANESE STUDIES

Images of Women:
Changes in Japanese Literature

Japanese Film: Works of Mizoguchi, Ozu and Kurosawa

JUDAIC STUDIES

Pillars of Fire: Jewish Contributions to World Culture

LAND-USE MANAGEMENT

Advanced Research in Environmental Studies

Political Ecology of Land

LANGUAGE STUDIES

Ireland

Memory of Fire: Spain and Latin America

Searching for Modern China

The Shadow of the Enlightenment:
Questions of Identity in Contemporary France

LATIN AMERICAN STUDIES

Memory of Fire: Spain and Latin America

LAW AND GOVERNMENT POLICY

Culture and the Public Sphere: Studies in Media, Art, Law and Literature

Looking Backward: America in the 20th Century

Political Ecology of Land

Power in American Society

Student Originated Studies: Tacoma

Tribal: Reservation-Based/Community-Determined

With Liberty and Justice for Whom?

LEADERSHIP STUDIES

Living an Intentional Life

Maritime Communities, Then and Now

Working the Waters: Maritime Labor History

LINGUISTICS

The Shadow of the Enlightenment:
Questions of Identity in Contemporary France

LITERATURE

African-American Literature:
1773 to the Present

American Literature: The Presence of Place

Blacks, Catholics and Jews:
Their American Experiences

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature

Dialogues with Shakespeare's Women

Family and Home Futurism: Inquiry through Literature, Cinema and Movement

Feminisms: Local to Global

Four Philosophers

Images of Women:
Changes in Japanese Literature

India: Politics of Dance; Dance of Politics

Languages of the Tragic from the Greeks to the Present

Japanese Film: Works of Mizoguchi, Ozu and Kurosawa

Looking Backward: America in the 20th Century

Memory of Fire: Spain and Latin America

Political Ecology of Land

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

Prolegomena to a Future Poetics

Puppetry and Poetics: Arts of Distraction

Russia and Eurasia: Empires and Enduring Legacies

Self and Culture: Studies in Japanese and American Literature and Cinema

The Shadow of the Enlightenment:
Questions of Identity in Contemporary France

Tradition and Transformation

Women's Voices and Images of Women:
Studies in Literature and Cinema

Working the Waters: Maritime Labor History

MANAGEMENT

Maritime Communities, Then and Now

MARINE BIOLOGY

Marine Life:
Marine Organisms and Their Environments

MARINE SCIENCE

Advanced Research in Environmental Studies

Fire and Water: The Role of the Sun and the Ocean in Global Climate Change

Marine Life: Marine Organisms and Their Environments

MARITIME STUDIES

Maritime Communities, Then and Now

Working the Waters: Maritime Labor History

MATHEMATICS

Algebra to Algorithms: An Introduction to Mathematics for Science and Computing

Computability: The Scope and Limitations of Formal Systems

Computer Science Foundations

Introduction to Natural Science

Methods of Applied Mathematics

Physical Systems

MEDIA

Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations

MEDIAWORKS

Student Originated Studies: Media

MEDIA LITERACY

Gender and Media

MEDIA THEORY

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

MICROBIOLOGY

Undergraduate Research in Scientific Inquiry

MIDDLE EASTERN STUDIES

Pillars of Fire: Jewish Contributions to World Culture

MOLECULAR BIOLOGY

Industrial Biology and Chemistry

Molecule to Organism

Undergraduate Research in Scientific Inquiry

MOVEMENT STUDIES

Family and Home Futurism: Inquiry through Literature, Cinema and Movement

MULTICULTURALISM

Heritage: Self-Identity and Ties to the Land

Imperialism

Making American Selves: Individual and Group Development

MUSEOLOGY

Museums

MUSIC

Foundations of Performing Arts:
The "Me" and the "Mob"

Ireland

Music Composition for the 21st Century

MYCOLOGY

The Fungal Kingdom: Lichens and
Mushrooms, Nature's Recyclers

MYTHOLOGY

India: Politics of Dance; Dance of Politics

NATIVE AMERICAN STUDIES

Heritage: Self-Identity and Ties to the Land
Imperialism

Indigenous American Women: Leadership,
Community and the Power of Voice

NATURAL HISTORY

The Fungal Kingdom: Lichens and
Mushrooms, Nature's Recyclers

The Nature of Natural History

Understanding Species

Visualizing Ecology

NATURAL RESOURCE MANAGEMENT

Forest Ecology and Forest Management in
the Pacific Northwest: From Genes to
Global Warming

Introduction to Environmental Studies:
Water, Energy and Forest Ecosystems

Political Ecology of Land

Sustainable Futures:
Moving Into the Post-Petroleum Age

NEEDLEWORK ARTS

Fiber Arts

NUTRITION

Food

ORGANIC CHEMISTRY

Molecule to Organism

ORNITHOLOGY

The Nature of Natural History

PAINTING

Flat Art: Two-Dimensional Art Intensive

Foundations of Visual Art

PERFORMANCE

Foundations of Performing Arts:
The "Me" and the "Mob"

India: Politics of Dance; Dance of Politics

Puppetry and Poetics: Arts of Distraction

Searching for Modern China

PHILOSOPHY

Awareness

Four Philosophers

Living an Intentional Life

Making a Difference: Doing Social Change

Mind and the World

Prolegomena to a Future Poetics

The Shadow of the Enlightenment:
Questions of Identity in Contemporary
France

Student Originated Studies:
American Studies and Humanities

PHILOSOPHY OF SCIENCE

Data and Information

History and Philosophy of Biology:
Life and Consciousness

Looking Backward:
America in the 20th Century

Motion: Physics and Philosophy

Physical Systems

Science Seminar

Undergraduate Research in Scientific Inquiry

Visualizing Ecology

PHOTOGRAPHY

Creating a Conceptual Framework for
Images: Strategies for Using Photographic
and Digital Processes in Art Installations

PHYSICS

Fire and Water: The Role of the Sun and the
Ocean in Global Climate Change

Methods of Applied Mathematics

Motion: Physics and Philosophy

Physical Systems

Science Seminar

Undergraduate Research in Scientific Inquiry

POETRY

Prolegomena to a Future Poetics

Puppetry and Poetics: Arts of Distraction

POLITICAL ECONOMY

Imperialism

India: Politics of Dance; Dance of Politics

Making a Difference: Doing Social Change

Political Economy and Social Movements:
Race, Gender and Class

Student Originated Studies: Topics
in Political Economy, Globalization,
Contemporary India and U.S. History

The United States Since the Great
Depression: From Prosperity To Austerity

POLITICAL SCIENCE

Innovations in Environmental Policy

Looking Backward:

America in the 20th Century

Power in American Society

"Race" in the United States:
Historical and Contemporary Perspectives

POLITICAL STUDIES

Community Design and Community Action

POLITICAL THEORY

Making a Difference: Doing Social Change

POLITICS

Political Ecology of Land

Tribal: Reservation-Based/Community-
Determined

U.S. Foreign Policy Since Woodrow Wilson:
Before and After 9/11

The United States Since the Great
Depression: From Prosperity To Austerity

POLYMER SCIENCE

Industrial Biology and Chemistry

PSYCHOLOGY

Gender and Media

Multicultural Counseling

Self and Culture: Studies in Japanese and
American Literature and Cinema

So You Want to Be a Psychologist

Turning Eastward:
Explorations in East/West Psychology

Women's Voices and Images of Women:
Studies in Literature and Cinema

PUBLIC HEALTH

Innovations in Environmental Policy

PUBLIC POLICY

Community Design and Community Action

Environmental Conflicts

Innovations in Environmental Policy

Introduction to Environmental Studies:
Water, Energy and Forest Ecosystems

Political Ecology of Land

Sustainable Futures:
Moving Into the Post-Petroleum Age

PUPPETRY

Puppetry and Poetics: Arts of Distraction

**QUANTITATIVE AND SYMBOLIC
REASONING**

Working the Waters: Maritime Labor History

RELIGIOUS AND SPIRITUAL STUDIES

Blacks, Catholics and Jews:
Their American Experiences

Living an Intentional Life

Turning Eastward:
Explorations in East/West Psychology

RESEARCH METHODS

Advanced Research in Environmental Studies

Analyzing the World

Dialogues with Shakespeare's Women

Heritage: Self-Identity and Ties to the Land

Making American Selves:
Individual and Group Development

Political Ecology of Land

Undergraduate Research in Scientific Inquiry

SCIENTIFIC ANALYSIS

Analyzing the World

SCIENTIFIC INSTRUMENTATION

Analyzing the World

SCIENTIFIC WRITING

Analyzing the World

Forest Ecology and Forest Management in the Pacific Northwest: From Genes to Global Warming

Undergraduate Research in Scientific Inquiry

SCULPTURE

Foundations of Visual Art: Sculpture

Working Small

SOCIAL AND CULTURAL HISTORY

Dialogues with Shakespeare's Women

Feminisms: Local to Global

Imperialism

Looking Backward:
America in the 20th Century

Making American Selves:
Individual and Group Development

Searching for Modern China

Tradition and Transformation

With Liberty and Justice for Whom?

Working the Waters: Maritime Labor History

SOCIAL PSYCHOLOGY

Family and Home Futurism: Inquiry through Literature, Cinema and Movement

Turning Eastward:
Explorations in East/West Psychology

SOCIAL WORK

American Literature: The Presence of Place

Turning Eastward:
Explorations in East/West Psychology

SOCIOLOGY

Awareness

Environmental Conflicts

Forensics and Criminal Behavior

Imperialism

POLITICAL ECONOMY AND SOCIAL MOVEMENTS: RACE, GENDER AND CLASS

The United States Since the Great Depression: From Prosperity To Austerity

STATISTICS

Innovations in Environmental Policy

Political Ecology of Land

Understanding Species

SUSTAINABILITY

Community Design and Community Action

Innovations in Environmental Policy

Political Ecology of Land

The Practice of Sustainable Agriculture

Restoring Landscapes

Sustainable Design: Materials

Sustainable Futures:
Moving Into the Post-Petroleum Age

TAXONOMY

Advanced Research in Environmental Studies

TEACHING

Computability: The Scope and Limitations of Formal Systems

TECHNICAL WRITING

Undergraduate Research in Scientific Inquiry

THEATER

Dialogues with Shakespeare's Women

Foundations of Performing Arts:
The "Me" and the "Mob"

India: Politics of Dance; Dance of Politics

Languages of the Tragic from the Greeks to the Present

Puppetry and Poetics: Arts of Distraction

URBAN AGRICULTURE

Advanced Research in Environmental Studies

URBAN STUDIES

Political Ecology of Land

VIDEO

Gender and Media

Mediaworks

Student Originated Studies: Media

VISUAL ART

Art, Media, Praxis?

Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations

Flat Art: Two-Dimensional Art Intensive

Foundations of Visual Art

Foundations of Visual Art: Sculpture

Mediaworks

Museums

WEAVING

Fiber Arts

WOMEN'S STUDIES

Dialogues with Shakespeare's Women

Feminisms: Local to Global

Images of Women:
Changes in Japanese Literature

Women's Voices and Images of Women:
Studies in Literature and Cinema

WORLD HISTORY

Imperialism

WORLD LITERATURE

Greece and Italy:
An Artistic and Literary Odyssey

Images of Women:
Changes in Japanese Literature

Imperialism

India: Politics of Dance;
Dance of Politics

Ireland

Languages of the Tragic from the Greeks to the Present

Memory of Fire: Spain and Latin America

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

Russia and Eurasia:
Empires and Enduring Legacies

Searching for Modern China

Self and Culture: Studies in Japanese and American Literature and Cinema

The Shadow of the Enlightenment:
Questions of Identity in Contemporary France

WRITING

American Literature: The Presence of Place

Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations

Culture and the Public Sphere:
Studies in Media, Art, Law and Literature

Ecosystem Dynamics and Conservation:
If a Tree Falls in the Forest . . .

Environmental Analysis: Chemistry and Geology of Aqueous Systems

Forensics and Criminal Behavior

Forest Ecology and Forest Management in the Pacific Northwest: From Genes to Global Warming

India: Politics of Dance; Dance of Politics

Innovations in Environmental Policy

Living an Intentional Life

Looking Backward:
America in the 20th Century

Making American Selves:
Individual and Group Development

Memory of Fire: Spain and Latin America

Mind and the World

Puppetry and Poetics: Arts of Distraction

Sustainable Design: Materials

ZOOLOGY

Advanced Research in Environmental Studies

Animal Behavior

Marine Life:
Marine Organisms and Their Environments

Understanding Species

CONDENSED CURRICULUM 2006–07

These pages feature the program titles and the quarters of the programs planned for the 2006–07 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

SPECIAL FEATURES OF THE CURRICULUM	PAGE
Evening and Weekend Studies	17
Individual Study	17
International Studies and Opportunities to Study Abroad	17
Public Service Centers	7

PROGRAMS FOR FRESHMEN

Core: Designed for freshmen	PAGE			
Blacks, Catholics and Jews: Their American Experiences	28	F	W	
Culture, and the Public Sphere: Studies in Media, Art, Law and Literature	29	F	W	S
Dialogues with Shakespeare's Women	30	F	W	S
Ecosystem Dynamics and Conservation: If a Tree Falls in the Forest . . .	42		W	
Environmental Conflicts	44			S
Forest Ecology and Forest Management in the Pacific Northwest: From Genes to Global Warming	45			S
Gender and Media	45			S
Understanding Species	41	F		
Visualizing Ecology	41	F	W	S

All-level: A mix of freshmen, sophomores, juniors and seniors

African-American Literature: 1773 to the Present	43			S
Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	43			S
Awareness	28	F	W	S
Community Design and Community Action	44			S
Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installation	29	F	W	
Data and Information	30	F		
Family and Home Futurism: Inquiry through Literature, Cinema and Movement	31	F	W	
Food	31	F	W	S
Foundations of Performing Arts: The "Me" and the "Mob"	32	F	W	S
Greece and Italy: An Artistic and Literary Odyssey	32	F	W	S
Heritage: Self-Identity and Ties to the Land	33	F	W	S
History and Philosophy of Biology: Life and Consciousness	45			S
Imperialism	33	F	W	
Indigenous American Women: Leadership, Community and the Power of Voice	34	F	W	
Introduction to Natural Science	35	F	W	S
Languages of the Tragic from the Greeks to the Present	42			S
Looking Backward: America in the 20th Century	35	F	W	S
Mind and the World	36	F	W	S
Motion: Physics and Philosophy	37	F	W	
Pillars of Fire: Jewish Contributions to World Culture	38	F	W	
Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez	38	F	W	S
Puppetry and Poetics: Arts of Distraction	46			S
"Race" in the United States: Historical and Contemporary Perspectives	46			S
Restoring Landscapes	46			S
Russia and Eurasia: Empires and Enduring Legacies	39	F	W	S
Searching for Modern China	39	F	W	S
Self and Culture: Studies in Japanese and American Literature and Cinema	43			W
The Shadow of the Enlightenment: Questions of Identity in Contemporary France	40	F	W	
So You Want to Be a Psychologist	47			S

	PAGE			
Sustainable Design: Materials	40	F	W	
Women's Voices and Images of Women: Studies in Literature and Cinema	48			S
Working the Waters: Maritime Labor History	48			S

Lower-division: 50 percent freshmen and 50 percent sophomores

American Literature: The Presence of Place	28	F	W	
Analyzing the World	41			S
Forensics and Criminal Behavior	31	F	W	S
Introduction to Environmental Studies: Water, Energy and Forest Ecosystems	34	F	W	
Making American Selves: Individual and Group Development	36	F	W	
The Nature of Natural History	37	F	W	
Sustainable Futures: Moving Into the Post-Petroleum Age	47			S

CULTURE, TEXT AND LANGUAGE

	PAGE			
All-level: A mix of freshmen, sophomores, juniors and seniors				
African-American Literature: 1773 to the Present	61			S
Awareness	50	F	W	S
Family and Home Futurism: Inquiry through Literature, Cinema and Movement	50	F	W	
Greece and Italy: An Artistic and Literary Odyssey	52	F	W	S
Indigenous American Women: Leadership, Community and the Power of Voice	53	F	W	
Languages of the Tragic from the Greeks to the Present	60			S
Looking Backward: America in the 20th Century	54	F	W	S
Mind and the World	55	F	W	S
Pillars of Fire: Jewish Contributions to World Culture	56	F	W	
Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez	56	F	W	S
Puppetry and Poetics: Arts of Distraction	61			S
"Race" in the United States: Historical and Contemporary Perspectives	62			S
Restoring Landscapes	62			S
Russia and Eurasia: Empires and Enduring Legacies	58	F	W	S
Searching for Modern China	58	F	W	S
Self and Culture: Studies in Japanese and American Literature and Cinema	61			W
The Shadow of the Enlightenment: Questions of Identity in Contemporary France	59	F	W	
Women's Voices and Images of Women: Studies in Literature and Cinema	63			S
Lower-division: 50 percent freshmen and 50 percent sophomores				
American Literature: The Presence of Place	50	F	W	
Sophomores or above (intermediate level)				
Feminisms: Local to Global	51	F	W	S
Four Philosophers	51	F	W	
Images of Women: Changes in Japanese Literature	52	F		
Japanese Film: Works of Mizoguchi, Ozu and Kurosawa	60			W
Memory of Fire: Spain and Latin America	54	F	W	S
Museums	55	F		
Postmodernity and Postmodernism: Barth, Pynchon, DeLillo, Murakami and World Cinema	57	F		
Prolegomena to a Future Poetics	57	F	W	
Juniors or seniors (advanced level)				
Ireland	53	F	W	S
Student Originated Studies: American Studies and Humanities	63			S
Tradition and Transformation	59	F	W	

ENVIRONMENTAL STUDIES	PAGE
All-level: A mix of freshmen, sophomores, juniors and seniors	
Food	67 F W S
Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez	68 F W S
Restoring Landscapes	72 S
Lower-division: 50 percent freshmen and 50 percent sophomores	
Forensics and Criminal Behavior	67 F W S
Introduction to Environmental Studies: Water, Energy and Forest Ecosystems	68 F W
The Nature of Natural History	68 F W
Sustainable Futures: Moving Into the Post-Petroleum Age	72 S
Sophomores or above (intermediate level)	PAGE
Feminisms: Local to Global	66 F W S
Fire and Water: The Role of the Sun and the Ocean in Global Climate Change	66 F
Juniors or seniors (advanced level)	PAGE
Advanced Research in Environmental Studies	65 F W S
Animal Behavior	70 S
Environmental Analysis: Chemistry and Geology of Aqueous Systems	65 F W S
The Fungal Kingdom: Lichens and Mushrooms, Nature's Recyclers	67 F
Innovations in Environmental Policy	69 W S
Marine Life: Marine Organisms and Their Environments	70 W S
Political Ecology of Land	69 F W
The Practice of Sustainable Agriculture	71 S
Protected Areas?	71 S
EXPRESSIVE ARTS	PAGE
All-level: A mix of freshmen, sophomores, juniors and seniors	
Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations	74 F W
Foundations of Performing Arts: The "Me" and the "Mob"	75 F W S
Greece and Italy: An Artistic and Literary Odyssey	76 F W S
Languages of the Tragic from the Greeks to the Present	81 W S
Pillars of Fire: Jewish Contributions to World Culture	78 F W
Puppetry and Poetics: Arts of Distraction	82 S
Searching for Modern China	79 F W S
Sustainable Design: Materials	80 F W
Sophomores or above (intermediate level)	
Fiber Arts	82 S
Flat Art: Two-Dimensional Art Intensive	75 F W
Foundations of Visual Art	75 F W
Foundations of Visual Art: Sculpture	82 S
India: Politics of Dance; Dance of Politics	76 F W
Mediaworks	77 F W S
Museums	78 F
Juniors or seniors (advanced level)	
Art, Media, Praxis	74 F W S
Ireland	77 F W S
Music Composition for the 21st Century	78 F W
Student Originated Studies: Media	80 F W S
Working Small	81 W S
SCIENTIFIC INQUIRY	PAGE
All-Level: A mix of freshmen, sophomores, juniors and seniors	
Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	92 S
Community Design and Community Action	93 S
Data and Information	84 F
Food	85 F W S
History and Philosophy of Biology: Life and Consciousness	93 S
Introduction to Natural Science	86 F W S
Motion: Physics and Philosophy	88 F W
Sustainable Design: Materials	88 F W
Lower-division: 50 percent freshmen and 50 percent sophomores	
Analyzing the World	90 W S

	PAGE
Forensics and Criminal Behavior	86 F W
Sophomores or above (intermediate level)	
Computability: the Scope and Limitations of Formal Systems	84 F W S
Computer Science Foundations	91 W S
Fire and Water: The Role of the Sun and the Ocean in Global Climate Change	85 F
Industrial Biology and Chemistry	86 F
Methods of Applied Mathematics	87 F W
Physical Systems	91 W S
Science Seminar	92 W S
Juniors or seniors (advanced level)	
Environmental Analysis: Chemistry and Geology of Aqueous Systems	84 F W S
Living an Intentional Life	87 F W
Marine Life: Marine Organisms and Their Environments	91 W S
Molecule to Organism	88 F W S
Undergraduate Research in Scientific Inquiry	89 F W S
SOCIETY, POLITICS, BEHAVIOR AND CHANGE	PAGE
All-level: A mix of freshmen, sophomores, juniors and seniors	
Community Design and Community Action	103 S
Heritage: Self-Identity and Ties to the Land	95 F W S
Imperialism	95 F W
Looking Backward: America in the 20th Century	97 F W S
Pillars of Fire: Jewish Contributions to World Culture	99 F W
"Race" in the United States: Historical and Contemporary Perspectives	103 S
So You Want to Be a Psychologist	104 S
Working the Waters: Maritime Labor History	105 S
Lower-division: 50 percent freshmen and 50 percent sophomores	
Forensics and Criminal Behavior	95 F W S
Making American Selves: Individual and Group Development	97 F W
Sophomores or above (intermediate level)	
India: Politics of Dance; Dance of Politics	96 F W
Making a Difference: Doing Social Change	103 S
Maritime Communities, Then and Now	98 F W
Political Economy and Social Movements: Race, Gender and Class	100 F W
Power in American Society	100 F
Power in American Society	102 W
Student Originated Studies: Topics in Political Economy, Globalization, Contemporary India, and U.S. History	104 S
Turning Eastward: Explorations in East/West Psychology	101 F W
Juniors or seniors (advanced level)	
Innovations in Environmental Policy	102 W S
Living an Intentional Life	96 F W
Multicultural Counseling	98 F W S
Political Ecology of Land	99 F W
U.S. Foreign Policy Since Woodrow Wilson: Before and After 9/11	104 S
The United States Since the Great Depression: From Prosperity To Austerity	101 F W
NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES	PAGE
All-level: A mix of freshmen, sophomores, juniors and seniors	
Heritage: Self-Identity and Ties to the Land	107 F W S
Indigenous American Women: Leadership, Community and the Power of Voice	108 F W
Juniors or seniors (advanced level)	
Art, Media, Praxis	107 F W S
Tribal: Reservation-Based/Community-Determined	108 F W S
TACOMA PROGRAM	PAGE
Juniors or seniors (advanced level)	
Student Originated Studies: Tacoma	110 F W S
With Liberty and Justice for Whom?	110 F W S

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.

FACULTY

Lists members of the faculty team scheduled to teach the program. See faculty bios page 112.

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.

PREREQUISITES

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

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.

TOTAL

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.

Innovations in Environmental Policy

Winter and Spring quarters

Faculty: Cheri Lucas Jennings, John Perkins

Major areas of study include American law and environmental protection, environmental science in the context of environmental regulation, history of the environmental movement, research methods for advanced undergraduates, simple descriptive and inferential statistics and communication methods in environmental work.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Study in natural science and/or political economy history recommended.

Faculty Signature: Submit samples of previous written work and unofficial transcript. An interview is required. Application forms are available from Cheri Lucas Jennings, lucasc@evergreen.edu, or (360) 867-6782 or John Perkins, perkinsj@evergreen.edu or (360) 867-6503. Applications received by the Academic Fair, November 29, 2006, will be given priority. Qualified students will be accepted until the program fills.

What is the future of environmental protection in the United States? In the world? Why is the environmental agenda of the 21st century so different from its incredible vigor of the 1970s? How do specialists and citizens communicate with a powerful, active voice that embodies a hope for a sustainable future? These are the questions that motivate this two-quarter advanced program.

During the winter, we will read about the origins of the environmental movement in the 1970s, the enormous development of environmental science, and the innovations in the United States, state and tribal law and practices. We will then explore executive discretion and congressional shifts, especially during the period 1980 to 2004. In the process, we will examine how an activist movement for environmental protection changed into a specialized industry based on increasingly advanced science with ritualized activities and modes of communication. Additionally, we will see how "innovation" became a prominent theme for government after the mid-1990s.

The program will feature two kinds of skill-building workshops: basic statistical methods for data presentation and alternative presentation methods, including print, broadcast and web-based communications.

Total: 16 credits each quarter.

Enrollment: 42

Internship Possibilities: Spring quarter with faculty approval.

Program is preparatory for careers and future studies in planning, regulation, communications, education, history, law, public health and environmental science.

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

CLASS STANDING

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

FACULTY SIGNATURE

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

INTERNSHIP POSSIBILITIES

States whether an internship is optional or required.

PROGRAM IS PREPARATORY...

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

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. These 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.



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

American Literature: The Presence of Place

Fall and Winter quarters

Faculty: Matt Smith, Bill Ransom

Major areas of study include American studies, 19th-century American literature, 20th-century American literature, essay, fiction, poetry and creative nonfiction writing.

Class Standing: This lower-division program is designed for 25 percent freshmen and 75 percent sophomores.

All writing comes from somewhere, emerges through authors, and inscribes upon our consciousness stories of who we are and where we come from. American letters have both reflected and constituted the world we, diverse peoples, have created for ourselves on this continent. American writing provides a panoply of accounts, narratives, poems and fictions that capture and create the place(s) of America. The narratives of slaves, the poems of Gary Snyder, the journals of Lewis and Clark, the novels of Leslie Marmon Silko help us to think about what sort of place we have written into existence. This program expects participants to think about the place we have created through an intensive survey of our literature. What is distinctly American about these experiences? How have these accounts been instrumental in the making of these American places?

In the fall quarter, we will investigate how the twin forces of democracy and industrialization, coupled with romanticism, underlie narratives of the exploration/exploitation of the land and peoples of America. Cooper, Melville and Twain can help us see how the romantic and industrial intertwined to become an American culture. As we engage these narratives, we will simultaneously work on creating life history narratives of 20th- and 21st-century experience through interviews and creative non-fiction writing.

Winter quarter, as we move into the 20th century, the complexity of America's self-understanding, the diversity of experience and the multi-ethnic writing of the American story become critical. The struggle for a place in America and the American imagination, the revoicing and creation of the modern world forge a whole new reading of the place of Americans within their country and in the world.

This program will take very seriously readings in a wide survey of American letters from the 18th through the 20th century, and will take equally seriously writing about reading, about experience and about imagination. We believe that good writing is the product of serious reading of and reflection on excellent writing. The program will provide instruction in essay, creative nonfiction, fiction and poetry. This will require us to develop both our imaginative grasp of the world around us and the experiences that have brought America into being.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Field trip costs, approximately \$110 for fall quarter and \$70 for winter quarter.

Program is preparatory for careers and future studies in literature, humanities, law, writing, education, social work and American studies.

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

Awareness

Fall, Winter and Spring quarters

Faculty: Bill Arney, Sarah Williams

Major areas of study include somatic studies, philosophy, sociology, education, feminist theory and consciousness studies.

Class Standing: This all-level program accepts up to 25 percent freshmen.

The faculty and perhaps some students are continuing work begun in "Awareness" in winter and spring quarters, 2005. Any student is invited to join this program at the beginning of any quarter.

The modern university is based on a rupture, effected a millennium ago, between head and heart. This institution—the one in which we meet as teachers and students—is devoted almost exclusively to the technical and critical disciplines. Ascetic disciplines were left in the proverbial dust. Secularization rendered proverb and metaphor, even language itself, disenfleshed and idolatized. Our task in this program is to become deeply aware of the devastation caused by this rupture, this loss. Because of what has been betrayed, we dare not simply imagine an alternative form of education, much less another new institution, devoted to the healing of this rupture or the recovery of any loss. Instead, we will, through disciplined, mutually supportive inquiry, become mindful of what we scholars participate in, here and now.

Students will begin their work by designing independent learning projects. These field studies, which will constitute half of each quarter's work, can be anything (community service, sailing, midwifery, writing, gardening, Aikido, reading, etc.). We will begin our work together by answering these questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, what difference will it make?

As a learning community, we will participate in mind-body practices, as well as bookish study, that facilitate and enhance our ability to reflect on our current situation in historical, cross-cultural and gendered contexts.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$30 each quarter for yoga.

Program is preparatory for careers and future studies in the visual arts, creative writing, education, social and cultural studies and somatic studies.

A similar program is expected to be offered in 2007–08.

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

Blacks, Catholics and Jews: Their American Experiences

Fall and Winter quarters

Faculty: Sam Schragger, Babacar M'Baye, Michael Pfeifer

Major areas of study include African and African-American studies, Catholic studies, Jewish studies, American studies, folklore, literature and American history.

Class Standing: This Core program is designed for freshmen.

"Speaking from my own special area of American culture, I feel that to embrace uncritically values which are extended to us by others is to reject the validity, even the sacredness, of our own experience."—Ralph Ellison

Blacks, Catholics and Jews: three peoples historically consigned to the margins of the American social order, yet highly influential in shaping the culture of the nation. How did this happen? How did members of these groups build on the validity of their own experi-

**Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.**

ence to remake themselves and, ultimately, American society? What do their travails and achievements reveal about the place of pluralism in American life?

The three groups have shared legacies of geographical dispersion from the Old World, discrimination and a sense of otherness, and the creation of rich identities and communities based upon identification with older worldviews, customs, folkways, and rituals that preceded life in the United States. We will survey African, Catholic and Jewish cultures of the Old World of Africa and Europe and their transformations over several centuries in the United States. Our major theme is Diaspora: how emigrants from distant lands find ways to connect with their cultural origins and revitalize social life in newly-formed communities that often face hostility and oppression. While analyzing parallels in these groups' experiences, we will be mindful of differences of circumstance and outlook among and within them. We will also explore in considerable detail another major religious tradition, Islam, in the experience of Africans and African-Americans.

Our studies will examine contributions by Jewish, Catholic and African-Americans to American literature and arts, popular culture, politics and ethics. We will consider challenges posed by assimilation and conflicting versions of identity; representations of each group in the media; and relations of the groups to each other. We will read histories, novels, folklore, essays and cultural studies, listen to music and watch films. We will be constantly attentive to matters of gender, race, ethnicity and religiosity.

This program offers students an intensive focus on writing, interpretation and research. Student projects will involve library and ethnographic work, including opportunities to explore the ethnic and/or religious heritage of family or acquaintances.

Total: 16 credits each quarter.

Enrollment: 69

Special Expenses: \$90 for all overnight field trips.

Program is preparatory for careers and future studies in the humanities and social sciences; interpersonal, multicultural and community work; education, journalism and law.

Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations

Fall and Winter quarters

Faculty: Gail Tremblay, TBA

Major areas of study include photography, digital imaging, mixed media and installation art, art history and English composition.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Students will develop a variety of skills using traditional and digital photographic techniques and computer software to manipulate photographic images as well as studying the techniques of assemblage and mixed media art. They will use those skills to build both individual and collaborative art installations that are conceptual in nature. Over the course of two quarters, students will be expected to do reading and attend slide lectures and seminars on photography and installation art. They will study the way artists around the world have combined these media to make complex and challenging works of art. As part of this study, students will examine works by a diverse group of artists including Alfredo Jaar, Hulleah Tsinhnahjinnie, Shirin Neshat, Jolene Richard, Chen Shun-Chu, Felix Gonzales Torrez, Stan Douglas, Daniel Joseph Martinez, Corwin Clairmont, Miguel Fematt and Pat Ward Williams, among others.

This program is designed to support freshmen by developing their skills in English composition as well as basic skills in photography, digital imaging and mixed media art. At the same time, it is designed for students who have done previous work in a variety of artistic media and are ready to create intermediate and advanced work. Students will learn about a variety of strategies for developing both personal and political themes that create a rich visual language for viewers to interpret. All students must participate in art critiques and keep an intellectual journal that addresses the books and slide lectures. In addition, freshmen will be required to write a three-page paper on each of the books we read fall quarter, and write three five-page papers synthesizing materials from various sources we are studying during winter quarter. All students will produce a seven to ten page research paper on an artist whose work inspires them and prepare a ten-minute presentation for the class.

There will be a field trip to museums and galleries each quarter. During winter quarter, there will be an optional 11 day field trip to Merida, Mexico to attend the Encuentro de Performances, dealing with performance, video and installation art, hosted by the Hemispheric Institute at New York University in conjunction with a new art school in Merida. The faculty will help any students whose work is of professional quality and relevant to the conference theme to apply to exhibit their work at the conference. The conference will have numerous workshops that the students can attend. Students will be able to make excellent contacts with artists, scholars and students from other institutions.

Total: 16 credits per quarter.

Enrollment: 48

Special Expenses: \$250 for art supplies and up to \$25 for museum fees. Approximately \$1,500 to attend an optional 11 day conference in Merida, Mexico.

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

This program is also listed under Expressive Arts.

Culture and the Public Sphere: Studies in Media, Art, Law and Literature

Fall, Winter and Spring quarters

Faculty: José Gómez, Greg Mullins, Julia Zay

Major areas of study include constitutional law, legal advocacy, American literature, cultural studies, gender and sexuality studies, media studies and expository writing.

Class Standing: This Core program is designed for freshmen.

Democracy in the United States, as a social practice and political ideal, has been a work in progress since the Revolution. Given the linguistic, religious, ethnic and regional diversity of the U.S. population, and given differential hierarchies assigned to race, gender, sexuality and social class in this country, institutions that aspire to promote democratic ideals have become sites of debate and struggle around such questions as how to define citizenship, how to define equality, how to protect minority populations against majority prejudices, and how to promote individual liberties while safeguarding the common good.

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

In this program we will study political institutions and legal frameworks, such as those established by the U.S. Constitution, and cultural institutions and frameworks such as film, photography, literature and the various emerging media forms that organize forms of national belonging and exclusion. Focusing on the 20th and 21st centuries, we will be centrally concerned with citizenship and the public sphere as they have emerged in mass society. We will study the way that ideas of "public" and "private" are shaped and enforced in American civic culture. As an example, we will examine the regulation of human sexuality and the ways that recent debates about same-sex marriage have played out in courtrooms, legislatures and the media.

We will also consider how the U.S. Constitution defines civil rights in comparison to international standards of human rights, and will inquire whether rights' frameworks offer appropriate recourse in the face of injustice. As examples of rights' frameworks, we will examine equal protection and free speech, and consider forms of inequality and censorship exercised both by the state and by the media. Throughout these and additional case studies, we will persistently ask this question: What is the role of law, literatures and media in shaping the various "publics" and the forms of "citizenship" that ground national belonging and political activity in the United States?

Total: 16 credits each quarter.

Enrollment: 69

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

Program is preparatory for careers and future studies in law, cultural studies, media, gender and sexuality studies, literature, education and American studies.

Data and Information

Fall quarter

Faculty: Judy Cushing, TBA

Major areas of study include history and philosophy of science and mathematics; introduction to programming in Python; statistics concepts and graphics (in R); and data management, analysis, visualization and presentation.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: It is strongly recommended that students have the ability to manipulate algebraic expressions, as from high school algebra or precalculus. Some experience in programming using spreadsheets or gathering data for scientific study would be helpful.

For most academic and professional fields, data and information provide a basis for confirming hypotheses or making (or rationalizing) decisions and predictions. In fact, physical and natural scientists face issues every day involving collecting, validating, organizing and analyzing experimental data. Computer scientists address this question implicitly by exploring ways of organizing and processing data, and statisticians develop methods to use data to gain insight into real problems. This program will provide a thorough introduction to the practice, history, theory and process of using data effectively in ways that can be applied to further study of computer science or the physical or mathematical sciences.

We will approach the study of data and information through studying: 1) The history and philosophy of science and mathematics, especially as it applies to concepts relating to data, information and language; 2) The algorithmic processing and transformation of data

through programming (in Python); 3) The concepts and practice principles of statistics using R (a free software environment for statistical computing and graphics), and 4) Practices of data management, analysis, visualization and presentation through a case study, laboratory exercises, and a final project. Students will write regular expository essays and technical reports.

Total: 16 credits.

Enrollment: 36

Program is preparatory for careers and future studies in computer science, statistics, or the physical or natural sciences.

This program is also listed under Scientific Inquiry.

Dialogues with Shakespeare's Women

Fall, Winter and Spring quarters

Faculty: doranne crable, Ernestine Kimbro

Major areas of study include Elizabethan literature, Shakespearean studies, research, writing, history, gender studies, feminist theory and theater.

Class Standing: This Core program is designed for freshmen.

This yearlong Core program explores William Shakespeare's work through a focused study of his female characters. A main aim of the program is to enter into dialogue with Shakespeare's women. What do they have to say to us that informs our understanding of who "women" have been, are now and might be? How are gender, race and class read differently now through their lives and voices? What of the Elizabethan world continues to shape and influence our own? Through close analysis of the plays and the women who people them, we will begin to formulate additional questions and answers to explore in class, in writing and on stage.

Fall quarter, we will build skills in reading, writing and research as we obtain a thorough grounding in the plays themselves and the context that inspired them. In addition, we will acquire a rudimentary introduction to stagecraft and performance. During winter quarter, we will deepen our acquaintance with Shakespeare's women through conversations enacted in a student-originated performance/readers' theater. No previous acting experience is necessary; our work is interdisciplinary and uses performance as one of several ways to understand texts, ideas and people. Spring quarter we will mount another, more ambitious performance and conclude our studies by attending several plays at the Oregon Shakespeare Festival.

Our intensive inquiry will warrant full, alert and disciplined attention. Students can expect to read critically, write comprehensively, conduct research and think imaginatively. Our work will include performance, stage production, lighting, costume and set design. Students should plan on at least 50 hours of work each week. Activities will include lectures, seminar discussions, workshops, critiques and lectures or presentations by guest speakers or artists. We will attend performances of plays in Seattle, Olympia, Portland and Ashland. Students will work closely with each other and will develop highly collaborative, always respectful, models for scholarship and performance.

Total: 16 credits each quarter.

Enrollment: 34

Special Expenses: Approximately \$500 for field trips, plus \$75 for make-up kit.

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

Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Family and Home Futurism: Inquiry through Literature, Cinema and Movement

Fall and Winter quarters

Faculty: Stephanie Kozick

Major areas of study include family studies, human development, movement studies, ethnography, literature and cinema.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Are family and home growing and changing concepts, or are they universally solid establishments that ground us across time and culture? This program will explore that question in an interdisciplinary mode of inquiry employing fiction and nonfiction literature, cinema, art and movement studies. Program readings and films will tell us stories about families and homes. Art will help us image them. Family study research and seminars will inform our analyses. Structured movement studio work will allow another mode of inquiry and expression to help conceptualize key ideas concerning family and home.

This program will employ futuristic inquiry in the study of trends and beliefs about human families and homes. Futurism, originally an art movement in the early 20th century, attempted to abandon conventional forms and to focus on the motion inherent in shifting planes and multiple observation points in order to consider the future. For our contemporary purposes, futurism can help us imagine and invent new terms for the age-old practices of family and home. Our inquiry will consider present technological, economic and social trends in an attempt to predict the future of family and home.

Traditionally, futurism is considered dynamic motion in space and time (inspired by the industrial machine age). We will translate that consideration into movement studio work that will include stretching, moving to music, improvisation and choreography. This work will "stage" our conceptual understanding of family and home within the broader context of the world. We may ask ourselves to consider the environment, politics and social and cultural concerns.

This program will include inquiry about lifestyle choices, relationship development, personal dwelling and health needs. Writing will help to articulate our conceptualization and re-conceptualization of family and home. Ethnographic work in the form of interviews will aid our efforts to verify changing attitudes on family and home across generations.

Total: 12 or 16 credits each quarter.

Enrollment: 24

Program is preparatory for careers and future studies in social science, social psychology, health and human services and education.

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

Food

Fall, Winter and Spring quarters

Faculty: Nancy Murray, Donald Morisato, Martha Rosemeyer

Major areas of study include chemistry, nutrition, biochemistry, genetics and issues in food science.

Class Standing: This all-level program accepts up to 33 percent freshmen.

Prerequisites: High school biology and chemistry. This is a science intensive program and is not intended as a survey program.

Why are some foods nutritionally better either cooked or raw? What is the chemistry behind leavening agents such as baking powder? How has the quest for salt dominated trade for centuries?

Throughout history, food has not only been essential for human sustenance, but has long played a central role in the economic and cultural life of civilizations. This program will provide an interdisciplinary exploration of food, focusing primarily on the biology and chemistry of food, and also including political, historical and anthropological perspectives. In all these cases, students will directly apply concepts in laboratory experiments and the practice of cooking.

The fall quarter will focus on how we produce and preserve food. We will explore the biochemistry of food, beginning with basic chemical concepts and moving to understanding complex molecules like carbohydrates and proteins. We will consider the genetic principles of animal and plant breeding, including a careful examination of such issues as genetically modified organisms and the use of pesticides. We will examine the chemistry and microbiology of ancient food preservation and processing methods for food, such as cured ham, salted cod, fruit jams and cheese.

In the winter quarter, we will concentrate on cooking and eating. We will examine what the process of cooking does at the biochemical level. We will consider how our bodies break down and recover nutrients from food by studying the process of metabolism and cellular respiration. We will look at how vitamins and antioxidants work. The enjoyment of food relies on our ability to taste and smell. We will examine the neurobiology of these processes and study how some foods, like chili peppers and chocolate, can alter mood. Finally, we will investigate the relationship between diet, disease and genetics.

In the spring quarter, students will pursue independent projects, investigating an aspect of food or cooking, that may involve experiments in the field or in the laboratory.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in the biological fields, including ecological agriculture, genetics, biochemistry, nutrition and chemistry.

This program is also listed under Environmental Studies and Scientific Inquiry.

Forensics and Criminal Behavior

Fall, Winter and Spring quarters

Faculty: Sharon Anthony, Toska Olson, Rebecca Sunderman

Major areas of study include forensic science (aspects of chemistry, molecular biology, physics, physical anthropology, entomology and pathology), forensic science lab, sociology of criminal behavior, quantitative reasoning and writing.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

Prerequisites: Although there are no prerequisites for this program, a good understanding of science and Algebra I and II will be helpful and are strongly recommended.

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

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

scene analysis, fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains.

This program will use 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. In addition to weekly writing and quantitative assignments, students will engage in research writing and conduct team projects in crime scene investigation.

Total: 16 credits each quarter.

Enrollment: 69

Special Expenses: \$90 for field trips.

Program is preparatory for careers and future studies in forensic science, education, science, criminology and sociology.

This program is also listed under Environmental Studies; Scientific Inquiry; and Society, Politics, Behavior and Change.

Foundations of Performing Arts: The "Me" and the "Mob"

Fall, Winter and Spring quarters

Faculty: Arun Chandra, Kabby Mitchell

Major areas of study include dance, music, theater, performing arts history, theory and performance and cultural studies.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Dance reveals attention to gesture, rhythm and the body. Theater reveals in sequence whether continuous (plot oriented) or discontinuous (idea oriented). Music creates an environment experienced sensually, absent of signifying content, parallel to dance in rhythm, parallel to theater in attention to continuity. All three take the potential of human discourse and narrative, and submit it to the will and desire of human imagination.

Students and faculty will address the combined fields of music, dance and theater through workshops, lectures, seminars and student projects. In addition, we will go to professional performances in the region to see and hear visiting artists and performers. There will be technical and historical study, as well as creative projects involving groups of students.

We will examine program questions such as: What do the arts of Brazil, the African sub-continent, India and western Europe have to teach us about "rhythm" and "time" in the arts? What do historical examples of avant-garde experimentation still have to teach us about the collaborations between John Cage and Merce Cunningham, George Balanchine and Stravinsky, Bertolt Brecht and Hanns Eisler, Martha Graham and the American composers of the 1930s and 40s? What must contemporary popular art forms do to resist the cultural homogeneity of commercial absorption? How can we, as creative individuals, address examples of socially-progressive movements, such as the government of Venezuela, or the World Social Forum, and others in our work? How can our artwork address potential future political issues, such as the privatization of water, without eliciting dismissive, "been there, seen that" shrugs from the audience? How can the desperate need we have for happiness and joy not ignore the foundation of socialized misery on which we now barely survive?

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$50 each quarter for performance tickets.

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

This program is also listed under Expressive Arts.

Greece and Italy: An Artistic and Literary Odyssey

Fall, Winter and Spring quarters

Faculty: Bob Haft, Andrew Reece

Major areas of study include ancient Greek, classical literature, classical art and aesthetics, art and literature of the Italian Renaissance and drawing or photography.

Class Standing: This all-level program accepts up to 25 percent freshmen. Only sophomores and above will be eligible for the study abroad portion of the program.

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 the two most dynamic and seminal cultures in European 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 Louis De Bernieres' *Corelli's Mandolin*). Throughout the program we will learn about modern rediscoveries and re-interpretations of all of these periods and places, including our own, which will culminate 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 on the island. Next, we will travel to mainland Greece where we will visit numerous places, 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 to the cities of Venice and Rome.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$125 for art supplies each quarter; \$2,800 to \$4,000 (depending upon current currency valuation) for eight-week study abroad in Greece and Italy during spring quarter. Travel fee does not include airfare, but does include food and lodging, car rental in Greece, and entrance fees to museums and archaeological sites. A deposit of \$200 is due by November 30, 2006.

The program is preparatory for careers and future studies in history, literature, classical studies, education and the arts and humanities.

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

**Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.**

Heritage: Self-Identity and Ties to the Land

Fall, Winter and Spring quarters

Faculty: David Rutledge, Yvonne Peterson, Raul Nakasone

Major areas of study include areas of each student's individual project study such as history, philosophy, cultural competency, quantitative reasoning, communication, writing, political science, ethnography, history of the Americas, cultural anthropology, literature, Indigenous arts, technology, Indigenous studies, Native American studies, writing and education.

Class Standing: This all-level program accepts up to 13 percent freshmen and sophomores.

In this program, students develop individual projects to examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each student'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. 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.

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

This program is for students who already have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students 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. Yvonne Peterson will offer a special series of workshops to support the particular academic needs of first and second year students.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for the chosen questions and do the integrative review of the literature and data collection. Ongoing workshops will teach students the skills to complete their project. 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.

Depending on their individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; and communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in creating interactive Web pages and documentaries, as well as I-movie editing and presentations using PowerPoint.

Total: 16 credits each quarter.

Enrollment: 75

Internship Possibilities: With faculty approval.

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

This program is also listed under Society, Politics, Behavior and Change and Native American and World Indigenous Peoples Studies.

Imperialism

Fall and Winter quarters

Faculty: Zahid Shariff

Major areas of study include history, political science, economics and literature.

Class Standing: This all-level program accepts up to 25 percent freshmen.

We will examine the different ways in which the notions of imperialism and colonization can be understood broadly as well as in specific geographic and historical contexts. Focusing on the historical experiences of people of color in Africa, the Middle East and the United States, we will explore the ways in which imperialism and colonization served as tools for conquest and domination as well as subjugation and exploitation. We will examine the context in which these tools were, and continue to be, employed, and the resistance of different kinds with which they have to contend.

Our purpose is to both make distinctions and identify similarities between the imperialist practices of the past and those that are at work now. Exploring the role of image, representation, and knowledge—incentives for their production, and the prospects for their distribution—will be significant elements of the program. Quite often the critique of orientalism will guide us.

The learning goals will emphasize engagement with the reading material in a way that lifts both the author and the reader, collaborative and cooperative skills, and learning across differences. We expect to accomplish these goals through frequent writing assignments and active student participation in seminar facilitation, introduction of films and documentaries, and leadership in organizing discussions. Among the writing assignments will be short weekly papers based on the readings and a longer paper on a relevant topic selected by the students. The readings will include classical texts by Aime Césaire and Franz Fanon, as well as more recent authors.

Total: 16 credits each quarter.

Enrollment: 24

Program is preparatory for careers and future studies in government and politics, non-governmental organizations (in the United States and abroad), education and international organizations.

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

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

Indigenous American Women: Leadership, Community and the Power of Voice

Fall and Winter quarters

Faculty: Kristina Ackley, Frances Rains

Major areas of study include Native American studies, American studies, gender studies, history and political science.

Class Standing: This all-level program accepts up to 25 percent freshmen.

"When I am dead and gone, I want to leave something. I want my granddaughter to be sitting someday talking like I talk about my grandmother. That's the kind of legacy I want to leave. I want my granddaughters, great-grandsons, too, to say, "My great-grandma was a fighter. She did this and she did that to protect the land, to protect the culture, to protect the language, to maintain what we have left."—Madonna Thunder Hawk, Lakota

Native women in North America have been alternatively portrayed as either beasts of burden or Indian princesses. They have been denigrated and romanticized by these conflicting images, while these images simultaneously have obscured their lived experiences. Many Native activists, leaders and elders have challenged these stereotypes and offer alternative voices for us to consider. Using the stories and experiences of these women, we will explore the ways in which leadership is developed and articulated in many Indigenous communities. We will analyze gender-based political systems in their historical context and how these roles have been affected by colonialism. We will critique how feminist theory has both served and ignored Native women. Through case studies, autobiography, literature and theory we will analyze how Native women have argued for sovereignty and developed agendas that privilege community. We will also examine how women have been cultural mediators.

In the fall quarter, we will examine how Native women challenged federal policies that dispossessed Native people of their land. We will analyze U.S. education policies that concentrated on assimilation, with particular focus on gender-based vocational and domesticity training. Drawing on critical race and decolonizing theories, we will examine how 19th-century Native women were encouraged through the education system and colonizing political practices to bring "civility and piety" to their homes, by way of subservience training for all women. Questions that illuminate the various strategies that Native people took in terms of accommodation and resistance will be at the heart of this interrogation, such as: How were Native women educated and controlled? What Native women leaders emerged during the 19th and early 20th centuries and how did they impact their communities?

In the winter quarter, we will explore the activism of 20th-century Native women leaders, particularly in the areas of the environment, family system and the law. We will examine how Native women view community and determine how best to serve their community. Control over women's bodies, particularly reproduction, will be examined as we consider forced sterilization determined by race, class and gender. Students will examine how environmental contaminants affect women and children, particularly through pregnancy and breast milk. Federal and tribal policies that have gender-based tribal membership will be explored and critiqued. Students will undertake a significant life-history project with Native women. Finally, the beginnings of a global Indigenous identity as defined and articulated in the 21st century will be examined, although this class will mainly focus on North America.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will take as our basic premise that those wishing to know about the history of a particular Native group should write it with the purpose of supporting these people today. Students will develop skills as writers and researchers by studying scholarly and imaginative works and by conducting policy research and fieldwork. We will require extensive reading and writing on these topics. There will be films and guest speakers that reflect important aspects of Indigenous women's experiences.

Total: 16 credits each quarter.

Enrollment: 48

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

This program is also listed under Culture, Text and Language and Native American and World Indigenous Peoples Studies.

Introduction to Environmental Studies: Water, Energy and Forest Ecosystems

Fall and Winter quarters

Faculty: Rob Cole, Dylan Fischer

Major areas of study include environmental studies, forest ecology, introductory freshwater ecology, quantitative modeling, writing and field research methods.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

This program will explore the many connections between the landscapes and the waterscapes of the Pacific Northwest. The region is characterized by its geology, its climate and the vast interplay between land and water. We will adopt an ecosystems approach to study the forests and their interaction with the atmosphere and the soils and the hydrology of the region. We will also examine how humans have historically used the resources of the Pacific Northwest as well as explore options for the future that are more sustainable than the historic ones.

Physical principles of water movement in forest ecosystems play a large role in determining how the natural world works in multiple temporal and spatial scales. We will study the energy, hydrological and nutrient cycles in forest and stream ecosystems. Students will explore the energy requirements to lift water from the soil to over three hundred feet in the air where it evaporates from the surface of a leaf and understand why there are hydraulic limits to the height of a tree. We will explore the physical principles of forest metabolism and the role these principles play in other portions of the ecosystem.

Field work will be a significant part of this program. We will be monitoring and measuring a variety of parameters of forest respiration and water quality and indices of physical and biological health. We will trace the hydrological cycle in forests and construct simulation models of the processes involved. Students will gain a solid understanding of quantitative model building based upon their field data. Group projects and workshops will focus on measuring water and energy budgets for forest ecosystems and will use state-of-the-art technology to estimate the nature of these budgets. Field trips and workshops will provide hands-on opportunities for group research and will expose students to topics in current Northwest ecological research.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Total: 16 credits each quarter.

Enrollment: 46

Special Expenses: \$200 each quarter for overnight field trips.

Program is preparatory for careers and future studies in environmental studies, environmental science, education, natural resource management, earth sciences and public policy.

This program is also listed under Environmental Studies.

Introduction to Natural Science

Fall, Winter and Spring quarters

Faculty: Dharshi Bopegedera, Rachel Hastings, TBA

Major areas of study include general chemistry with laboratory, general biology with laboratory, pre-calculus, introductory physics and seminar in current topics in science.

Class Standing: This all-level program accepts up to 35 percent freshmen.

Prerequisites: High school algebra.

Introduction to Natural Science is designed to provide the basic knowledge and skills students need to continue in the natural sciences and environmental sciences. We will cover key concepts in general chemistry, general biology and pre-calculus mathematics. Introductory physics may be covered during the latter part of the year. Program activities will include lectures, laboratories, workshops, scientific writing and student presentations. These presentations will require students to actively engage in conversations on current topics in science such as global warming, genetic engineering and alternative energy sources. Students will also be required to do library research, writing and poster presentations to communicate their knowledge of these topics to others.

During the fall, we will focus on skill building in the laboratory and acquiring the basic tools in chemistry, biology and mathematics. We will integrate the disciplines during the winter and spring quarters after students have acquired the basic skills and can better appreciate the interdependence of the disciplines.

With the support of faculty, all students will be required to complete at least one science education project outside program hours. Participation in the college's annual Science Carnival at the end of the spring quarter is mandatory for all students. These opportunities are provided so that students can use their knowledge of science to teach schoolchildren (in K-12) in order to improve their own understanding of science.

Upon completion of the program, students will have completed one year of general chemistry with laboratory, general biology with laboratory and pre-calculus. In addition, some introductory physics may also be covered.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in all areas of natural science (chemistry, biology, mathematics, geology, physics), education, health related fields, medicine, environmental sciences and those thinking of teaching science (including chemistry, biology and general science teaching endorsements).

A similar program is expected to be offered in 2007-08.

This program is also listed under Scientific Inquiry.

Looking Backward: America in the 20th Century

Fall, Winter and Spring quarters

Faculty: David Hitchens, Jerry Lassen, Tom Grissom

Major areas of study include writing, U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, American literature and scientific thought.

Class Standing: This all-level program accepts up to 25 percent freshmen.

The United States began the 20th century as a second-rate military and naval 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 to explore the physical underpinnings of our place in the universe. Many observers have characterized the 20th century as "America's Century" because, in addition to developing as the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass." Mass culture, mass media, mass action, massive destruction, massive fortunes—all are 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, economic and scientific 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. While exploring these issues, we will use history, economics, sociology, literature, physics, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs, to read closely, to write with effective insight and to develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, physical laws and program-wide symposia. Each end-of-quarter symposium will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in the humanities and social science, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology, education and the physical sciences.

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.

Making American Selves: Individual and Group Development

Fall and Winter quarters

Faculty: Sherry Walton, Terry Ford

Major areas of study include human development, communication skills, American history, descriptive statistics, academic planning, writing, group dynamics, research methodologies, politics of identity and spiritual development.

Class Standing: This lower-division program is designed for 75 percent freshmen and 25 percent sophomores.

*My life has been one great big joke,
A dance that's walked,
A song that's spoke,
I laugh so hard I almost choke,
When I think about myself.*—Maya Angelou

If you resist reading what you disagree with, how will you ever acquire deeper insights into what you believe? The things most worth reading are precisely those that challenge our convictions.—Author Unknown

I loathe the expression "What makes him tick." It is the American mind, looking for simple and singular solutions, that uses the foolish expression. A person not only ticks, he also chimes and strikes the hour, falls and breaks and has to be put together again, and sometimes stops like an electric clock in a thunderstorm.—James Thurber

Angelou invites us to consider our lives with some lightness of spirit, Thurber cautions that answers are seldom simple and that humans are complex beings, and our unknown author urges us to welcome challenges to our current convictions. We invite people to join this program who are ready to undertake serious academic work with humor, and who have a desire to be challenged and an inclination toward examining complex relationships. Though Thurber loathed the expression, "What makes him tick," we will attempt to understand some factors that influence the development of human identity. People likely to find this program useful are those interested in the relationship of identity development to one's sense of self as a community member and American, and one's self-efficacy and ability to interact effectively with others.

Participants will seek answers to three primary questions: Who are we as individuals and as community members? How do people become who they are? What does it mean to be an American? Understanding the construction of our personal identities and beliefs, as well as our identities as Americans, is crucial to effective citizenship in the 21st century. We will explore these questions in a variety of ways, including mask-making; reading and analyzing novels, autobiographies, and factual materials; writing; participating in workshops; and conducting research. Participants will be encouraged to challenge and extend their knowledge through studies in human development, descriptive statistics, American history (particularly in relation to public education), group dynamics, politics of identity and spiritual development.

Fall quarter we will explore our own identity development through creative arts and autobiography. Our current understandings may be challenged and affirmed through analyzing and discussing theories of human development, including cognitive, moral and socio-emotional development. Concurrently, we will conduct survey research to gain a better understanding of our learning community. From this platform, we will explore group dynamics and effective communication skills. As we examine theories of development, we will also read ethnographies and historical texts to gain a broader understanding of contexts

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

within which we develop. We will deepen our understandings of these texts through writing analytical papers.

Winter quarter program members will participate in either a campus organization or governance committee. These experiences will further develop understandings of group dynamics which will be discussed in weekly seminars. Each person will also participate in workshops in either Politics of Identity, or Spiritual Development in a Diverse Society. Though these workshops investigate different topics, both serve to deepen participants' knowledge about development as individuals and Americans, and provide opportunities to practice effective communication. In addition, each person will participate in workshops about research methodologies, select an area of research related to human development, undertake appropriate research and present the results to the program community.

Total: 16 credits fall quarter; 12 or 16 credits winter quarter.

Enrollment: 46

Special Expenses: \$95 per person for field trip to be paid by October 3, 2006.

Program is preparatory for careers and future studies in education, human, health and social services, and psychology.

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

Mind and the World

Fall, Winter and Spring quarters

Faculty: Charles Pailthorp

Major areas of study include philosophy (metaphysics, epistemology and moral), history of philosophy, history of science and writing (expository and argumentative).

Class Standing: This all-level program accepts up to 25 percent freshmen.

A central issue in Western philosophy has been whether reason or experience lies at the foundation of human knowledge. Experience can lead us astray, and it seems reason can undercut what we thought we knew best. Does science best tell us what is real and what merely seems to be real? Or when in doubt should we rely most heavily on common sense? Are these questions that we must confront individually, or is our capacity to know things only to be worked out within a community?

At the very least, centuries of discussion and debate have brought such venerable questions into sharper focus and succeeding generations of thinkers have found that earlier answers had to be reconsidered. Surely they remain relevant today in a culture that debates both the role of faith and the relevance of scientific study in determining public policy. Our work in this curriculum will concentrate on the relationship between science and common sense, but we will pay attention as well to the relationship between thought and action, and the relationship between our place in the world as knowers and as moral agents.

Fall quarter, following a short background in ancient thought, we will study works of the 17th- and 18th-centuries Rationalists—Descartes, Spinoza and Leibniz—and Empiricists—Locke, Berkeley and Hume.

Winter quarter we will delve into the challenging work of Kant and Hegel, taking time to discover how this work has set the stage for much that followed in the 20th century.

Spring quarter will bring us to the early 20th century, when disputes between Rationalists vs. Empiricists, and Idealists vs. Realists, were transformed by a "linguistic turn." Language rather than faculties of mind became the central subject of discussion.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

"Philosophical Analysis" arose in two main currents: one that flowed from breakthroughs in formal logic, another that found its sources in ordinary language. By mid-century, a profound shift had occurred that undercut the very distinction between "rationalism" and "empiricism"—a shift that laid the groundwork for many currents in "post-modern" thought. Virtually every discipline in the humanities and social sciences has been deeply affected by this mid-century development.

Students will write expository and argumentative essays, learning how to use writing to develop their own thinking about complex issues. They will participate in peer-response exercises both in class and on the Web. Student work will be supported by lectures that present both overviews and details of how specific texts fit into venerable controversies over whether and how humans can progress from mere opinion to secure belief, or even confident certainty.

While the reading will largely be original works in philosophy, we will take time for excursions into literature and other arts.

Total: 16 credits each quarter.

Enrollment: 24

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

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

Motion: Physics and Philosophy

Fall and Winter quarters

Faculty: Don Middendorf

Major areas of study include physics, calculus, philosophy and history of science.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: Proficiency in pre-calculus and trigonometry extremely important; high school physics helpful but not required.

What is the nature of physical reality? What is energy? What is time? We will examine the answers to these questions that shocked great thinkers like Newton and Einstein. The topics we cover in physics and calculus will be similar to those covered in rigorous first-year courses at other universities, including an introduction to relativity and quantum theory. In addition, we have the luxury of having time to study the beliefs of some of the founders of modern science. Our primary emphasis will be on the conceptual and technical skills needed to solve problems in physics and mathematics. In our discussions of texts on the philosophy and history of science, we'll also focus on critical thinking skills.

Most non-scientists think that science is about "facts," but most scientists agree that science is primarily concerned with creating models. One of our main goals for the program will be to determine the qualities of a "good" model and when it is preferable to use a better model and when it is not. It may surprise you that Newton, Einstein and many other founders of modern science thought that their religious and philosophical beliefs were more fundamental than their scientific beliefs. We'll see how they usually tried to force their scientific models to be consistent with their philosophical views, but occasionally accepted experimental results that forced them to modify their beliefs.

Our current "best" model of physical reality has two pillars: relativity and quantum mechanics. By the end of the first quarter, we'll be ready for a solid introduction to special relativity. During winter quarter, we'll cover electromagnetism and quantum theory.

The program is designed for students seeking a strong background in physics and mathematics as well as for further serious study of the

natural sciences. Students completing this program will be prepared for more advanced study in physics and mathematics. This program fulfills some of the prerequisites for the following science programs at Evergreen: Physical Systems, Astronomy and Energy, Mathematical Systems, and Mathematical Methods.

The program will be a lot of fun and a lot of work. Come ready to start the intense work on the first day.

Total: 16 credits each quarter.

Enrollment: 24

Special Expenses: Texts may exceed \$600, and must be purchased by the second day of class.

Program is preparatory for careers and future studies in any branch of science and education.

A similar program is expected to be offered in 2007–08.

This program is also listed under Scientific Inquiry.

The Nature of Natural History

Fall and Winter quarters

Faculty: Frederica Bowcutt, Alison Styring

Major areas of study include natural history, introduction to biology, field botany, field ornithology, writing and ecosystems of the Pacific Northwest.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

This is a field-based program focused on the natural history of Washington state. As a learning community, we will travel to a variety of ecosystems including high desert, rainforests, coastal dunes, prairies, riparian woodlands, marshes, subalpine areas and alpine zones. We will study environmental gradients and learn how climate and geomorphology affect plant and animal life. Students can expect to learn the plants and animals common in the Pacific Northwest. In addition to studying fresh plant material, students will also study herbarium specimens. Plant identification skills will include learning how to identify deciduous shrubs and trees in winter based on twig characteristics.

Students will learn to recognize the calls and songs of birds common to the 1,000 acre wooded campus of Evergreen. We will study preserved specimens of animals to learn basic morphology and anatomy. Students will maintain a detailed natural history journal for six months and study 18th- and 19th-century natural history journals as models. We will develop basic illustration skills to sketch our observations in the field. We will explore the influence of strong observational skills on the quality of quantitative approaches through a comparative field study of the key terrestrial ecosystems in Washington state. Our study in the field will be supported by work with a textbook on basic biology.

We will ponder the following questions: What is natural history? What roles do natural historians play today? Is natural history different from ecology or other life sciences, and if so, how? What do natural historians do? What kinds of questions do they ask? What kinds of methods do they use? What is the history of natural history in the Western world?

In addition to practicing the art and science of natural history, we will study the cultural history of natural history. Students will explore the rise of natural history with particular emphasis on the Victorian era, arguably the pinnacle of its popularity.

Total: 16 credits each quarter.

Enrollment: 46

Special Expenses: Approximately \$250 for overnight field trips.

Program is preparatory for careers and future studies in conservation, biology, botany, ecological restoration, forestry, natural resource management, plant ecology, plant taxonomy and education.

This program is also listed under Environmental Studies.

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

Pillars of Fire: Jewish Contributions to World Culture

Fall and Winter quarters

Faculty: Ariel Goldberger, Carrie Margolin

Major areas of study include Judaic studies, Jewish cultural studies, Middle Eastern studies, expressive arts, Hebrew, movement, quantitative skills, philosophy, history, American studies, Hebrew calligraphy, education, and other subjects depending on students' individual work.

Class Standing: This all-level program accepts up to 25 percent freshmen and 25 percent sophomores.

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

The program will engage the study of Jewish contributions to a wide range of areas of human knowledge and endeavor. Our studies will include possible connections between the Yiddish culture that developed in Europe and the Americas and political movements, the arts and intellectual ideas. Potential areas of interest may be Jewish influences on popular culture in areas such as Hollywood, Broadway, vaudeville, comedy and music. Students may choose to give special attention to individual thinkers, artists or writers.

In the world of ideas, the possibilities are endless. The program will explore the possible connections between Jewish Messianic ideas, Zionism, laws and ethics, immigration, politics and the Labor Movement in America and Europe. We may choose to study the philosophies of thinkers such as Maimonides, Walter Benjamin, Martin Buber, Theodor Adorno, Baruch Spinoza and other Jewish philosophers who have had enduring influence on the world of ideas.

In the sciences, we may trace the birth of modern psychology in Sigmund Freud and his followers and the groundbreaking theories of thinkers such as Albert Einstein. We intend to direct our attention to the connection of Jewish medical practice with the development of medical ethics.

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

A part of our studies of Jewish beliefs and mysticism will include a look into the oral and written law, the mystical tradition of the Kabbalah, and current Jewish thought. Our endeavors will include an examination of Jewish rituals and life-cycle events, and the different roles that Jewish men and women have traditionally held in those events. We plan to explore the changing roles of Jewish women and men, as Jewish feminist leaders exert their influence on the culture.

As part of our learning about the Diaspora in which the Jews have lived for thousands of years, there will be workshops focused on the study of ethnic cuisine and customs. Guest presenters from a variety of Jewish cultural sub-groups will work side by side with students to provide meals that will highlight Jewish ritual laws, Kosher laws and other cultural aspects passed on through oral tradition. Quantitative thinking will be encouraged through the learning of another cultural mainstay of Jewish women since the 1920s: mah jongg.

The study of contemporary Jewish life will address the Jewish national movement, Zionism and study the state of Israel. We will

attempt to learn about the complexity and difficulty of analyzing current events in the Middle East.

Participants will be asked to respond to the material of the class in a variety of forms and disciplines. This program will emphasize collaborative learning. Students will be expected to contribute to the program efforts with self-directed and intense work.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$40 art materials fee and \$40 performance ticket fees each quarter, and \$75 for ethnic culinary workshops. Total expenses depend on student projects.

Program is preparatory for careers and future studies in cultural studies, Middle Eastern studies, Jewish education, philosophy, anthropology, history, education and expressive arts.

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

Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez

Fall, Winter and Spring quarters

Faculty: Steve Niva, Martha Henderson

Major areas of study include geography, cultural anthropology, political science and history.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Although primarily known as a site of political conflict, war and terrorism, the Eastern Mediterranean is one of the richest areas of cultural, economic and political exchange in world history. Situated between Europe and the Middle East, this area includes the lands we know today as Greece, Turkey, Lebanon, Israel, Palestine, Cyprus and Egypt that are historically linked through a dense and longstanding web of intellectual, religious, economic and political interconnections. Appreciating this long history of political and cultural exchange is crucial for developing perspectives that transcend narrow notions of mutually exclusive "Western" and "Eastern" cultures and civilizations that underlie many contemporary global conflicts.

Taking a perspective drawn primarily from cultural and physical geography, and political economy analysis, the program will examine how landscapes, cultural processes and political and social institutions have been constructed and transformed over time in this region. It will trace this region's evolution from interactions between ancient Greece and Egypt to the expansion of Christianity and Islam to the present expansion of the European Union and Euro-Med Free Trade Zone to the coast of North Africa and Egypt. In the process, we will explore how cultural identities and lived cultures were created and contested through these interactions, how the material and environmental bases of these cultures shaped daily life, and how different political and religious institutions have influenced and sought to organize the region. We will also focus on food and clothing, popular culture, intellectual and artistic production, and patterns of trade and commerce.

In the fall, the program will focus on travel narratives and the early history of political and cultural exchange in the region, such as that between ancient Greece and Egypt and the world of Christendom and Islam. Through field trips to selected sites in Washington state, students will learn how to conduct field studies and construct travel narratives that are attuned to physical and cultural landscapes and political institutions.

**Some programs may be cancelled
and others added after this printing.
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In the winter, the program will focus on the modern period by addressing the impact of European colonialism, the emergence of modern nation-states and the formation of new patterns of trade and cultural exchange. We will pay particular attention to the immense cultural and political dislocations imposed by the creation of territorial boundaries between Greece and Turkey and in the Middle East, especially the Israeli-Palestinian conflict. We will also examine how contemporary economic globalization and free-trade zones are transforming the region.

In the spring, students will travel abroad to the region, with extended stays in Turkey, including its coastal areas, and Egypt. This four-week travel abroad program will examine how patterns of political and cultural exchange relate to contemporary realities in the region. Upon returning to campus, students will prepare papers and materials based on their travel experience.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$250 for fall quarter field trip; approximately \$2,800 spring quarter for a four-week study abroad to Turkey and Egypt.

Program is preparatory for careers and future studies in education (including geography and history credits for teacher accreditation), international service (non-governmental or governmental organizations), social justice and human rights.

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

Russia and Eurasia: Empires and Enduring Legacies

Fall, Winter and Spring quarters

Faculty: Patricia A. Krafcik, TBA

Major areas of study include Russian history, Russian literature, Russian culture, Russian language, cinema, writing and geography.

Class Standing: This all-level program accepts up to 25 percent freshmen.

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

In fall quarter, we will investigate Slavic, Scandinavian, Persian, Mongol and Turkic contributions to early Russian society as well as Russia's subsequent imperial expansion through the first quarter of the 19th century. We will examine the region's pre-Christian pagan animistic cultures, as well as the rich Byzantine cultural legacy including Eastern Christianity, its associated art and architectural forms, literature and music. Our journey will then take us to the demise of this vibrant culture at the hands of various steppe invaders, foremost of whom were the Mongol armies of Genghis and Batu Khan. The development of the Muscovite state under the notorious tsar Ivan the Terrible and its further imperial expansion and attempts at westernization during the reigns of Peter the Great and Catherine the Great bring us to the 19th century and Russia's emergence as a major world power. Russian medieval epics and chronicles as well as diverse films and readings from modern Russian literature, such as the poetry and prose of Pushkin and Lermontov, will enhance our study of this turbulent history.

Winter quarter concentrates on some of the world's greatest literature from Russia's Golden Age. Intensive reading of works by Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others will enable us

to explore their most provocative social, religious and revolutionary thought. We will also examine the rise of the Russian Empire's radical intelligentsia, thinkers who rebelled against autocratic tsarist policies and the institution of serfdom and whose activities led to the world-changing revolutions of the early 20th century.

Spring quarter focuses on the tumultuous events of the 20th century, from the revolutions of 1917 through the post-Soviet period. We will investigate the legacy of Lenin and the Bolsheviks, including the horrific deprivations of the Stalin era, with its purges, Gulag prison camps, brutal industrialization policies and devastating environmental practices. We will place special emphasis on how writers, artists and filmmakers interpreted, reflected and survived the Soviet regime. Included in this emphasis will be a detailed examination of the enormous sacrifices that the Soviet people suffered at the hands of their own communist dictatorship, as well as under Nazi occupation during the Second World War. This term ends with a review of events resulting in the collapse of the U.S.S.R. and the emergence of the fifteen independent states that arose from its ashes.

Students are strongly urged, but not required, to take the beginning Russian Language segment within the full-time program. Studying Russian will enhance the students' learning experience in the program.

Total: 4, 12 or 16 credits each quarter. Students taking the full-time program, including the language segment, should register for 16 credits; those taking the program without the language segment should register for 12 credits; and those taking only the language segment should register for 4 credits.

Enrollment: 48

Special Expenses: \$25 each quarter for overnight travel and special workshop expenses.

Program is preparatory for careers and future studies in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and area studies.

A similar program is expected to be offered in 2008-09.

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

Searching for Modern China

Fall, Winter and Spring quarters

Faculty: Rose Jang, Andy Buchman

Major areas of study include Chinese language, *tai ji* martial arts, Chinese calligraphy and brush painting, performing arts history and theory, history and literature of China, cultural studies of the Chinese Diaspora, research, writing, quantitative reasoning and additional equivalencies depending on students' independent projects.

Class Standing: This all-level program accepts up to 30 percent freshmen and 30 percent sophomores.

"The history of China is as rich and strange as that of any country on earth, and its destiny as a nation is now entwined with all others in the search for scarce resources, the exchange of goods, and the expansion of knowledge. Yet for a long time China was a completely unknown quantity to those living in the West, and even today seems set apart by differences of language, custom and attitude. China's story is an astonishing one. We can see how often the Chinese people, operating in difficult or even desperate circumstances, seized their own fate and threw themselves against the power of the state. We can see how in 1644, again in 1911, and yet again in 1949, disillusion with the present and a certain nostalgia for the past could combine with a passionate hope for the future to bring the old order crashing down, opening the way for an uncertain passage to the new."

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

Thus begins Jonathan Spence's *The Search for Modern China* (1990), a magisterial history that explores major themes in Chinese cultural history from around 1600 to the present. These themes include the conquest and consolidation of the Empire of China, social fragmentations and reforms due to confrontations with the West, competing modern visions of the Chinese state and society, wars, disasters, and revolutions, and China's increasing engagement with the rest of the globe. While using Spence's themes as organizing principles, we will reach further back into Chinese philosophy and belief, studying Daoism, Confucianism and Buddhism. We will explore the literature and arts of ancient and modern China, learn poetry and folk songs by heart and practice the arts of *tai ji* (a movement discipline), calligraphy and brush painting. We will also study Taiwan, Hong Kong and the Chinese Diaspora, especially the Chinese-American experience. We will study artworks exploring Chinese subject matter and forms made by both Chinese and non-Chinese artists, including novels, poetry, memoirs, plays, operas and instrumental music. In fall and winter quarters students may engage in informal performances of music, movement and dramatic scenes as well as workshops designed to build skills in these areas. Writing assignments will include analytical essays, dialogues in Chinese and English and research projects.

We will critically analyze selected literary texts from ancient times to the present. Every week will include seminars on readings in English translation, Chinese language classes, workshops in recitation/song, *tai ji*, calligraphy and a film in Chinese. Our work during the fall will center on explorations of Chinese history and culture from around 1600 to 1911, including studies of philosophy, belief systems and artistic modes and styles in various dynasties. During winter quarter, we will explore 20th-century Chinese history, including the history of the Chinese in America and other new lands. Spring quarter may offer opportunities to study abroad in Beijing, China, and studies of travel writing by Chinese and non-Chinese authors, as well as internships with local cultural organizations for those who stay on campus.

Total: 16 credits fall and winter quarters; 8, 12 or 16 credits spring quarter.

Enrollment: 48

Special Expenses: \$200 for materials and event tickets; \$4,000 for optional travel to China in spring.

Internship Possibilities: With faculty approval.

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

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

The Shadow of the Enlightenment: Questions of Identity in Contemporary France

Fall and Winter quarters

Faculty: Stacey Davis, Susan Fiksdal, TBA

Major areas of study include 18th-century French Enlightenment thought, history, literature, contemporary French institutions, sociolinguistics and French language.

Class Standing: This all-level program accepts up to 25 percent freshmen.

In France today, there are growing tensions as people reconsider what it means to be French. The notion of French identity has been challenged by many things, including immigration, consumerism, mass media and France's changing role in Europe and the world. This is true throughout Europe, but the challenges are greater in France with its large population of Muslims. By looking back to

Enlightenment principles, we will explore the origin of long-held beliefs that have formed the underpinnings of French social organizations and to which writers, thinkers and artists have been reacting for centuries.

The Enlightenment, an 18th-century phenomenon, rejected tradition and underscored the importance of reason and science. The *philosophes* were convinced that civilization was advancing and that rapid human progress was both obtainable and desirable. In Paris, salon writers critiqued existing social, political and cultural structures, and they created surveys, classifications and dictionaries in all fields of knowledge for a growing literate public. To understand the principles, context, and long-lasting impact of these beliefs, our readings will include works by Montesquieu, Voltaire, Rousseau, Mme. De Stael, Hugo and Sand and contemporary authors such as Chamoiseau, Beauvoir, Cixous, Ernaux, Beckett, Camus and Gide, among others.

We will draw upon history, literature, sociolinguistics and art in order to better understand the notion of identity in contemporary France. Our major themes will be secularism and religion, democracy and political participation, equality and racism, language and power, and gender relations, and we will follow these threads through major social and aesthetic events including the French Revolution, romanticism, colonialism and the social upheavals of *Mai '68*. Although our focus will be on France, we will include some exploration of European and American intellectual currents as well.

French language study will be an integral component of our program, so that students can read some texts in the original or begin their study of French.

Total: 16 credits each quarter.

Enrollment: 48

Program is preparatory for careers and future studies in European and American history, literature, education, linguistics and international studies.

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

Sustainable Design: Materials

Fall and Winter quarters

Faculty: Rob Knapp, R. T. Leverich, TBA

Major areas of study include environmental design, graphic skills, ecology and natural sciences, materials science, critical and expository writing and computer modeling.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: Students need to be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work.

How do we shape the Earth, its resources and its living systems to meet our own human needs and aspirations? How can we do that shaping in ways that are ethical, sustainable and beautiful? Sustainable design imagines landscapes, buildings and objects of use that are responsive and responsible to environments and communities, that reuse and renew materials and energy, that draw lessons from natural systems and forms, and that use and build on the native design intelligence of human cultures.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

This program pays special attention to materials—their origins, design potentials, modes of working and production and their ultimate disposal—within a general introduction to sustainable design. Students will read, attend lectures, engage in hands-on workshops and do field research addressing ecological impacts, materials science, graphics and design process (including computer methods) and environmental design history. They will bring lessons from these disciplines to an integrative design studio—the pivotal activity of the program. Studio projects will address drawing and design fundamentals, thinking in three dimensions, programming, user involvement, ecological design responses, materials choices and construction systems, energy use and presentation skills. Projects will cover both informational graphics and physical design, emphasizing objects for use in buildings and landscapes. Readings, seminars and writing assignments will ground students in current issues and ideas in sustainability and underpin their design efforts. These projects will involve students in real-world processes, their constraints and trade-offs—essential experience for those who wish to make a difference.

Total: 16 credits each quarter.

Enrollment: 60

Special Expenses: \$150 each quarter for design studio equipment and supplies; \$125 each quarter for at least one overnight field trip.

Program is preparatory for careers and future studies in environmental studies, environmental design, energy systems and architecture.

This program is also listed under Expressive Arts and Scientific Inquiry.

Understanding Species

Fall quarter

Faculty: John T. Longino, Heather Heying

Class Standing: This Core program is designed for freshmen.

Major areas of study include introductory biology, introductory probability and statistics and writing.

What is a species? Species are the fundamental particle to ecologists, the entities around which models are built, theories tested and conservation laws enacted. Yet evolutionary biologists have never agreed on a single definition of species and may even question their existence. We will explore both the theory of species concepts and the practice of identifying species of vertebrates and insects. Readings and lectures will cover introductory concepts in genetics and development, taxonomy and systematics and the evolutionary biology of diversity. Current biodiversity is a function of both speciation and extinction rates, so we will investigate both the origin of species, and the death of species as well. We will also discuss non-Western views of species and the relationship of species discovery to colonial history.

To identify species is to make decisions about patterns of variation, so workshops will emphasize the scientific process, basic descriptive statistics and probability. On-campus field work and a five-day field trip to eastern Washington will emphasize the identification of terrestrial vertebrates and the diverse habitats in which they live. We will also continue a long-term project to assess and monitor the diversity of ground beetles on the Evergreen campus. Evaluation will be based on lab practicals, exams, written assignments and a field journal.

Total: 16 credits.

Enrollment: 46

Special Expenses: Approximately \$90 for a five-day field trip to eastern Washington, to be paid by September 29, 2006.

Program is preparatory for careers and future studies in vertebrate biology, entomology, field biology, ecology and evolutionary biology, education and environmental sciences.

Visualizing Ecology

Fall, Winter and Spring quarters

Faculty: Kevin Francis, Lucia Harrison, Steve Scheuerell

Major areas of study include statistics, terrestrial ecology, conservation biology, soil biology, drawing, art history, botany, history of science, environmental ethics and writing.

Class Standing: This Core program is designed for freshmen.

Ecology offers guidance on core questions about humans and nature. How can we understand the web of complex interactions in nature? Where do we fit in this web? And where do we envision our future place in this web? This program addresses such questions through the disciplines of art, history, philosophy and terrestrial ecology.

In the fall and winter quarters, we will study techniques used to understand the natural world: drawing from observation, field surveys, statistical analysis and theoretical models. We will use these tools to compare a cross-section of ecosystems, such as temperate rain forests, sagebrush steppes, conventional and organic farms and suburban neighborhoods. We will examine formative controversies in the development of modern ecological science. We will explore how artists in various cultures have interpreted the natural world and understood their relationship to nature. Finally, we will develop creative artistic responses to the various ecosystems we visit.

In the spring quarter, we will consider case studies in which people envisioned solutions to environmental problems and worked to implement them. These case studies will examine the avenues people have used to change the environmental status quo and protect or restore habitats, such as organizing advocacy groups, creating educational campaigns, consumer boycotts, direct action and lobbying for legislation. Drawing upon these examples, students will do individual or group projects that integrate the artistic and scientific components of this program.

Total: 16 credits each quarter.

Enrollment: 69

Special Expenses: \$300 for two overnight field trips; \$200 for art supplies.

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

OFFERINGS BEGINNING WINTER QUARTER

Analyzing the World

Winter and Spring quarters

Faculty: Paula Schofield, Andrew Brabban

Major areas of study include scientific analysis, introduction to scientific instrumentation, introductory research methods, introductory forensic science, scientific writing and science laboratory.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

Prerequisites: High school algebra.

Are you curious about the world around you? Have you ever wondered why a particular event did or did not occur, and how the circumstances leading up to it may have changed the outcome and the future? How has scientific analysis changed how we view the world over time? How has forensic evidence affected the outcome of court trials, currently and in the past? How can we more fully understand our environment and predict changes that will occur in the future? These are the types of questions we will address in this two-quarter program.

We will use scientific approaches to examine both historical and current events. As an example, few historical events are as popular with conspiracy theorists as the JFK assassination. Also, prior to DNA fingerprinting and other modern forensic analytical techniques, the outcomes of many court trials would likely have been different. We will analytically study and review historical and current data and use scientific approaches to come to our own conclusions. We will also examine our environment, such as local water use and pollution issues.

We will learn modern methods of scientific analysis used in cutting edge scientific research and forensic science and we will critically evaluate our data. Both qualitative and quantitative analysis techniques will be emphasized, including learning the use and application of state-of-the-art scientific instrumentation (scanning electron microscopy, gas and thin-layer chromatography, ultra-violet and infra-red spectroscopy) and equipment used in fieldwork. Scientific analysis will be the basis for our work, not conjecture, gut feeling and/or supposition. In science "data is king."

In winter quarter, we will learn how to define scientific questions and critically evaluate data, and we will learn fundamental lab and field techniques. Spring quarter will focus more on project work using the skills we develop in winter quarter. We will work predominantly in the lab and in small group problem-solving workshops; group work and student presentations will be significant components of the program.

This program is designed for all students who want to gain a more analytical and scientific approach to the world around them, using historical and real world situations. Students will be evaluated based on their laboratory and field work, laboratory reports, class presentations and homework assignments.

Total: 16 credits each quarter.

Enrollment: 46

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

This program is also listed under Scientific Inquiry.

Ecosystem Dynamics and Conservation: If a Tree Falls in the Forest . . .

Winter quarter

Faculty: Heather Heying, Nalini Nadkarni

Major areas of study include forest ecology, conservation biology, natural history of the Pacific Northwest, scientific communication and creative writing.

Class Standing: This Core program is designed for freshmen.

We will examine how forest ecosystems change through time, and how understanding and effectively communicating those dynamics might enhance conservation efforts. We will explore these themes through four activities: 1) documenting and understanding basic natural history of Pacific Northwest systems; 2) recognizing different time scales involved with understanding Pacific Northwest forests; 3) communicating the complexity of natural systems to the media, public and decision-makers; and 4) appreciating the quantitative, analytical and aesthetic aspects in all of these ways of knowing.

Readings and lectures will cover introductory concepts in forest ecology and conservation biology. We will focus on questions concerning the dynamics of individual trees, forest stands, landscapes and biomes. At what rates do trees fall and forests turn over? What are the environmental forces that affect these rates? How do other ecosystem members, such as vertebrates and soil fauna, react to these changes?

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

What makes an ecosystem resilient or fragile? How do human activities affect the rates and magnitudes of forest change?

These questions lend themselves to a new approach to conservation biology and practices. Ecosystems must change through time and yet most preservation efforts focus on stability. Case studies of conservation projects in the Pacific Northwest will be critiqued with these considerations in mind. One critical aspect of research and conservation is disseminating results of scientific study to non-scientists, as strengthening the links between scientists and non-scientists can improve our ability to maintain our planet as well as sustain scientific support within our society. Students will examine scientific themes and then "translate" them to different audiences, including scientists, policy makers and segments of the general public through written and oral presentations. Students will also apply the themes of dynamics, stasis and evolution that concern forest ecosystems to their own lives as they adapt to the college ecosystem, and beyond.

Total: 16 credits.

Enrollment: 46

Special Expenses: \$90 for overnight field trips.

Program is preparatory for careers and future studies in ecology, education, conservation, public policy and environmental studies.

Languages of the Tragic from the Greeks to the Present

Winter and Spring quarters

Faculty: Marianne Bailey, Evelia Romano

Major areas of study include comparative literature, drama, dramatic theory and intellectual/cultural history.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: Literature study: college or advanced placement.

Dramatic language, like ritual performance, draws on all potential modes of expression and aims at a total language, a communication that is physical, spatial and undeniable "through the skin," as Artaud wrote. Among the themes that interest us are commonalities among myth, ritual and drama: all are representations of a process of change, all reconcile antagonistic forces. Tragic drama, like ritual, is communal: the heroine or hero is encircled by a community of power and belief in whose name she or he dies and is reborn. Theater, like magic, is a phenomenon of consensus. Tragic drama is active. It moves the people to action, acts as a "miraculous weapon." In drama, the political, the spiritual and the psychological collaborate. In the tragic drama, one becomes other. Through the mask, we, as spectators or as players, leave ourselves and become other; we are transformed. Tragic drama, finally, is the music of the abyss. It speaks the unspeakable, lays bare the human condition.

This program in tragic drama will interest students of the humanities and the arts. We will consider dramatic texts as literary, philosophical and cultural representations, as well as performances and ritual spectacles both in the Western tradition and in performance traditions of Japan, West Africa and Haiti. We will read and analyze dramatic texts and key theoretical studies, view plays and participate in dramatic readings of scenes. Students will learn literary history and consider the functions, the languages and the concepts of tragic drama. Students will have the opportunity to develop a major personal project over the last weeks of winter quarter. This program is open to students at all levels; however, students must expect and relish a high level of discussion, high expectations of writing and analytic skill, and a demanding workload.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

We will move through the history of tragic drama from the Greek classical era to medieval mystery plays, to Renaissance and to neo-classical drama, 19th-century realist and symbolist drama and 20th-century expressionist, surrealist, "grotesco" and absurdist drama, as well as contemporary engaged, or political, drama.

Among the dramatists we will study are Aeschylus, Euripides, Shakespeare, Caldéron, Racine, Goethe, Büchner, Jarry, Brecht, Lorca, Sartre, Soyinka, Ionesco, Beckett, Césaire, Gambaro and others. Among the theorists we will study are Aristotle, Nietzsche, Artaud, Brecht, Brook, Bataille, among others.

Total: 12 or 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$150 for tickets to performances.

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

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

Self and Culture: Studies in Japanese and American Literature and Cinema

Winter quarter

Faculty: Harumi Moruzzi

Major areas of study include Japanese literature, American literature, literary analysis, cultural studies, psychology, film studies and expository writing.

Class Standing: This all-level program accepts up to 25 percent freshmen.

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues. Thus, in this program, we explore the concept of self through the critical examination of American and Japanese literature, cinema and popular media.

At the beginning of the quarter, students will be introduced to the major literary theories in order to familiarize themselves with varied approaches to literature. Next, students will examine representations of individuals and cultures in American and Japanese literature through seminars and critical writings. Weekly film viewing and film seminars will accompany study of literature in order to facilitate a deeper exploration of the topics and issues presented in the literary works. Students will also be introduced to the rudiments of film analysis in order to develop a more analytical and critical attitude towards the film-viewing experience.

Total: 16 credits.

Enrollment: 24

Special Expenses: \$30 for a field trip.

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

A similar program is expected to be offered in 2008–09.

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

OFFERINGS BEGINNING SPRING QUARTER

African-American Literature: 1773 to the Present

Spring quarter

Faculty: Babacar M'Baye

Major areas of study include African-American literature, African and African-American studies, cultural studies, history, folklore, popular culture and American studies.

Class Standing: This all-level program accepts up to 25 percent freshmen.

This program will survey the history of African-American literature from its inception in African oral traditions and African-American slave narratives to its manifestation in contemporary genres such as rap and hip-hop poetry. We will read and discuss the poetry, fiction, folktales, short stories and historical autobiography or narratives written by Black authors from different generations. We will analyze the aesthetics and social, political and economic concerns in these writings in an attempt to uncover the fundamental role that literature has played in African-American struggle for freedom and equality.

The initial questions of this program will be inspired by critic William L. Andrews's statement in the introduction to the *Six Women's Slave Narratives* (1988) that "The birth of the Afro-American literary tradition occurred in 1773, when Phillis Wheatley published a book of poetry" (vii). This assertion begs the questions: "Does 1773 actually mark the beginning of African-American literary tradition?" "What continuities and transformations have developed in the tradition since its inception?" These questions suggest the difficulty of tracing the beginning of African-American literary tradition to one specific date when, as numerous scholars have shown, the African oral traditions that slaves brought to the Western world were already autonomous and fully-fledged literary forms of expression. By analyzing African-American literature through the lens of the scholarship about both racial struggle and African cultural retentions in America, this program intends to validate the various experiences and customs that shaped African-American culture.

Total: 12 or 16 credits.

Enrollment: 24

Program is preparatory for careers and future studies in literature, cultural studies, ethnic studies, multiculturalism, history, social studies, folklore and popular culture, American studies and journalism.

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

Algebra to Algorithms: An Introduction to Mathematics for Science and Computing

Spring quarter

Faculty: TBA

Major areas of study include intermediate algebra, geometry, mathematical modeling, problem solving, computer programming, and history and philosophy of mathematics.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: High school algebra.

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions of the behavior of complex natural systems, and modern computing has magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving and also enables the construction of mathematical models. Computer science is the constructive branch of mathematics.

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

This program explores connections between mathematics, computer science and the natural sciences, and will develop mathematical abstractions and skills needed to express, analyze and solve problems arising in the sciences, particularly computer science. The emphasis is fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics include concepts of algebra, functions, algorithms and programming, and calculus, logic or geometry—all with relevant historical and philosophical readings.

We will also address psychological, pedagogical and development aspects of mathematics teaching and learning to broaden our own and others' understanding beyond where some of us got "stuck" in our earlier involvement with mathematics.

The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences.

Total: 16 credits.

Enrollment: 24

Program is preparatory for careers and future studies in the sciences, mathematics, computer science and education.

A similar program is expected to be offered in 2007–08.

This program is also listed under Scientific Inquiry.

Community Design and Community Action

Spring quarter

Faculty: Rob Knapp, Helena Meyer-Knapp

Major areas of study include community development, design, political studies and applied science, according to the nature of projects chosen.

Class Standing: This all-level program accepts up to 25 percent freshmen in the 16-credit option only. This program is designed for both full-time and part-time students.

Prerequisites: No specific subject requirements, but existing background in community development, design, political studies, or applied sciences is desirable.

Improving communities is collective work. New parks, the restoration of old buildings, strengthening public services and enlivening arts projects depend on the committed efforts of people with a variety of talents, agendas and temperaments. This program is for students with strong interests (and preferably with some background) in community development, design, political studies or applied science who want to join real world projects engaged in the social or physical improvement of communities in or near Olympia. With faculty as guides providing supporting tools to aid in analysis and research, student teams will link up with public or public-interest organizations who are in either the design or action phases of new projects. Each team and its faculty advisor will define a substantive contribution to its organization's work and complete it by the end of the quarter.

Students will spend a portion of their study time directly on their community project and the rest in background-building. There will be opportunities to become more experienced in the analysis of community values and institutions, in understanding organizational development and conflict resolution, and in creating appropriate information graphics and public consultation projects, as well as to deepen a design or science background as appropriate to specific projects.

Students in this program need to be willing to tackle open-ended problems, work in teams, respond with insight to real-world needs and obstacles and produce carefully finished work.

Total: 8 or 16 credits each quarter. The 8-credit option consists of weekend classes, taught by both faculty, as well as evening or weekend time with the project's host organization, while the 16-credit option adds 8 credits of study during the weekdays as well as additional project-related time.

Enrollment: 24 maximum for each credit option.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in community development, public interest science, community design or government.

This program is also listed under Scientific Inquiry and Society, Politics, Behavior and Change.

Environmental Conflicts

Spring quarter

Faculty: Lin Nelson

Major areas of study include social science, environmental policy, community studies, social movements and writing.

Class Standing: This Core program is designed for freshmen.

Environmental conflicts—How do they develop? How are they defined and debated? What values and principles are at stake? Who are the players and protagonists? How are they resolved? Why do some conflicts seem irresolvable? With so many conflicts to think about, we'll focus on selected, illustrative debates and disputes, with the goal of developing and sharpening our analytical approaches. We'll consider how inequality, race, class, gender and nationality shape some debates and conflicts. We'll examine how environmental conflicts intersect with other tensions—whether in trade disputes, population control or regional wars.

Student research teams will examine an environmental conflict of interest; the focus could be on the timber wars of the Northwest, community conflict about a polluting industry or international debates about climate change. The challenge will be to develop research approaches that explore all sides of an issue, critically examine language and argumentation and identify strategies for resolution and change (legislative, litigative, mediation, negotiation, education, international treaties, public interest science, citizen research, community advocacy, etc.). Our learning opportunities will include case studies, citizen strategy guidebooks, consultations with regional professionals and activists, observing debates and discussions in the Washington State Legislature, county hearings and Olympia City Council, as well as role plays, among other scenarios.

The goal is for students to develop frameworks for analyzing conflicts, for engaging in informed debate and participating in the political process and public life. The program should provide and create resources for students who will continue their work in environmental studies, community studies, political economy, public health and social movements. If you are convinced that you're always right, if you avoid difficult questions and can't tolerate conflict and debate, this program may not be for you—or it may be just what you need. If you love inquiry and welcome complexity, this program will give you the opportunity to construct a challenging experience.

Total: 16 credits.

Enrollment: 23

Program is preparatory for careers and future studies in public/environmental policy, public sector, social science, community development, non-profit and community-based organizations, public interest law, environmental and social justice advocacy.

Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Forest Ecology and Forest Management in the Pacific Northwest: From Genes to Global Warming

Spring quarter

Faculty: Nalini Nadkarni, Dylan Fischer

Major areas of study include forest ecology, forest management, scientific writing, creative writing and seminar.

Class Standing: This Core program is designed for freshmen.

The archetypal characteristics of Pacific Northwest old-growth forests are considered to be long-term stasis, stability and uniformity. However, our forest ecosystems are highly dynamic at multiple spatial and temporal scales because of natural and human influences. They constitute a highly variable mosaic of genetic diversity, which has implications in both natural and managed states. We will learn a variety of approaches to understand how forest communities are structured, how they function, and how they change in space and time. Topics will include forest structure, energy capture and transfer, nutrient storage and cycling; riparian vegetation; fire history; salmon/forest interactions; and the potential effects of global warming on forests of the Pacific Northwest. We will apply what we learn about forest ecology to better understand how our forest resources can be managed in sustainable ways. Field trips and workshops will allow us to observe and experience tree nursery operations, field research on forest dynamics, traditional and innovative tree harvesting operations and timber and paper processing plants.

Communication skills will be emphasized, particularly reading scientific articles and writing for scientific audiences. We will also practice skills for communicating to non-scientists and aim to submit non-fictional writing pieces intended for real-life journals.

Total: 16 credits.

Enrollment: 46

Program is preparatory for careers and future studies in forest ecology, education, environmental sciences, forest management, natural history and communications.

Gender and Media

Spring quarter

Faculty: Sally Cloninger, Heesoon Jun

Major areas of study include developmental psychology, media literacy, media production, cultural studies, gender studies and theories of learning.

Class Standing: This Core program is designed for freshmen.

Prerequisites: Two quarters of an Evergreen coordinated studies program or the equivalent.

This Core program is designed to meet the needs of students who want to study media literacy, and the impact of media on the construction of identities, especially gender identity. The main learning objectives of the program will be: (1) students will gain media literacy through applying critical and analytical reasoning skills and reflection, and (2) students will be able to evaluate and critique the images, information and ideas they receive in contemporary media, popular psychology, video games and the Internet.

Gender and Media will explore the effects of media images on the construction of identities, especially gender and how much of our sense of self is contrasted and compared to popular media images. Students will complete two sets of workshops. In "Media and Identity Development" we will explore the complex relationships among media images, cultural values, and development of identities and self-images and examine various psychological learning theories. Through weekly awareness exercises and workshops, students will deconstruct some habits which hinder them in becoming an authentic self. Students are required to take the risk of examining themselves and expressing their cumulative learning through their own creative and analytical work. In "Critical Media Production" we will learn basic multi-camera video production skills (including camerawork, sound recording, directing and editing) and create short projects that will support the development of a critical relationship to the mainstream media.

Throughout the quarter we will be conducting a mediawatch research project. Small teams will develop critical viewing and deconstruction methodologies in order to study how gender roles operate in a single media genre (these might include children's cartoons, the soap opera, music video, video games, talk shows, etc.). Final presentations will reflect our deepened understanding of both gender constructions and the contemporary mass media environment. Students should expect to commit significant time to reading, writing and discussing academically challenging material throughout the program, including during production workshops.

Total: 16 credits.

Enrollment: 40

Special Expenses: \$25 for digital media materials.

Program is preparatory for careers and future studies in the social sciences, education, communications and media arts.

History and Philosophy of Biology: Life and Consciousness

Spring quarter

Faculty: Kevin Francis, David Paulsen

Major areas of study include history of science, philosophy of science, cognitive science and philosophy of mind.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: At least one college-level biology course recommended.

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 neurobiology and cognitive science. The way that biologists define "life" and "consciousness" shapes their research programs, methodologies and ethics. As one example, depending on how a biologist defines "life," he might use the same approach to study organisms that other scientists use to understand chemical reactions and computer systems, or he might recognize unique properties of living systems that require special methods. As another example, depending on how a biologist defines "consciousness," she might conduct experimental research on human emotions as unique and uncomparable to animal behavior, or she might compare images of human brain activity to images of animal brain activity when they both experience the same kind of emotion.

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

These classic questions continue to vex and motivate biologists, cognitive scientists and philosophers. This program will examine the history of biology as a window on the contemporary discussion of life, consciousness and the nature of mind. We will use a variety of historical case studies to illuminate such issues (e.g. Watson and Crick's research on DNA, experimental work on neuron physiology and function and persistent debates over animal experimentation). We will also read contemporary philosophical and scientific discussions to explore whether the history of questions about life and the nature of being alive provide lessons for current research in the science of the mind.

Total: 16 credits.

Enrollment: 48

Program is preparatory for careers and future studies in the biological sciences, cognitive neuroscience and science studies.

This program is also listed under Scientific Inquiry.

Puppetry and Poetics: Arts of Distraction

Spring quarter

Faculty: Ariel Goldberger, Leonard Schwartz

Major areas of study include poetics, experimental puppet theater, performance, creative writing and literature, subject to specific student work.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Prerequisites: Previous program in poetics or performance.

This program will involve the exploration of the disciplines of poetics, experimental puppet theater and performance. How do words, light, sound and bodies interact? Is there a mode of distraction which does not weaken each of these senses, but allows one to discover shadows of each in the other? 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 will support student work by offering workshop components in poetry, puppet theater and movement. Students will be required to produce weekly projects that combine and explore the relationship of puppet theater and poetry in experimental modes. Readings will include the works of such authors as Artaud, Tadeusz Kantor, Paul Célán, Gaston Bachelard, Kamau Brathwaite, Hannah Arendt and Maurice Merleau-Ponty. Student work and progress will be presented weekly in all-program critique sessions.

Total: 16 credits.

Enrollment: 40

Special Expenses: \$110 for art materials and studio use, \$50 for theater tickets, and \$50 reimbursable studio deposit fee for clean-up.

Program is preparatory for careers and future studies in areas that require imagination, collaborative skills and management skills.

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

"Race" in the United States: Historical and Contemporary Perspectives

Spring quarter

Faculty: Michael Vavrus, Angela Gilliam

Major areas of study include cultural studies, history and social science academic writing.

Class Standing: This all-level program accepts up to 25 percent freshmen.

This program explores the origins and manifestations of the contested concept of "race." The program analyzes a racialized history of the United States in relation to dominant discourses of popular culture, science, psychology, health care, law, citizenship, education and personal/public identity. By making historical connections between European colonialism and the expansion of U.S. political and military dominance in an era of globalization, students will have opportunities to investigate how the bodies of various populations have been racialized. Students will also examine related contemporary concepts such as racism, prejudice, discrimination, gender, class, affirmative action, white privilege and color blindness. Faculty will expose students to current research and racialized commentaries that surround debates on genetics vs. culture (i.e., nature vs. nurture).

Students will also engage race through readings, dialogue in seminars, films and academic writing that integrate program materials. Students will be expected to research and share contemporary news accounts and popular culture artifacts (e.g., music, television, cinema, magazines) as a way to understand how race mutates and is expressed in various practices in institutions, politics and popular culture. A goal of the program is for students to recognize contemporary expressions of race by what we hear, see and read as well as absences and silences that we find. As a learning community, we will work together to make sense of these expressions and link them to their historical origins.

Students will also have an opportunity to examine the social formation of their own racial identities through their own personal narratives. Current approaches from social psychology will be foundational in the autobiographical aspect of the program. Additionally, what it can mean to be an anti-racist in a racialized society is also investigated.

Total: 16 credits.

Enrollment: 48

Special Expenses: Approximately \$10 for museum entrance fee.

Program is preparatory for careers and future studies in medicine/health, education, government, law, history, political science, cultural studies, psychology and media studies.

This program is also listed under Culture, Text and Language and Society, Politics, Behavior and Change.

Restoring Landscapes

Spring quarter

Faculty: Matt Smith, Frederica Bowcutt

Major areas of study include environmental history, ecology, field botany and geography.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Ecological restoration has become a central concept in land management, development and in the efforts of environmental activists. Yet the phrase often conceals as much as it reveals. What exactly is being restored? To what condition? For what reasons? This program will examine these issues by focusing on the underlying beliefs, values and ideas that lie behind the concept of ecological restoration while at the same time introducing ourselves to the practices and issues surrounding this understanding of landscape.

As a learning community we will reflect on the following questions: How can we understand landscapes as the products of humans' engagement with the natural world? How can we move beyond the polarized romantic concepts of humans and nature and beyond the economic category of nature as resource? What philosophical, conceptual and practical concepts can help us create sustainable

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landscapes that allow us to live well with each other and the natural world?

We will explore these questions through readings in the following disciplines: landscape architecture, ecology, geography and environmental history. We will link theory and practice by studying contemporary efforts to restore local prairies in the Puget lowlands. We will assist The Nature Conservancy in current restoration efforts. We will also visit remnant prairies at Fort Lewis and in the Columbia Gorge. Students will conduct research on ecological restoration case studies. Students are required to attend all field trips including an overnight trip.

Total: 16 credits.

Enrollment: 48

Special Expenses: Approximately \$150 to \$200 for field trip to eastern Washington and Oregon.

Program is preparatory for careers and future studies in conservation, education, ecological restoration, forestry, natural resource management, plant ecology, geography and environmental history.

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

So You Want to be a Psychologist

Spring quarter

Faculty: Carrie Margolin

Major areas of study include history and systems of psychology, one discipline area (either social, developmental, cognitive, or physiological psychology), foundations of psychology, career explorations in psychology, writing and social science ethics.

Class Standing: This all-level program accepts up to 25 percent freshmen.

Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services and the science of psychology. Students will explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies and applied research settings.

Among our studies will be ethical quandaries in psychology, as well as the ethics of human and animal experimentation. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, covering both classic and contemporary journal articles and books by well-known psychologists. Library research skills, in particular the use of *PsycINFO* and *Science and Social Science Citation Indexes*, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and a field trip.

There's no better way to explore the range of activities and topics that psychology offers, and to learn of cutting edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students will attend the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be held in Vancouver, B.C. on May 3-6, 2007. This may prove to be the single most important learning experience of the program!

Total: 16 credits.

Enrollment: 24

Special Expenses: Approximately \$480 for attendance at the Western Psychological Association annual convention in Vancouver, B.C. must be paid by April 9, 2007. Students will need additional money to pay for their food. Students may also need a passport.

Program is preparatory for careers and future studies in psychology, education and social work.

A similar program is expected to be offered in 2007-08.

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

Sustainable Futures: Moving Into the Post-Petroleum Age

Spring quarter

Faculty: Rob Cole

Major areas of study include environmental studies, methods of sustainability analysis, writing, and energy and resource futures.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

This program will use a systems approach to explore emerging technologies, social behaviors, and alternative practices that will lead us towards a sustainable future. Our premise is that the end of inexpensive petroleum is at hand and that this will have a huge impact on the current activities of humans all over the world. We will examine renewable energy alternatives, 'green' building methods, low-impact industrial processes, new approaches to food production and less toxic methods of producing, using and disposing of products from clothing to computers.

We will investigate the elements and systems that support our current lifestyle and explore several measures of the sustainability of that lifestyle. We will examine a number of indicators of regional, national and global sustainability, survey what is being done in countries more advanced than the United States, and develop quantitative methods to compare different approaches. Students will do an intensive audit of their own consumption practices and will have the opportunity to research alternatives.

In the 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 to interpret quantitative data from a variety of sources. During an overnight field trip we will visit sites in the region where sustainable practices are being used.

Total: 16 credits.

Enrollment: 23

Special Expenses: \$200 for an overnight field trip.

Program is preparatory for careers and future studies in environmental studies, environmental science, education, natural resource management, earth sciences and public policy.

This program is also listed under Environmental Studies.

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

Women's Voices and Images of Women: Studies in Literature and Cinema

Spring quarter

Faculty: Harumi Moruzzi, Stephanie Kozick

Major areas of study include human development, gender studies, cultural studies, literature, film studies and expository writing.

Class Standing: This all-level program accepts up to 25 percent freshmen.

This coordinated studies program is designed for students who are interested in cross-cultural exploration of the concept of woman and her voice/selfhood. The heterogeneity of women that we encounter in literature, art, cinema, as well as in our daily lives, often makes us wonder if there is any such an entity as the universal woman. Each woman seems to possess her individual identity even when she appears to conform to the socially prescribed women's role.

In this interdisciplinary program, we will explore the concept of woman and her selfhood by examining voices of women in literature, art and philosophy, while comparing them with the images of women presented in cinema and media. These explorations will be conducted through lectures, workshops, film viewing, book and film seminars and critical writings. Our study will adopt an international perspective that will add breadth and depth to our investigation of women as autonomous human beings living in concrete social contexts.

Total: 16 credits.

Enrollment: 48

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

Program is preparatory for careers and future studies in literature, cultural studies, film studies, gender studies and human development.

A similar program is expected to be offered in 2008–09.

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

Working the Waters: Maritime Labor History

Spring quarter

Faculty: Cynthia Kennedy, Sarah Pedersen

Major areas of study include maritime labor history, quantitative and symbolic reasoning, maritime literature, leadership theory and group dynamics.

Class Standing: This all-level program accepts up to 25 percent freshmen and 25 percent sophomores.

No man will be a sailor who has contrivance enough to get himself into jail; for being in a ship is being in jail with the chance of being drowned. . . . A man in a jail has more room, better food, and commonly better company.—Samuel Johnson 1759 (from Boswell's Life of Johnson)

The early 1700s saw the explosion of global trade through sail power. Sail was the supreme new technology of the period, making possible international mercantilism, the creation of empire and the accumulation of wealth necessary to launch industrialism. As peasants were driven off the soil, creating a new class of wage laborers, sailing ships gathered the dispossessed and unemployed and organized them under an authoritarian hierarchy which was the prototype of the industrial factory. Today, most maritime workers still experience comparatively rigid authoritarian power structures when at sea.

Some of the questions which motivate this program are: How have maritime labor conditions historically reflected the larger structural power relations of class, race and gender? What was the role of the technology of long-distance sail in the development of capital? What makes a good leader? What is the role of an individual in a given community?

To find answers to these questions, we will study the history of labor conditions in the age of sail through historical and literary accounts. We will then examine some contemporary regional maritime trades through written accounts and travel to working maritime communities. An extended sailing voyage will introduce students to the experience of maritime work where crowded conditions, lack of comfort and loss of independence will be balanced with beautiful scenery, mastery of basic seamanship skills and discovery of one's role within a community.

Workshops preparing students for the expedition will include inland navigation, safety at sea, rules of the road, points of sail and organizational theory. Using systems thinking, current ideas in organizational behavior, and the personal experience of our sailing expedition, students will finish this program with self-reflective work leading to a strong appreciation for the complex, dynamic power of working in a group. Workshops and practical application will develop students' skills in mathematics, basic geometry, map reading and weather.

Students should expect to commit significant time to reading, writing and discussing academically challenging material throughout the program, including during the expedition.

Total: 16 credits.

Enrollment: 40

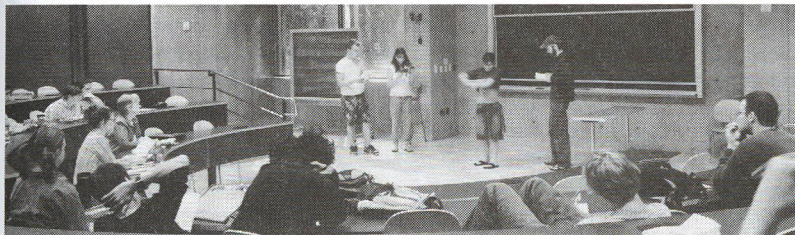
Special Expenses: \$900 for 12-day sailing trip and field trips.

Program is preparatory for careers and future studies in economics, management, math, maritime studies and trade, literature and historical studies.

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

CULTURE, TEXT AND LANGUAGE

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



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

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

Many Culture, Text and Language programs bring together two or more disciplines to examine critical questions about the human condition, and 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 act as advisors and mentors in their subjects of expertise, supporting students to do advanced work, internships, studies abroad and senior theses.

The affiliated faculty members of Culture, Text and Language strongly encourage students with a special focus on the humanities and interpretive social sciences 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 independent contract, prepared seniors will 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 Charles McCann, Evergreen's first president, "undogmatic citizens and uncomplacently confident individuals in a changing world."

Affiliated Faculty:

Nancy Allen
William Ray Arney
Marianne Bailey
Thad Curtz
Virginia Darney
Stacey Davis
Susan Fiksdal
Thomas Grissom
Patrick J. Hill
Virginia Hill
David Hitchens
Sara Huntington
Hiro Kawasaki
Ernestine Kimbro
Stephanie Kozick
Patricia Krafcik
Babacar M'Baye
David Marr
Charles J. McCann
Harumi Moruzzi
Greg Mullins

Culture, Text and Language

49

Alice A. Nelson
Steven M. Niva
Charles N. Pailthorp
Michael Pfeifer
Rita Pougiales
Bill Ransom
Andrew Reece
Evelia Romano
Therese Saliba
Samuel A. Schragar
Leonard Schwartz
Matthew E. Smith
Nancy Taylor
Setsuko Tsutsumi
Sarah Williams
Elizabeth Williamson

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

American Literature: The Presence of Place

Fall and Winter quarters

Faculty: Matt Smith, Bill Ransom

Major areas of study include American studies, 19th-century American literature, 20th-century American literature, essay, fiction, poetry and creative nonfiction writing.

Class Standing: This lower-division program is designed for 25 percent freshmen and 75 percent sophomores.

All writing comes from somewhere, emerges through authors, and inscribes upon our consciousness stories of who we are and where we come from. American letters have both reflected and constituted the world we, diverse peoples, have created for ourselves on this continent. American writing provides a panoply of accounts, narratives, poems and fictions that capture and create the place(s) of America. The narratives of slaves, the poems of Gary Snyder, the journals of Lewis and Clark, the novels of Leslie Marmon Silko help us to think about what sort of place we have written into existence. This program expects participants to think about the place we have created through an intensive survey of our literature. What is distinctly American about these experiences? How have these accounts been instrumental in the making of these American places?

In the fall quarter, we will investigate how the twin forces of democracy and industrialization, coupled with romanticism, underlie narratives of the exploration/exploitation of the land and peoples of America. Cooper, Melville and Twain can help us see how the romantic and industrial intertwined to become an American culture. As we engage these narratives, we will simultaneously work on creating life history narratives of 20th- and 21st-century experience through interviews and creative non-fiction writing.

Winter quarter, as we move into the 20th century, the complexity of American's self-understanding, the diversity of experience and the multi-ethnic writing of the American story become critical. The struggle for a place in America and the American imagination, the revoicing and creation of the modern world forge a whole new reading of the place of Americans within their country and in the world.

This program will take very seriously readings in a wide survey of American letters from the 18th through the 20th century, and will take equally seriously writing about reading, about experience and about imagination. We believe that good writing is the product of serious reading of and reflection on excellent writing. The program will provide instruction in essay, creative nonfiction, fiction and poetry. This will require us to develop both our imaginative grasp of the world around us and the experiences that have brought America into being.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Field trip costs, approximately \$110 for fall quarter and \$70 for winter quarter.

Program is preparatory for careers and future studies in literature, humanities, law, writing, education, social work and American studies.

This program is also listed under Programs for Freshmen.

Awareness

Fall, Winter and Spring quarters

Faculty: Bill Arney, Sarah Williams

Major areas of study include somatic studies, philosophy, sociology, education, feminist theory and consciousness studies.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

The faculty and perhaps some students are continuing work begun in "Awareness" in winter and spring quarters, 2005. Any student is invited to join this program at the beginning of any quarter.

The modern university is based on a rupture, effected a millennium ago, between head and heart. This institution—the one in which we meet as teachers and students—is devoted almost exclusively to the technical and critical disciplines. Ascetic disciplines were left in the proverbial dust. Secularization rendered proverb and metaphor, even language itself, disenfleshed and idolatized. Our task in this program is to become deeply aware of the devastation caused by this rupture, this loss. Because of what has been betrayed, we dare not simply imagine an alternative form of education, much less another new institution, devoted to the healing of this rupture or the recovery of any loss. Instead, we will, through disciplined, mutually supportive inquiry, become mindful of what we scholars participate in, here and now.

Students will begin their work by designing independent learning projects. These field studies, which will constitute half of each quarter's work, can be anything (community service, sailing, midwifery, writing, gardening, Aikido, reading, etc.). We will begin our work together by answering these questions: What do you want to learn? How are you going to learn it? How are you going to know when you have learned it? How are you going to show others—faculty and colleagues—that you have learned it? And, what difference will it make?

As a learning community, we will participate in mind-body practices, as well as bookish study, that facilitate and enhance our ability to reflect on our current situation in historical, cross-cultural and gendered contexts.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$30 each quarter for yoga.

Program is preparatory for careers and future studies in the visual arts, creative writing, education, social and cultural studies and somatic studies.

A similar program is expected to be offered in 2007–08.

This program is also listed under Programs for Freshmen.

Family and Home Futurism: Inquiry through Literature, Cinema and Movement

Fall and Winter quarters

Faculty: Stephanie Kozick

Major areas of study include family studies, human development, movement studies, ethnography, literature and cinema.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Are family and home growing and changing concepts, or are they universally solid establishments that ground us across time and culture? This program will explore that question in an interdisciplinary mode of inquiry employing fiction and nonfiction literature, cinema, art and movement studies. Program readings and films will tell us stories

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about families and homes. Art will help us image them. Family study research and seminars will inform our analyses. Structured movement studio work will allow another mode of inquiry and expression to help conceptualize key ideas concerning family and home.

This program will employ futuristic inquiry in the study of trends and beliefs about human families and homes. Futurism, originally an art movement in the early 20th century, attempted to abandon conventional forms and to focus on the motion inherent in shifting planes and multiple observation points in order to consider the future. For our contemporary purposes, futurism can help us imagine and invent new terms for the age-old practices of family and home. Our inquiry will consider present technological, economic and social trends in an attempt to predict the future of family and home.

Traditionally, futurism is considered dynamic motion in space and time (inspired by the industrial machine age). We will translate that consideration into movement studio work that will include stretching, moving to music, improvisation and choreography. This work will "stage" our conceptual understanding of family and home within the broader context of the world. We may ask ourselves to consider the environment, politics and social and cultural concerns.

This program will include inquiry about lifestyle choices, relationship development, personal dwelling and health needs. Writing will help to articulate our conceptualization and re-conceptualization of family and home. Ethnographic work in the form of interviews will aid our efforts to verify changing attitudes on family and home across generations.

Total: 12 or 16 credits each quarter.

Enrollment: 24

Program is preparatory for careers and future studies in social science, social psychology, health and human services and education.

This program is also listed under Programs for Freshmen.

Feminisms: Local to Global

Fall, Winter and Spring quarters

Faculty: Therese Saliba, Lin Nelson

Major areas of study include social science, women's studies, gender studies, environmental studies, community studies, international studies, social movements and multicultural literature.

Class Standing: Sophomores or above; transfer students welcome.

This program offers an overview of the contentious and problematic constructions of gender and women's lived experiences, both locally and globally. Drawing on environmental studies, cultural studies and gender studies, we will examine issues of women's bodies, health, population, development and women's involvement in social justice movements. We will also examine the many approaches to feminism, the methods for studying women's lives, within contemporary global structures of power—including economic and cultural globalization, militarization and environmental degradation.

Beginning with colonialist representations, we will examine the ways women have been aligned with the natural world in ethnography, literature and film. These representations of gender, sexuality, class, culture and national identity lay the foundation for the eroticization of inequality and the devaluing of women's reproductive health and daily labors. We will work to disentangle woman-centered practices around the globe from culturally appropriated forms that use women symbolically and limit their power. The continuity of stereotypical images in the mass media and in public discourse often form the basis for both domestic and foreign policies in population control, women's health and labor practices. Significantly, such poli-

cies have often fostered global networks of resistance, which will be a central focus of this program.

Our work will therefore focus on women's involvement and leadership in movements around environmental, social, and economic justice, cultural sovereignty, population, reproductive rights and development. Much of public policy and international relations are gendered in many ways, sometimes because women are the target of population policy or more subtly because gender is an important filter for ideas and resources in development. We will explore how gender and gendered models shape policy and how these patterns have become the focus of discussion, action and resistance in communities around the world.

We will also investigate how, across distance and difference, women are exploring their relationship to environment and development (access to natural resources, environmental health risks, creation of sustainable alternatives) and building international ties and solidarity efforts. Our examination will feature women working across borders to create and sustain movements for social justice; these case studies will likely include women's resistance to sweatshops in free trade zones, struggles for environmental health in the face of industrial hazards and campaigns for safe pharmaceuticals. A central focus will be on women's opposition to militarization in the United States and the Middle East, in the context of global militarism and its impacts on women's lives, work and health.

Our analysis and experience will be developed as we study various analytic texts, oral histories and literature. We will work on developing skills in interviewing, expository and creative writing, policy analysis and public interest journalism. We will consult with regional analysts and activists to better understand the potential for advocacy that links a diversity of communities. We will also analyze the role of the United Nations, governments, corporations, the network of non-governmental organizations and cross-border projects as we work to understand the conditions for and barriers to women's well-being. Students will be involved in projects connecting them to regional networks and resources.

During spring quarter, students will work on individual or collaborative projects on women's issues and/or intern with a women's organization.

Total: 16 credits fall and winter quarters; 12 or 16 credits spring quarter.

Enrollment: 50

Special Expenses: Approximately \$75 each quarter for field trips.

Internship Possibilities: During spring quarter with faculty approval.

Program is preparatory for careers and future studies in social science, women's advocacy, environmental/development policy, international or community non-governmental organizations, social justice advocacy, education and writing.

This program is also listed under Environmental Studies.

Four Philosophers

Fall and Winter quarters

Faculty: David Marr

Major areas of study include American philosophy, German philosophy, American and European intellectual history and modern literature.

Class Standing: Sophomores or above; transfer students welcome.

In the beginning, the American philosopher Ralph Waldo Emerson urged: "Trust thyself: every heart vibrates to that iron string." Can we find out what he meant by that? Second, the German philosopher Friedrich Nietzsche, Emerson's disciple and with him a co-founder of modern thought, gave himself to "the incarnate wish for being

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

otherwise, being elsewhere," as he investigated the spiritualization of cruelty—his term for morals, culture, civilization. We will study the Nietzsche-Emerson connection. Third, the American philosopher William James, a soul-nephew of Emerson, believed that "reality, life, experience, concreteness, immediacy, use what word you will, exceeds our logic, overflows and surrounds it." Was he right to exalt experience and temperament over reason and logic? Fourth, the contemporary German philosopher Odo Marquard bids farewell to matters of principle, declares that people no longer grow up, and argues that the best thing for us would be to go on a meaning diet. Sense or meaning, says this skeptic, "is always the nonsense one lets go."

Self-trust, cruelty and culture, experience and meaning, the tyranny of making sense: each of these comes with a question mark and starts an investigation in *Four Philosophers*.

Four Philosophers is for the intellectually curious student who is capable of at least forty hours of hard study a week for six months. Though centered on these four thinkers, shadowing the four will be several others whose work we will also study: Henry David Thoreau, Herman Melville, Emily Dickinson, Charles Sanders Peirce, Susanne Langer and Jonathan Swift. The master goal of *Four Philosophers* is the perfection of your own arguments.

Total: 16 credits each quarter.

Enrollment: 25

Program is preparatory for careers and future studies in philosophy, literature, history, law and any field requiring competence in using words.

Greece and Italy: An Artistic and Literary Odyssey

Fall, Winter and Spring quarters

Faculty: Bob Haft, Andrew Reece

Major areas of study include ancient Greek, classical literature, classical art and aesthetics, art and literature of the Italian Renaissance, and drawing or photography.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. Only sophomores and above will be eligible for the study abroad portion of the program.

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 the two most dynamic and seminal cultures in European 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 Louis De Bernieres' *Corelli's Mandolin*). Throughout the program we will learn about modern rediscoveries and re-interpretations of all of these periods and places, including our own, which will culminate 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 on the island. Next, we will travel to mainland Greece where we will visit numerous places, 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 to the cities of Venice and Rome.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$125 for art supplies each quarter; \$2,800 to \$4,000 (depending upon current currency valuation) for eight-week study abroad in Greece and Italy during spring quarter. Travel fee does not include airfare, but does include food and lodging, car rental in Greece and entrance fees to museums and archaeological sites. A deposit of \$200 is due by November 30, 2006.

Program is preparatory for careers and future studies in history, literature, classical studies, education and the arts and humanities. **This program is also listed under** Programs for Freshmen and Expressive Arts.

Images of Women: Changes in Japanese Literature

Fall quarter

Faculty: Setsuko Tsutsumi

Major areas of study include Japanese literature, Japanese history, Japanese culture and Japanese women's studies.

Class Standing: Sophomores or above; transfer students welcome.

Japanese literature by women writers flourished at Heian court from 794 to 1185. These court ladies demonstrated a rich variety of talents and personalities in their diaries, essays and novels. In spite of this illustrious beginning, not many literary works bore female names in the following years until westernization in the late 19th century. It is only in the last century that women again began expressing their voices.

This program will examine the changes in the images of women, from their awakening to their search for new self-identity, portrayed in literary works by both male and female writers during the last century. The focus will be on contemporary women writers who are making unprecedented changes in the literary world of Japan today—the themes which preoccupy them, the conflicts which they face between the old and the new, and the ways in which they carry on Japanese literary tradition through their works. We will explore their efforts to break out of men's paradigm in order to search for new sexual identity and relationships with family and children.

Total: 12 or 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in Japanese literature, Japanese history, Japanese culture and Japanese women's studies.

Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Indigenous American Women: Leadership, Community and the Power of Voice

Fall and Winter quarters

Faculty: Kristina Ackley, Frances Rains

Major areas of study include Native American studies, American studies and gender studies.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

When I am dead and gone, I want to leave something. I want my granddaughter to be sitting someday talking like I talk about my grandmother. That's the kind of legacy I want to leave. I want my granddaughters, great-grandsons, too, to say, "My great-grandma was a fighter. She did this and she did that to protect the land, to protect the culture, to protect the language, to maintain what we have left."—Madonna Thunder Hawk, Lakota

Native women in North America have been alternatively portrayed as either beasts of burden or Indian princesses. They have been denigrated and romanticized by these conflicting images, while these images simultaneously have obscured their lived experiences. Many Native activists, leaders and elders have challenged these stereotypes and offer alternative voices for us to consider. Using the stories and experiences of these women, we will explore the ways in which leadership is developed and articulated in many Indigenous communities. We will analyze gender-based political systems in their historical context and how these roles have been affected by colonialism. We will critique how feminist theory has both served and ignored Native women. Through case studies, autobiography, literature and theory we will analyze how Native women have argued for sovereignty and developed agendas that privilege community. We will also examine how women have been cultural mediators.

In the fall quarter, we will examine how Native women challenged federal policies that dispossessed Native people of their land. We will analyze U.S. education policies that concentrated on assimilation, with particular focus on gender-based vocational and domesticity training. Drawing on critical race and decolonizing theories, we will examine how 19th-century Native women were encouraged through the education system and colonizing political practices to bring "civility and piety" to their homes, by way of subservience training for all women. Questions that illuminate the various strategies that Native people took in terms of accommodation and resistance will be at the heart of this interrogation, such as: How were Native women educated and controlled? What Native women leaders emerged during the 19th and early 20th centuries and how did they impact their communities?

In the winter quarter, we will explore the activism of 20th-century Native women leaders, particularly in the areas of the environment, family system and the law. We will examine how Native women view community and determine how best to serve their community. Control over women's bodies, particularly reproduction, will be examined as we consider forced sterilization determined by race, class and gender. Students will examine how environmental contaminants affect women and children, particularly through pregnancy and breast milk. Federal and tribal policies that have gender-based tribal membership will be explored and critiqued. Students will undertake a significant life-history project with Native women. Finally, the beginnings of a global Indigenous identity as defined and articulated in the 21st century will be examined, although this class will mainly focus on North America.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will take as our basic premise that those wishing to know about the

history of a particular Native group should write it with the purpose of supporting these people today. Students will develop skills as writers and researchers by studying scholarly and imaginative works and by conducting policy research and fieldwork. We will require extensive reading and writing on these topics. There will be films and guest speakers that reflect important aspects of Indigenous women's experiences.

Total: 16 credits each quarter.

Enrollment: 48

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

This program is also listed under Programs for Freshmen and Native American and World Indigenous Peoples Studies.

Ireland

Fall, Winter and Spring quarters

Faculty: Sean Williams, TBA

Major areas of study include Irish studies, English and Irish history and historiography, Irish language and literature, Irish expressive culture and collaborative production and performance.

Class Standing: Juniors or seniors; transfer students welcome.

The tide gone out for good

Thirty-one words for seaweed

Whiten on the foreshore.—Aidan Mathews

This contemporary poem by Aidan Mathews describes the imminent loss of the Irish language. Indeed, Ireland has seen more than its share of hardship; between colonization, famine and poverty, it has weathered upheavals and tragedies. However, in the past decade Ireland has experienced a great resurgence in nearly every aspect of its culture, from language to literature to the economy. Its revival has been dramatic and explosive, and has been both good and bad for Ireland and the Irish people. This program explores the histories, political struggles, spiritualities and multiple perspectives of Ireland and Irish America through the lenses of music, poetry, film, literature, dance, language and other expressive arts.

Fall quarter begins with a foray into the culture of ancient Ireland, then focuses on the arrival of Christianity and the incursions of the Vikings, the English and others. We will examine the Great Hunger of 1845–50 as a watershed event in the history of Ireland and its impact on Irish America. In winter quarter, we turn first to the Irish in America and the development of the feedback loop that has kept the two Irelands in communication and swept by waves of mutual influence. Then we return to contemporary Ireland by the end of winter quarter, examining the troubles of the North, the impact of the European Union, and the abrupt modernization of the country. By the end of winter quarter, we will see the ways in which Mathews' poem is both true and false; like many aspects of Irish culture, it is in opposition.

How do you describe a world in which there is no word for ownership, emotions are "on" you, and there is no simple way to say 'yes' or 'no'? You describe it by learning to speak, read and sing in Irish. Irish is the original (and national) language of Ireland; it bears almost no resemblance to English, and it carries unique and revealing concepts buried in its grammar and syntax. Yet, English has benefited from its exposure to Irish words and phrases like galore, so long, smitherreens and kibosh—all part of our daily lexicon. One of the goals of this program is to enable students to conduct small talk in Irish, to sing (as a group) and read poetry in Irish, and especially to understand the importance of the language in the history and development of Irish cosmologies. Students will begin studying Irish in the fall and continue it throughout the program.

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

During spring quarter, we will spend six weeks traveling in Ireland from our base in the northwestern village of Gleann Cholm Cille, County Donegal. Students will take daily classes in the Irish language, and will have a choice of other classes including weaving, dancing, poetry writing, landscape art, bodhrán drumming, pennywhistle playing, local history, among others. Upon their return, students will be expected to develop a major integrative essay reflecting on the experience of the year and weaving their field study into that experience. Perhaps most importantly, this field study is an opportunity to put the theory of Ireland into the practice of Ireland. There is no substitute for actually living in a place where some people still speak Irish, spring lambs co-exist with mobile phones and history occurs in cycles so that the Famine happened yesterday.

Students may participate in the spring quarter study abroad component with the consent of the faculty. Students' children will not be permitted to join their parents in Ireland. Faculty will determine student eligibility to travel to Ireland based on consistently high-quality work in fall and winter quarters, a willingness to conform to local customs and rules while living in Ireland, and good progress in the Irish language. Travel to Ireland is a required component of spring quarter. Students unable to travel must make other academic plans.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: Approximately \$30 for concert tickets each quarter, and \$3,000 for program fees, airfare and local travel, food, lodging and other expenses during spring quarter study abroad to Gleann Cholm Cille, County Donegal, Republic of Ireland. A deposit of \$1,000 in program fees for study abroad will be expected by January 31, 2007.

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

This program is also listed under Expressive Arts.

Looking Backward: America in the 20th Century

Fall, Winter and Spring quarters

Faculty: David Hitchens, Jerry Lassen, Tom Grissom

Major areas of study include writing, U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, American literature and scientific thought.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

The United States began the 20th century as a second-rate military and naval 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 to explore the physical underpinnings of our place in the universe. Many observers have characterized the 20th century as "America's Century" because, in addition to developing as the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass." Mass culture, mass media, mass action, massive destruction, massive fortunes—all are 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, economic and scientific 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. While exploring these issues, we will use history,

economics, sociology, literature, physics, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand their place in the scope of national affairs, to read closely, to write with effective insight and to develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, physical laws and program-wide symposia. Each end-of-quarter symposium will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in the humanities and social science, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology, education and the physical sciences.

This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

Memory of Fire: Spain and Latin America

Fall, Winter and Spring quarters

Faculty: Alice Nelson, TBA

Major areas of study include Spanish language, history and literature of Spain, history and literature of Latin America, research and writing and additional subject areas depending on the country of travel and students' projects or internships completed during spring quarter.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Some college-level study of history or literature.

Memory of Fire, the title of Eduardo Galeano's historical/fictional trilogy on Latin America, captures the human need to create memories of the past in order to understand the present. The image of fire embodies the violent relations among ethnic and religious groups on the Spanish peninsula that led to the violence of the Conquest: fires of the Inquisition, fires of imperialism. Yet, the image of fire also embodies the brilliant enduring spirit of the *convivencia* among Muslims, Jews and Christians which preceded the violence, and the creative religious fervor of a 16th-century Spanish mystic like Santa Teresa de Jesús. This image also conveys the spark of Latin American resistance in Guaman Poma's drawings, representative of many such actions by indigenous and mestizo people in the Americas past and present. The *convivencia* and resistance are works of the imagination.

In this program, students will engage in an intensive study of the Spanish language as well as study the literature remembered, imagined and recorded by Spaniards and Latin Americans in historical context. We will critically analyze selected literary texts from medieval times to the present. Every week will include seminars on readings in English translation, Spanish language classes, a lecture delivered in Spanish and a film in Spanish.

In the fall, we will give particular attention to the diversity of Spanish society leading up to the conquest of the Americas, and to the ways that domination and resistance have shaped the history of the peoples of Latin America. We will explore the medieval *convivencia* in Spain, and the ideas and institutions growing out of the Christian "Reconquest" of the peninsula. We will attempt to relate the Reconquest world view and the rise of the Inquisition to the subsequent conquest of the Americas. For the rest of the quarter, we will explore Spain's decline as an empire and Spanish American struggles for independence.

During the winter, we will look at literature, politics and memory in contemporary Spain and Latin America. Topics may include

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collective trauma and memory after the Spanish Civil War and after dictatorships in the Southern Cone; struggles against U.S. imperialism and for self-determination in contemporary Nicaragua; and cultural, economic and political resistance within Andean and regional Spanish communities.

Spring quarter will offer opportunities for study abroad in Santo Tomás, Nicaragua, or southern Spain, as well as internships with local Latino organizations for those who stay on campus. All classes during the spring will be conducted in Spanish.

Total: 16 credits fall and winter quarters; 16 for study abroad in the spring; 8, 12 or 16 for students remaining on campus in the spring.

Enrollment: 50

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

Internship Possibilities: Spring quarter only with faculty approval.

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

A similar program is expected to be offered in 2008–09.

Mind and the World

Fall, Winter and Spring quarters

Faculty: Charles Pailthorp

Major areas of study include philosophy (metaphysics, epistemology and moral), history of philosophy, history of science and writing (expository and argumentative).

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

A central issue in Western philosophy has been whether reason or experience lies at the foundation of human knowledge. Experience can lead us astray, and it seems reason can undercut what we thought we knew best. Does science best tell us what is real and what merely seems to be real? Or when in doubt should we rely most heavily on common sense? Are these questions that we must confront individually, or is our capacity to know things only to be worked out within a community?

At the very least, centuries of discussion and debate have brought such venerable questions into sharper focus and succeeding generations of thinkers have found that earlier answers had to be reconsidered. Surely they remain relevant today in a culture that debates both the role of faith and the relevance of scientific study in determining public policy. Our work in this curriculum will concentrate on the relationship between science and common sense, but we will pay attention as well to the relationship between thought and action, and the relationship between our place in the world as knowers and as moral agents.

Fall quarter, following a short background in ancient thought, we will study works of the 17th- and 18th-centuries Rationalists—Descartes, Spinoza and Leibniz—and Empiricists—Locke, Berkeley and Hume.

Winter quarter we will delve into the challenging work of Kant and Hegel, taking time to discover how this work has set the stage for much that followed in the 20th century.

Spring quarter will bring us to the early 20th century, when disputes between Rationalists vs. Empiricists, and Idealists vs. Realists, were transformed by a “linguistic turn.” Language rather than faculties of mind became the central subject of discussion. “Philosophical Analysis” arose in two main currents: one that flowed from breakthroughs in formal logic, another that found its sources in ordinary language. By mid-century, a profound shift had occurred

that undercut the very distinction between “rationalism” and “empiricism”—a shift that laid the groundwork for many currents in “post-modern” thought. Virtually every discipline in the humanities and social sciences has been deeply affected by this mid-century development.

Students will write expository and argumentative essays, learning how to use writing to develop their own thinking about complex issues. They will participate in peer-response exercises both in class and on the Web. Student work will be supported by lectures that present both overviews and details of how specific texts fit into venerable controversies over whether and how humans can progress from mere opinion to secure belief, or even confident certainty.

While the reading will largely be original works in philosophy, we will take time for excursions into literature and other arts.

Total: 16 credits each quarter.

Enrollment: 24

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

This program is also listed under Programs for Freshmen.

Museums

Fall quarter

Faculty: Sally Cloninger, Virginia Darney

Major areas of study include visual communication, cultural studies and museum field studies.

Class Standing: Sophomores or above; transfer students welcome.

Museums display the past, and they also display the ways we think about the past. Museums are therefore contested spaces where we “argue” differing interpretations of the past and the meaning of artifacts. In this program, we will explore the contested nature of museum displays of art, natural history, history and technology.

How can we represent the past? What are museums for? Whom are they for? What can we learn from the study of a museum exhibit? Does it matter if we see Michelangelo’s *Pieta* in person or on the web or in Janson’s *The History of Art*? How do virtual museums represent the past?

For the first six weeks of fall quarter we will prepare for our individual field study of a museum. We will study visual representation, culture, digital and visual theory, documentation, museology, drawing and observation through a series of workshops, lectures, readings, field trips and practical assignments.

During weeks seven and eight, everyone in the program will conduct in-depth field studies at a specific museum anywhere in the world: From Paducah to Paris! From Anchorage to Ankara! Back on campus we will present our museum projects to the program.

How will each of us choose where we want to do our field studies? Maybe a place (a favorite city, a country, or your home town) will lead you to a museum. Maybe one of your passions (a love of painting, flying, science fiction, anime, literature, history, etc.) will inspire your choice. In any case we will ask you to identify your choice for your field study by the end of week one.

Ever want to just get lost in a museum?

Total: 16 credits.

Enrollment: 50

Special Expenses: Approximately \$60 for art supplies. Students are expected to do a two-week field study at a museum of their choice. Travel expenses and museum fees depend upon the location of field study.

Program is preparatory for careers and future studies in the humanities, visual art, cultural studies, education and communications.

This program is also listed under Expressive Arts.

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

Pillars of Fire: Jewish Contributions to World Culture

Fall and Winter quarters

Faculty: Ariel Goldberger, Carrie Margolin

Major areas of study include Judaic studies, Jewish cultural studies, Middle Eastern studies, expressive arts, Hebrew, movement, quantitative skills, philosophy, history, American studies, Hebrew calligraphy, education, and other subjects depending on students' individual work.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

The program will engage the study of Jewish contributions to a wide range of areas of human knowledge and endeavor. Our studies will include possible connections between the Yiddish culture that developed in Europe and the Americas and political movements, the arts and intellectual ideas. Potential areas of interest may be Jewish influences on popular culture in areas such as Hollywood, Broadway, vaudeville, comedy and music. Students may choose to give special attention to individual thinkers, artists or writers.

In the world of ideas, the possibilities are endless. The program will explore the possible connections between Jewish Messianic ideas, Zionism, laws and ethics, immigration, politics and the Labor Movement in America and Europe. We may choose to study the philosophies of thinkers such as Maimonides, Walter Benjamin, Martin Buber, Theodor Adorno, Baruch Spinoza and other Jewish philosophers who have had enduring influence on the world of ideas.

In the sciences, we may trace the birth of modern psychology in Sigmund Freud and his followers and the groundbreaking theories of thinkers such as Albert Einstein. We intend to direct our attention to the connection of Jewish medical practice with the development of medical ethics.

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

A part of our studies of Jewish beliefs and mysticism will include a look into the oral and written law, the mystical tradition of the Kabbalah, and current Jewish thought. Our endeavors will include an examination of Jewish rituals and life-cycle events, and the different roles that Jewish men and women have traditionally held in those events. We plan to explore the changing roles of Jewish women and men, as Jewish feminist leaders exert their influence on the culture.

As part of our learning about the Diaspora in which the Jews have lived for thousands of years, there will be workshops focused on the study of ethnic cuisine and customs. Guest presenters from a variety of Jewish cultural sub-groups will work side by side with students to provide meals that will highlight Jewish ritual laws, Kosher laws and other cultural aspects passed on through oral tradition. Quantitative thinking will be encouraged through the learning of another cultural mainstay of Jewish women since the 1920s: mah jongg.

The study of contemporary Jewish life will address the Jewish national movement, Zionism and study the state of Israel. We will

attempt to learn about the complexity and difficulty of analyzing current events in the Middle East.

Participants will be asked to respond to the material of the class in a variety of forms and disciplines. This program will emphasize collaborative learning. Students will be expected to contribute to the program efforts with self-directed and intense work.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$40 art materials fee and \$40 performance ticket fees each quarter, and \$75 for ethnic culinary workshops. Total expenses depend on student projects.

Program is preparatory for careers and future studies in cultural studies, Middle Eastern studies, Jewish education, philosophy, anthropology, history, education and expressive arts.

This program is also listed under Programs for Freshmen; Expressive Arts; and Society, Politics, Behavior and Change.

Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez

Fall, Winter and Spring quarters

Faculty: Steve Niva, Martha Henderson

Major areas of study include geography, cultural anthropology, political science and history.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Although primarily known as a site of political conflict, war and terrorism, the Eastern Mediterranean is one of the richest areas of cultural, economic and political exchange in world history. Situated between Europe and the Middle East, this area includes the lands we know today as Greece, Turkey, Lebanon, Israel, Palestine, Cyprus and Egypt that are historically linked through a dense and longstanding web of intellectual, religious, economic and political interconnections. Appreciating this long history of political and cultural exchange is crucial for developing perspectives that transcend narrow notions of mutually exclusive "Western" and "Eastern" cultures and civilizations that underlie many contemporary global conflicts.

Taking a perspective drawn primarily from cultural and physical geography, and political economy analysis, the program will examine how landscapes, cultural processes and political and social institutions have been constructed and transformed over time in this region. It will trace this region's evolution from interactions between ancient Greece and Egypt to the expansion of Christianity and Islam to the present expansion of the European Union and Euro-Med Free Trade Zone to the coast of North Africa and Egypt. In the process, we will explore how cultural identities and lived cultures were created and contested through these interactions, how the material and environmental bases of these cultures shaped daily life, and how different political and religious institutions have influenced and sought to organize the region. We will also focus on food and clothing, popular culture, intellectual and artistic production, and patterns of trade and commerce.

In the fall, the program will focus on travel narratives and the early history of political and cultural exchange in the region, such as that between ancient Greece and Egypt and the world of Christendom and Islam. Through field trips to selected sites in Washington state, students will learn how to conduct field studies and construct travel narratives that are attuned to physical and cultural landscapes and political institutions.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

In the winter, the program will focus on the modern period by addressing the impact of European colonialism, the emergence of modern nation-states and the formation of new patterns of trade and cultural exchange. We will pay particular attention to the immense cultural and political dislocations imposed by the creation of territorial boundaries between Greece and Turkey and in the Middle East, especially the Israeli-Palestinian conflict. We will also examine how contemporary economic globalization and free-trade zones are transforming the region.

In the spring, students will travel abroad to the region, with extended stays in Turkey, including its coastal areas, and Egypt. This four-week travel abroad program will examine how patterns of political and cultural exchange relate to contemporary realities in the region. Upon returning to campus, students will prepare papers and materials based on their travel experience.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$250 for fall quarter field trip; Approximately \$2,800 spring quarter for a four-week study abroad to Turkey and Egypt.

Program is preparatory for careers and future studies in education (including geography and history credits for teacher accreditation), international service (non-governmental or governmental organizations), social justice and human rights.

This program is also listed under Programs for Freshmen and Environmental Studies.

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

Fall quarter

Faculty: Harumi Moruzzi

Major areas of study include literary theory, Japanese literature, American literature, film studies, cultural studies and contemporary philosophy.

Class Standing: Sophomores or above; transfer students welcome.

For the West and Japan, the 19th century was a heady century that embraced the utopian notion of perfectibility of human society through science and technology. However, by the beginning of the 20th century this giddy sense of human perfectibility was severely diminished by various iconoclastic ideas, such as Freudian psychoanalytical theory, Einstein's theory of relativity and Heisenberg's uncertainty principle. A sense of confusion, anarchy and dread expressed in various art works in the early 20th century is strikingly similar to that of our time, which suffers perhaps a more radical and real disillusionment regarding humanity and its future through its experience of the Nazi holocaust and the atomic bomb explosions in Hiroshima and Nagasaki. Our time, at the dawn of the 21st century, is generally and vaguely called the postmodern time or postmodernity. But, what is postmodernity? What is postmodernism?

We will examine, through lectures, book and essay seminars, films, film seminars and a workshop, the state of our contemporary world, postmodernity, as manifested in the literary works of John Barth, Thomas Pynchon, Don DeLillo and Haruki Murakami, as well as in the films directed by Godard, Lynch, and other contemporary filmmakers, while exploring the significance and implications of such literary and cinematic works through the various theoretical works of Baudrillard, Foucault, Lyotard, Jameson, Habermas, and the like. Students are expected to respond in writing to each of the required readings, in order to facilitate a productive seminar, and to each of the films that we view and discuss, in order to develop reflective thoughts. Students

are also expected to write a few formal expository essays during the quarter and one final synthesis paper at the end of the quarter.

Total: 16 credits.

Enrollment: 25

Special Expenses: \$30 for a fieldtrip.

This program is preparatory for careers and future studies in literature, literary theory, cultural studies and film/media studies.

A similar program is expected to be offered in 2008-09.

Prolegomena to a Future Poetics

Fall and Winter quarters

Faculty: Leonard Schwartz

Major areas of study include poetics, literature, philosophy and creative writing.

Class Standing: Sophomores or above; transfer students welcome.

Faculty Signature: Students must submit a portfolio of ten pages of poetry or critical writing to the faculty by the Academic Fair, May 17, 2006. 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.

This two-quarter program offers several perspectives on the art of poetry. The fall quarter features a series of intensive readings in ancient and classical poetry, and the compositional efforts of modern and contemporary avant-garde writers to reinvent or renew those works. The central questions of the quarter are: What is the relationship in poetry between original and translation? How are ancient works renewed or reinvented? Thus we will study, among other exempla, the classical Chinese poet Li Po in relationship to Ezra Pound's transformation of that poetry in his 20th-century work *Cathay*; Homer's *The Iliad* and its contemporary realization as Christopher Logue's *War Music*; various contemporary translations of Cantos from Dante's *Inferno*; and the American poet H.D.'s invention of Egypt in *Trilogy*. Students will work intensively on their own writing practices, both creative and critical.

The winter quarter will continue the poetry writing workshop, but shift in focus to the relationship between philosophical texts and those dimensions of poetry that philosophy can bring to the fore. This quarter the central focus will be on the relationship between image and idea and how, in language, one transforms into the other, with an eye (and a mind) towards exploring new territories of poetic composition. This will be accomplished by paired texts, in which the work of an individual poet is read in juxtaposition to a theoretical text. These pairings will include the critical theorist Theodor Adorno and the German language poet Paul Celan, the feminist philosopher Helene Cixous and the American poet Alice Notley, the philosopher Hannah Arendt and New American poet Robin Blaser, and the novelist Marguerite Duras and Palestinian poet Mahmoud Darwish. During each quarter, the program also involves an ongoing poetry writing workshop and a guest reading series.

Total: 16 credits each quarter.

Enrollment: 25

Program is preparatory for careers and future studies in education, writing and translation.

Russia and Eurasia: Empires and Enduring Legacies

Fall, Winter and Spring quarters

Faculty: Patricia A. Krafcik, TBA

Major areas of study include Russian history, Russian literature, Russian culture, Russian language, cinema, writing and geography.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

In fall quarter, we will investigate Slavic, Scandinavian, Persian, Mongol and Turkic contributions to early Russian society as well as Russia's subsequent imperial expansion through the first quarter of the 19th century. We will examine the region's pre-Christian pagan animistic cultures, as well as the rich Byzantine cultural legacy including Eastern Christianity, its associated art and architectural forms, literature and music. Our journey will then take us to the demise of this vibrant culture at the hands of various steppe invaders, foremost of whom were the Mongol armies of Genghis and Batu Khan. The development of the Muscovite state under the notorious tsar Ivan the Terrible and its further imperial expansion and attempts at westernization during the reigns of Peter the Great and Catherine the Great bring us to the 19th century and Russia's emergence as a major world power. Russian medieval epics and chronicles as well as diverse films and readings from modern Russian literature, such as the poetry and prose of Pushkin and Lermontov, will enhance our study of this turbulent history.

Winter quarter concentrates on some of the world's greatest literature from Russia's Golden Age. Intensive reading of works by Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others will enable us to explore their most provocative social, religious and revolutionary thought. We will also examine the rise of the Russian Empire's radical intelligentsia, thinkers who rebelled against autocratic tsarist policies and the institution of serfdom and whose activities led to the world-changing revolutions of the early 20th century.

Spring quarter focuses on the tumultuous events of the 20th century, from the revolutions of 1917 through the post-Soviet period. We will investigate the legacy of Lenin and the Bolsheviks, including the horrific deprivations of the Stalin era, with its purges, Gulag prison camps, brutal industrialization policies and devastating environmental practices. We will place special emphasis on how writers, artists and filmmakers interpreted, reflected and survived the Soviet regime. Included in this emphasis will be a detailed examination of the enormous sacrifices that the Soviet people suffered at the hands of their own communist dictatorship, as well as under Nazi occupation during the Second World War. This term ends with a review of events resulting in the collapse of the U.S.S.R. and the emergence of the fifteen independent states that arose from its ashes.

Students are strongly urged, but not required, to take the beginning Russian Language segment within the full-time program. Studying Russian will enhance the students' learning experience in the program.

Total: 4, 12 or 16 credits each quarter. Students taking the full-time program, including the language segment, should register for 16 credits; those taking the program without the language segment

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

should register for 12 credits; and those taking only the language segment should register for 4 credits.

Enrollment: 48

Special Expenses: \$25 each quarter for overnight travel and special workshop expenses.

Program is preparatory for careers and future studies in education, diplomatic and security services, film, music, art, international business, and graduate studies in international affairs and in Russian and Slavic literary, historical, political and area studies.

A similar program is expected to be offered in 2008–09.

This program is also listed under Programs for Freshmen.

Searching for Modern China

Fall, Winter and Spring quarters

Faculty: Rose Jang, Andy Buchman

Major areas of study include Chinese language, *tai ji* martial arts, Chinese calligraphy and brush painting, performing arts history and theory, history and literature of China, cultural studies of the Chinese Diaspora, research, writing, quantitative reasoning and additional equivalencies depending on students' independent projects completed during spring quarter.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

"The history of China is as rich and strange as that of any country on earth, and its destiny as a nation is now entwined with all others in the search for scarce resources, the exchange of goods, and the expansion of knowledge. Yet for a long time China was a completely unknown quantity to those living in the West, and even today seems set apart by differences of language, custom and attitude. China's story is an astonishing one. We can see how often the Chinese people, operating in difficult or even desperate circumstances, seized their own fate and threw themselves against the power of the state. We can see how in 1644, again in 1911, and yet again in 1949, disillusion with the present and a certain nostalgia for the past could combine with a passionate hope for the future to bring the old order crashing down, opening the way for an uncertain passage to the new."

This begins Jonathan Spence's *The Search for Modern China* (1990), a magisterial history that explores major themes in Chinese cultural history from around 1600 to the present. These themes include the conquest and consolidation of the Empire of China, social fragmentations and reforms due to confrontations with the West, competing modern visions of the Chinese state and society, wars, disasters, and revolutions, and China's increasing engagement with the rest of the globe. While using Spence's themes as organizing principles, we will reach further back into Chinese philosophy and belief, studying Daoism, Confucianism and Buddhism. We will explore the literature and arts of ancient and modern China, learn poetry and folk songs by heart and practice the arts of *tai ji* (a movement discipline), calligraphy and brush painting. We will also study Taiwan, Hong Kong and the Chinese Diaspora, especially the Chinese-American experience. We will study artworks exploring Chinese subject matter and forms made by both Chinese and non-Chinese artists, including novels, poetry, memoirs, plays, operas and instrumental music. Students may engage in informal performances of music, movement and dramatic scenes fall and winter quarters as well as workshops designed to build skills in these areas. Writing assignments will include analytical essays, dialogues in Chinese and English and research projects.

We will critically analyze selected literary texts from ancient times to the present. Every week will include seminars on readings in

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English translation, Chinese language classes, workshops in recitation/song, *tai ji*, calligraphy and a film in Chinese. Our work during the fall will center on explorations of Chinese history and culture from around 1600 to 1911, including studies of philosophy, belief systems and artistic modes and styles in various dynasties. During winter quarter, we will explore 20th-century Chinese history, including the history of the Chinese in America and other new lands. Spring quarter may offer opportunities to study abroad in Beijing, China, and studies of travel writing by Chinese and non-Chinese authors, as well as internships with local cultural organizations for those who stay on campus.

Total: 16 credits fall and winter quarters; 8, 12 or 16 credits spring quarter.

Enrollment: 48

Special Expenses: \$200 for materials and event tickets; \$4,000 for optional travel to China in spring.

Internship Possibilities: With faculty approval.

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

This program is also listed under Programs for Freshmen and Expressive Arts.

The Shadow of the Enlightenment: Questions of Identity in Contemporary France

Fall and Winter quarters

Faculty: Stacey Davis, Susan Fiksdal, TBA

Major areas of study include 18th-century French Enlightenment thought, history, literature, contemporary French institutions, sociolinguistics and French language.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

In France today, there are growing tensions as people reconsider what it means to be French. The notion of French identity has been challenged by many things, including immigration, consumerism, mass media and France's changing role in Europe and the world. This is true throughout Europe, but the challenges are greater in France with its large population of Muslims. By looking back to Enlightenment principles, we will explore the origin of long-held beliefs that have formed the underpinnings of French social organizations and to which writers, thinkers and artists have been reacting for centuries.

The Enlightenment, an 18th-century phenomenon, rejected tradition and underscored the importance of reason and science. The *philosophes* were convinced that civilization was advancing and that rapid human progress was both obtainable and desirable. In Paris, salon writers critiqued existing social, political and cultural structures, and they created surveys, classifications and dictionaries in all fields of knowledge for a growing literate public. To understand the principles, context, and long-lasting impact of these beliefs, our readings will include works by Montesquieu, Voltaire, Rousseau, Mme. De Stael, Hugo and Sand and contemporary authors such as Chamoiseau, Beauvoir, Cixous, Ernaux, Beckett, Camus and Gide, among others.

We will draw upon history, literature, sociolinguistics and art in order to better understand the notion of identity in contemporary France. Our major themes will be secularism and religion, democracy and political participation, equality and racism, language and power, and gender relations, and we will follow these threads through major social and aesthetic events including the French Revolution, romanticism, colonialism and the social upheavals of *Mai '68*. Although our

focus will be on France, we will include some exploration of European and American intellectual currents as well.

French language study will be an integral component of our program, so that students can read some texts in the original or begin their study of French.

Total: 16 credits each quarter.

Enrollment: 48

Program is preparatory for careers and future studies in European and American history, literature, education, linguistics and international studies.

This program is also listed under Programs for Freshmen.

Tradition and Transformation

Fall and Winter quarters

Faculty: Thad Curtz, Elizabeth Williamson

Major areas of study include literary interpretation, mythology, Shakespearean studies, the Bible as literature, the psychology and sociology of change, literary theory, art history and introduction to film studies.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Eight credits in literature or equivalent experience.

Tradition and transformation are contrary impulses in art, social life and individual experience. People struggle with the status of marriage, how to interpret sacred texts and whether to preserve or develop land. Writers and artists make their work through an ongoing dynamic interaction between pattern, tradition and stability on the one hand and metamorphosis, adaptation and surprise on the other. This program explores this tension, integrating work in literary interpretation and literary theory (with a special focus on Shakespeare), mythology, the Bible as literature, the psychology and sociology of change, art history and film studies.

Aristotle claimed the ability to make metaphor was the essential power of the poet, and saw it as a way of revealing how things were like each other. He also thought there were only a few plots—boy gets girl, boy loses girl, hero dies, hero comes home to tell his story—and that art displayed unchanging patterns in human nature and in human life. At its farthest pole, this impulse reaches toward canceling time and change—maintaining tradition, continuity, pattern and stability in life, ritual and art.

In the early 20th century, the Surrealists and Picasso also claimed making metaphor was the essential power of the poet, but in their hands a bicycle seat and handlebars suddenly turned into a bull's head and the beautiful went from the Venus de Milo to "the chance encounter on a dissecting table of a sewing machine and an umbrella." They saw art as an act of astonishing transformation, a way of creating something dramatically new and unexpected from what seemed permanent and unchangeable. At its farthest pole, this impulse says "History is a nightmare from which I am trying to awake." It yearns for radical freedom—miracles, astonishment, permanent revolution.

Yet their innovations are now enshrined in art history textbooks with labels like "Analytic Cubism" and "Synthetic Cubism;" Picasso's paintings can be found on thousands of dorm room walls. As Kafka notes in one of his parables: "Leopards break into the temple and drink to the dregs what is in the sacrificial pitchers; this is repeated over and over again; finally it can be calculated in advance, and it becomes part of the ceremony." Societies find ways to convert revolutionary upheavals into traditions.

In this program, we'll read, write about and discuss a lot of serious and sometimes difficult literature, accompanied by some work

with reading aloud, art history and literary theory. (There'll also be a weekly film, followed by careful discussion.) We'll study how writers and artists have paid homage to and dramatically adapted a few stories (including the myth of Orpheus and Eurydice). We'll explore ways in which texts can be transformed or stabilized by approaches to interpreting them, including studying some portions of the Bible and historical struggles over differing views about how to understand it and other sacred texts. (Treating the Bible "as literature," as college classes usually do, we'll also explore ways we treat literary texts "as Bibles," deifying artists and endowing their works with the moral, ritual and spiritual significance of quasi-sacred texts.) Shakespeare's works have certainly been preserved, transformed and worshipped, and we'll spend more time on what interpreters, performers and other artists have made of them during the past four hundred years than on anything else.

Although this program centers on interpreting literary texts and art, we'll be paying some attention to the dynamics of tradition and transformation in psychology and society, including looking at how they're expressed in some cases—perhaps the controversy over gay marriage, an argument about whether to preserve some piece of nature, or the struggle between tradition and modernization in the Islamic world.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: \$50 for theater and museum tickets.

Program is preparatory for careers and future studies in the humanities and interpretive social sciences, and for any career focused on producing, resisting, or helping people cope with change.

OFFERINGS BEGINNING WINTER QUARTER

Japanese Film: Works of Mizoguchi, Ozu and Kurosawa

Winter quarter

Faculty: Setsuko Tsutsumi

Major areas of study include Japanese film, Japanese culture and Japanese literature.

Class Standing: Sophomores or above; transfer students welcome.

This program will explore works of three major Japanese directors, Kenji Mizoguchi (1898–1956), Yasujiro Ozu (1903–1963), and Akira Kurosawa (1910–1998), who, though diverse in style and choice of material, have each contributed to establishing Japan's current place in world cinema. Mizoguchi, through his romantic adaptations of literary works, Ozu, through his depiction of family life, and Kurosawa, through his powerfully direct and dynamic cinematography, all explored themes that are universally relevant to the human condition, yet have done so from a uniquely Japanese perspective. We will closely examine their subject matters, artistic presentations and cinematographic techniques in order to define what makes each director different and uniquely Japanese.

Through our study of film, we will also examine the social transformations which have taken place during the past 60 years in Japan, particularly in the areas of family structure, women's roles, sense of morality, aesthetic sensibility and the Japanese sense of self.

Total: 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in Japanese film studies, Japanese culture and Japanese literature.

Languages of the Tragic from the Greeks to the Present

Winter and Spring quarters

Faculty: Marianne Bailey, Evelia Romano

Major areas of study include comparative literature, drama, dramatic theory, intellectual/cultural history.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Literature study: college or advanced placement.

Dramatic language, like ritual performance, draws on all potential modes of expression and aims at a total language, a communication that is physical, spatial and undeniable "through the skin," as Artaud wrote. Among the themes that interest us are commonalities among myth, ritual and drama: all are representations of a process of change, all reconcile antagonistic forces. Tragic drama, like ritual, is communal: the heroine or hero is encircled by a community of power and belief in whose name she or he dies, and is reborn. Theater, like magic, is a phenomenon of consensus. Tragic drama is active. It moves the people to action, acts as a "miraculous weapon." In drama, the political, the spiritual and the psychological collaborate. In the tragic drama, one becomes other. Through the mask, we, as spectators or as players, leave ourselves and become other; we are transformed. Tragic drama, finally, is the music of the abyss. It speaks the unspeakable, lays bare the human condition.

This program in tragic drama will interest students of the humanities and the arts. We will consider dramatic texts as literary, philosophical and cultural representations, as well as performances and ritual spectacles both in the Western tradition and in performance traditions of Japan, West Africa and Haiti. We will read and analyze dramatic texts and key theoretical studies, view plays and participate in dramatic readings of scenes. Students will learn literary history and consider the functions, the languages and the concepts of tragic drama. Students will have the opportunity to develop a major personal project over the last weeks of winter quarter. This program is open to students at all levels; however, students must expect and relish a high level of discussion, high expectations of writing and analytic skill, and a demanding workload.

We will move through the history of tragic drama from the Greek classical era to medieval mystery plays, to Renaissance and to neo-classical drama, 19th-century realist and symbolist drama and 20th-century expressionist, surrealist, "grotesco" and absurdist drama, as well as contemporary engaged, or political, drama.

Among the dramatists we will study are Aeschylus, Euripides, Shakespeare, Caldéron, Racine, Goethe, Büchner, Jarry, Brecht, Lorca, Sartre, Soyinka, Ionesco, Beckett, Césaire, Gambaro and others. Among the theorists we will study are Aristotle, Nietzsche, Artaud, Brecht, Brook, Bataille, among others.

Total: 12 or 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$150 for tickets to performances.

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

This program is also listed under Programs for Freshmen and Expressive Arts.

▼ OFFERINGS BEGINNING SPRING QUARTER

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and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Self and Culture: Studies in Japanese and American Literature and Cinema

Winter quarter

Faculty: Harumi Moruzzi

Major areas of study include Japanese literature, American literature, literary analysis, cultural studies, psychology, film studies and expository writing.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues. Thus, in this program, we explore the concept of self through the critical examination of American and Japanese literature, cinema and popular media.

At the beginning of the quarter, students will be introduced to the major literary theories in order to familiarize themselves with varied approaches to literature. Next, students will examine representations of individuals and cultures in American and Japanese literature through seminars and critical writings. Weekly film viewing and film seminars will accompany study of literature in order to facilitate a deeper exploration of the topics and issues presented in the literary works. Students will also be introduced to the rudiments of film analysis in order to develop a more analytical and critical attitude towards the film-viewing experience.

Total: 16 credits.

Enrollment: 24

Special Expenses: \$30 for a field trip.

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

A similar program is expected to be offered in 2008–09.

This program is also listed under Programs for Freshmen.

OFFERINGS BEGINNING SPRING QUARTER

African-American Literature: 1773 to the Present

Spring quarter

Faculty: Babacar M'Baye

Major areas of study include African-American literature, African and African-American studies, cultural studies, history, folklore, popular culture and American studies.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

This program will survey the history of African-American literature from its inception in African oral traditions and African-American slave narratives to its manifestation in contemporary genres such as rap and hip-hop poetry. We will read and discuss the poetry, fiction, folktales, short stories and historical autobiography or narratives written by Black authors from different generations. We will analyze the aesthetics and social, political and economic concerns in these writings in an attempt to uncover the fundamental role that literature has played in African-American struggle for freedom and equality.

The initial questions of this program will be inspired by critic William L. Andrews's statement in the introduction to the *Six Women's Slave Narratives* (1988) that "The birth of the Afro-American literary tradition occurred in 1773, when Phillis Wheatley published a book of poetry" (vii). This assertion begs the questions: "Does 1773 actually mark the beginning of African-American literary tradition?" "What continuities and transformations have developed in the tradition since its inception?" These questions suggest the difficulty of tracing the beginning of African-American literary tradition to one specific date when, as numerous scholars have shown, the African oral traditions that slaves brought to the Western world were already autonomous and fully-fledged literary forms of expression. By analyzing African-American literature through the lens of the scholarship about both racial struggle and African cultural retentions in America, this program intends to validate the various experiences and customs that shaped African-American culture.

Total: 12 or 16 credits.

Enrollment: 24

Program is preparatory for careers and future studies in literature, cultural studies, ethnic studies, multiculturalism, history, social studies, folklore and popular culture, American studies and journalism.

This program is also listed under Programs for Freshmen.

Puppetry and Poetics: Arts of Distraction

Spring quarter

Faculty: Ariel Goldberger, Leonard Schwartz

Major areas of study include poetics, experimental puppet theater, performance, creative writing and literature, subject to specific student work.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Previous program in poetics or performance.

This program will involve the exploration of the disciplines of poetics, experimental puppet theater and performance. How do words, light, sound and bodies interact? Is there a mode of distraction which does not weaken each of these senses, but allows one to discover shadows of each in the other? 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 will support student work by offering workshop components in poetry, puppet theater and movement. Students will be required to produce weekly projects that combine and explore the relationship of puppet theater and poetry in experimental modes. Readings will include the works of such authors as Artaud, Tadeusz Kantor, Paul C elan, Gaston Bachelard, Kamau Brathwaite, Hannah Arendt and Maurice Merleau-Ponty. Student work and progress will be presented weekly in all-program critique sessions.

Total: 16 credits.

Enrollment: 40

Special Expenses: \$110 for art materials and studio use, \$50 for theater tickets, and \$50 reimbursable studio deposit fee for clean-up.

Program is preparatory for careers and future studies in areas that require imagination, collaborative skills and management skills.

This program is also listed under Programs for Freshmen and Expressive Arts.

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

"Race" in the United States: Historical and Contemporary Perspectives

Spring quarter

Faculty: Michael Vavrus, Angela Gilliam

Major areas of study include cultural studies, history and social science academic writing.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

This all-level, full-time program explores the origins and manifestations of the contested concept of "race." The program analyzes a racialized history of the United States in relation to dominant discourses of popular culture, science, psychology, health care, law, citizenship, education and personal/public identity. By making historical connections between European colonialism and the expansion of U.S. political and military dominance in an era of globalization, students will have opportunities to investigate how the bodies of various populations have been racialized. Students will also examine related contemporary concepts such as racism, prejudice, discrimination, gender, class, affirmative action, white privilege and color blindness. Faculty will expose students to current research and racialized commentaries that surround debates on genetics vs. culture (i.e., nature vs. nurture).

Students will also engage race through readings, dialogue in seminars, films and academic writing that integrate program materials. Students will be expected to research and share contemporary news accounts and popular culture artifacts (e.g., music, television, cinema, magazines) as a way to understand how race mutates and is expressed in various practices in institutions, politics and popular culture. A goal of the program is for students to recognize contemporary expressions of race by what we hear, see, and read as well as absences and silences that we find. As a learning community, we will work together to make sense of these expressions and link them to their historical origins.

Students will also have an opportunity to examine the social formation of their own racial identities through their own personal narratives. Current approaches from social psychology will be foundational in the autobiographical aspect of the program. Additionally, what it can mean to be an anti-racist in a racialized society is also investigated.

Total: 16 credits.

Enrollment: 48

Special Expenses: Approximately \$10 for museum entrance fee.

Program is preparatory for careers and future studies in medicine/health, education, government, law, history, political science, cultural studies, psychology and media studies.

This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

Restoring Landscapes

Spring quarter

Faculty: Matt Smith, Frederica Bowcutt

Major areas of study include environmental history, ecology, field botany and geography.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Ecological restoration has become a central concept in land management, development and in the efforts of environmental activists. Yet the phrase often conceals as much as it reveals. What exactly is being restored? To what condition? For what reasons? This program will examine these issues by focusing on the underlying beliefs, values and ideas that lie behind the concept of ecological restoration while at the same time introducing ourselves to the practices and issues surrounding this understanding of landscape.

As a learning community we will reflect on the following questions: How can we understand landscapes as the products of humans' engagement with the natural world? How can we move beyond the polarized romantic concepts of humans and nature and beyond the economic category of nature as resource? What philosophical, conceptual and practical concepts can help us create sustainable landscapes that allow us to live well with each other and the natural world?

We will explore these questions through readings in the following disciplines: landscape architecture, ecology, geography and environmental history. We will link theory and practice by studying contemporary efforts to restore local prairies in the Puget lowlands. We will assist The Nature Conservancy in current restoration efforts. We will also visit remnant prairies at Fort Lewis and in the Columbia Gorge. Students will conduct research on ecological restoration case studies. Students are required to attend all field trips including an overnight trip.

Total: 16 credits.

Enrollment: 48

Special Expenses: Approximately \$150 to \$200 for field trip to eastern Washington and Oregon.

Program is preparatory for careers and future studies in conservation, education, ecological restoration, forestry, natural resource management, plant ecology, geography and environmental history.

This program is also listed under Programs for Freshmen and Environmental Studies.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Student Originated Studies: American Studies and Humanities

Spring quarter

Faculty: David Marr

Major areas of study include the student's individual course of study and research.

Class Standing: Priority given to juniors or seniors or sophomores prepared to carry out advanced study.

Faculty Signature: To enroll, students develop an Independent Learning Contract in consultation with David Marr. Interested students who have a project in mind should arrange an appointment to meet with David Marr between January 10 and March 1, 2007 to discuss their plans. Students may contact David at (360) 867-6751, or The Evergreen State College, Lab II, Olympia, WA 98505, or marrd@evergreen.edu.

Student Originated Studies (SOS) offers opportunities for juniors and seniors to create their own course of study and research. Prior to the beginning of spring quarter, interested individual students or small groups of students consult with the faculty sponsor about their proposed projects. The faculty sponsor will support students to do research in American literature, American history and American philosophy, as well as other areas of the humanities.

Previous SOS projects by Evergreen students have explored such topics as Utopian schemes in art and life, comedy, George Orwell, the sense of place in American fiction, the Blues past and present, the concept of ideology, American pragmatism, the Harlem Renaissance, and the Emerson-Ellison axis in American thought.

Total: 16 credits.

Enrollment: 25

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

Women's Voices and Images of Women: Studies in Literature and Cinema

Spring quarter

Faculty: Harumi Moruzzi, Stephanie Kozick

Major areas of study include human development, gender studies, cultural studies, literature, film studies and expository writing.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

This coordinated studies program is designed for students who are interested in cross-cultural exploration of the concept of woman and her voice/selfhood. The heterogeneity of women that we encounter in literature, art, cinema, as well as in our daily lives, often makes us wonder if there is any such an entity as the universal woman. Each woman seems to possess her individual identity even when she appears to conform to the socially prescribed women's role.

In this interdisciplinary program, we will explore the concept of woman and her selfhood by examining voices of women in literature, art and philosophy, while comparing them with the images of women presented in cinema and media. These explorations will be conducted through lectures, workshops, film viewing, book and film seminars and critical writings. Our study will adopt an international perspective that will add breadth and depth to our investigation of women as autonomous human beings living in concrete social contexts.

Total: 16 credits.

Enrollment: 48

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

Program is preparatory for careers and future studies in literature, cultural studies, film studies, gender studies and human development.

A similar program is expected to be offered in 2008-09.

This program is also listed under Programs for Freshmen.

ENVIRONMENTAL STUDIES

Affiliated Faculty:

Sharon Anthony
Maria Bastaki
Frederica Bowcutt
Paul Butler
Gerardo Chin-Leo
Robert Cole
Amy Cook
Carolyn Dobbs
Dylan Fischer
Russell Fox
Martha Henderson
Heather Heying
John Longino
Cheri Lucas-Jennings
Lee Lyttle
Ralph Murphy
Nalini Nadkarni
Lin Nelson
John Perkins
Paul Przybylowicz
Liza Rognas
Martha Rosemeyer
Steve Scheuerell
Alison Styring
Kenneth D. Tabbutt
Erik V. Thuesen
Ted Whitesell
Tom Womeldorff

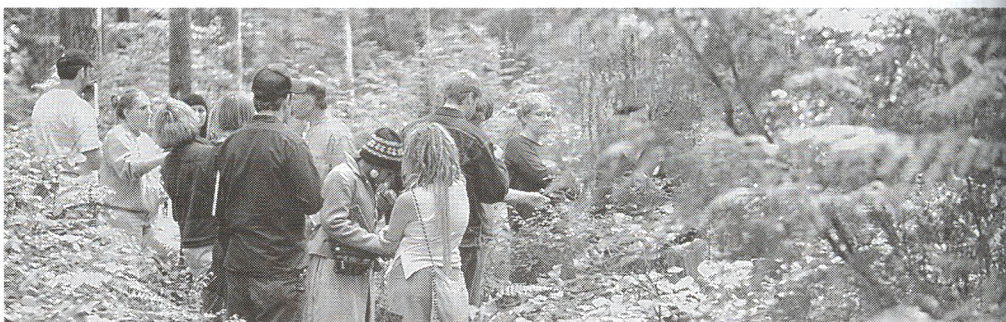
The Environmental Studies (ES) planning unit offers broadly interdisciplinary academic studies within and across three distinctive thematic areas. In any year, each thematic area explores some of its own set of topics, listed here:

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 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.

Environmental Sciences—Deals primarily with the study of the underlying mechanisms and structures of natural systems, both living and nonliving. Environmental sciences often involve significant laboratory and field work. They include biogeochemistry, biology, chemistry, climatology, ecology, evolutionary biology, forest ecology, geology, hydrology, environmental analysis, marine biology and oceanography with issues of global climate change.

Each of these thematic areas will always be offered for students who wish to focus on a particular theme, although there will also be significant overlap. Programs will be interdisciplinary among themes, as well as within a particular theme. Students should also consider programs in political economy, physical science and mathematics.



Please note that for students who intend to pursue graduate studies in environmental studies or science, a minimum of one full year of undergraduate study in biology, chemistry and statistics is recommended. Some graduate programs also require physics. These subjects may also be prerequisites to some of the upper-division environmental studies programs. Students should also consider gaining research experience by participating in the Advanced Research in Environmental Studies program; this can serve as a capstone to their academic work in this planning unit.

To help you choose your programs, the descriptions on the following pages list the significant content in each of the three thematic areas. In addition, any of the Environmental Studies faculty can advise students on their choice of program. Students should feel free to call or e-mail faculty whose interests overlap their own to seek advice. Another advising resource is the Environmental Studies coordinator, who will be aware of any updates that have been made to the catalog since it was printed. The name and e-mail of the Environmental Studies coordinator is available from Academic Advising.

Environmental Studies has repeating programs that are offered every year or every other year. Some program titles and content, however, change from year to year. Thus, the same program offered in two different years—while covering the same general topic areas—may have different faculty and significantly different foci. Conversely, faculty often teach the same topic in different programs each year. For example, introductory plant biology is taught roughly every other year often in interdisciplinary programs of different titles that integrate art, history, non-fiction writing, or economic botany. Environmental Studies also provides one-of-a-kind programs that faculty create in response to a unique combination of interests, events and synergy.

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. Other repeating programs include Animal Behavior, Ecological Agriculture, Practice of Sustainable Agriculture, Hydrology, Marine Life, Plant Ecology and Taxonomy, Temperate Rainforests and Tropical Rainforests, which are offered on an alternate-year schedule. Each year there are programs primarily focused on the Pacific Northwest. Programs focusing on human communities and environmental policy are also offered every year, although the program titles change.

The Masters in Environmental Studies (MES) program shares faculty with the undergraduate curriculum and MES electives, which are taught in the evenings, frequently allow advanced undergraduates to enroll.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Advanced Research in Environmental Studies

Fall, Winter and Spring quarters

Faculty: Gerardo Chin-Leo, Martha Henderson, John Longino, Nalini Nadkarni, Lin Nelson, Erik Thuesen

Major areas of study include areas of student work.

Class Standing: Juniors or seniors.

Prerequisites: Negotiated individually with faculty.

Faculty Signature: Students must contact individual faculty to work out arrangements.

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 research conducted by the student 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.

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.

Martha Henderson studies the ways in which humans transform Earth's surfaces. She is particularly interested in cultural and social ideas that become evident in landscapes. Students interested in cultural landscapes, ethnic studies, environmental history, land-use patterns and urban agriculture are encouraged to develop projects. Qualitative research methodologies will be taught.

John Longino studies insect taxonomy and ecology, with 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 is a social scientist who has worked with national and regional organizations doing research and advocacy on the linkages among environment, health and community. Students who would like to assist in developing case studies of environmental health in Northwest communities (with a focus on environmental justice and environment-labor connections) can contact her. A related area, for students with sufficient preparation, is the examination of Washington state's plan to phase out selected persistent, bioaccumulative toxins.

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.

Total: 4 to 16 credits each quarter. Students will negotiate credit with faculty sponsor.

Special Expenses: Transportation costs may be needed for field work.

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.

A similar program is expected to be offered in 2007–08.

Environmental Analysis: Chemistry and Geology of Aqueous Systems

Fall, Winter and Spring quarters

Faculty: Jeff Kelly, Clyde Barlow, James Stroh

Major areas of study include analytical chemistry, geochemistry, geohydrology, Geographic Information Systems, statistics, chemical instrumentation and group projects. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters will receive upper-division credit for both quarters.

Class Standing: Juniors or seniors; transfer students welcome.

Sophomores should consult faculty to enroll: Jeff Kelly, (360) 867-6053 or kelly@evergreen.edu; Clyde Barlow, (360) 867-6053 or barlowc@evergreen.edu; or Jim Stroh, (360) 867-6762 or strohj@evergreen.edu.

Prerequisites: One year college chemistry and college algebra required; physical geology and trigonometry strongly recommended.

Baseline assessment of natural ecosystems and determination of environmental contamination require accurate chemical and geological measurements. Students in this program will study geology and chemistry of ecosystems, using theoretical and experimental methods. This program will integrate chemical and physical applications of geology to aquatic systems. Students will learn instrumental techniques of chemical analysis in an advanced laboratory where technical writing will be emphasized.

During fall and winter quarters, topics in geochemistry, hydrology, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis will be addressed. Students will participate in group projects working on the physical and chemical properties of natural water systems, especially lakes, bogs and streams. Procedures based on EPA, USGS and other guidelines will be developed to analyze for both major and trace materials using atomic absorption spectroscopy, inductively-coupled plasma spectroscopy, polarography, ion chromatography and GC-mass spectrometry. Computers and statistical methods will be used extensively for data analysis and simulation as well as for work on GIS.

Spring quarter will be devoted largely to project work and completing studies of statistics and analytical chemistry. Presentation of project results in both oral and written form will conclude the year.

Total: 16 credits fall quarter; 12 or 16 credits winter quarter; 8, 12 or 16 credits spring quarter.

Enrollment: 45

Special Expenses: Approximately \$250 for one-week field trip to Sun Lakes in eastern Washington.

Internship Possibilities: Under special circumstances with faculty approval.

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

This program is also listed under Scientific Inquiry.

Feminisms: Local to Global

Fall, Winter and Spring quarters

Faculty: Therese Saliba, Lin Nelson

Major areas of study include social science, women's studies, gender studies, environmental studies, community studies, international studies, social movements and multicultural literature.

Class Standing: Sophomores or above; transfer students welcome.

This program offers an overview of the contentious and problematic constructions of gender and women's lived experiences, both locally and globally. Drawing on environmental studies, cultural studies and gender studies, we will examine issues of women's bodies, health, population, development and women's involvement in social justice movements. We will also examine the many approaches to feminism, the methods for studying women's lives, within contemporary global structures of power—including economic and cultural globalization, militarization and environmental degradation.

Beginning with colonialist representations, we will examine the ways women have been aligned with the natural world in ethnography, literature and film. These representations of gender, sexuality, class, culture and national identity lay the foundation for the eroticization of inequality and the devaluing of women's reproductive health and daily labors. We will work to disentangle woman-centered practices around the globe from culturally appropriated forms that use women symbolically and limit their power. The continuity of stereotypical images in the mass media and in public discourse often form the basis for both domestic and foreign policies in population control, women's health and labor practices. Significantly, such policies have often fostered global networks of resistance, which will be a central focus of this program.

Our work will therefore focus on women's involvement and leadership in movements around environmental, social, and economic justice, cultural sovereignty, population, reproductive rights and development. Much of public policy and international relations are gendered in many ways, sometimes because women are the target of population policy or more subtly because gender is an important filter for ideas and resources in development. We will explore how gender and gendered models shape policy and how these patterns have become the focus of discussion, action and resistance in communities around the world.

We will also investigate how, across distance and difference, women are exploring their relationship to environment and development (access to natural resources, environmental health risks, creation of sustainable alternatives) and building international ties and solidarity efforts. Our examination will feature women working across borders to create and sustain movements for social justice; these case studies will likely include women's resistance to sweatshops in free trade zones, struggles for environmental health in the face of industrial hazards and campaigns for safe pharmaceuticals. A central focus will be on women's opposition to militarization in the United States and the Middle East, in the context of global militarism and its impacts on women's lives, work and health.

Our analysis and experience will be developed as we study various analytic texts, oral histories and literature. We will work on developing skills in interviewing, expository and creative writing, policy analysis and public interest journalism. We will consult with regional analysts and activists to better understand the potential for advocacy that links a diversity of communities. We will also analyze the role of the United Nations, governments, corporations, the network of non-governmental organizations and cross-border projects as we work to understand the conditions for and barriers to women's well-being.

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

Students will be involved in projects connecting them to regional networks and resources.

During spring quarter, students will work on individual or collaborative projects on women's issues and/or intern with a women's organization.

Total: 16 credits fall and winter quarters; 12 or 16 credits spring quarter.

Enrollment: 50

Special Expenses: Approximately \$75 each quarter for field trips.

Internship Possibilities: During spring quarter with faculty approval.

Program is preparatory for careers and future studies in social science, women's advocacy, environmental/development policy, international or community non-governmental organizations, social justice advocacy, education and writing.

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

Fire and Water: The Role of the Sun and the Ocean in Global Climate Change

Fall quarter

Faculty: Gerardo Chin-Leo, E.J. Zita

Major areas of study include introductory physics, earth science, marine science and environmental studies.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: General biology and algebra.

Over geologic time the Earth has experienced wide fluctuations in climate, such as ice ages. Earth is currently experiencing a rapid warming trend. A major factor determining global climate is the intensity of the Sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. Climate changes involve complex interactions between astronomical and Earth-bound processes.

This program will examine some of these interactions. Specifically, we will examine how the Sun's output has varied over geologic time. We will also examine how the oceans impact global climate by redistributing the Sun's energy and affecting the composition of the atmosphere. We will discuss how changes in ocean circulation may explain climatic changes over geologic time. We will also study how marine microorganisms play a major role in the cycling of gases that affect climate. Finally, we will discuss contemporary global warming, examining the contribution of human activities and fluctuations in solar output. We will critique proposed schemes to engineer solutions to global warming such as the sequestration of anthropogenic carbon into the deep sea.

Our study will examine various physical, chemical, geological and biological processes. This requires a basic understanding of biology and chemistry as well as facility with algebra and an ability to learn pre-calculus. The material will be presented through lectures, workshops, laboratories and seminars. We will draw on the primary literature whenever possible for a rigorous scientific treatment of this topic. Students will do significant teamwork and will research in depth questions of particular interest. We will have weekly online assignments, so students should be comfortable using computers and the Internet.

Total: 16 credits.

Enrollment: 50

Program is preparatory for careers and future studies in natural science, life sciences, science writing and education.

This program is also listed under Scientific Inquiry.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Food

Fall, Winter and Spring quarters

Faculty: Nancy Murray, Donald Morisato, Martha Rosemeyer
Major areas of study include chemistry, nutrition, biochemistry, genetics and issues in food science.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: High school biology and chemistry. This is a science intensive program and is not intended as a survey program.

Why are some foods nutritionally better either cooked or raw? What is the chemistry behind leavening agents such as baking powder? How has the quest for salt dominated trade for centuries?

Throughout history, food has not only been essential for human sustenance, but has long played a central role in the economic and cultural life of civilizations. This program will provide an interdisciplinary exploration of food, focusing primarily on the biology and chemistry of food, and also including political, historical and anthropological perspectives. In all these cases, students will directly apply concepts in laboratory experiments and the practice of cooking.

The fall quarter will focus on how we produce and preserve food. We will explore the biochemistry of food, beginning with basic chemical concepts and moving to understanding complex molecules like carbohydrates and proteins. We will consider the genetic principles of animal and plant breeding, a careful examination of such issues as genetically modified organisms and the use of pesticides. We will examine the chemistry and microbiology of ancient food preservation and processing methods, such as cured ham, salted cod, fruit jams and cheese.

In the winter quarter, we will concentrate on cooking and eating. We will examine what the process of cooking does at the biochemical level. We will consider how our bodies break down and recover nutrients from food by studying the process of metabolism and cellular respiration. We will look at how vitamins and antioxidants work. The enjoyment of food relies on our ability to taste and smell. We will examine the neurobiology of these processes and study how some foods, like chili peppers and chocolate, can alter mood. Finally, we will investigate the relationship between diet, disease and genetics.

In the spring quarter, students will pursue independent projects, investigating an aspect of food or cooking, that may involve experiments in the field or in the laboratory.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in the biological fields, including ecological agriculture, genetics, biochemistry, nutrition and chemistry.

This program is also listed under Programs for Freshmen and Scientific Inquiry.

Forensics and Criminal Behavior

Fall, Winter and Spring quarters

Faculty: Sharon Anthony, Toska Olson, Rebecca Sunderman

Major areas of study include forensic science (aspects of chemistry, molecular biology, physics, physical anthropology, entomology and pathology), forensic science lab, sociology of criminal behavior, quantitative reasoning and writing.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

Prerequisites: Although there are no prerequisites for this program, a good understanding of science and Algebra I and II will be helpful and are strongly recommended.

Why is crime such a central focus in modern American society? How is a crime scene analyzed? How are crimes solved? How can we prevent violent crime and murder? This program will integrate sociological and forensic science perspectives to investigate crime and societal responses to it. We will explore how social and cultural factors including race, class and gender are associated with crime and criminal behavior. In addition, we will consider 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, fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains.

This program will use 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. In addition to weekly writing and quantitative assignments, students will engage in research writing and conduct team projects in crime scene investigation.

Total: 16 credits each quarter.

Enrollment: 69

Special Expenses: \$90 for field trips.

Program is preparatory for careers and future studies in forensic science, education, science, criminology and sociology.

This program is also listed under Programs for Freshmen; Scientific Inquiry; and Society, Politics, Behavior and Change.

The Fungal Kingdom: Lichens and Mushrooms, Nature's Recyclers

Fall quarter

Faculty: Paul Przybylowicz, TBA

Major areas of study include mycology, and the taxonomy, biology and ecology of lichens and mushrooms. Upper-division credit will be awarded for upper-division work.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year of general biology and one quarter of ecology or natural history.

Plants capture solar energy and convert it to chemical energy that fuels almost all organisms, including humans. Through this process, plants also capture numerous nutrients and minerals and convert them to forms that other organisms can use. At the other end of the plant lifecycle are the fungi which break down organic matter and release minerals and nutrients for reuse. While many of us are familiar with the plants that surround us, few people are aware of the myriad of fungi that are ubiquitous in our daily environment, especially here in the Pacific Northwest.

The central questions in this program will focus on understanding these unique and pivotal organisms. Where are they? How do they get their energy? What roles do they play in ecosystems? How do they grow? What do they taste like?

Students will gain proficiency in and/or knowledge of mushroom and lichen taxonomy, their ecology and biology, lab techniques for culturing them, as well as be engaged in technical writing, library research, critical thinking and developing their oral presentation skills. There will be an emphasis on work in the laboratory learning to classify lichens and mushrooms using chemical and microscopic tech-

niques. Students will work with a wide variety of taxonomic keys to accurately identify mushrooms and lichens. In addition to lecture and laboratory activities, there will be numerous field trips and a student research project.

Total: 16 credits.

Enrollment: 40

Special Expenses: Two multi-day field trips, one to the central Oregon coast, approximately \$125.

Program is preparatory for careers and future studies in ecology, biology, natural history, education and environmental studies.

Introduction to Environmental Studies: Water, Energy and Forest Ecosystems

Fall and Winter quarters

Faculty: Rob Cole, Dylan Fischer

Major areas of study include environmental studies, forest ecology, introductory freshwater ecology, quantitative modeling, writing and field research methods.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

This program will explore the many connections between the landscapes and the waterscapes of the Pacific Northwest. The region is characterized by its geology, its climate and the vast interplay between land and water. We will adopt an ecosystems approach to study the forests and their interaction with the atmosphere and the soils and the hydrology of the region. We will also examine how humans have historically used the resources of the Pacific Northwest, as well as explore options for the future that are more sustainable than the historic ones.

Physical principles of water movement in forest ecosystems play a large role in determining how the natural world works in multiple temporal and spatial scales. We will study the energy, hydrological and nutrient cycles in forest and stream ecosystems. Students will explore the energy requirements to lift water from the soil to over three hundred feet in the air where it evaporates from the surface of a leaf and understand why there are hydraulic limits to the height of a tree. We will explore the physical principles of forest metabolism and the role these principles play in other portions of the ecosystem.

Field work will be a significant part of this program. We will be monitoring and measuring a variety of parameters of forest respiration and water quality and indices of physical and biological health. We will trace the hydrological cycle in forests and construct simulation models of the processes involved. Students will gain a solid understanding of quantitative model building based upon their field data. Group projects and workshops will focus on measuring water and energy budgets for forest ecosystems and will use state-of-the-art technology to estimate the nature of these budgets. Field trips and workshops will provide hands-on opportunities for group research and will expose students to topics in current Northwest ecological research.

Total: 16 credits each quarter.

Enrollment: 46

Special Expenses: \$200 each quarter for overnight field trips.

Program is preparatory for careers and future studies in environmental studies, environmental science, education, natural resource management, earth sciences and public policy.

This program is also listed under Programs for Freshmen.

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

The Nature of Natural History

Fall and Winter quarters

Faculty: Frederica Bowcutt, Alison Styring

Major areas of study include natural history, introduction to biology, field botany, field ornithology, writing and ecosystems of the Pacific Northwest.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

This is a field-based program focused on the natural history of Washington state. As a learning community, we will travel to a variety of ecosystems including high desert, rainforests, coastal dunes, prairies, riparian woodlands, marshes, subalpine areas and alpine zones. We will study environmental gradients and learn how climate and geomorphology affect plant and animal life. Students can expect to learn the plants and animals common in the Pacific Northwest. In addition to studying fresh plant material, students will also study herbarium specimens. Plant identification skills will include learning how to identify deciduous shrubs and trees in winter based on twig characteristics.

Students will learn to recognize the calls and songs of birds common to the 1,000 acre wooded campus of Evergreen. We will study preserved specimens of animals to learn basic morphology and anatomy. Students will maintain a detailed natural history journal for six months and study 18th- and 19th-century natural history journals as models. We will develop basic illustration skills to sketch our observations in the field. We will explore the influence of strong observational skills on the quality of quantitative approaches through a comparative field study of the key terrestrial ecosystems in Washington state. Our study in the field will be supported by work with a textbook on basic biology.

We will ponder the following questions: What is natural history? What roles do natural historians play today? Is natural history different from ecology or other life sciences, and if so, how? What do natural historians do? What kinds of questions do they ask? What kinds of methods do they use? What is the history of natural history in the Western world?

In addition to practicing the art and science of natural history, we will study the cultural history of natural history. Students will explore the rise of natural history with particular emphasis on the Victorian era, arguably the pinnacle of its popularity.

Total: 16 credits each quarter.

Enrollment: 46

Special Expenses: Approximately \$250 for overnight field trips.

Program is preparatory for careers and future studies in conservation, biology, botany, ecological restoration, forestry, natural resource management, plant ecology, plant taxonomy, and education.

This program is also listed under Programs for Freshmen.

Political and Cultural Exchange in the Eastern Mediterranean Landscape: From Bosphorus to Suez

Fall, Winter and Spring quarters

Faculty: Steve Niva, Martha Henderson

Major areas of study include geography, cultural anthropology, political science and history.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Although primarily known as a site of political conflict, war and terrorism, the Eastern Mediterranean is one of the richest areas of cultural, economic and political exchange in world history. Situated between Europe and the Middle East, this area includes the lands we know today as Greece, Turkey, Lebanon, Israel, Palestine, Cyprus and Egypt that are historically linked through a dense and longstanding web of intellectual, religious, economic and political interconnections. Appreciating this long history of political and cultural exchange is crucial for developing perspectives that transcend narrow notions of mutually exclusive "Western" and "Eastern" cultures and civilizations that underlie many contemporary global conflicts.

Taking a perspective drawn primarily from cultural and physical geography, and political economy analysis, the program will examine how landscapes, cultural processes and political and social institutions have been constructed and transformed over time in this region. It will trace this region's evolution from interactions between ancient Greece and Egypt to the expansion of Christianity and Islam to the present expansion of the European Union and Euro-Med Free Trade Zone to the coast of North Africa and Egypt. In the process, we will explore how cultural identities and lived cultures were created and contested through these interactions, how the material and environmental bases of these cultures shaped daily life, and how different political and religious institutions have influenced and sought to organize the region. We will also focus on food and clothing, popular culture, intellectual and artistic production, and patterns of trade and commerce.

In the fall, the program will focus on travel narratives and the early history of political and cultural exchange in the region, such as that between ancient Greece and Egypt and the world of Christendom and Islam. Through field trips to selected sites in Washington state, students will learn how to conduct field studies and construct travel narratives that are attuned to physical and cultural landscapes and political institutions.

In the winter, the program will focus on the modern period by addressing the impact of European colonialism, the emergence of modern nation-states and the formation of new patterns of trade and cultural exchange. We will pay particular attention to the immense cultural and political dislocations imposed by the creation of territorial boundaries between Greece and Turkey and in the Middle East, especially the Israeli-Palestinian conflict. We will also examine how contemporary economic globalization and free-trade zones are transforming the region.

In the spring, students will travel abroad to the region, with extended stays in Turkey, including its coastal areas, and Egypt. This four-week travel abroad program will examine how patterns of political and cultural exchange relate to contemporary realities in the region. Upon returning to campus, students will prepare papers and materials based on their travel experience.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$250 for fall quarter field trip; Approximately \$2,800 spring quarter for a four-week study abroad to Turkey and Egypt.

Program is preparatory for careers and future studies in education (including geography and history credits for teacher accreditation), international service (non-governmental or governmental organizations), social justice and human rights.

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

Political Ecology of Land

Fall and Winter quarters

Faculty: Ralph Murphy, Carolyn Dobbs

Major areas of study include land use planning and growth management, policy analysis, statistics, principles of economics, American government and federalism, case studies in environmental policy and implementation, research methods and projects.

Class Standing: Juniors or seniors; transfer students welcome.

This upper-division program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. We will give special attention to the political, economic, social/cultural and environmental contexts of land use. We will also look at land ethics, concepts of land ownership and efforts to regulate land uses and protect lands that have been defined as worthy by society.

To understand the context, role and purposes of land policy and regulation, several social science disciplines will be explored. Selected aspects of the following topics and disciplines will be used to evaluate human treatment of land primarily in the United States: history and economic development; the structure and function of American government and federalism; public policy formation and implementation; land use planning and growth management; elements of environmental and land use law; economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods. Taken together, these topics examine the diversity of ideas and skills required for developing an in-depth analysis of land issues.

Our goal is to have students leave the program with a comprehensive understanding of the complexity of issues surrounding land. The program will include lectures, seminars, guest speakers, research workshops, field trips in western Washington and individual and group research projects and presentations.

Total: 16 credits each quarter.

Enrollment: 50

Program is preparatory for careers and future studies in land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management.

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

OFFERINGS BEGINNING WINTER QUARTER

Innovations in Environmental Policy

Winter and Spring quarters

Faculty: Cheri Lucas Jennings, John Perkins

Major areas of study include American law and environmental protection, environmental science in the context of environmental regulation, history of the environmental movement, research methods for advanced undergraduates, simple descriptive and inferential statistics and communication methods in environmental work.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Study in natural science and/or political economy history recommended.

Faculty Signature: Submit samples of previous written work and unofficial transcript. An interview is required. Application forms are available from Cheri Lucas Jennings, lucasc@evergreen.edu, or (360) 867-6782 or John Perkins, perkinsj@evergreen.edu or (360) 867-6503. Applications received by the Academic Fair, November 29, 2006, will be given priority. Qualified students will be accepted until the program fills.

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

What is the future of environmental protection in the United States? In the world? Why is the environmental agenda of the 21st century so different from its incredible vigor of the 1970s? How do specialists and citizens communicate with a powerful, active voice that embodies a hope for a sustainable future? These are the questions that motivate this two-quarter advanced program.

During the winter, we will read about the origins of the environmental movement in the 1970s, the enormous development of environmental science, and the innovations in the United States, state and tribal law and practices. We will then explore executive discretion and congressional shifts, especially during the period 1980 to 2004. In the process, we will examine how an activist movement for environmental protection changed into a specialized industry based on increasingly advanced science with ritualized activities and modes of communication. Additionally, we will see how "innovation" became a prominent theme for government after the mid-1990s.

Prominent examples of innovation included: substitution of "cap and trade" for "command and control" regulations, development of environmental management systems, advocacy of the "precautionary principle" as a regulatory framework, integration of environmental impact assessment with permitting processes, development of habitat conservation plans as the foundation for development schemes, using "sustainability" as a guideline for investment and development, and the promotion of alternative lifestyles and technologies to avoid existing problems. What were these innovations for? Where did they come from? Did they work, or were they a degradation of older laws?

Students will prepare a prospectus for team or individual projects to be completed in spring quarter. All projects will focus on a topic of innovation and the communications that must accompany any proposed change in an issue of natural resource management or preservation, development of alternative sources, environmental justice, or health.

In the spring, the program will focus on a series of projects currently under consideration by federal, tribal, state and local agencies, environmental coalitions, and other non-governmental organizations (NGO's). Some of these will be derived from national symposia on environmental innovation held in 2000, 2003, and 2005. Students' final presentations will be to the campus and larger community at the end of spring quarter, framed in such a way as to be appropriate for presentation at an EPA sponsored environmental symposium.

The program will feature two kinds of skill-building workshops: basic statistical methods for data presentation and alternative presentation methods, including print, broadcast and web-based communications.

Total: 16 credits each quarter.

Enrollment: 42

Internship Possibilities: Spring quarter with faculty approval.

Program is preparatory for careers and future studies in planning, regulation, communications, education, history, law, public health and environmental science.

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

Marine Life: Marine Organisms and Their Environments

Winter and Spring quarters

Faculty: Gerardo Chin-Leo, Erik V. Thuesen

Major areas of study include biological oceanography, marine biology, marine science laboratory and marine science research. All credit

▼ OFFERINGS BEGINNING SPRING QUARTER

will be upper-division science for those students completing both quarters of the program.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: At least two quarters of college chemistry with labs and two quarters of biological sciences with labs, college-level algebra, an ability to work easily with numbers and equations.

Marine Life focuses on marine organisms, the sea as a habitat, relationships between the organisms and the physical/chemical properties of their environments and their adaptations to those environments. Students will study marine organisms, elements of biological, chemical and physical oceanography, field sampling methods with associated statistics and laboratory techniques. Adaptations to diverse marine environments and marine microbiology will also be emphasized. The class will study physical features of marine waters, nutrients, biological productivity and regional topics in marine science. Concepts will be applied via faculty-designed experiments and student-designed research projects. Data analysis will be facilitated through the use of Excel spreadsheets and elementary statistics. Seminars will analyze appropriate primary literature on topics from lectures and research projects.

The faculty will facilitate identification of student research projects, which may range from studies of trace metals in local organisms and sediments to ecological investigations of local estuarine animals. Students will design their research projects during winter quarter and write a research proposal that will undergo class-wide peer review. The research projects will then be carried out during spring quarter. The scientific process is completed when results of the research projects are documented in written papers and students give oral presentations during the last week of spring quarter. Because the research project continues across two quarters, students are strongly recommended to commit to both quarters of the program.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: Up to \$250 each quarter for multi-day field trips.

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

A similar program is expected to be offered in 2008-09.

This program is also listed under Scientific Inquiry.

OFFERINGS BEGINNING SPRING QUARTER

Animal Behavior

Spring quarter

Faculty: Heather Haying

Major areas of study include behavioral ecology, evolution, zoology and statistics.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: At least one year of college-level biology required, and one year of college-level writing. Students should also have background in evolutionary and ecological theory, or be prepared to quickly catch up with substantial readings from the texts that we will not be discussing in class.

Faculty Signature: Students must submit an application containing: 1) A short essay addressing your background in ecology and evolution, and why you are interested in the program. 2) A copy of an evaluation from a previous science program. 3) The name and telephone number of a previous instructor. 4) Your contact information (telephone number and e-mail address). Assessment will be based primarily on writing skills and background knowledge in organismal biology.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Submit applications by e-mail to Heather Heying, heyinh@evergreen.edu. Applications received by March 7, 2007, will be given priority. Qualified students will be accepted until the program fills.

What do animals do? How do animals achieve these things? Why do animals do what they do? In this program, students will begin to answer these questions with extensive use of the existing literature and by generating their own data in independent research projects. Animals hibernate, forage, mate, form social groups, compete, communicate, care for their young, and so much more. They do so with the tools of their physiology, anatomy, and, in some cases, culture, for reasons having to do with their particular ecology and evolutionary history. By focusing on the interplay between ecology and evolution, we can understand animal behavior.

In this program, we will begin with a review of animal diversity and continue our studies of behavior from both a theoretical and an empirical perspective. Students will be expected to engage some of the complex, and often contradictory, scientific predictions and results that have been generated in this field, as well as undertake their own intensive field research. After studying the methods, statistical tests, and literature base frequently used in behavioral research, students will generate their own hypotheses, and go into the field to test them over several weeks of research. Research will be written up into scientific papers and presented to the entire program in a mini-conference in the final week.

Some topics that we will focus on include mating systems, territoriality, female mate choice, competition, communication, parental care, game theory, plant/animal interactions and convergent evolution. Seminar readings will focus on one group of animals in particular: the primates, including *Homo sapiens*.

Total: 16 credits.

Enrollment: 25

Special Expenses: Approximately \$100 for overnight field trips; plus additional costs as necessary to conduct research for independent projects.

Program is preparatory for careers and future studies in field biology, evolution, ecology, and other life sciences.

A similar program is expected to be offered in 2008–09.

The Practice of Sustainable Agriculture

Spring, Summer and Fall quarters

Faculty: TBA

Major areas of study include practical horticulture and organic farming practices.

Class Standing: Juniors or seniors; transfer students welcome.

Faculty Signature: Application and interview are required. To apply, contact Melissa Barker, Organic Farm Manager, barkerm@evergreen.edu or (360) 867-6160 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 March 7, 2007, will be given priority. Qualified students will be accepted until the program fills.

This program integrates the theoretical and practical aspects of small-scale organic farming in the Pacific Northwest throughout the spring, summer and fall quarters. Each week includes eight hours of classroom instruction and twenty hours of hands-on work on Evergreen's Organic Farm. This program is designed to complement the broader and ecological systems focus of the Ecological Agriculture program. Students will explore basic farm management, which will include seasonal crop production, nutrient management, animal husbandry, irrigation, plant breeding for seed production, weed and pest control, as well as direct and wholesale marketing. Working with state-of-

the-art facilities will introduce students to vermiculture, composting and biodiesel production. These topics will provide a framework and foundation for more specific concepts to be explored each season.

In spring, the program will focus on soils, practical horticulture, greenhouse management, crop rotation and equipment maintenance. In the summer, students will explore their personal agricultural interests through a research project. The program will also visit a wide range of diverse alternative and conventional organic farms. Summer topics will include reproductive crop biology, fruit production and food preservation, as well as outbuilding construction, with basic workshops on plumbing and electricity. The fall quarter will focus on winter crop production, cover crops, entomology and plant pathology, genetics and seed saving, compost biology, food storage and farm business planning.

After completing the Practice of Sustainable Agriculture program, students will have an understanding of a whole systems approach to small-scale sustainable farm management in the Pacific Northwest.

Total: 16 credits each quarter, consisting of an 8-credit academic component and an 8-credit farm practicum.

Enrollment: 25

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

Internship Possibilities: Agriculture related with faculty approval.

Program is preparatory for careers and future studies in sustainable agriculture, horticulture, farming, environmental studies and environmental education.

A similar program is expected to be offered in 2006–07.

Protected Areas?

Spring quarter

Faculty: Carolyn Dobbs

Major areas of study include environmental studies (protected areas). All credit will be upper-division.

Class Standing: Juniors or seniors; transfer students welcome.

This program intensively examines the concept and reality of protected areas in the United States and internationally. The central focus of the class will be to develop a supported answer to the question: In what senses are these areas protected? We will explore the question from a number of perspectives such as: for whom, by whom, for what purposes, in what ways, for how long and in the face of what threats and/or challenges? Other variables will include indigenous rights, biodiversity and conservation, the tension between access and protecting natural resources, use patterns within and/or near protected areas, governance, and the roles of domestic and international organizations and agencies that work with protected areas. We will study terrestrial and marine protected areas.

Students will gain an introduction to a range of issues for domestic and international protected areas. They will learn how to find information about protected areas and related issues and which agencies and organizations are involved with protected area interests. Students will share their new knowledge through seminars, presentations and research and will evaluate that learning at the end of the quarter.

Total: 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in protected areas in public, private and non-governmental entities, either in the U.S. or internationally.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Restoring Landscapes

Spring quarter

Faculty: Matt Smith, Frederica Bowcutt

Major areas of study include environmental history, ecology, field botany and geography.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Ecological restoration has become a central concept in land management, development and in the efforts of environmental activists. Yet the phrase often conceals as much as it reveals. What exactly is being restored? To what condition? For what reasons? This program will examine these issues by focusing on the underlying beliefs, values and ideas that lie behind the concept of ecological restoration while at the same time introducing ourselves to the practices and issues surrounding this understanding of landscape.

As a learning community we will reflect on the following questions: How can we understand landscapes as the products of humans' engagement with the natural world? How can we move beyond the polarized romantic concepts of humans and nature and beyond the economic category of nature as resource? What philosophical, conceptual and practical concepts can help us create sustainable landscapes that allow us to live well with each other and the natural world?

We will explore these questions through readings in the following disciplines: landscape architecture, ecology, geography and environmental history. We will link theory and practice by studying contemporary efforts to restore local prairies in the Puget lowlands. We will assist The Nature Conservancy in current restoration efforts. We will also visit remnant prairies at Fort Lewis and in the Columbia Gorge. Students will conduct research on ecological restoration case studies. Students are required to attend all field trips including an overnight trip.

Total: 16 credits.

Enrollment: 48

Special Expenses: Approximately \$150 to \$200 for field trip to eastern Washington and Oregon.

Program is preparatory for careers and future studies in conservation, education, ecological restoration, forestry, natural resource management, plant ecology, geography and environmental history.

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

Sustainable Futures: Moving Into the Post-Petroleum Age

Spring quarter

Faculty: Rob Cole

Major areas of study include environmental studies, methods of sustainability analysis, writing, and energy and resource futures.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

This program will use a systems approach to explore emerging technologies, social behaviors, and alternative practices that will lead us towards a sustainable future. Our premise is that the end of inexpensive petroleum is at hand and that this will have a huge impact on the current activities of humans all over the world. We will examine renewable energy alternatives, 'green' building methods, low-impact industrial processes, new approaches to food production and less toxic methods of producing, using and disposing of products from clothing to computers.

We will investigate the elements and systems that support our current lifestyle and explore several measures of the sustainability of that lifestyle. We will examine a number of indicators of regional, national and global sustainability, survey what is being done in countries more advanced than the United States, and develop quantitative methods to compare different approaches. Students will do an intensive audit of their own consumption practices and will have the opportunity to research alternatives.

In the 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 to interpret quantitative data from a variety of sources. During an overnight field trip we will visit sites in the region where sustainable practices are being used.

Total: 16 credits.

Enrollment: 23

Special Expenses: \$200 for an overnight field trip.

Program is preparatory for careers and future studies in environmental studies, environmental science, education, natural resource management, earth sciences and public policy.

This program is also listed under Programs for Freshmen.

EXPRESSIVE ARTS

In the **Expressive Arts** area, students gain skills and experience in the arts with a special focus on connecting theory and practice. Students often work collaboratively and in more than one art form simultaneously, exploring cross-disciplinary approaches to a theme. Program themes are drawn from the scholarly and creative work of the faculty, keeping the curriculum vital and relevant. Most programs take a hands-on approach, offering students ample opportunities for skill development, but a theme-based curriculum cannot provide sequential skill training in every art form. The area offers yearly work in the performing arts (theater, music and dance), media arts and visual arts. In all these contexts, the faculty strive to support a strong multicultural perspective. Moreover, we see creative work as a central element in a broad, liberal arts education. Thus, we encourage our students to seek academic studies outside the area for admission to some arts programs. Students in the arts are advised to periodically study other disciplines or to select cross-divisional programs offering the arts, such as science/arts or literature/arts.



Programs in the Expressive Arts area include annual entry-level programs in media arts (Mediaworks), performing arts (Foundations of Performing Arts) and visual arts (Foundations of Visual Art). These programs provide an introduction and theoretical foundation for work in one or more arts disciplines. Because of high student demand, enrollment in some of these programs requires the completion of a written application or a portfolio review. Students are admitted to entry-level programs in visual arts, media or theater, or advanced programs in Expressive Arts only when they have completed at least one year of interdisciplinary work outside the arts.

For intermediate and advanced arts students, individual contracts and senior thesis projects are two options for upper-division work. For both of these modes of study, students must have a minimum of three quarters' prior experience in Expressive Arts. Faculty are also available to support Student Originated Studies offerings for advanced students. Students may also enroll in part-time skill-development courses to supplement their program work. Finally, internship possibilities are available for pre-professional work experience.

Portfolio for Visual Arts: When entry into a program requires that a student present a portfolio of visual artworks, the following guidelines may be used: (1) Include at least six examples from a body of work focused on a particular theme or topic. The work may be in a single medium or in various 2-D and 3-D media. Slides, photographs and actual pieces may be included. (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of skills they have developed. (3) Include several examples of written work, such as assigned papers, creative writing and/or self-evaluations. These materials should be contained in an easily portable portfolio and arranged coherently either chronologically, by medium or by theme.

Advanced Work in Film/Video: Independent contracts are available on a limited basis to juniors or seniors who are ready for advanced work in film/video production, history and theory. Projects might involve producing a film, video or mixed-media piece; writing a script or screenplay; or researching media history or theory. Students must demonstrate a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs and courses equivalent to a concentration. Students must have at least three quarters' prior experience in Expressive Arts or have successfully completed an entry-level film and video program such as Mediaworks. Transfer students who have spent a year in interdisciplinary studies may also plan independent contracts if they have at least one year of intensive coursework in media production and theory from their former institution.

Senior Thesis: The senior thesis project in Expressive Arts is a competitive program involving the production of senior-level work in one or more media. Participating students work with a thesis committee of faculty or staff. Each spring, juniors may submit proposals for projects to pursue during the following year. Applications are reviewed by the faculty, and successful projects are supported by a small stipend.

Affiliated Faculty:

Susan Aurand — Visual Art
Andrew Buchman — Music
Arun Chandra — Music
Caryn Cline — Film/Media Studies
Sally Cloninger — Film/Video
doranne crable — Performance Studies,
Literature
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
Lucia Harrison — Visual Art
Ruth Hayes — Animation
Rose Jang — Theater
R.T. 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
Paul Sparks — Visual Art, Photography
Lisa Sweet — Visual Art
Gail Tremblay — Fiber Art, Creative Writing
Sean Williams — Ethnomusicology
Julia Zay — Video/Media Studies

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

Art, Media, Praxis

Fall, Winter and Spring quarters

Faculty: Laurie Meeker and Joe Feddersen

Major areas of study include art and media history and theory, studio arts, media production, critical writing, art/media proposal writing and independent projects in art/media installation.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year college-level study in visual arts or media arts.

Faculty Signature: Students will be selected on the basis of a portfolio review and interview beginning at the Academic Fair, May 17, 2006. The portfolio must include both visual and written work. Visual arts students must submit slides and/or art pieces while media students must submit a DVD copy of their work for review. Samples of written work may include a formal research paper or a critical analysis of visual arts or media work. Students must also submit one Evergreen Faculty Evaluation of Student Achievement or an unofficial transcript listing college courses taken. For more information contact Laurie Meeker, (360) 867-6613 or meekerl@evergreen.edu or Joe Feddersen, (360) 867-6393 or feddersj@evergreen.edu. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

Art, Media, Praxis is an intermediate to advanced interdisciplinary arts program examining current issues in contemporary visual and media arts. The program will engage both theory and practice (praxis) in the pursuit of a forum for interdisciplinary collaboration. We will focus on the intersections between visual arts and the moving image, examining installation and site-specific works. Students will develop their skills in critical writing as well as art/media production. Students entering the program will be expected to be proficient in one medium (e.g., painting, film, printmaking, video, animation, photography, drawing, digital media, sculpture, etc.) and will develop at least one interdisciplinary collaborative project in addition to the opportunity for pursuing individual work.

This program will include periods of intensive study in contemporary art/media theory with readings, film screenings, field trips and guest artists. During the fall, visual arts and media skills will be assessed, and supplemental workshops will be offered to build student skills in video, sculpture, film, printmaking, and/or photography (depending on needs). To build writing skills, students will produce at least four critical analyses of visual/media artworks. During winter, students will produce collaborative works that merge visual arts and the moving image. To inform this work, students will develop interdisciplinary research projects into a final paper and class presentation. Students will also develop their skills in proposal development, culminating in a proposal for spring project work that incorporates both visual and media arts.

Total: 16 credits each quarter.

Enrollment: 44

Special Expenses: \$300 to \$400 each quarter for art and media supplies.

Internship Possibilities: Spring only with faculty approval.

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

This program is also listed under Native American and World Indigenous Peoples Studies.

Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations

Fall and Winter quarters

Faculty: Gail Tremblay, TBA

Major areas of study include photography, digital imaging, mixed media and installation art, art history and English composition.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Students will develop a variety of skills using traditional and digital photographic techniques and computer software to manipulate photographic images as well as studying the techniques of assemblage and mixed media art. They will use those skills to build both individual and collaborative art installations that are conceptual in nature. Over the course of two quarters, students will be expected to do reading and attend slide lectures and seminars on photography and installation art. They will study the way artists around the world have combined these media to make complex and challenging works of art. As part of this study, students will examine works by a diverse group of artists including Alfredo Jaar, Hulleah Tsinhnahjinnie, Shirin Neshat, Jolene Richard, Chen Shun-Chu, Felix Gonzales Torres, Stan Douglas, Daniel Joseph Martinez, Corwin Clairmont, Miguel Fematt and Pat Ward Williams, among others.

This program is designed to support freshmen by developing their skills in English composition as well as basic skills in photography, digital imaging and mixed media art. At the same time, it is designed for students who have done previous work in a variety of artistic media and are ready to create intermediate and advanced work. Students will learn about a variety of strategies for developing both personal and political themes that create a rich visual language for viewers to interpret. All students must participate in art critiques and keep an intellectual journal that addresses the books and slide lectures. In addition, freshmen will be required to write a three-page paper on each of the books we read fall quarter, and write three five-page papers synthesizing materials from various sources we are studying during winter quarter. All students will produce a seven to ten page research paper on an artist whose work inspires them and prepare a ten-minute presentation for the class.

There will be a field trip to museums and galleries each quarter. During winter quarter, there will be an optional 11 day field trip to Merida, Mexico to attend the Encuentro de Performances, dealing with performance, video and installation art hosted by the Hemispheric Institute at New York University in conjunction with a new art school in Merida. The faculty will help any students whose work is of professional quality and relevant to the conference theme to apply to exhibit their work at the conference. The conference will have numerous workshops that the students can attend. Students will be able to make excellent contacts with artists, scholars and students from other institutions.

Total: 16 credits per quarter.

Enrollment: 48

Special Expenses: \$250 for art supplies and up to \$25 for museum fees. Approximately \$1,500 to attend an optional 11 day conference in Merida, Mexico.

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

This program is also listed under Programs for Freshmen.

Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Flat Art: Two-Dimensional Art Intensive

Fall and Winter quarters

Faculty: Lisa Sweet

Major areas of study include intermediate drawing, printmaking and painting, and art appreciation.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Foundations of Visual Art or the equivalent college-level work in drawing from observation and painting or printmaking.

Faculty Signature: Prospective students must submit a portfolio of work that includes drawings and either prints or paintings. Original art and/or slides are welcome. Please indicate prior college-level studies in art. Review of portfolios will begin at the Academic Fair, May 17, 2006. Students who are unable to attend the fair may contact Lisa Sweet directly to make an appointment for portfolio review, sweetl@evergreen.edu or (360) 867-6763. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

Artist Cay Lang suggests that the history of two-dimensional art is similar to a conversation among artists over the centuries and across cultures. Artists of the Renaissance struggled to develop a science for depicting the illusion of space on a two-dimensional plane. Artists of Byzantium, Japan and Native American communities have considered pictorial space in different ways. In the Modern era, Jackson Pollock and others rejected the canvas as a "window on another world," resisted illusionistic space and emphasized the flatness of painting. Throughout history, artists have explored a variety of media and techniques to create images by carving, brushing, printing, rubbing, drawing, erasing, layering, gluing and staining flat surfaces to make pictures. In this program, students will join this centuries-long conversation about two-dimensional images by contributing their own artistic voices to the ongoing dialogue.

Flat Art is a two-quarter immersion in artistic practice that will involve readings, research and most important: making art. Lots of it. Entering the dialogue requires discipline, curiosity and above all, having something to say. Students who already have college-level training in drawing from observation, basic printmaking and/or basic painting are invited. Over the two quarters, they will hone their drawing skills, expand their knowledge of print and paint and focus on developing an artistic inquiry that derives from their interests or experiences that will prepare them for future independent studio art work.

In the fall, students will explore a number of artistic skills in drawing, printmaking and painting through demonstrations and assignments. They will also begin to develop a body of independent work in a two-dimensional medium of their choosing (drawing, printmaking or painting). The winter quarter will be focused on the generation of a major body of work and portfolio development skills.

In both quarters, students will undertake art historical research as well as visual research to support artistic inquiry. Seminar readings will enrich our understanding of art history and aesthetics, and we'll read about ways other artists resolved creative challenges in their own work. Students should expect to work at least 40 hours a week on assignments, readings and their own flat art.

Total: 16 credits each quarter.

Enrollment: 21

Special Expenses: Approximately \$250 each quarter for art materials.

Program is preparatory for careers and future studies in the visual arts, animation, graphic design, art history and education.

Foundations of Performing Arts: The "Me" and the "Mob"

Fall, Winter and Spring quarters

Faculty: Arun Chandra, Kabby Mitchell

Major areas of study include dance, music, theater, performing arts history, theory and performance and cultural studies.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Dance reveals attention to gesture, rhythm and the body. Theater reveals in sequence whether continuous (plot oriented) or discontinuous (idea oriented). Music creates an environment experienced sensually, absent of signifying content, parallel to dance in rhythm, parallel to theater in attention to continuity. All three take the potential of human discourse and narrative, and submit it to the will and desire of human imagination.

Students and faculty will address the combined fields of music, dance and theater through workshops, lectures, seminars and student projects. In addition, we will go to professional performances in the region to see and hear visiting artists and performers. There will be technical and historical study, as well as creative projects involving groups of students.

We will examine program questions such as: What do the arts of Brazil, the African sub-continent, India and western Europe have to teach us about "rhythm" and "time" in the arts? What do historical examples of avant-garde experimentation still have to teach us about the collaborations between John Cage and Merce Cunningham, George Balanchine and Stravinsky, Bertolt Brecht and Hanns Eisler, Martha Graham and the American composers of the 1930s and 40s? What must contemporary popular art forms do to resist the cultural homogeneity of commercial absorption? How can we, as creative individuals, address examples of socially-progressive movements, such as the government of Venezuela, or the World Social Forum, and others in our work? How can our artwork address potential future political issues, such as the privatization of water, without eliciting dismissive, "been there, seen that" shrugs from the audience? How can the desperate need we have for happiness and joy not ignore the foundation of socialized misery on which we now (barely) survive?

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$50 each quarter for performance tickets.

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

This program is also listed under: Programs for Freshmen.

Foundations of Visual Art

Fall and Winter quarters

Faculty: Susan Aurand, Lara Evans

Major areas of study include drawing, painting, 2-D design, printmaking, art history and criticism.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Must have studied a variety of college-level subjects.

This program offers an intensive introduction to the making of two-dimensional art forms, in conjunction with the study of aesthetics and art history. It functions as a community of working artists, learning together and sharing ideas through intensive in-studio work.

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

In fall quarter, students will focus on two-dimensional work in drawing, progressing into painting and printmaking in winter quarter. In conjunction with studio work, students will study the history of art, gaining exposure to both Western and non-Western traditions. Students will write analytic papers and take exams on topics in art history and issues in contemporary art, as well as develop the ability to discuss and analyze their own artwork. Students will be expected to be in class and work in the studio at least 40 hours per week. Through studio and art history work, students will develop a visual vocabulary, seeing skills and an understanding of 2-D and 3-D composition. Students will complete weekly studio projects and have the opportunity to explore individual themes through work in series.

This program is designed for students who have a passion for art, the ability to take risks, stamina and patience to work hard for long hours, openness to new ideas and a willingness to share their work and support others' learning.

Total: 16 credits each quarter.

Enrollment: 44

Special Expenses: Students should expect to spend approximately \$150 each quarter for art supplies, and \$50 studio fee in winter.

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

A similar program is expected to be offered in 2007–08.

Greece and Italy: An Artistic and Literary Odyssey

Fall, Winter and Spring quarters

Faculty: Bob Haft, Andrew Reece

Major areas of study include ancient Greek, classical literature, classical art and aesthetics, art and literature of the Italian Renaissance and drawing or photography.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. Only sophomores and above will be eligible for the study abroad portion of the program.

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 the two most dynamic and seminal cultures in European 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 Louis De Bernieres' *Corelli's Mandolin*). Throughout the program we will learn about modern rediscoveries and re-interpretations of all of these periods and places, including our own, which will culminate 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 on the island. Next, we will travel to mainland Greece where we will visit numerous places, 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 to the cities of Venice and Rome.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$125 for art supplies each quarter; \$2,800 to \$4,000 (depending upon current currency valuation) for eight-week study abroad in Greece and Italy during spring quarter.

Travel fee does not include airfare, but does include food and lodging, car rental in Greece and entrance fees to museums and archaeological sites. A deposit of \$200 is due by November 30, 2006.

Program is preparatory for careers and future studies in history, literature, classical studies, education and the arts and humanities.

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

India: Politics of Dance; Dance of Politics

Fall and Winter quarters

Faculty: Ratna Roy, Jeanne Hahn

Major areas of study include history, cultural anthropology, political science, visual arts (art history), performing arts and literature.

Class Standing: Sophomores or above; transfer students welcome.

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 home of the Indus Valley Civilization as well as the Sanskrit legacy of art, architecture, dance, music and theater. In the 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 since 1947, we will investigate the changing relations of religion, caste, class and ethnicity, as well as the recent formation of a vibrant middle class.

India has also been shaped by its ancient traditions of art, dance and literature. Since dance, theater, and music have a special place in the context of Indian life, 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. Priority for enrollment in this program will be given to students who plan to travel to India in the winter.

In the winter, we will spend six weeks traveling in India deepening and contextualizing our fall studies. We will experience political dance theater and gain a deeper understanding of India's culture, traditions and rapidly changing present. We will spend time in several major cities to experience a measure of India's diversity and complexity and

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engage with groups involved in political dance theater. We will return to Evergreen with sufficient time to complete the projects and to reflect upon and analyze the two quarters' work.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: Approximately \$4,000 for airfare and six-week travel in India in winter quarter. A \$150 deposit is due November 17, 2006.

Program is preparatory for careers and future studies in the expressive arts, social sciences, Indian history and culture, education and comparative cultures.

The program is also listed under Society, Politics, Behavior, and Change.

Ireland

Fall, Winter and Spring quarters

Faculty: Sean Williams, TBA

Major areas of study include Irish studies, English and Irish history and historiography, Irish language and literature, Irish expressive culture and collaborative production and performance.

Class Standing: Juniors or seniors; transfer students welcome.

The tide gone out for good

Thirty-one words for seaweed

Whiten on the foreshore.—Aidan Mathews

This contemporary poem by Aidan Mathews describes the imminent loss of the Irish language. Indeed, Ireland has seen more than its share of hardship; between colonization, famine and poverty, it has weathered upheavals and tragedies. However, in the past decade Ireland has experienced a great resurgence in nearly every aspect of its culture, from language to literature to the economy. Its revival has been dramatic and explosive, and has been both good and bad for Ireland and the Irish people. This program explores the histories, political struggles, spiritualities and multiple perspectives of Ireland and Irish America through the lenses of music, poetry, film, literature, dance, language and other expressive arts.

Fall quarter begins with a foray into the culture of ancient Ireland, then focuses on the arrival of Christianity and the incursions of the Vikings, the English and others. We will examine the Great Hunger of 1845–50 as a watershed event in the history of Ireland and its impact on Irish America. In winter quarter, we turn first to the Irish in America and the development of the feedback loop that has kept the two Irelands in communication and swept by waves of mutual influence. Then we return to contemporary Ireland by the end of winter quarter, examining the troubles of the North, the impact of the European Union, and the abrupt modernization of the country. By the end of winter quarter, we will see the ways in which Mathews' poem is both true and false; like many aspects of Irish culture, it is in opposition.

How do you describe a world in which there is no word for ownership, emotions are "on" you, and there is no simple way to say 'yes' or 'no'? You describe it by learning to speak, read and sing in Irish. Irish is the original (and national) language of Ireland; it bears almost no resemblance to English, and it carries unique and revealing concepts buried in its grammar and syntax. Yet, English has benefited from its exposure to Irish words and phrases like galore, so long, smithereens and kibosh—all part of our daily lexicon. One of the goals of this program is to enable students to conduct small talk in Irish, to sing (as a group) and read poetry in Irish, and especially to understand the importance of the language in the history and development of Irish cosmologies. Students will begin studying Irish in the fall and continue it throughout the program.

During spring quarter, we will spend six weeks traveling in Ireland from our base in the northwestern village of Gleann Cholm Cille, County Donegal. Students will take daily classes in the Irish language, and will have a choice of other classes including weaving, dancing, poetry writing, landscape art, bodhrán drumming, pennywhistle playing, local history, among others. Upon their return, students will be expected to develop a major integrative essay reflecting on the experience of the year and weaving their field study into that experience. Perhaps most importantly, this field study is an opportunity to put the theory of Ireland into the practice of Ireland. There is no substitute for actually living in a place where some people still speak Irish, spring lambs co-exist with mobile phones and history occurs in cycles so that the Famine happened yesterday.

Students may participate in the spring quarter study abroad component with the consent of the faculty. Students' children will not be permitted to join their parents in Ireland. Faculty will determine student eligibility to travel to Ireland based on consistently high-quality work in fall and winter quarters, a willingness to conform to local customs and rules while living in Ireland, and good progress in the Irish language. Travel to Ireland is a required component of spring quarter. Students unable to travel must make other academic plans.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: Approximately \$30 for concert tickets each quarter, and \$3,000 for program fees, airfare and local travel, food, lodging and other expenses during spring quarter study abroad to Gleann Cholm Cille, County Donegal, Republic of Ireland. A deposit of \$1,000 in program fees for study abroad will be expected by January 31, 2007.

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

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

Mediaworks

Fall, Winter and Spring quarters

Faculty: Anne Fischel, TBA

Major areas of study include digital video production, nonfiction film theory and history, sound design, media studies and independent film/video projects.

Class Standing: Priority given to juniors or seniors; qualified sophomores may apply.

Prerequisite: Two quarters of an Evergreen interdisciplinary program or the equivalent.

Faculty Signature: Students must submit a written application and a Faculty Evaluation of Student Achievement (an informal one is acceptable if it is complete); transfer students must submit an unofficial transcript and a letter of recommendation from a previous faculty. Applications will be available by April 14, 2006, from Program Secretary, Seminar 2, A2117. Applications are due by the Academic Fair, May 17, 2006. Qualified students will be accepted until the program fills.

Mediaworks is for students who want an intensive immersion in the theory and practice of nonfiction film and video. Documentary, experimental film, autobiographical film and video, video art and multi-media are some of the genres we learn to make and analyze in this program.

Mediaworks emphasizes the linkage of theory and practice. Students will develop a skill base in digital video, film, audio and multi-media, but should also aspire to do upper-division work in critical thinking, reading, writing and media design. We pay close attention to image construction and the politics of representa-

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

tion—especially to constructions of race, class, gender and sexuality. We encourage the development of critical perspectives on commercial and mass media. We study historical, aesthetic and ideological issues that have influenced nonfiction filmmakers. We focus on image-makers who have expanded the possibilities of visual and aural expression—of what can be said about that slippery, multi-faceted thing called “reality” and our place in it.

In fall we’ll learn pre-production design, digital video production, digital sound recording and editing. We’ll discuss theoretical/critical readings and analyze films that have significantly contributed to our understanding of film/video language and form. In winter we’ll further develop skills in digital video, film, installation and multi-media. Fall and winter quarter projects will be produced collaboratively and are designed to explore a range of formats and styles. Each student will also complete a proposal for a spring quarter independent project. Spring projects can be implemented individually. Throughout the year students will be expected to research films, write short critical papers and contribute fully to seminar discussions of films and texts.

Mediaworks emphasizes the process and product of media work, through collaborative production, work-in-progress critiques and seminars. We seek to develop a collaborative community of aspiring media makers who can support each other in exploring new ideas and forms of expression and in developing a sense of personal vision and direction.

Total: 16 credits each quarter.

Enrollment: 46

Special Expenses: \$200 each quarter for media supplies.

Internship Possibilities: Spring quarter with faculty approval.

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

A similar program will be offered in 2007–08.

Museums

Fall quarter

Faculty: Sally Cloninger, Virginia Darney

Major areas of study include visual communication, cultural studies and museum field studies.

Class Standing: Sophomores or above; transfer students welcome.

Museums display the past, and they also display the ways we think about the past. Museums are therefore contested spaces where we “argue” differing interpretations of the past and the meaning of artifacts. In this program, we will explore the contested nature of museum displays: of art, natural history, history and technology.

How can we represent the past? What are museums for? Whom are they for? What can we learn from the study of a museum exhibit? Does it matter if we see Michelangelo’s *Pieta* in person or on the web or in Janson’s *The History of Art*? How do virtual museums represent the past?

For the first six weeks of fall quarter we will prepare for our individual field study of a museum. We will study visual representation, culture, digital and visual theory, documentation, museology, drawing and observation through a series of workshops, lectures, readings, field trips and practical assignments.

During weeks seven and eight, everyone in the program will conduct in-depth field studies at a specific museum anywhere in the world: From Paducah to Paris! From Anchorage to Ankara! Back on campus we will present our museum projects to the program.

How will each of us choose where we want to do our field studies? Maybe a place (a favorite city, a country, or your home town) will lead you to a museum. Maybe one of your passions (a love of painting,

flying, science fiction, anime, literature, history, etc.) will inspire your choice. In any case we will ask you to identify your choice for your field study by the end of week one.

Ever want to just get lost in a museum?

Total: 16 credits.

Enrollment: 50

Special Expenses: Approximately \$60 for art supplies. Students are expected to do a two-week field study at a museum of their choice. Travel expenses and museum fees depend upon the location of field study.

Program is preparatory for careers and future studies in the humanities, visual art, cultural studies, education and communications.

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

Music Composition for the 21st Century

Fall and Winter quarters

Faculty: Terry Setter

Major areas of study include music composition, music history, musical aesthetics and research presentation.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year of college-level music study or the equivalent.

If you are interested in developing your creative voice in music, this is the program for you. This upper-division program in formal composition is designed to support students who are interested in writing original music for various instruments and contexts. The program reading and listening will focus on recent trends in contemporary classical music, such as the work of John Cage and Steve Reich. This is not a program in songwriting, “electronica,” or hip-hop related music.

Students will study composition, aesthetics and contemporary music history in order to gain the broadest possible perspective on these subjects as well as develop the greatest number of related skills. There will be practical, historic and aesthetic components within the program that will endeavor to place contemporary compositional practices within stylistic and cultural contexts.

In fall, students will compose a solo, a duet and a small ensemble piece. In winter, students will write a prepared piano piece, a top 40s-style pop song, and an ensemble piece of their own choosing. These pieces will be presented to the members of the program during a weekly composition forum. Students will also research related topics and present their findings in an oral report to the program. A concert of original pieces will be presented at the end of winter quarter.

This is a 12-credit program. Students are expected to take a skill building course listed in the Evening and Weekend Studies catalog, such as Music Theory, for a 16-credit course of study.

Total: 12 credits each quarter.

Enrollment: 25

Special Expenses: \$50 for overnight program retreat.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in music composition and performance.

Pillars of Fire: Jewish Contributions to World Culture

Fall and Winter quarters

Faculty: Ariel Goldberger, Carrie Margolin

Major areas of study include Judaic studies, Jewish cultural studies, Middle Eastern studies, expressive arts, Hebrew, movement, quantita-

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tive skills, philosophy, history, American studies, Hebrew calligraphy, education, and other subjects depending on students' individual work.
Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

The program will engage the study of Jewish contributions to a wide range of areas of human knowledge and endeavor. Our studies will include possible connections between the Yiddish culture that developed in Europe and the Americas and political movements, the arts and intellectual ideas. Potential areas of interest may be Jewish influences on popular culture in areas such as Hollywood, Broadway, vaudeville, comedy and music. Students may choose to give special attention to individual thinkers, artists or writers.

In the world of ideas, the possibilities are endless. The program will explore the possible connections between Jewish Messianic ideas, Zionism, laws and ethics, immigration, politics and the Labor Movement in America and Europe. We may choose to study the philosophies of thinkers such as Maimonides, Walter Benjamin, Martin Buber, Theodor Adorno, Baruch Spinoza and other Jewish philosophers who have had enduring influence on the world of ideas.

In the sciences, we may trace the birth of modern psychology in Sigmund Freud and his followers and the groundbreaking theories of thinkers such as Albert Einstein. We intend to direct our attention to the connection of Jewish medical practice with the development of medical ethics.

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

A part of our studies of Jewish beliefs and mysticism will include a look into the oral and written law, the mystical tradition of the Kabbalah, and current Jewish thought. Our endeavors will include an examination of Jewish rituals and life-cycle events, and the different roles that Jewish men and women have traditionally held in those events. We plan to explore the changing roles of Jewish women and men, as Jewish feminist leaders exert their influence on the culture.

As part of our learning about the Diaspora in which the Jews have lived for thousands of years, there will be workshops focused on the study of ethnic cuisine and customs. Guest presenters from a variety of Jewish cultural sub-groups will work side by side with students to provide meals that will highlight Jewish ritual laws, Kosher laws and other cultural aspects passed on through oral tradition. Quantitative thinking will be encouraged through the learning of another cultural mainstay of Jewish women since the 1920s: mah jongg.

The study of contemporary Jewish life will address the Jewish national movement, Zionism and study the state of Israel. We will attempt to learn about the complexity and difficulty of analyzing current events in the Middle East.

Participants will be asked to respond to the material of the class in a variety of forms and disciplines. This program will emphasize collaborative learning. Students will be expected to contribute to the program efforts with self-directed and intense work.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$40 art materials fee and \$40 performance ticket fees each quarter, and \$75 for ethnic culinary workshops. Total expenses depend on student projects.

Program is preparatory for careers and future studies in cultural studies, Middle Eastern studies, Jewish education, philosophy, anthropology, history, education and expressive arts.

This program is also listed under Programs for Freshmen; Culture, Text and Language; and Society, Politics, Behavior and Change.

Searching for Modern China

Fall, Winter and Spring quarters

Faculty: Rose Jang, Andy Buchman

Major areas of study include Chinese language, *tai ji* martial arts, Chinese calligraphy and brush painting, performing arts history and theory, history and literature of China, cultural studies of the Chinese Diaspora, research, writing, quantitative reasoning and additional equivalencies depending on students' independent projects completed during spring quarter.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

"The history of China is as rich and strange as that of any country on earth, and its destiny as a nation is now entwined with all others in the search for scarce resources, the exchange of goods, and the expansion of knowledge. Yet for a long time China was a completely unknown quantity to those living in the West, and even today seems set apart by differences of language, custom and attitude. China's story is an astonishing one. We can see how often the Chinese people, operating in difficult or even desperate circumstances, seized their own fate and threw themselves against the power of the state. We can see how in 1644, again in 1911, and yet again in 1949, disillusion with the present and a certain nostalgia for the past could combine with a passionate hope for the future to bring the old order crashing down, opening the way for an uncertain passage to the new."

Thus begins Jonathan Spence's *The Search for Modern China* (1990), a magisterial history that explores major themes in Chinese cultural history from around 1600 to the present. These themes include the conquest and consolidation of the Empire of China, social fragmentations and reforms due to confrontations with the West, competing modern visions of the Chinese state and society, wars, disasters, and revolutions, and China's increasing engagement with the rest of the globe. While using Spence's themes as organizing principles, we will reach further back into Chinese philosophy and belief, studying Daoism, Confucianism and Buddhism. We will explore the literature and arts of ancient and modern China, learn poetry and folk songs by heart and practice the arts of *tai ji* (a movement discipline), calligraphy and brush painting. We will also study Taiwan, Hong Kong and the Chinese Diaspora, especially the Chinese-American experience. We will study artworks exploring Chinese subject matter and forms made by both Chinese and non-Chinese artists, including novels, poetry, memoirs, plays, operas and instrumental music. Students may engage in informal performances of music, movement and dramatic scenes fall and winter quarters as well as workshops designed to build skills in these areas. Writing assignments will include analytical essays, dialogues in Chinese and English and research projects.

We will critically analyze selected literary texts from ancient times to the present. Every week will include seminars on readings in English translation, Chinese language classes, workshops in recita-

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

tion/song, *tai ji*, calligraphy and a film in Chinese. Our work during the fall will center on explorations of Chinese history and culture from around 1600 to 1911, including studies of philosophy, belief systems and artistic modes and styles in various dynasties. During winter quarter, we will explore 20th-century Chinese history, including the history of the Chinese in America and other new lands. Spring quarter may offer opportunities to study abroad in Beijing, China, and studies of travel writing by Chinese and non-Chinese authors, as well as internships with local cultural organizations for those who stay on campus.

Total: 16 credits fall and winter quarters; 8, 12 or 16 credits spring quarter.

Enrollment: 48

Special Expenses: \$200 for materials and event tickets; \$4,000 for optional travel to China in spring.

Internship Possibilities: With faculty approval.

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

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

Student Originated Studies: Media

Fall, Winter, Spring quarters

Faculty: Ruth Hayes, Julia Zay

Major areas of study include areas of student emphasis, e.g., media studies, film production, video production, animation, audio production, digital film production, multimedia performance, installation, and film history and theory.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Students should have successfully completed Mediaworks or the equivalent (one year of media skills training, media history and theory), or another Evergreen interdisciplinary media program.

Faculty Signature: Students must submit a portfolio with a written application that will be available in April 2006 from Academic Advising, or from the Program Secretary, Communications Building, Room 301. Portfolios must include copies of two recent faculty evaluations (unofficial copies accepted) and a VHS tape with two examples of your best media work. Transfer students must submit two letters of recommendation instead of evaluations. For more information contact Ruth Hayes, hayesr@evergreen.edu or (360) 867-6890. Portfolios and applications received by the Academic Fair, May 17, 2006, will be given priority. Qualified students will be accepted until the program fills.

Student Originated Studies: Media offers advanced media students the opportunity to design their own curriculum in media production, design, writing, history or theory and to develop a learning community with others who share artistic and academic goals that may have grown out of previous projects and programs. It accommodates small groups of students dedicated to producing a single collaborative work, as well as those developing individual projects. Students are expected to assist each other with productions and to participate actively in regular work-in-progress critiques. This is not the place to do beginning media studies or production.

Students will work with faculty during the first weeks of fall quarter to design collaborative or individual projects by researching and writing treatments, abstracts and/or other supplementary documents. Students and faculty will also collaborate to develop other program activities that will support pre-production and production work throughout the year. These may include readings, screenings, discussions, presentations and workshops to strengthen conceptual and production skills. In addition to the student-centered curriculum,

we will explore different themes each quarter. In fall, our focus will be building media communities. The theme for winter will be sustaining creative processes. In spring, we will focus on issues and practices of exhibition and distribution and on creating contexts for yourself and your work beyond Evergreen.

Total: 12 or 16 credits each quarter.

Enrollment: 18

Special expenses: \$100 to \$500 each quarter depending on the student's projects.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in the media arts, media studies, media production and communications.

Sustainable Design: Materials

Fall and Winter quarters

Faculty: Rob Knapp, R. T. Leverich, TBA

Major areas of study include environmental design, graphic skills, ecology and natural sciences, materials science, critical and expository writing and computer modeling.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Students need to be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work.

How do we shape the Earth, its resources and its living systems to meet our own human needs and aspirations? How can we do that shaping in ways that are ethical, sustainable and beautiful? Sustainable design imagines landscapes, buildings and objects of use that are responsive and responsible to environments and communities, that reuse and renew materials and energy, that draw lessons from natural systems and forms, and that use and build on the native design intelligence of human cultures.

This program pays special attention to materials—their origins, design potentials, modes of working and production and their ultimate disposal—within a general introduction to sustainable design. Students will read, attend lectures, engage in hands-on workshops and do field research addressing ecological impacts, materials science, graphics and design process (including computer methods) and environmental design history. They will bring lessons from these disciplines to an integrative design studio—the pivotal activity of the program. Studio projects will address drawing and design fundamentals, thinking in three dimensions, programming, user involvement, ecological design responses, materials choices and construction systems, energy use and presentation skills. Projects will cover both informational graphics and physical design, emphasizing objects for use in buildings and landscapes. Readings, seminars and writing assignments will ground students in current issues and ideas in sustainability and underpin their design efforts. These projects will involve students in real-world processes, the constraints and trade-offs—essential experience for those who wish to make a difference.

Total: 16 credits each quarter.

Enrollment: 60

Special Expenses: \$150 each quarter for design studio equipment and supplies; \$125 each quarter for at least one overnight field trip.

Program is preparatory for careers and future studies in environmental studies, environmental design, energy systems and architecture.

This program is also listed under Programs for Freshmen and Scientific Inquiry.

OFFERINGS BEGINNING WINTER QUARTER

Languages of the Tragic from the Greeks to the Present

Winter and Spring quarters

Faculty: Marianne Bailey, Evelia Romano

Major areas of study include comparative literature, drama, dramatic theory, intellectual/cultural history.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Literature study: college or advanced placement.

Dramatic language, like ritual performance, draws on all potential modes of expression and aims at a total language, a communication that is physical, spatial and undeniable "through the skin," as Artaud wrote. Among the themes that interest us are commonalities among myth, ritual and drama: all are representations of a process of change, all reconcile antagonistic forces. Tragic drama, like ritual, is communal: the heroine or hero is encircled by a community of power and belief in whose name she or he dies, and is reborn. Theater, like magic, is a phenomenon of consensus. Tragic drama is active. It moves the people to action, acts as a "miraculous weapon." In drama, the political, the spiritual and the psychological collaborate. In the tragic drama, one becomes other. Through the mask, we, as spectators or as players, leave ourselves and become other; we are transformed. Tragic drama, finally, is the music of the abyss. It speaks the unspeakable, lays bare the human condition.

This program in tragic drama will interest students of the humanities and the arts. We will consider dramatic texts as literary, philosophical and cultural representations, as well as performances and ritual spectacles both in the Western tradition and in performance traditions of Japan, West Africa and Haiti. We will read and analyze dramatic texts and key theoretical studies, view plays and participate in dramatic readings of scenes. Students will learn literary history and consider the functions, the languages and the concepts of tragic drama. Students will have the opportunity to develop a major personal project over the last weeks of winter quarter. This program is open to students at all levels; however, students must expect and relish a high level of discussion, high expectations of writing and analytic skill, and a demanding workload.

We will move through the history of tragic drama from the Greek classical era to medieval mystery plays, to Renaissance and to neo-classical drama, 19th-century realist and symbolist drama and 20th-century expressionist, surrealist, "grotesco" and absurdist drama, as well as contemporary engaged, or political drama.

Among the dramatists we will study are Aeschylus, Euripides, Shakespeare, Calderón, Racine, Goethe, Büchner, Jarry, Brecht, Lorca, Sartre, Soyinka, Ionesco, Beckett, Césaire, Gambaro and others. Among the theorists we will study are Aristotle, Nietzsche, Artaud, Brecht, Brook, Bataille, among others.

Total: 12 or 16 credits each quarter.

Enrollment: 48

Special Expenses: Approximately \$150 for tickets to performances.

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

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

Working Small

Winter and Spring quarters

Faculty: Jean Mandeborg

Major areas of study include fine metalworking, design, aesthetics and art history.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Foundations of Visual Arts or the equivalent.

Faculty Signature: Students must submit a portfolio of previous work and/or slides, including examples of both two- and three-dimensional art, and meet with the faculty at the Academic Fair, November 29, 2006, or by appointment. For more information contact Jean Mandeborg, (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.

This is a program for advanced visual art students interested in the particular demands of making small scale art in metalsmithing, jewelrymaking 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.

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.

Total: 16 credits each quarter.

Enrollment: 18

Special Expenses: Students will need to purchase precious metal (especially sterling silver), stones and some specialized tools depending on the design of their work. Previous expenses have ranged from \$100 to \$250.

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

OFFERINGS BEGINNING SPRING QUARTER

Fiber Arts

Spring quarter

Faculty: Gail Tremblay

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.

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.

Total: 16 credits.

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.

Program is preparatory for careers and future studies in the visual arts and textile design.

Foundations of Visual Art: Sculpture

Spring quarter

Faculty: R. T. Leverich

Major areas of study include drawing, art history, sculpture, writing and critical assessment.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Fall and winter quarters of Foundations of Visual Arts or the equivalent.

Faculty Signature: Students will be selected on the basis of a portfolio review and interview beginning at the Academic Fair, March 7, 2007. The portfolio includes a minimum one-page writing sample and photos of six to eight samples of 2-D and 3-D work. For information contact Bob Leverich, (360) 867-6760 or leverich@evergreen.edu. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

This program is primarily for students who wish to explore ways of working and thinking in three dimensions, while continuing to develop personal thematic work in the visual arts. The program will function as a learning community. Students should plan to commit themselves to at least forty hours of work a week in class and in the studio with their peers.

Students will address studio projects using a variety of materials including clay, plaster, wood, metal, plastics and found objects. Emphasis will be on strong drawing skills as tools for visualizing and developing ideas for sculpture and functional objects. Students will continue their personal thematic work, addressing issues of presentation, levels of finish, contemporary aesthetics and criticism, community and environment. The art history study will focus primarily on research relevant to each student's own studio work.

Work discussions, readings, seminars and writing assignments will address issues around contemporary sculpture and functional objects and the challenges of making three-dimensional work. Students will be asked to prepare a comprehensive portfolio of their work at the end of the quarter and regularly engage in critical assessment of their own work and that of their peers.

Total: 16 credits.

Enrollment: 20

Program is preparatory for careers and future studies in art, crafts, architecture and environmental design.

A similar program is expected to be offered in 2007-08.

Puppetry and Poetics: Arts of Distraction

Spring quarter

Faculty: Ariel Goldberger, Leonard Schwartz

Major areas of study include poetics, experimental puppet theater, performance, creative writing and literature, subject to specific student work.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Previous program in poetics or performance.

This program will involve the exploration of the disciplines of poetics, experimental puppet theater and performance. How do words, light, sound and bodies interact? Is there a mode of distraction which does not weaken each of these senses, but allows one to discover shadows of each in the other? 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 will support student work by offering workshop components in poetry, puppet theater and movement. Students will be required to produce weekly projects that combine and explore the relationship of puppet theater and poetry in experimental modes. Readings will include the works of such authors as Artaud, Tadeusz Kantor, Paul C elan, Gaston Bachelard, Kamau Brathwaite, Hannah Arendt and Maurice Merleau-Ponty. Student work and progress will be presented weekly in all-program critique sessions.

Total: 16 credits.

Enrollment: 40

Special Expenses: \$110 for art materials and studio use, \$50 for theater tickets, and \$50 reimbursable studio deposit fee for clean-up.

Program is preparatory for careers and future studies in areas that require imagination, collaborative skills and management skills.

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

SCIENTIFIC INQUIRY

The world is so full of such marvelous things that humans are drawn to wonder at it and try to understand it. One result of that wonder is called science. The faculty of the Scientific Inquiry planning unit are members of the scientific community—men and women who have devoted their professional lives to personal journeys of discovery as they investigate the world and help their students learn about it. We are committed to the ideal of science education in the context of liberal arts education, and science and mathematics are essential components of the modern liberal arts curriculum. We will help students—whatever their primary interests may be—understand the wonders of nature and also understand science as a force in our technological society.



Because science and technology are so central to our world, citizens must be scientifically informed so they can make informed decisions and participate intelligently in a democratic society. At the same time, scientists must consider the social implications and consequences of their work, and they must know how science has influenced society in the past. Thus, our studies of science itself are combined with studies of the history of science and with philosophical, social and political issues.

Some programs in this planning unit allow you to learn basic science as part of your general liberal arts education, whereas others are designed to help prepare you for a career in science or technology, or in an applied field such as medicine or computer networking. In all of our offerings, however, we emphasize the application of science, and you will use the scientific principles you learn to solve real-world problems.

Whether you are a freshman or more advanced, you will find a program that fits with your academic plan. You may choose to follow a pathway of a typical science major, or you may simply want to explore the wonder and application of science in a broader context. Programs in Scientific Inquiry are mostly repeating: either every year, or alternate years. These repeating programs are listed below.

Your interest or emphasis may be in biology, chemistry, computer science, math or physics, and there are several programs that offer beginning, intermediate and advanced work in all of these areas. You should refer to the individual program descriptions for more details.

By engaging in laboratory and group problem-solving exercises, you will learn to think like a scientist: to apply theories to experimental situations, to collect data and analyze them in the light of underlying theory, and to use data to test hypotheses. You will do much of your work with the same high-quality, modern analytical instruments used in research laboratories, and use some of the best modern software available. In addition, you will read current scientific journal articles and learn to write technical reports and papers.

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

Affiliated Faculty:

Clyde Barlow — Chemistry
 Dharshi Bopegedera — Chemistry
 Andrew Brabban — Biology
 John Aikin Cushing — Computer Science
 Judith Bayard Cushing — Computer Science
 Kevin Francis — History of Science and Technology
 Rachel Hastings — Mathematics
 Jeffrey J. Kelly — Chemistry
 Robert H. Knapp, Jr. — Physics
 Elizabeth M. Kutter — Biology
 David McAvity — Mathematics
 Lydia McKinstry — Organic Chemistry
 Paul McMillin — Library and Information Science
 Donald V. Middendorf — Physics
 Donald Morisato — Biology
 Nancy Murray — Biology
 James Neitzel — Chemistry
 Neal Nelson — Computer Science
 Janet Ott — Biology
 David W. Paulsen — Cognitive Science
 Paula Schofield — Chemistry
 Sheryl Shulman — Computer Science
 James Stroh — Geology

Scientific Inquiry

83

Rebecca Sunderman — Chemistry
 Brian Walter — Mathematics
 E.J. Zita — Physics

Biology	Chemistry	Computer Science	Mathematics	Physics
Health and Human Development	Intro to Natural Science/ Matter and Motion	Algebra to Algorithms	Matter and Motion/ Data to Information	Physicist's World
Introduction to Natural Science	Molecule to Organism	Data to Information	Math Methods	Matter and Motion
Molecule to Organism	Environmental Analysis	Computability	Computability	Astronomy and Energy
Advanced Biology	Atoms Molecules Research	Student Originated Software	Mathematical Systems	Physical Systems

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

Computability: The Scope and Limitations of Formal Systems

Fall, Winter and Spring quarters

Faculty: Brian Walter, Neal Nelson, TBA

Major areas of study include mathematical logic, computer programming, formal language theory, theory of computability, and other topics as covered during the year. Upper-division credit will be awarded for upper-division work.

Class Standing: Sophomores or above, transfer students welcome.

Prerequisites: Data to Information or equivalent; knowledge of programming languages, data structures, computer architecture and discrete math. Some of these prerequisites may be waived for students with a strong mathematical background. Please consult the faculty.

Faculty Signature: The faculty will assess student eligibility to join the program. For more information contact Brian Walter, bwalter@evergreen.edu or (360) 867-5435. Qualified students will be accepted until the program fills.

The computer is a tremendously useful tool, with ready application to a stunning variety of tasks. Is there anything it can't do? Through the lens of advanced computer science, this program will explore what computers can do and how we get them to do it; using mathematical tools, we'll also look at some surprising things that they actually can't do, and we'll develop some deep results in computability theory, including Gödel's Incompleteness Theorems.

This program is designed for advanced computer science students and students with an interest in both mathematics and computer science. Topics covered will include formal computer languages, analysis of algorithms, operating systems, concurrency, neural networks, formal logic and computability theory. Students will also learn to program in one or more programming languages, leading to an in-depth comparison of the properties and capabilities of languages in the four paradigms: functional, logic, imperative and object-oriented. Program seminars will include current literature on selected topics such as type theory, programming language semantics, philosophy related to math and computer science, operating and distributed systems theory, database systems and the relevance of computer science and mathematical logic to modern society.

Total: 16 credits each quarter.

Enrollment: 38

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

A similar program is expected to be offered in 2008–09.

Data and Information

Fall quarter

Faculty: Judy Cushing, TBA

Major areas of study include history and philosophy of science and mathematics; introduction to programming in Python; statistics concepts and graphics (in R); and data management, analysis, visualization and presentation.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: It is strongly recommended that students have the ability to manipulate algebraic expressions, as from high school algebra or precalculus. Some experience in programming using spreadsheets or gathering data for scientific study would be helpful.

For most academic and professional fields, data and information provide a basis for confirming hypotheses or making (or rationalizing)

decisions and predictions. In fact, physical and natural scientists face issues every day involving collecting, validating, organizing and analyzing experimental data. Computer scientists address this question implicitly by exploring ways of organizing and processing data, and statisticians develop methods to use data to gain insight into real problems. This program will provide a thorough introduction to the practice, history, theory and process of using data effectively in ways that can be applied to further study of computer science or the physical or mathematical sciences.

We will approach the study of data and information through studying: 1) The history and philosophy of science and mathematics, especially as it applies to concepts relating to data, information and language; 2) The algorithmic processing and transformation of data through programming (in Python); 3) The concepts and practice principles of statistics using R (a free software environment for statistical computing and graphics), and 4) Practices of data management, analysis, visualization and presentation through a case study, laboratory exercises, and a final project. Students will write regular expository essays and technical reports.

Total: 16 credits.

Enrollment: 36

Program is preparatory for careers and future studies in computer science, statistics, or the physical or natural sciences.

This program is also listed under Programs for Freshmen.

Environmental Analysis: Chemistry and Geology of Aqueous Systems

Fall, Winter and Spring quarters

Faculty: Jeff Kelly, Clyde Barlow, James Stroh

Major areas of study include analytical chemistry, geochemistry, geohydrology, Geographic Information Systems, statistics, chemical instrumentation and group projects. Students leaving at the end of fall quarter will receive lower-division credit. Students who satisfactorily complete at least fall and winter quarters will receive upper-division credit for both quarters.

Class Standing: Juniors or seniors; transfer students welcome.

Sophomores should consult faculty to enroll: Jeff Kelly, (360) 867-6053 or kellyk@evergreen.edu; Clyde Barlow, (360) 867-6053 or barlowc@evergreen.edu; or Jim Stroh, (360) 867-6762 or strohj@evergreen.edu.

Prerequisites: One year college chemistry and college algebra required; physical geology and trigonometry strongly recommended.

Baseline assessment of natural ecosystems and determination of environmental contamination require accurate chemical and geological measurements. Students in this program will study geology and chemistry of ecosystems, using theoretical and experimental methods. This program will integrate chemical and physical applications of geology to aquatic systems. Students will learn instrumental techniques of chemical analysis in an advanced laboratory where technical writing will be emphasized.

During fall and winter quarters, topics in geochemistry, hydrology, analytical chemistry, GIS, statistics and instrumental methods of chemical analysis will be addressed. Students will participate in group projects working on the physical and chemical properties of natural water systems, especially lakes, bogs and streams. Procedures based on EPA, USGS and other guidelines will be developed to analyze for both major and trace materials using atomic absorption spectroscopy, inductively-coupled plasma spectroscopy, polarography, ion chromatography and GC-mass spectrometry. Computers and statistical

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

methods will be used extensively for data analysis and simulation as well as for work on GIS.

Spring quarter will be devoted largely to project work and completing studies of statistics and analytical chemistry. Presentation of project results in both oral and written form will conclude the year.

Total: 16 credits fall quarter; 12 or 16 credits winter quarter; 8, 12 or 16 credits spring quarter.

Enrollment: 45

Special Expenses: Approximately \$250 for one-week field trip to Sun Lakes in eastern Washington.

Internship Possibilities: Under special circumstances with faculty approval.

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

This program is also listed under Environmental Studies.

Fire and Water: The Role of the Sun and the Ocean in Global Climate Change

Fall quarter

Faculty: Gerardo Chin-Leo, E.J. Zita

Major areas of study include introductory physics, earth science, marine science and environmental studies.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: General biology and algebra.

Over geologic time the Earth has experienced wide fluctuations in climate, such as ice ages. Earth is currently experiencing a rapid warming trend. A major factor determining global climate is the intensity of the Sun's energy reaching the Earth. However, climate changes cannot be explained by variations in solar radiation alone. Climate changes involve complex interactions between astronomical and Earth-bound processes.

This program will examine some of these interactions. Specifically, we will examine how the Sun's output has varied over geologic time. We will also examine how the oceans impact global climate by redistributing the Sun's energy and affecting the composition of the atmosphere. We will discuss how changes in ocean circulation may explain climatic changes over geologic time. We will also study how marine microorganisms play a major role in the cycling of gases that affect climate. Finally, we will discuss contemporary global warming, examining the contribution of human activities and fluctuations in solar output. We will critique proposed schemes to engineer solutions to global warming such as the sequestration of anthropogenic carbon into the deep sea.

Our study will examine various physical, chemical, geological and biological processes. This requires a basic understanding of biology and chemistry as well as facility with algebra and an ability to learn pre-calculus. The material will be presented through lectures, workshops, laboratories and seminars. We will draw on the primary literature whenever possible for a rigorous scientific treatment of this topic. Students will do significant teamwork and will research in depth questions of particular interest. We will have weekly online assignments, so students should be comfortable using computers and the Internet.

Total: 16 credits.

Enrollment: 50

Program is preparatory for careers and future studies in natural science, life sciences, science writing and education.

This program is also listed under Environmental Studies.

Food

Fall, Winter and Spring quarters

Faculty: Nancy Murray, Donald Morisato, Martha Rosemeyer

Major areas of study include chemistry, nutrition, biochemistry, genetics and issues in food science.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: High school biology and chemistry. This is a science intensive program and is not intended as a survey program.

Why are some foods nutritionally better either cooked or raw? What is the chemistry behind leavening agents such as baking powder? How has the quest for salt dominated trade for centuries?

Throughout history, food has not only been essential for human sustenance, but has long played a central role in the economic and cultural life of civilizations. This program will provide an interdisciplinary exploration of food, focusing primarily on the biology and chemistry of food, and also including political, historical and anthropological perspectives. In all these cases, students will directly apply concepts in laboratory experiments and the practice of cooking.

The fall quarter will focus on how we produce and preserve food. We will explore the biochemistry of food, beginning with basic chemical concepts and moving to understanding complex molecules like carbohydrates and proteins. We will consider the genetic principles of animal and plant breeding, including a careful examination of such issues as genetically modified organisms and the use of pesticides. We will examine the chemistry and microbiology of ancient food preservation and processing methods, such as cured ham, salted cod, fruit jams and cheese.

In the winter quarter, we will concentrate on cooking and eating. We will examine what the process of cooking does at the biochemical level. We will consider how our bodies break down and recover nutrients from food by studying the process of metabolism and cellular respiration. We will look at how vitamins and antioxidants work. The enjoyment of food relies on our ability to taste and smell. We will examine the neurobiology of these processes and study how some foods, like chili peppers and chocolate, can alter mood. Finally, we will investigate the relationship between diet, disease and genetics.

In the spring quarter, students will pursue independent projects, investigating an aspect of food or cooking, that may involve experiments in the field or in the laboratory.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in the biological fields, including ecological agriculture, genetics, biochemistry, nutrition and chemistry.

This program is also listed under Programs for Freshmen and Environmental Studies.

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

Forensics and Criminal Behavior

Fall, Winter and Spring quarters

Faculty: Sharon Anthony, Toska Olson, Rebecca Sunderman

Major areas of study include forensic science (aspects of chemistry, molecular biology, physics, physical anthropology, entomology and pathology), forensic science lab, sociology of criminal behavior, quantitative reasoning and writing.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

Prerequisites: Although there are no prerequisites for this program, a good understanding of science and Algebra I and II will be helpful and are strongly recommended.

Why is crime such a central focus in modern American society? How is a crime scene analyzed? How are crimes solved? How can we prevent violent crime and murder? This program will integrate sociological and forensic science perspectives to investigate crime and societal responses to it. We will explore how social and cultural factors including race, class and gender are associated with crime and criminal behavior. In addition, we will consider 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, fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains.

This program will use 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. In addition to weekly writing and quantitative assignments, students will engage in research writing and conduct team projects in crime scene investigation.

Total: 16 credits each quarter.

Enrollment: 69

Special Expenses: \$90 for field trips.

Program is preparatory for careers and future studies in forensic science, education, science, criminology and sociology.

This program is also listed under Programs for Freshmen; Environmental Studies; and Society, Politics, Behavior and Change.

Industrial Biology and Chemistry

Fall quarter

Faculty: Paula Schofield, Andrew Brabban

Major areas of study include biotechnology, industrial chemistry, molecular methods and polymer science. All upper-division science credit.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: One year of general biology, general chemistry and one quarter of organic chemistry.

The chemical and biotechnology industries have huge impacts on our society, particularly influencing our economy and quality of life. Cutting edge techniques and processes are continually being developed by biologists and chemists to produce the pharmaceuticals, chemicals and materials we use daily. Examples include synthetic drugs, gene therapies, biocompatible materials and modern materials such as GORE-TEX® and Kevlar®.

In this program, we will focus on the practical applications of modern molecular biology and polymer technology. Based predominantly in the lab, students will learn the theoretical principles and relevant

techniques needed to work in these technically and intellectually challenging fields. We will study the properties and technology of plastics, fibers, elastomers, biodegradable polymers and biomedical polymers. In addition, theory and techniques of molecular cloning, protein biochemistry, biocatalysis and transgenics will be emphasized.

Student presentations, such as an analysis of a U.S. corporation including research and development, corporate finance, stock market position, patents, sales, market share, new technologies and outlook, will be a significant component of the program. Seminar readings will be primary literature in the fields of biotechnology and polymer science. We will also discuss the professional biologist's and chemist's relationship with industry, government and universities, and examine employment opportunities for biologists and chemists.

Students will be evaluated based on their laboratory techniques and reports, class presentations, examinations and homework assignments.

Total: 16 credits.

Enrollment: 50

Program is preparatory for careers and future studies in biotechnology, biology, chemistry, polymer science, health science, education and medicine.

Introduction to Natural Science

Fall, Winter and Spring quarters

Faculty: Dharshi Bopegedera, Rachel Hastings, TBA

Major areas of study include general chemistry with laboratory, general biology with laboratory, pre-calculus, introductory physics and seminar in current topics in science.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: High school algebra.

Introduction to Natural Science is designed to provide the basic knowledge and skills students need to continue in the natural sciences and environmental sciences. We will cover key concepts in general chemistry, general biology and pre-calculus mathematics. Introductory physics may be covered during the latter part of the year. Program activities will include lectures, laboratories, workshops, scientific writing and student presentations. These presentations will require students to actively engage in conversations on current topics in science such as global warming, genetic engineering and alternative energy sources. Students will also be required to do library research, writing and poster presentations to communicate their knowledge of these topics to others.

During the fall, we will focus on skill building in the laboratory and acquiring the basic tools in chemistry, biology and mathematics. We will integrate the disciplines during the winter and spring quarters after students have acquired the basic skills and can better appreciate the interdependence of the disciplines.

With the support of faculty, all students will be required to complete at least one science education project outside program hours. Participation in the college's annual Science Carnival at the end of the spring quarter is mandatory for all students. These opportunities are provided so that students can use their knowledge of science to teach schoolchildren (in K-12) in order to improve their own understanding of science.

Upon completion of the program, students will have completed one year of general chemistry with laboratory, general biology with laboratory and pre-calculus. In addition, some introductory physics may also be covered.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in all areas of natural science (chemistry, biology, mathematics, geology, physics), education, health related fields, medicine, environmental sciences and those thinking of teaching science (including chemistry, biology and general science teaching endorsements).

A similar program is expected to be offered in 2007–08.

This program is also listed under Programs for Freshmen.

Living an Intentional Life

Fall and Winter quarters

Faculty: Cynthia Kennedy, Janet Ott

Major areas of study include philosophy, health, movement, leadership and writing.

Class Standing: Juniors or seniors; transfer students welcome.

Do you have the discipline to live an intentional life?

Many people do. Spend two quarters with us critically analyzing the wisdom of scholars who have examined our inner systems and who have developed myriad paths to clearing the way towards a strong, focused center which can allow us to lead our lives in meaningful and powerful ways. For some students, this may mean becoming active in the community; for others, leading a quiet, peaceful life. For still others, it may mean starting a revolution. Whatever the path, we are often called on to tap into our true self, or *essence*. This idea of self is formed from a variety of perspectives, depending on the culture and the lens. We consider the self to be a melding of body, mind and spirit without the masks and defenses that we automatically and normally use to protect ourselves from perceived harm. Self is a place of clarity, of curiosity and of compassion. There are a number of paths toward finding one's true self and in the words of Joel Barker, "problems that are impossible to solve with one paradigm, may easily be solved with a different one."

In fall quarter, in order to become familiar with a variety of paradigms, we will research and explore many of these perspectives and paths, helping us make choices about the path each of us will take to our own self. Some of these paths include Buddhist, Hindu and the Western psychological perspectives. We will also examine the body's anatomy, physiology and current research on the mind/body connection. Exploration will be through seminar texts and practical workshops and will include library research, formal papers and presentations, overnight retreats, discipline practices such as meditation or *qi gong* and movement. Each of us will adopt our own discipline practice which can open or prepare us for hearing our true intentions, our self's desires without all the noise and distractions created by our culture and surroundings. Our discipline will involve a practice that commits us to engage regularly in some activity with a mental and physical commitment to concentrate or focus on it. A discipline produces focus in both the mind and the body, which produces a connection most Westerners have never experienced. It is our assertion that we don't find our genuine self without such discipline.

In the winter, we will begin to personalize the learning from fall quarter, discussing and applying the components that support and are part of an intentional life. This life begins with the dreams and visions we hold for the life that is still ahead of us. Students will create a vision statement of their intentional life—a goal to work towards. It will be reflective of their own sense of self and their sense of calling, purpose, vocation or meaning of life. This vision statement of essence and purpose in life can be a culmination of all the wisdom of scholars who have come before you, the discipline each of us will have adhered to for the past two quarters, and each person's own

application of learning and desires. Throughout winter quarter, we will encourage students to consciously reflect on who they are and where they are going.

This is a rigorous, full-time program. Students will be expected to work 50 hours each week (including class time), attend all program activities, to be on time, and to be fully prepared to participate in seminar discussions. Students will work in small groups, complete papers, take exams and give presentations to the class. They should be prepared to explore challenging and unfamiliar ideas in an academic atmosphere.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: \$200 per quarter for program retreats and movement fees.

Program is preparatory for careers and future studies in ethics, health, leadership studies, philosophy, religious and spiritual studies, the humanities, arts and social sciences.

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

Methods of Applied Mathematics

Fall and Winter quarters

Faculty: David McAvity

Major areas of study include ordinary differential equations, multivariable calculus, partial differential equations, calculus of variations, linear algebra, nonlinear dynamics, computer modeling, history and philosophy of mathematics. Up to 28 of the 32 credits may be awarded as upper-division science credit, contingent on upper-division work.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: A full year of college-level calculus.

One of the goals of scientific inquiry is to understand the processes of nature on a quantitative basis. In pursuit of this goal, mathematicians create models to represent the order they observe, and in turn devise mathematical methods for interpreting and solving these models.

This program will provide a thorough and engaging introduction to such mathematical methods and the associated techniques of model building. Differential equations will be an important component of the program. We will study both the derivation of these equations from physical and biological models and their solution using analytical, qualitative and computational methods. In addition, we will study linear algebra and multivariable calculus and their various applications in physics and economics. In winter quarter, we will consider non-linear systems and their role in cyclical, chaotic and self-organizing behavior. There will also be an introduction to the calculus of variations with applications to finding optimal curves and surfaces. In addition to the theoretical work, we will also discuss questions of a more philosophical and historical nature. Is mathematics discovered or created? What role do mathematical models play in representing reality? Who were the people behind the important developments in calculus?

Students will attend weekly lectures, workshops, seminars and computer labs, and will be expected to give two oral presentations each quarter and write one research paper.

Total: 16 credits each quarter.

Enrollment: 25

Special Expenses: \$120 for graphical calculator with symbolic algebra.

Program is preparatory for careers and future studies in mathematics, physics, chemistry, biology, engineering and economics.

A similar program is expected to be offered in 2008–09.

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

Molecule to Organism

Fall, Winter and Spring quarters

Faculty: Lydia McKinstry, James Neitzel, TBA

Major areas of study include organic chemistry, biochemistry, molecular and cell biology and genetics.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year of college-level general chemistry and one year of college-level introductory biology.

Molecule to Organism explores the composition of organisms to gain insight into how they function by the integration of two themes: one at the "organismal" level and one at the "molecular" level. In the organismal theme, we will start with cell and molecular biology and proceed to studying whole organisms. We will examine structure and function relationships at all levels, including some anatomy and physiology. In the molecular theme, we will examine organic chemistry, the nature of organic compounds and reactions that carry this theme into biochemistry, and the fundamental chemical reactions of living systems. As the year progresses, the two themes will merge through studying the cellular, molecular and biochemical processes in physiology and neurobiology.

Most aspects of this program will contain a significant laboratory component. Students will write papers and maintain a laboratory notebook. All laboratory work and approximately one half of the non-lecture time will be spent working in collaborative problem-solving groups. The program will also contain reading and discussions of topics of current and historical scientific interest and controversy. Spring quarter will allow more flexibility for students who wish to take part of this program in conjunction with other work.

This program is intended for students who plan to continue studies in chemistry, laboratory biology, field biology and the medical sciences. This program will include organic chemistry and upper-division work in biochemistry, cell biology, molecular biology and physiology in a yearlong sequence.

Total: 16 credits fall and winter quarters; 4, 8, 12 or 16 credits spring quarter.

Enrollment: 75

Internship Possibilities: In spring quarter with faculty approval.

Program is preparatory for careers and future studies in biology, chemistry, environmental studies, health professions, medicine and science education.

A similar program is expected to be offered in 2007–08.

Motion: Physics and Philosophy

Fall and Winter quarters

Faculty: Don Middendorf

Major areas of study include physics, calculus, philosophy and history of science.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Proficiency in pre-calculus and trigonometry extremely important; high school physics helpful but not required.

What is the nature of physical reality? What is energy? What is time? We will examine the answers to these questions that shocked great thinkers like Newton and Einstein. The topics we cover in physics and calculus will be similar to those covered in rigorous first-year courses at other universities, including an introduction to relativity and quantum theory. In addition, we have the luxury of having time to study the beliefs of some of the founders of modern science. Our primary

emphasis will be on the conceptual and technical skills needed to solve problems in physics and mathematics. In our discussions of texts on the philosophy and history of science, we'll also focus on critical thinking skills.

Most non-scientists think that science is about "facts," but most scientists agree that science is primarily concerned with creating models. One of our main goals for the program will be to determine the qualities of a "good" model and when it is preferable to use a better model and when it is not. It may surprise you that Newton, Einstein and many other founders of modern science thought that their religious and philosophical beliefs were more fundamental than their scientific beliefs. We'll see how they usually tried to force their scientific models to be consistent with their philosophical views, but occasionally accepted experimental results that forced them to modify their beliefs.

Our current "best" model of physical reality has two pillars: relativity and quantum mechanics. By the end of the first quarter, we'll be ready for a solid introduction to special relativity. During winter quarter, we'll cover electromagnetism and quantum theory.

The program is designed for students seeking a strong background in physics and mathematics as well as for further serious study of the natural sciences. Students completing this program will be prepared for more advanced study in physics and mathematics. This program fulfills some of the prerequisites for the following science programs at Evergreen: Physical Systems, Astronomy and Energy, Mathematical Systems, and Mathematical Methods.

The program will be a lot of fun and a lot of work. Come ready to start the intense work on the first day.

Total: 16 credits each quarter.

Enrollment: 24

Special Expenses: Texts may exceed \$600, and must be purchased by the second day of class.

Program is preparatory for careers and future studies in any branch of science and education.

A similar program is expected to be offered in 2007–08.

This program is also listed under Programs for Freshmen.

Sustainable Design: Materials

Fall and Winter quarters

Faculty: Rob Knapp, R. T. Leverich, TBA

Major areas of study include environmental design, graphic skills, ecology and natural sciences, materials science, critical and expository writing and computer modeling.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: Students need to be willing to tackle open-ended problems, respond with insight to real-world needs and obstacles and produce carefully finished work.

How do we shape the Earth, its resources and its living systems to meet our own human needs and aspirations? How can we do that shaping in ways that are ethical, sustainable and beautiful? Sustainable design imagines landscapes, buildings and objects of use that are responsive and responsible to environments and communities, that reuse and renew materials and energy, that draw lessons from natural systems and forms, and that use and build on the native design intelligence of human cultures.

This program pays special attention to materials—their origins, design potentials, modes of working and production and their ultimate disposal—within a general introduction to sustainable design. Students will read, attend lectures, engage in hands-on

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workshops and do field research addressing ecological impacts, materials science, graphics and design process (including computer methods) and environmental design history. They will bring lessons from these disciplines to an integrative design studio—the pivotal activity of the program. Studio projects will address drawing and design fundamentals, thinking in three dimensions, programming, user involvement, ecological design responses, materials choices and construction systems, energy use and presentation skills. Projects will cover both informational graphics and physical design, emphasizing objects for use in buildings and landscapes. Readings, seminars and writing assignments will ground students in current issues and ideas in sustainability and underpin their design efforts. These projects will involve students in real-world processes, the constraints and trade-offs—essential experience for those who wish to make a difference.

Total: 16 credits each quarter.

Enrollment: 60

Special Expenses: \$150 each quarter for design studio equipment and supplies; \$125 each quarter for at least one overnight field trip.

Program is preparatory for careers and future studies in environmental studies, environmental design, energy systems and architecture.

This program is also listed under Programs for Freshmen and Expressive Arts.

Undergraduate Research in Scientific Inquiry

Fall, Winter and Spring quarters

Faculty: Clyde Barlow, Dharshi Bopegedera, Andrew Brabban, Judith Bayard Cushing, Jeff Kelly, Rob Knapp, Betty Kutter, Lydia McKinstry, Donald Morisato, Nancy Murray, James Neitzel, Neal Nelson, Paula Schofield, Rebecca Sunderman, E.J. Zita

Major areas of study include areas of student work, e.g., lab biology and chemistry, computer science, health sciences, teaching and environmental sciences, mathematics, physics and astronomy. Upper-division credit awarded for upper-division work.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Negotiated individually with faculty.

Faculty Signature: Students must contact individual faculty to make arrangements.

A number of faculty in this planning group are engaged in research projects that offer collaborative research opportunities for advanced students. These provide an important aspect of advanced work in the sciences that take advantage of faculty expertise and Evergreen's flexible structure and excellent equipment. In general, students begin by working in apprenticeship with faculty and laboratory staff and gradually take on more independent projects within the context of the specific program.

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

Dharshi Bopegedera 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) An interdisciplinary study of drinking water in the South Puget Sound. This is an ongoing study to investigate the quality of drinking water in the Puget Sound area. We will analyze the water and explore the connections between the minerals found in drinking water and the geological

properties of the land. Students who have completed general chemistry with laboratory can carry out this project. (3) Science and education. We will work with local schoolteachers to develop science lab activities that will enhance the science curriculum in local schools. About four science labs will be taken to local schools each quarter. 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—key model organisms in molecular genetics that play major roles 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 in systems such as *E. coli* in infant diarrhea or the guts of livestock, *Pseudomonas* in human and dog-ear infections and *Aeromonas salmonicida* in furunculosis in local hatchery fish. They collaborate actively with scientists at the USDA in College Station, Texas and in Beltsville, Maryland on projects to reduce the incidence of *E. coli* O157:H7 in the human food chain. Students are requested to commit at least a full year to the research project and to enroll for 6 to 16 credits each quarter. Student researchers are often presenters at national conferences and co-authors on papers. In addition, they participate in the biennial Evergreen International Phage Biology meetings.

Judith Bayard Cushing 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.

Rob Knapp studies the performance of "green" buildings, i.e. buildings designed for exceptionally high performance in terms of resource use, energy use, sensitivity to site and use of environmental flows of light, water and air. He is especially interested in buildings for institutions, such as colleges, schools, hospitals, libraries or public meeting places. Students with backgrounds in physics, chemistry, engineering, ecology or earth sciences, and with interests in the application of those fields to the subtle, interacting problems which appear in buildings may find projects related to the campus's new Seminar II building, to the variety of renovation projects now underway on campus, or (as secondary research) to use of data gathered at other sites.

Lydia McKinstry 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. Cancer cells, like normal cells, are known to undergo a process of cell suicide called apoptosis. In many cancer cell lines, apoptosis is mediated by a family of enzymes called caspases. Through selective caspase inhibition we are interested in determining how caspases are involved in the signaling pathways leading to apoptosis and defining the specific roles of individual caspases in the process. A long-term goal of this project is successful construction of inhibitor molecules designed to specifically target the individual caspases involved in apoptosis. Students with a background in organic chemistry and biology will gain experience with the laboratory techniques of organic synthesis as well as the techniques of spectroscopy.

Donald Morisato and Nancy Murray are 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. This faculty 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 potential uses as antibiotics.

Neal Nelson is interested in working with advanced computer topics and current open-ended problems. His areas of interest include simulations of advanced architectures for distributed computing; advanced programming languages and compiler support for languages, such as those that support parallel architectures; and embedded systems/microcontrollers and hardware modeling. Students should have a strong computer science background and successfully have completed the program Data to Information or the equivalent.

Paula Schofield (polymer chemistry, organic chemistry) is interested in the fields of biodegradable and biomedical polymers. Efforts to use biodegradable materials have been initiated to reduce the environmental impact of plastic wastes. Several of these biodegradable materials are polyesters, and they have attracted much industrial attention as "green thermoplastics." Biomedical polymers are widely used as replacements for heart valves, tissue, hip joints and blood vessels. Polyurethanes show potential as replacements for small-diameter blood vessels, particularly required by patients suffering from vascular disease resulting from complications of diabetes. Suitable replacement vessels could prevent thousands of amputations performed each year in the United States. Today, research and development on biodegradable and biomedical polymers are expanding in both polymer and biological sciences. Students with a background in organic chemistry and biology will gain experience in the preparation and characterization of suitable polymers, and in biological procedures used to monitor biodegradation and biocompatibility. Techniques students will use include SEM, DSC, GPC, FTIR, FTNMR and enzyme isolation and purification.

Rebecca Sunderman (inorganic/materials chemistry and physical chemistry) is interested in the synthesis and property characterization of new bismuth-containing materials. The 6s² electrons of Bi³⁺ are commonly referred to as the lone pair electrons. Hybridization of the 6s and 6p orbitals, and the resulting lone pair electron, yields some very interesting stereochemistry and steric-related properties. Ferroelectric and ferroelastic bismuth materials have been identified. Many bismuth oxides are good oxygen ion conductors. Bismuth-containing compounds have also 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 the recent Solar Max), and over millenia (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 mysteries such as these by modeling the magnetic dynamics of the Sun. Students can study plasma physics, solar physics and magnetohydrodynamics with Zita's research team. Students can use simple optical and radio telescopes and a Sunspotter to observe the Sun from Olympia. Students can analyze data from satellites and supercomputers, shared by colleagues in Boulder, Colorado, and Oslo, Norway. Strong research students may be invited to join our summer work in Olympia and/or Boulder.

Total: 4 to 16 credits each quarter. Students will negotiate credit with the faculty sponsor.

Program is preparatory for careers and future studies in chemistry, biology, computer science, health science, environmental sciences, physics, astronomy and teaching.

A similar program is expected to be offered in 2007-08.

OFFERINGS BEGINNING WINTER QUARTER

Analyzing the World

Winter and Spring quarters

Faculty: Paula Schofield, Andrew Brabban

Major areas of study include scientific analysis, introduction to scientific instrumentation, introductory research methods, introductory forensic science, scientific writing and science laboratory.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

Prerequisites: High school algebra.

Are you curious about the world around you? Have you ever wondered why a particular event did or did not occur, and how the circumstances leading up to it may have changed the outcome and the future? How has scientific analysis changed how we view the world over time? How has forensic evidence affected the outcome of court trials, currently and in the past? How can we more fully understand our environment and predict changes that will occur in the future? These are the types of questions we will address in this two-quarter program.

We will use scientific approaches to examine both historical and current events. As an example, few historical events are as popular with conspiracy theorists as the JFK assassination. Also, prior to DNA fingerprinting and other modern forensic analytical techniques, the outcomes of many court trials would likely have been different. We will analytically study and review historical and current data and use scientific approaches to come to our own conclusions. We will also examine our environment, such as local water use and pollution issues.

We will learn modern methods of scientific analysis used in cutting edge scientific research and forensic science and we will critically evaluate our data. Both qualitative and quantitative analysis techniques will be emphasized, including learning the use and application of state-of-the-art scientific instrumentation (scanning electron microscopy, gas and thin-layer chromatography, ultra-violet and infrared spectroscopy) and equipment used in fieldwork. Scientific analysis will be the basis for our work, not conjecture, gut feeling and/or supposition. In science "data is king."

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

In winter quarter, we will learn how to define scientific questions and critically evaluate data, and we will learn fundamental lab and field techniques. Spring quarter will focus more on project work using the skills we develop in winter quarter. We will work predominantly in the lab and in small group problem-solving workshops; group work and student presentations will be significant components of the program.

This program is designed for all students who want to gain a more analytical and scientific approach to the world around them, using historical and real world situations. Students will be evaluated based on their laboratory and field work, laboratory reports, class presentations and homework assignments.

Total: 16 credits each quarter.

Enrollment: 46

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

This program is also listed under Programs for Freshmen.

Computer Science Foundations

Winter and Spring quarters

Faculty: Neal Nelson, Brian Walter, TBA

Major areas of study include introductory programming, computer organization, data structures, operating systems, mathematics and various topics on science, technology and society.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: High school algebra proficiency.

The goal of this program is to lay a firm foundation for more advanced work in computer science. Students in the program will have the opportunity to achieve a deeper understanding of increasingly complex computing systems by acquiring knowledge and skills in mathematical abstraction, problem solving, programming and the fundamental structures of hardware and software systems. The program covers standard material in a core liberal arts computer science curriculum such as algorithms, data structures, computer organization and architecture, logic, discrete mathematics and programming.

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 will help develop theoretical abstractions and problem solving skills needed for computer scientists. An on-going *seminar* theme will explore social, historical or philosophical topics of science, technology and society.

Total: 16 credits each quarter.

Enrollment: 38

Special Expenses: Unusually expensive textbooks.

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

Marine Life: Marine Organisms and Their Environments

Winter and Spring quarters

Faculty: Gerardo Chin-Leo, Erik V. Thuesen

Major areas of study include biological oceanography, marine biology, marine science laboratory and marine science research. All credit will be upper-division science for those students completing both quarters of the program.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: At least two quarters of college chemistry with labs and two quarters of biological sciences with labs, college-level algebra, an ability to work easily with numbers and equations.

Marine Life focuses on marine organisms, the sea as a habitat, relationships between the organisms and the physical/chemical properties of their environments and their adaptations to those environments. Students will study marine organisms, elements of biological, chemical and physical oceanography, field sampling methods with associated statistics and laboratory techniques. Adaptations to diverse marine environments and marine microbiology will also be emphasized. The class will study physical features of marine waters, nutrients, biological productivity and regional topics in marine science. Concepts will be applied via faculty-designed experiments and student-designed research projects. Data analysis will be facilitated through the use of Excel spreadsheets and elementary statistics. Seminars will analyze appropriate primary literature on topics from lectures and research projects.

The faculty will facilitate identification of student research projects, which may range from studies of trace metals in local organisms and sediments to ecological investigations of local estuarine animals. Students will design their research projects during winter quarter and write a research proposal that will undergo class-wide peer review. The research projects will then be carried out during spring quarter. The scientific process is completed when results of the research projects are documented in written papers and students give oral presentations during the last week of spring quarter. Because the research project continues across two quarters, students are strongly recommended to commit to both quarters of the program.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: Up to \$250 each quarter for multi-day field trips.

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

A similar program is expected to be offered in 2008–09.

This program is also listed under Environmental Studies.

Physical Systems

Winter and Spring quarters

Faculty: E.J. Zita

Major areas of study include physics, mathematics, philosophy of science and research. Upper-division credit awarded for upper-division work for students who earn full credit.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Successful completion of at least one year of college-level calculus-based physics; facility with integration and differentiation; good critical thinking and writing skills.

This program will examine the principal concepts and theories by which we describe and understand the physical world, from the realm of our immediate senses (classical physics) to the very small (quantum mechanics) to the vast (astrophysics). We will emphasize understanding the nature and formal structure of quantitative physical theories. We will focus on the unifying concepts and common mathematical structures that organize different physical theories into a coherent body of knowledge. This program is necessarily mathematical. Required mathematical skills will be developed as needed and in the context of their use in the physical sciences. The central role of mathematics in describing nature is one of the core intellectual issues in this program. Quantitative problem solving will be emphasized.

Physical Systems will be organized around concepts such as energy, conservation laws, and symmetries. Topics typically include classical mechanics, quantum mechanics, electromagnetism, thermodynamics, astrophysics and/or modern physics. Mathematical topics typically include multivariable calculus, linear algebra, differential equations and/or vector calculus. Computers will be used as appropriate for obtaining analytic and numerical solutions and for gaining qualitative insight into physical processes.

Students will do research on topics of interest, and share peer instruction in the classroom. Program activities will include lectures, seminars, hands-on workshops and laboratories, and group problem solving. Program details will be available online at <http://academic.evergreen.edu/z/zita>.

Integrated seminars on history, literature, philosophy and/or cultural studies of science will stimulate ongoing consideration of the context and meaning of science knowledge systems and practices through history and across cultures.

This program will be a rigorous and demanding course of study. Students will need to devote a minimum of 50 hours per week to their academic work. Students are encouraged to take Mathematical Methods during fall quarter.

Total: 16 credits each quarter.

Enrollment: 25

Special Expenses: Field trip to a research meeting in spring, approximately \$300. Expensive texts are required by the first day of class. Expect to spend up to \$500. Texts will be used all year.

Program is preparatory for careers and future studies in physical sciences, engineering, mathematics, education, and the philosophy, history, and cultural studies of science.

Science Seminar

Winter and Spring quarters

Faculty: E.J. Zita

Major areas of study include history of science, philosophy of science, and/or conceptual physics.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Good reading, writing and thinking ability. No background in mathematics or physics necessary.

We will read, discuss and write about diverse topics in physics, astronomy, mathematics and related areas. We will explore observations and ideas about the nature, history and philosophy of science, as well as the methods of physics and mathematics. We will investigate questions such as: What are the newest ideas in physics and astronomy? How is knowledge created or discovered? How can new ideas develop into testable theories? How does scientific understanding change? Topics will include string theory, relativity, chaos, quantum mechanics, infinity and cosmology. Readings and themes vary each quarter. Program details are available online at <http://192.211.16.13/z/zita/scisem.htm>.

Our learning goals include improved critical thinking, deeper qualitative understanding of science, and improved communication skills, both oral and written. Quantitative investigations are possible for interested students, but are not required. Science Seminar students will work with students who are enrolled in Physical Systems to discuss key points and questions before each seminar. Students can earn four or eight credits each quarter by participating in one or two seminars each week and completing short essays and online assignments. Students are encouraged to work with the Writing Center tutors and to attend occasional writing workshops.

Total: 4 or 8 credits each quarter.

Enrollment: 20

Program is preparatory for careers and future studies in science, math, history or philosophy of science, science writing and education. **A similar program is expected to be offered in 2007–08.**

OFFERINGS BEGINNING SPRING QUARTER

Algebra to Algorithms: An Introduction to Mathematics for Science and Computing

Spring quarter

Faculty: TBA

Major areas of study include: intermediate algebra, geometry, mathematical modeling, problem solving, computer programming, and history and philosophy of mathematics.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: High school algebra.

Western science relies on mathematics as a powerful language for expressing the character of the observed world. Mathematical models allow predictions of the behavior of complex natural systems, and modern computing has magnified the power of those models and helped shape new models that increasingly influence 21st-century decisions. Computer science relies on mathematics for its culture and language of problem solving and also enables the construction of mathematical models. In fact, computer science is the constructive branch of mathematics.

This program explores connections between mathematics, computer science and the natural sciences, and will develop mathematical abstractions and skills needed to express, analyze and solve problems arising in the sciences, particularly computer science. The emphasis is fluency in mathematical thinking and expression, along with reflections on mathematics and society. Topics include concepts of algebra, functions, algorithms and programming, and calculus, logic or geometry; all with relevant historical and philosophical readings.

We will also address psychological, pedagogical and development aspects of mathematics teaching and learning to broaden our own and others' understanding beyond where some of us got "stuck" in our earlier involvement with mathematics.

The program is intended for students who want to gain a fundamental understanding of mathematics and computing before leaving college or pursuing further work in the sciences.

Total: 16 credits.

Enrollment: 24

Program is preparatory for careers and future studies in the sciences, mathematics, computer science and education.

A similar program is expected to be offered in 2007–08.

This program is also listed under Programs for Freshmen.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Community Design and Community Action

Spring quarter

Faculty: Rob Knapp, Helena Meyer-Knapp

Major areas of study include community development, design, political studies and applied science, according to the nature of projects chosen.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. This program is designed for both full-time and part-time students.

Prerequisites: No specific subject requirements, but existing background in community development, design, political studies, or applied sciences is desirable.

Improving communities is collective work. New parks, the restoration of old buildings, strengthening public services and enlivening arts projects depend on the committed efforts of people with a variety of talents, agendas and temperaments. This program is for students with strong interests (and preferably with some background) in community development, design, political studies or applied science who want to join real world projects engaged in the social or physical improvement of communities in or near Olympia. With faculty as guides providing supporting tools to aid in analysis and research, student teams will link up with public or public-interest organizations who are in either the design or action phases of new projects. Each team and its faculty advisor will define a substantive contribution to its organization's work and complete it by the end of the quarter.

Students will spend a portion of their study time directly on their community project and the rest in background-building. There will be opportunities to become more experienced in the analysis of community values and institutions, in understanding organizational development and conflict resolution, and in creating appropriate information graphics and public consultation projects, as well as to deepen a design or science background as appropriate to specific projects.

Students in this program need to be willing to tackle open-ended problems, work in teams, respond with insight to real-world needs and obstacles and produce carefully finished work.

Total: 8 or 16 credits each quarter. The 8-credit option consists of weekend classes, taught by both faculty, as well as evening or weekend time with the project's host organization, while the 16-credit option adds 8 credits of study during the weekdays, as well as additional project-related time.

Enrollment: 24 maximum for each credit option.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in community development, public interest science, community design or government.

This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

History and Philosophy of Biology: Life and Consciousness

Spring quarter

Faculty: Kevin Francis, David Paulsen

Major areas of study include history of science, philosophy of science, cognitive science and philosophy of mind.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Prerequisites: At least one college-level biology course recommended.

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 neurobiology and cognitive science. The way that biologists define "life" and "consciousness" shapes their research programs, methodologies and ethics. As one example, depending on how a biologist defines "life," he might use the same approach to study organisms that other scientists use to understand chemical reactions and computer systems, or he might recognize unique properties of living systems that require special methods. As another example, depending on how a biologist defines "consciousness," she might conduct experimental research on human emotions as unique and incomparable to animal behavior, or she might compare images of human brain activity to images of animal brain activity when they both experience the same kind of emotion.

These classic questions continue to vex and motivate biologists, cognitive scientists and philosophers. This program will examine the history of biology as a window on the contemporary discussion of life, consciousness and the nature of mind. We will use a variety of historical case studies to illuminate such issues (e.g. Watson and Crick's research on DNA, experimental work on neuron physiology and function and persistent debates over animal experimentation). We will also read contemporary philosophical and scientific discussions to explore whether the history of questions about life and the nature of being alive provide lessons for current research in the science of the mind.

Total: 16 credits.

Enrollment: 48

Program is preparatory for careers and future studies in the biological sciences, cognitive neuroscience and science studies.

This program is also listed under Programs for Freshmen.

SOCIETY, POLITICS, BEHAVIOR AND CHANGE

Affiliated Faculty:

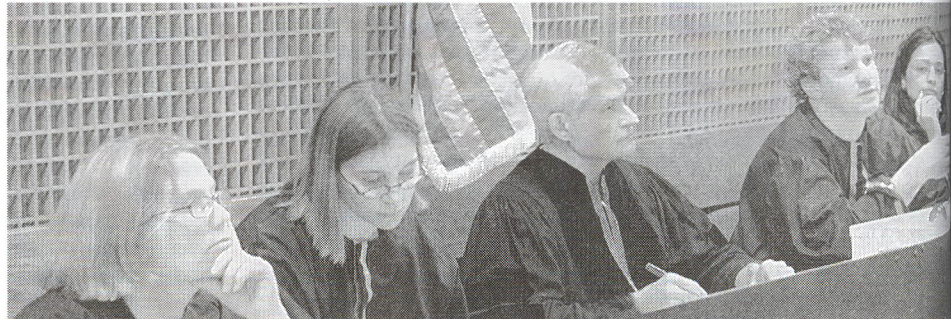
Don Bantz
Peter G. Bohmer
Priscilla V. Bowerman
William Bruner
Scott Coleman
Stephanie Coontz
Elizabeth Diffendal
Peter Dorman
John Robert Filmer
Teresa L. Ford
George Freeman, Jr.
Laurance R. Geri
Jorge Gilbert
Angela Gilliam
José Gómez
Amy Gould
Zoltan Grossman
Jeanne E. Hahn
Ryo Imamura
Heesoon Jun
Cynthia Kennedy
Mukti Khanna
Janice Kido
Cheryl Simrell King
Glenn Landram
Gerald Lassen
Daniel B. Leahy

At Evergreen, the Society, Politics, Behavior and Change 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 social groups, such as 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 to allow collective decision-making. Our study of politics focuses on political economy and the interplay of politics and economics, with an emphasis on the international political economy and its implications for race, gender and class in U.S. society

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



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

Our **management** programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed. Recognizing that Puget Sound has proved to be a rich laboratory for the study of economics and social change, our management programs often integrate the study of leadership development, international business and ocean transportation with our maritime studies program.

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, history, public policy, public administration, labor studies, management, political science, international affairs, philosophy, sociology, health sciences, psychology, teaching and learning.

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

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

Anita Lenges
Carrie M. Margolin
Lawrence J. Mosqueda
Alan Nasser
Toska Olson
Sarah Pedersen
Yvonne Peterson
Zahid Shariff
Linda Moon Stumpff
Masao Sugiyama
Michael Vavrus
Sherry L. Walton
Sonja Wiedenhaupt
Tony Zaragoza

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and others added after this printing.
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Forensics and Criminal Behavior

Fall, Winter and Spring quarters

Faculty: Sharon Anthony, Toska Olson, Rebecca Sunderman

Major areas of study include forensic science (aspects of chemistry, molecular biology, physics, physical anthropology, entomology and pathology), forensic science lab, sociology of criminal behavior, quantitative reasoning and writing.

Class Standing: This lower-division program is designed for 50 percent freshmen and 50 percent sophomores.

Prerequisites: Although there are no prerequisites for this program, a good understanding of science and Algebra I and II will be helpful and are strongly recommended.

Why is crime such a central focus in modern American society? How is a crime scene analyzed? How are crimes solved? How can we prevent violent crime and murder? This program will integrate sociological and forensic science perspectives to investigate crime and societal responses to it. We will explore how social and cultural factors including race, class and gender are associated with crime and criminal behavior. In addition, we will consider 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, fingerprints, DNA, blood spatter, fibers, glass fractures and fragments, hairs, ballistics, teeth, bones and body remains.

This program will use 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. In addition to weekly writing and quantitative assignments, students will engage in research writing and conduct team projects in crime scene investigation.

Total: 16 credits each quarter.

Enrollment: 69

Special Expenses: \$90 for field trips.

Program is preparatory for careers and future studies in forensic science, education, science, criminology and sociology.

This program is also listed under Programs for Freshmen; Environmental Studies; and Scientific Inquiry.

Heritage: Self-Identity and Ties to the Land

Fall, Winter and Spring quarters

Faculty: David Rutledge, Yvonne Peterson and Raul Nakasone

Major areas of study include areas of student's individual project study such as history, philosophy, cultural competency, quantitative reasoning, communication, writing, political science, ethnography, history of the Americas, cultural anthropology, literature, Indigenous arts, technology, Indigenous studies, Native American studies, writing and education.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

In this program, students develop individual projects to examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each student'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. 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.

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

This program is for students who already have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students 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. Yvonne Peterson will offer a special series of workshops to support the particular academic needs of first and second year students.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for the chosen questions and do the integrative review of the literature and data collection. Workshops will be ongoing for students to learn the skills for completing their project. 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.

Depending on their individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in creating interactive Web pages and documentaries, as well as I-movie editing and presentations using PowerPoint.

Total: 16 credits each quarter.

Enrollment: 75

Internship Possibilities: With faculty approval.

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

This program is also listed under Programs for Freshmen and Native American and World Indigenous Peoples Studies.

Imperialism

Fall and Winter quarters

Faculty: Zahid Shariff

Major areas of study include history, political science, economics and literature.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

We will examine the different ways in which the notions of imperialism and colonization can be understood broadly as well as in specific geographic and historical contexts. Focusing on the historical experiences

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

of people of color in Africa, the Middle East and the United States, we will explore the ways in which imperialism and colonization served as tools for conquest and domination as well as subjugation and exploitation. We will examine the context in which these tools were, and continue to be, employed, and the resistance of different kinds with which they have to contend.

Our purpose is to both make distinctions and identify similarities between the imperialist practices of the past and those that are at work now. Exploring the role of image, representation, and knowledge—incentives for their production, and the prospects for their distribution—will be significant elements of the program. Quite often the critique of orientalism will guide us.

The learning goals will emphasize engagement with the reading material in a way that lifts both the author and the reader, collaborative and cooperative skills, and learning across differences. We expect to accomplish these goals through frequent writing assignments and active student participation in seminar facilitation, introduction of films and documentaries and leadership in organizing discussions. Among the writing assignments will be short weekly papers based on the readings and a longer paper on a relevant topic selected by the students. The readings will include classical texts by Aime Césaire and Franz Fanon, as well as more recent authors.

Total: 16 credits each quarter.

Enrollment: 24

Program is preparatory for careers and future studies in government and politics, non-governmental organizations (in the United States and abroad), education and international organizations.

This program is also listed under Programs for Freshmen.

India: Politics of Dance; Dance of Politics

Fall and Winter quarters

Faculty: Ratna Roy, Jeanne Hahn

Major areas of study include history, cultural anthropology, political science, visual arts (art history), performing arts and literature.

Class Standing: Sophomores or above; transfer students welcome.

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 home of the Indus Valley Civilization as well as the Sanskrit legacy of art, architecture, dance, music and theater. In the 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 since 1947, we will investigate the changing relations of religion, caste, class and ethnicity, as well as the recent formation of a vibrant middle class.

India has also been shaped by its ancient traditions of art, dance and literature. Since dance, theater, and music have a special place in the context of Indian life, 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. Priority for enrollment in this program will be given to students who plan to travel to India in the winter.

In the winter, we will spend six weeks traveling in India deepening and contextualizing our fall studies. We will experience political dance theater and gain a deeper understanding of India's culture, traditions and rapidly changing present. We will spend time in several major cities to experience a measure of India's diversity and complexity and engage with groups involved in political dance theater. We will return to Evergreen with sufficient time to complete the projects and to reflect upon and analyze the two quarters' work.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: Approximately \$4,000 for airfare and six-week travel in India in winter quarter. A \$150 deposit is due November 17, 2006.

Program is preparatory for future studies and careers in the expressive arts, social sciences, Indian history and culture, education and comparative cultures.

The program is also listed under Expressive Arts.

Living an Intentional Life

Fall and Winter quarters

Faculty: Cynthia Kennedy, Janet Ott

Major areas of study include philosophy, movement, leadership, writing and personal finance.

Class Standing: Juniors or seniors; transfer students welcome.

Do you have the discipline to live an intentional life?

Many people do. Spend two quarters with us critically analyzing the wisdom of scholars who have examined our inner systems and who have developed myriad paths to clearing the way towards a strong, focused center which can allow us to lead our lives in meaningful and powerful ways. For some students, this may mean becoming active in the community; for others, leading a quiet, peaceful life. For still others, it may mean starting a revolution. Whatever the path, we are often called on to tap into our true self, or *essence*. This idea of self is formed from a variety of perspectives, depending on the culture and the lens. We consider the self to be a melding of body, mind and spirit without the masks and defenses that we automatically and normally use to protect ourselves from perceived harm. Self is a place of clarity, of curiosity and of compassion. There are a number of paths toward finding one's true self and in the words of Joel Barker, "problems that are impossible to solve with one paradigm, may easily be solved with a different one."

In fall quarter, in order to become familiar with a variety of paradigms, we will research and explore many of these perspectives and paths, helping us make choices about the path each of us will take to our own self. Some of these paths include Buddhist, Hindu and the Western psychological perspectives. We will also examine the body's anatomy, physiology and current research on the mind/body connection. Exploration will be through seminar texts and practical workshops and will include library research, formal papers and presentations, overnight retreats, discipline practices such as meditation or *qi gong* and movement. Each of us will adopt our own discipline practice which can open or prepare us for hearing our true intentions, our self's desires without all the noise and distractions created by our culture and surroundings. Our discipline will involve a practice that commits us to engage regularly in some activity with a mental and physical commitment to concentrate or focus on it. A discipline produces focus in both the mind and the body, which produces a connection most Westerners have never experienced. It is our assertion that we don't find our genuine self without such discipline.

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In the winter, we will begin to personalize the learning from fall quarter, discussing and applying the components that support and are part of an intentional life. This life begins with the dreams and visions we hold for the life that is still ahead of us. Students will create a vision statement of their intentional life—a goal to work towards. It will be reflective of their own sense of self and their sense of calling, purpose, vocation or meaning of life. This vision statement of essence and purpose in life can be a culmination of all the wisdom of scholars who have come before you, the discipline each of us will have adhered to for the past two quarters, and each person's own application of learning and desires. Throughout winter quarter, we will encourage students to consciously reflect on who they are and where they are going.

This is a rigorous, full-time program. Students will be expected to work 50 hours each week (including class time), attend all program activities, to be on time, and to be fully prepared to participate in seminar discussions. Students will work in small groups, complete papers, take exams and give presentations to the class. They should be prepared to explore challenging and unfamiliar ideas in an academic atmosphere.

Total: 16 credits each quarter.

Enrollment: 50

Special Expenses: \$200 per quarter for program retreats and movement fees.

Program is preparatory for careers and future studies in ethics, health, leadership studies, philosophy, religious and spiritual studies, the humanities, arts and social sciences.

This program is also listed under Scientific Inquiry.

Looking Backward: America in the 20th Century

Fall, Winter and Spring quarters

Faculty: David Hitchens, Jerry Lassen, Tom Grissom

Major areas of study include writing, U.S. political and economic history, U.S. social and intellectual history, American economics and global connections, American literature and scientific thought.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

The United States began the 20th century as a second-rate military and naval 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 to explore the physical underpinnings of our place in the universe. Many observers have characterized the 20th century as "America's Century" because, in addition to developing as the mightiest military machine on the face of the earth, the United States also spawned the central phenomenon of "the mass." Mass culture, mass media, mass action, massive destruction, massive fortunes—all are 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, economic and scientific 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. While exploring these issues, we will use history, economics, sociology, literature, physics, popular culture and the tools of statistics to help us understand the nation and its place in the century. At the same time, students will be challenged to understand

their place in the scope of national affairs, to read closely, to write with effective insight and to develop appropriate research projects to refine their skills and contribute to the collective enrichment of the program. There will be workshops on economic thought, physical laws and program-wide symposia. Each end-of-quarter symposium will provide a means of rounding out the term's work and provide students with valuable experience in public speaking and presentation.

Total: 16 credits each quarter.

Enrollment: 72

Program is preparatory for careers and future studies in the humanities and social science, law, journalism, history, economics, sociology, literature, popular culture, cultural anthropology, education and the physical sciences.

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

Making American Selves: Individual and Group Development

Fall and Winter quarters

Faculty: Sherry Walton, Terry Ford

Major areas of study include human development, communication skills, American history, descriptive statistics, academic planning, writing, group dynamics, research methodologies, politics of identity and spiritual development.

Class Standing: This lower-division program is designed for 75 percent freshmen and 25 percent sophomores.

My life has been one great big joke,

A dance that's walked,

A song that's spoke,

I laugh so hard I almost choke,

When I think about myself.—Maya Angelou

If you resist reading what you disagree with, how will you ever acquire deeper insights into what you believe? The things most worth reading are precisely those that challenge our convictions.—Author Unknown

I loathe the expression "What makes him tick." It is the American mind, looking for simple and singular solutions, that uses the foolish expression. A person not only ticks, he also chimes and strikes the hour, falls and breaks and has to be put together again, and sometimes stops like an electric clock in a thunderstorm.—James Thurber

Angelou invites us to consider our lives with some lightness of spirit, Thurber cautions that answers are seldom simple and that humans are complex beings, and our unknown author urges us to welcome challenges to our current convictions. We invite people to join this program who are ready to undertake serious academic work with humor, and who have a desire to be challenged and an inclination toward examining complex relationships. Though Thurber loathed the expression, "What makes him tick," we will attempt to understand some factors that influence the development of human identity. People likely to find this program useful are those interested in the relationship of identity development to one's sense of self as a community member and American, and one's self-efficacy and ability to interact effectively with others.

Participants will seek answers to three primary questions: Who are we as individuals and as community members? How do people become who they are? What does it mean to be an American? Understanding the construction of our personal identities and beliefs, as well as our identities as Americans, is crucial to effective

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

citizenship in the 21st century. We will explore these questions in a variety of ways, including mask-making; reading and analyzing novels, autobiographies, and factual materials; writing; participating in workshops; and conducting research. Participants will be encouraged to challenge and extend their knowledge through studies in human development, descriptive statistics, American history (particularly in relation to public education), group dynamics, politics of identity and spiritual development.

Fall quarter we will explore our own identity development through creative arts and autobiography. Our current understandings may be challenged and affirmed through analyzing and discussing theories of human development, including cognitive, moral and socio-emotional development. Concurrently, we will conduct survey research to gain a better understanding of our learning community. From this platform, we will explore group dynamics and effective communication skills. As we examine theories of development, we will also read ethnographies and historical texts to gain a broader understanding of contexts within which we develop. We will deepen our understandings of these texts through writing analytical papers.

Winter quarter program members will participate in either a campus organization or governance committee. These experiences will further develop understandings of group dynamics which will be discussed in weekly seminars. Each person will also participate in workshops in either Politics of Identity, or Spiritual Development in a Diverse Society. Though these workshops investigate different topics, both serve to deepen participants' knowledge about development as individuals and Americans, and provide opportunities to practice effective communication. In addition, each person will participate in workshops about research methodologies, select an area of research related to human development, undertake appropriate research and present the results to the program community.

Total: 16 credits fall quarter; 12 or 16 credits winter quarter.

Enrollment: 46

Special Expenses: \$95 per person for field trip to be paid by October 3, 2006.

Program is preparatory for careers and future studies in education, human, health and social services, and psychology.

This program is also listed under Programs for Freshmen.

Maritime Communities, Then and Now

Fall and Winter quarters

Faculty: John Filmer

Major areas of study include history, economics, economic development, management, international business, critical reasoning, communications, community development, transportation logistics, leadership and seamanship.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Students must achieve a passing grade on the entrance quiz that includes math competence and pass a swim test.

Faculty Signature: Interested students should contact the program secretary, Julie Douglas, (360) 867-6550 or douglasj@evergreen.edu or The Evergreen State College, Sem II A2117, Olympia, WA 98505, for an information packet, prerequisite quiz and to make an appointment for an interview with the faculty.

This program will focus on the study of coastal and estuarial communities and how they have evolved economically and culturally over the centuries. Through the natural advantages provided by the sea, Puget Sound provides a rich laboratory for the study of maritime communities and maritime commerce. In addition, our investigations will also take us to other parts of the world to examine early maritime exploration, the development of sailing and navigation technolo-

gies and the beginnings of cross-cultural trade. Areas of study will emphasize economic and community development and the evolution of contemporary world markets in the global economy.

An active sail training component will provide students with a rich opportunity to learn power cruise and sail seamanship, including coastal navigation and "sailor's arts." Activities will include field trips to various industries and organizations to observe and learn first-hand how Puget Sound entrepreneurs participate in the capitalist free market and the global economy, building wealth and creating jobs for themselves and others. The program will require each student to engage in an extensive study of a local community. Students may develop part-time internships during winter quarter that support their individual maritime career interests.

Students should plan on at least one very long day per week on board the vessel and expect to help with its maintenance. Students should be willing to enroll full-time for the two quarters.

Total: 16 credits each quarter.

Enrollment: 12

Special Expenses: \$500 boat fee each quarter.

Internship Possibilities: Winter quarter with faculty approval.

Program is preparatory for careers and future studies in management, business, community development, transportation and a variety of marine oriented occupations.

Multicultural Counseling

Fall, Winter and Spring quarters

Faculty: Mukti Khanna

Major areas of study include counseling skills, personality theory, abnormal psychology, expressive arts therapies, methods of inquiry, nonviolent communication and multicultural psychology.

Class Standing: Seniors; transfer students welcome.

Prerequisites: One year of study in an interdisciplinary liberal arts program with some background in issues of diversity and inclusiveness and one year of study covering general principles of psychology. Transfer students are welcome in this program and are invited to document their work in psychology, cultural studies and liberal arts education for admission.

Faculty Signature: Students must submit an application, available by April 10, 2006, from the Program Secretaries office, Lab II 2250. Applications received by the Academic Fair, May 17, 2006, will be given priority. Qualified students will be accepted until the program fills.

We will explore ways psychology can be of service in an increasingly diverse society by addressing the concepts of mental health, the mental health system and psychological counseling that are critical to the creation and maintenance of healthy communities. We will address theoretical and experiential aspects of multicultural and transpersonal psychology in a community context, and how psychology can contribute to the current United Nations Decade of Nonviolence. Students will learn social science research methods in the context of a counseling practice.

Multi-modal expressive arts laboratories based on person-centered psychology will be explored throughout the program. As described by Natalie Rogers, an international leader of expressive arts therapy, and daughter of pioneering psychologist Carl Rogers, "The combination of expressive arts—the integrated process of using movement, visual art, music, journal writing and drama—and person-centered listening are powerful, creative ways to become aware of our feelings about world events and to transform these feelings into self-responsible action. The expressive arts bring us into balance by engaging our imagination, intuition and spiritual capacities. As we gain an internal

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sense of peace, our way of being in the world shifts, bringing inspiration and wisdom to others." No previous art or movement experience is required. Students need to be willing to work with psychological theory and self-knowledge through expressive arts, co-counseling, cultural identity work and mindfulness practices.

Total: 16 credits each quarter.

Enrollment: 25

Special Expenses: Approximately \$75 for art supplies and \$50 for retreat for the entire year.

Internship Possibilities: 15 hours a week required in winter and spring quarters.

Program is preparatory for careers and future studies in psychological counseling, clinical psychology, expressive arts therapies, social work, expressive arts and multicultural studies.

A similar program is expected to be offered in 2007–08.

Pillars of Fire: Jewish Contributions to World Culture

Fall and Winter quarters

Faculty: Ariel Goldberger, Carrie Margolin

Major areas of study include Judaic studies, Jewish cultural studies, Middle Eastern studies, expressive arts, Hebrew, movement, quantitative skills, philosophy, history, American studies, Hebrew calligraphy, education, and other subjects depending on students' individual work.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

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

The program will engage the study of Jewish contributions to a wide range of areas of human knowledge and endeavor. Our studies will include possible connections between the Yiddish culture that developed in Europe and the Americas and political movements, the arts and intellectual ideas. Potential areas of interest may be Jewish influences on popular culture in areas such as Hollywood, Broadway, vaudeville, comedy and music. Students may choose to give special attention to individual thinkers, artists or writers.

In the world of ideas, the possibilities are endless. The program will explore the possible connections between Jewish Messianic ideas, Zionism, laws and ethics, immigration, politics and the Labor Movement in America and Europe. We may choose to study the philosophies of thinkers such as Maimonides, Walter Benjamin, Martin Buber, Theodor Adorno, Baruch Spinoza and other Jewish philosophers who have had enduring influence on the world of ideas.

In the sciences, we may trace the birth of modern psychology in Sigmund Freud and his followers and the groundbreaking theories of thinkers such as Albert Einstein. We intend to direct our attention to the connection of Jewish medical practice with the development of medical ethics.

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

A part of our studies of Jewish beliefs and mysticism will include a look into the oral and written law, the mystical tradition of the Kabbalah, and current Jewish thought. Our endeavors will include an examination of Jewish rituals and life-cycle events, and the different roles that Jewish men and women have traditionally held in those events. We plan to explore the changing roles of Jewish women and men, as Jewish feminist leaders exert their influence on the culture.

As part of our learning about the Diaspora in which the Jews have lived for thousands of years, there will be workshops focused on the study of ethnic cuisine and customs. Guest presenters from a variety of Jewish cultural sub-groups will work side by side with students to provide meals that will highlight Jewish ritual laws, Kosher laws and other cultural aspects passed on through oral tradition. Quantitative thinking will be encouraged through the learning of another cultural mainstay of Jewish women since the 1920s: mah jongg.

The study of contemporary Jewish life will address the Jewish national movement, Zionism and study the state of Israel. We will attempt to learn about the complexity and difficulty of analyzing current events in the Middle East.

Participants will be asked to respond to the material of the class in a variety of forms and disciplines. This program will emphasize collaborative learning. Students will be expected to contribute to the program efforts with self-directed and intense work.

Total: 16 credits each quarter.

Enrollment: 48

Special Expenses: \$40 art materials fee and \$40 performance ticket fees each quarter, and \$75 for ethnic culinary workshops. Total expenses depend on student projects.

Program is preparatory for careers and future studies in cultural studies, Middle Eastern studies, Jewish education, philosophy, anthropology, history, education and expressive arts.

This program is also listed under Programs for Freshmen; Culture, Text and Language; and Expressive Arts.

Political Ecology of Land

Fall and Winter quarters

Faculty: Ralph Murphy, Carolyn Dobbs

Major areas of study include land use planning and growth management, policy analysis, statistics, principles of economics, American government and federalism, case studies in environmental policy and implementation, research methods and projects.

Class Standing: Juniors or seniors; transfer students welcome.

This upper-division program will provide an interdisciplinary, in-depth focus on how land has been viewed and treated by humans historically and in contemporary times. We will give special attention to the political, economic, social/cultural and environmental contexts of land use. We will also look at land ethics, concepts of land ownership and efforts to regulate land uses and protect lands that have been defined as worthy by society.

To understand the context, role and purposes of land policy and regulation, several social science disciplines will be explored. Selected aspects of the following topics and disciplines will be used to evaluate human treatment of land primarily in the United States: history and economic development; the structure and function of American government and federalism; public policy formation and implementation; land use planning and growth management; elements of environmental and land use law; economics; fiscal analysis of state and local governments; and selected applications of qualitative and quantitative research methods. Taken together, these topics examine the diversity of ideas and skills required for developing an in-depth analysis of land issues.

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

Our goal is to have students leave the program with a comprehensive understanding of the complexity of issues surrounding land. The program will include lectures, seminars, guest speakers, research workshops, field trips in western Washington and individual and group research projects and presentations.

Total: 16 credits each quarter.

Enrollment: 50

Program is preparatory for careers and future studies in land use and environmental planning, policy development and fiscal analysis, environmental and natural resource management.

This program is also listed under Environmental Studies.

Political Economy and Social Movements: Race, Gender and Class

Fall and Winter quarters

Faculty: Peter Bohmer, Tony Zaragoza, Zoltan Grossman

Major areas of study include political economy, U.S. history, theory and practice of social movements, race and gender studies, media and popular culture studies, economics, international studies and popular education.

Class Standing: Sophomores or above; transfer students welcome.

This program is designed to introduce students to the major concepts, historical developments and theories in political economy and to provide a foundation for more advanced work in political economy and the social sciences. We will examine the historical construction of U.S. political economy, the role social movements have played in its development, and future possibilities for social justice, self-determination and equality.

A central goal is to gain a clear understanding of how and why the U.S. economy has been organized and reorganized over time, how it has been controlled, who has and has not benefited from it, the nature of exploitation, racism and sexism, and how social movements, particularly those based on race, class and gender, have resisted and shaped its direction. We will analyze everyday understandings of our human experience and social relations and how they are influenced by media, schools, dominant ideology and popular culture. We will also examine the current and future direction of the United States economy and society, and how various social movements are responding to the changing political economy locally, nationally and globally. The effects of the U.S. political economy on meeting people's needs in the United States and in other societies will be major themes of this program.

Fall quarter's work will focus primarily on the historical development of the United States while we learn and critique ideologies such as liberalism, feminist theories, Marxism, anarchism and neoclassical economics. A question of ongoing importance will be how economic exploitation relates to other forms of social oppression such as racism, sexism and homophobia. Current economic restructuring efforts and the reorganization of the social welfare state will also be examined. We will study, in depth, changes and continuities in the post-September 11 period with regards to militarism, attacks on dissent and new forms of racism. Key issues and topics such as the growing inequality of income and wealth, work and unions, police militarization and prisons, poverty, and privatization will be studied historically and in the present. For each of these topics we will examine the role of race, class, nation and gender and the relationships among them, as well as short/long run solutions to related social problems.

Winter quarter's work will center on the interrelationship between the U.S. economy and the changing global system, as well as the history of capitalism and its rise to global prominence. We will study the causes and consequences of the globalization of capital and its

effects in our daily lives, the role of multilateral institutions such as the World Bank, the IMF and the WTO, the meaning of various trade agreements and regional organizations, and the response of social movements opposing this emerging global order. We will pay attention to the human consequences of imperialist globalization, and resistance to it in case studies from the global South and global North. We will look at alternatives to neoliberal capitalism including socialism, participatory economies and community-based economies.

We will study microeconomics and macroeconomics historically, and integrate major concepts from economics into the entire program. Students will be introduced to key social statistics such as the poverty, inflation, and unemployment rates, measures of inequality of income, and wealth and the quality of life.

Films will be shown throughout the program. There will be a substantial amount of reading in a variety of genres. Workshops and role playing exercises in economics, international relations, writing and organizing for social change will be used. Students will write a series of analytical papers, learn popular education and participatory research methodologies and take part in projects using these methods.

Total: 16 credits each quarter.

Enrollment: 75

Program is preparatory for careers and future studies in education, labor, community and global justice organizing, social services, law, nonprofit work, and economics.

A similar program is expected to be offered in 2007-08.

Power in American Society

Fall quarter

Faculty: Larry Mosqueda

Major areas of study include U.S. history, U.S. government, U.S. foreign policy and political economy.

Class Standing: Sophomores or above; transfer students welcome.

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

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

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

Total: 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in government, public policy, history and advanced political economy.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

Turning Eastward: Explorations in East/West Psychology

Fall and Winter quarters

Faculty: Ryo Imamura

Major areas of study include personality theory, abnormal psychology, Jungian psychology, ethics in psychotherapy, Buddhist Studies, Asian psychology, socially engaged Buddhism, Chinese spiritual paths, transpersonal psychology and studies in death and dying.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: Proficiency in college-level expository writing.

Western psychology has so far failed to provide us with a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding—our everyday mind, our immediate awareness of being with all of its felt complexity and sensitive attunement to the vast network of interconnectedness with the universe around us. Instead, Western psychology has chosen to analyze the mind as though it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind—both in its everyday dynamics and its larger possibilities—has led to a tremendous upsurge of interest in the ancient wisdom of the East, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

In direct contrast, Eastern psychology shuns any impersonal attempt to objectify human life from the viewpoint of an external observer, instead studying consciousness as a living reality which shapes individual and collective perception and action. The primary tool for directly exploring the mind is meditation or mindfulness, an experiential process in which one becomes an attentive participant-observer in the unfolding of moment-to-moment consciousness.

Learning mainly from lectures, readings, videos, workshops, seminar discussions, individual and group research projects and field trips, we will take a critical look at the basic assumptions and tenets of the major currents in traditional Western psychology, the concept of mental illness, and the distinctions drawn between normal and abnormal thought and behavior. We will then investigate the Eastern study of the mind that has developed within spiritual traditions, particularly within the Buddhist tradition. In doing so, we will take special care to avoid the common pitfall of most Western interpretations of Eastern thought—the attempt to fit Eastern ideas and practices into unexamined Western assumptions and traditional intellectual categories. Finally, we will address the encounter between Eastern and Western psychology as possibly having important future ramifications for the human sciences, potentially leading to new perspectives on the whole range of human experience and life concerns.

Total: 16 credits each quarter.

Enrollment: 25

Program is preparatory for careers and future studies in psychology, counseling, social work, education, Asian studies and religious studies.

The United States Since the Great Depression: From Prosperity To Austerity

Fall and Winter quarters

Faculty: Alan Nasser

Major areas of study include history, political science, politics, political economy, sociology and U.S. foreign policy.

Class Standing: Juniors or seniors; transfer students welcome.

Faculty Signature: Students should submit copies of their last two faculty evaluations and samples of their most recent nonfiction writing to Alan Nasser at the Academic Fair, May 17, 2006. Transfer students should bring transcripts and writing samples to the fair. If this is not possible, send them to Alan Nasser, The Evergreen State College, Sem II A2117, Olympia, WA 98505. Priority will be given to applications received by May 17, 2006. For more information contact Alan, (360) 867-6759. Qualified students will be accepted until the program fills.

Prior to the Great Depression of the 1930s, the United States was in periods of social and economic hard times as often as it was in prosperity. After the Depression and the second World War, the United States—and much of the world—entered the longest period of sustained prosperity in modern history. We will look carefully at the social, cultural and especially the political-economic development of the United States during this exceptional period. Our investigation will include topics as varied, but closely related, as the rise of consumer culture, the emergence of the "middle class," the spread of suburban life, the emergence of the youth market and its attendant youth culture, and the fortunes and misfortunes of women and people of color during this period. A central topic will be the Cold War, both in its domestic and foreign-policy incarnations, including the nuclear arms race and the response of Washington both to the newly-created countries of the global South in the aftermath of decolonization, and to the Communist revolutions in Korea, Cuba and China.

In winter quarter, we will study the factors which produced the end of the period of sustained prosperity and ushered in the period of neoliberal globalization. The latter is characterized by slower economic growth rates, stagnating worker incomes, a massive attack on government social spending, the deregulation of business, the emergence of a unilateralist and aggressive foreign policy and a narrowing of the differences between the political, economic and social agendas of the Democratic and Republican parties. We will examine, in this context, the fall of the Soviet Union and the end of the Cold War. Finally, we will look at the various movements that have arisen around the world in opposition to the post-prosperity period of neoliberal austerity.

Total: 16 credits each quarter.

Enrollment: 25

Program is preparatory for careers and future studies in government service, political science/theory, political economy, education, law and political activism.

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

OFFERINGS BEGINNING WINTER QUARTER

Innovations in Environmental Policy

Winter and Spring quarters

Faculty: Cheri Lucas Jennings, John Perkins

Major areas of study include American law and environmental protection, environmental science in the context of environmental regulation, history of the environmental movement, research methods for advanced undergraduates, simple descriptive and inferential statistics and communication methods in environmental work.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Study in natural science and/or political economy history recommended.

Faculty Signature: Submit samples of previous written work and unofficial transcript. An interview is required. Application forms are available from Cheri Lucas Jennings, lucasc@evergreen.edu or (360) 867-6782 or John Perkins, perkinsj@evergreen.edu or (360) 867-6503. Applications received by the Academic Fair, November 29, 2006, will be given priority. Qualified students will be accepted until the program fills.

What is the future of environmental protection in the United States? In the world? Why is the environmental agenda of the 21st century so different from its incredible vigor of the 1970s? How do specialists and citizens communicate with a powerful, active voice that embodies a hope for a sustainable future? These are the questions that motivate this two-quarter advanced program.

During the winter, we will read about the origins of the environmental movement in the 1970s, the enormous development of environmental science, and the innovations in the United States, state and tribal law and practices. We will then explore executive discretion and congressional shifts, especially during the period 1980 to 2004. In the process, we will examine how an activist movement for environmental protection changed into a specialized industry based on increasingly advanced science with ritualized activities and modes of communication. Additionally, we will see how "innovation" became a prominent theme for government after the mid-1990s.

Prominent examples of innovation included: substitution of "cap and trade" for "command and control" regulations, development of environmental management systems, advocacy of the "precautionary principle" as a regulatory framework, integration of environmental impact assessment with permitting processes, development of habitat conservation plans as the foundation for development schemes, using "sustainability" as a guideline for investment and development, and the promotion of alternative lifestyles and technologies to avoid existing problems. What were these innovations for? Where did they come from? Did they work, or were they a degradation of older laws?

Students will prepare a prospectus for team or individual projects to be completed in spring quarter. All projects will focus on a topic of innovation and the communications that must accompany any proposed change in an issue of natural resource management or preservation, development of alternative sources, environmental justice, or health.

In the spring, the program will focus on a series of projects currently under consideration by federal, tribal, state and local agencies, environmental coalitions, and other non-governmental organizations (NGO's). Some of these will be derived from national symposia on environmental innovation held in 2000, 2003, and 2005. Students' final presentations will be to the campus and larger community at the end of spring quarter, framed in such a way as to be appropriate for presentation at an EPA sponsored environmental symposium.

The program will feature two kinds of skill-building workshops: basic statistical methods for data presentation and alternative presentation methods, including print, broadcast and web-based communications.

Total: 16 credits each quarter.

Enrollment: 42

Internship Possibilities: Spring quarter with faculty approval.

Program is preparatory for careers and future studies in planning, regulation, communications, education, history, law, public health and environmental science.

This program is also listed under Environmental Studies.

Power in American Society

Winter quarter

Faculty: Larry Mosqueda

Major areas of study include U.S. history, U.S. government, U.S. foreign policy and political economy.

Class Standing: Sophomores or above; transfer students welcome.

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

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

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

Total: 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in government, public policy, history and advanced political economy.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

OFFERINGS BEGINNING SPRING QUARTER

Community Design and Community Action

Spring quarter

Faculty: Rob Knapp, Helena Meyer-Knapp

Major areas of study include community development, design, political studies and applied science, according to the nature of projects chosen.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work. This program is designed for both full-time and part-time students.

Prerequisites: No specific subject requirements, but existing background in community development, design, political studies, or applied sciences is desirable.

Improving communities is collective work. New parks, the restoration of old buildings, strengthening public services and enlivening arts projects depend on the committed efforts of people with a variety of talents, agendas and temperaments. This program is for students with strong interests (and preferably with some background) in community development, design, political studies or applied science who want to join real world projects engaged in the social or physical improvement of communities in or near Olympia. With faculty as guides providing supporting tools to aid in analysis and research, student teams will link up with public or public-interest organizations who are in either the design or action phases of new projects. Each team and its faculty advisor will define a substantive contribution to its organization's work and complete it by the end of the quarter.

Students will spend a portion of their study time directly on their community project and the rest in background-building. There will be opportunities to become more experienced in the analysis of community values and institutions, in understanding organizational development and conflict resolution, and in creating appropriate information graphics and public consultation projects, as well as to deepen a design or science background as appropriate to specific projects.

Students in this program need to be willing to tackle open-ended problems, work in teams, respond with insight to real-world needs and obstacles and produce carefully finished work.

Total: 8 or 16 credits each quarter. The 8-credit option consists of weekend classes, taught by both faculty, as well as evening or weekend time with the project's host organization, while the 16-credit option adds 8 credits of study during the weekdays as well as additional project-related time.

Enrollment: 24 maximum for each credit option.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in community development, public interest science, community design or government.

This program is also listed under Programs for Freshmen and Scientific Inquiry.

Making a Difference: Doing Social Change

Spring quarter

Faculty: Larry Mosqueda

Major areas of study include community organizing, theories of social and political change and social movements.

Class Standing: Sophomores or above; transfer students welcome.

Prerequisites: At least one full year of college with programs such as Political Economy and Social Change, sociology or community work and/or demonstrated work in a social change organization.

Faculty Signature: Faculty will assess college-level writing skills and degree of interest in social change organizations. Students must submit a plan for working with a social change group before the quarter begins. For information contact Larry Mosqueda, mosqueda@evergreen.edu or (360) 867-6513. Interviews conducted through the Academic Fair, March 7, 2007, will be given priority. Qualified students will be accepted until the program fills.

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

Students will not only study methods of change, but also participate in local, regional, national or international groups that are making a difference and have significant promise of continuing to do so in the future. Students will determine the area where they wish to work and will come together to discuss theories of social change and test those theories in their work throughout the quarter. Our seminars will examine not only the readings for the week, but also the work each of us is engaged in for the quarter.

Total: 16 credits.

Enrollment: 25

Special Expenses: Depend on student project.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in political science, law, education, government and community organizing.

A similar program is expected to be offered in 2008-09.

"Race" in the United States: Historical and Contemporary Perspectives

Spring quarter

Faculty: Michael Vavrus, Angela Gilliam

Major areas of study include cultural studies, history and social science academic writing.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

This all-level, full-time program explores the origins and manifestations of the contested concept of "race." The program analyzes a racialized history of the United States in relation to dominant discourses of popular culture, science, psychology, health care, law, citizenship, education and personal/public identity. By making historical connections between European colonialism and the expansion of U.S. political and military dominance in an era of globalization, students will have opportunities to investigate how the bodies of various populations have been racialized. Students will also examine related contemporary concepts such as racism, prejudice, discrimination, gender, class, affirmative action, white privilege and color blindness. Faculty will expose students to current research and racialized commentaries that surround debates on genetics vs. culture (i.e., nature vs. nurture).

Students will also engage race through readings, dialogue in seminars, films and academic writing that integrate program materials. Students will be expected to research and share contemporary news accounts and popular culture artifacts (e.g., music, television, cinema, magazines) as a way to understand how race mutates and is expressed in various practices in institutions, politics and popular culture. A goal of the program is for students to recognize contemporary expressions of race by what we hear, see and read as well as absences and silences that we find. As a learning community, we will work together to make sense of these expressions and link them to their historical origins.

Students will also have an opportunity to examine the social formation of their own racial identities through their own personal narratives. Current approaches from social psychology will be foundational in the autobiographical aspect of the program. Additionally, what it can mean to be an anti-racist in a racialized society is also investigated.

Total: 16 credits.

Enrollment: 48

Special Expenses: Approximately \$10 for museum entrance fee.

Program is preparatory for careers and future studies in medicine/health, education, government, law, history, political science, cultural studies, psychology and media studies.

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

So You Want to be a Psychologist

Spring quarter

Faculty: Carrie Margolin

Major areas of study include history and systems of psychology, one discipline area (either social, developmental, cognitive, or physiological psychology), foundations of psychology, career explorations in psychology, writing, and social science ethics.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

Students will investigate theories and practices of psychologists to enhance their understanding of counseling, social services and the science of psychology. Students will explore careers in psychology and the academic preparations necessary for these career choices. We will cover the typical activities of psychologists who work in academia, schools, counseling/clinical settings, social work agencies and applied research settings.

Among our studies will be ethical quandaries in psychology, as well as the ethics of human and animal experimentation. We will cover history and systems of psychology. Students will read original source literature from the major divisions of the field, covering both classic and contemporary journal articles and books by well-known psychologists. Library research skills, in particular the use of *PsycINFO* and *Science and Social Science Citation Indexes*, will be emphasized. Students will gain expertise in the technical writing style of the American Psychological Association (APA). The class format will include lectures, guest speakers, workshops, discussions, films and a field trip.

There's no better way to explore the range of activities and topics that psychology offers, and to learn of cutting edge research in the field, than to attend and participate in a convention of psychology professionals and students. To that end, students will attend the annual convention of the Western Psychological Association, which is the western regional arm of the APA. This year's convention will be

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

held in Vancouver, B.C. on May 3-6, 2007. This may prove to be the single most important learning experience of the program!

Total: 16 credits.

Enrollment: 24

Special Expenses: Approximately \$480 for attendance at the Western Psychological Association annual convention in Vancouver, B.C. must be paid by April 9, 2007. Students will need additional money to pay for their food. Students may also need a passport.

Program is preparatory for careers and future studies in psychology, education, and social work.

A similar program is expected to be offered in 2007-08.

This program is also listed under Programs for Freshmen.

Student Originated Studies: Topics in Political Economy, Globalization, Contemporary India and U.S. History

Spring quarter

Faculty: Jeanne Hahn

Major areas of study include topics based on areas of student work.

Class Standing: Sophomores or above who are prepared to carry out advanced study.

Faculty Signature: Students must draw up an Independent Learning Contract in consultation with the faculty. For information contact Jeanne Hahn, (360) 867-6014 or hahnj@evergreen.edu. Contract proposals received before March 7, 2007, will be given priority. Qualified students will be accepted until the program fills.

Student Originated Studies (SOS) 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. The project is then described in an Independent Learning Contract.

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

Total: 4 to 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in the social sciences, informed citizenship and education.

U.S. Foreign Policy Since Woodrow Wilson: Before and After 9/11

Spring quarter

Faculty: Alan Nasser

Major areas of study include political science, international relations, imperialism and U.S. foreign policy.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Background in political economy and/or 20th-century American history preferred but not required.

Faculty Signature: Students should submit copies of their most recent faculty evaluations and samples of their most recent nonfiction writing to Alan Nasser at the Academic Fair, March 7, 2007. Transfer students should bring transcripts and writing samples to the fair. If this is not possible, send them to Alan Nasser, The Evergreen State College, Sem II A2117, Olympia, WA 98505. Priority will be given to applications received by March 7, 2007. For more information contact Alan, (360) 867-6759. Qualified students will be accepted until the program fills.

Some programs may be cancelled and others added after this printing. For the most current information, see www.evergreen.edu/catalog/2006-07.

From the United States' beginning, dominant groups have imagined the country to have a grand destiny. Woodrow Wilson portrayed the United States as a model of "freedom and democracy" for the entire world and put forward explicitly, for the first time in American history, the doctrine known as "liberal internationalism." Later administrations attempted to export this model globally, often aggressively. A prime example of this is the Cold War, which we shall study at length. The ensuing rivalry between the United States and the Soviet Union was one of the powerful forces shaping both international and intranational policy over the course of the 20th century.

We will examine how the U.S. elite was led to re-assert American global dominance more aggressively than ever after the collapse of the Soviet Union, the move to the political right of both the Democratic and Republican parties, the onset of global economic stagnation and the terrorist attacks of September 11, 2001. The result of these developments was the new foreign policy of the Bush administration. The test case for these policies was the 2003 U.S.-led invasion and occupation of Iraq. We will analyze in detail the origins and possible consequences, abroad and at home, of these developments.

This is a rigorous, bookish program, emphasizing the close and critical reading of texts.

Total: 16 credits.

Enrollment: 25

Program is preparatory for careers and future studies in government, law, political science, education, international relations, political economy and history.

Working the Waters: Maritime Labor History

Spring quarter

Faculty: Cynthia Kennedy, Sarah Pedersen

Major areas of study include maritime labor history, quantitative and symbolic reasoning, maritime literature, leadership theory and group dynamics.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

*No man will be a sailor who has contrivance enough to get himself into jail; for being in a ship is being in jail with the chance of being drowned...A man in a jail has more room, better food, and commonly better company.—Samuel Johnson 1759 (from Boswell's *Life of Johnson*)*

The early 1700s saw the explosion of global trade through sail power. Sail was the supreme new technology of the period, making possible international mercantilism, the creation of empire and the accumulation of wealth necessary to launch industrialism. As peasants were driven off the soil, creating a new class of wage laborers, sailing ships gathered the dispossessed and unemployed and organized them under an authoritarian hierarchy which was the prototype of the industrial factory. Today, most maritime workers still experience comparatively rigid authoritarian power structures when at sea.

Some of the questions which motivate this program are: How have maritime labor conditions historically reflected the larger structural power relations of class, race and gender? What was the role of the technology of long-distance sail in the development of capital? What makes a good leader? What is the role of an individual in a given community?

To find answers to these questions, we will study the history of labor conditions in the age of sail through historical and literary accounts. We will then examine some contemporary regional maritime trades through written accounts and travel to working maritime

communities. An extended sailing voyage will introduce students to the experience of maritime work where crowded conditions, lack of comfort and loss of independence will be balanced with beautiful scenery, mastery of basic seamanship skills and discovery of one's role within a community.

Workshops preparing students for the expedition will include inland navigation, safety at sea, rules of the road, points of sail and organizational theory. Using systems thinking, current ideas in organizational behavior, and the personal experience of our sailing expedition, students will finish this program with self-reflective work leading to a strong appreciation for the complex, dynamic power of working in a group. Workshops and practical application will develop students' skills in mathematics, basic geometry, map reading and weather.

Students should expect to commit significant time to reading, writing and discussing academically challenging material throughout the program, including during the expedition.

Total: 16 credits.

Enrollment: 40

Special Expenses: \$900 for 12-day sailing trip and field trips.

Program is preparatory for careers and future studies in economics, management, math, maritime studies and trade, literature and historical studies.

This program is also listed under Programs for Freshmen.

NATIVE AMERICAN AND WORLD INDIGENOUS PEOPLES STUDIES

Affiliated Faculty:

Kristina Ackley (Oneida/Bad River Chippewa)

Michelle Aguilar-Wells (Luiseno/Soboba)

Jeff Antonelis-Lapp

Joe Feddersen (Colville Confederated Tribes)

Zoltan 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)

Native American and World Indigenous Peoples Studies (NAWIPS) programs study the Indigenous peoples of the Pacific Northwest, the Americas and the world. The college 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 a recognition of the vitality and diversity of contemporary Indigenous communities.



Off campus, the reservation-based program emphasizes community-determined education within the tribal communities where the classes are held. Students are encouraged to value local knowledge and its place in their academic work. Learning continues through student involvement in the activities of two of Evergreen's public-service organizations: the Longhouse Education and Cultural Center and the Northwest Indian Applied Research Institute.

The Longhouse Education and Cultural Center represents a living, cultural link to the tribal communities of the Pacific Northwest. The purpose and philosophy of the Longhouse are centered on service and hospitality to students, the college, Indigenous communities and the community at large. The functions of the facility are to provide classroom space, house the NAWIPS programs, serve as a center for multicultural and cross-cultural interaction, and host conferences, cultural ceremonies, performances, exhibits and community gatherings. The 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 newly established program of advanced studies in tribal government management and administration has also been added to the Master in Public Administration program. A new class of students will begin the two-year program in fall 2006. Students take required courses in public administration and receive 24 graduate credits in tribal government organization, policy development and intergovernmental relations.

Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Art, Media, Praxis

Fall, Winter and Spring quarters

Faculty: Laurie Meeker and Joe Feddersen

Major areas of study include art and media history and theory, studio arts, media production, critical writing, art/media proposal writing and independent projects in art/media installation.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: One year college-level study in visual arts or media arts.

Faculty Signature: Students will be selected on the basis of a portfolio review and interview beginning at the Academic Fair, May 17, 2006. The portfolio must include both visual and written work. Visual arts students must submit slides and/or art pieces while media students must submit a DVD copy of their work for review. Samples of written work may include a formal research paper or a critical analysis of visual arts or media work. Students must also submit one Evergreen Faculty Evaluation of Student Achievement or an unofficial transcript listing college courses taken. For more information contact Laurie Meeker, (360) 867-6613 or meekerl@evergreen.edu or Joe Feddersen, (360) 867-6393 or feddersj@evergreen.edu. Applications received by the Academic Fair will be given priority. Qualified students will be accepted until the program fills.

Art, Media, Praxis is an intermediate to advanced interdisciplinary arts program examining current issues in contemporary visual and media arts. The program will engage both theory and practice (praxis) in the pursuit of a forum for interdisciplinary collaboration. We will focus on the intersections between visual arts and the moving image, examining installation and site-specific works. Students will develop their skills in critical writing as well as art/media production. Students entering the program will be expected to be proficient in one medium (e.g., painting, film, printmaking, video, animation, photography, drawing, digital media, sculpture, etc.) and will develop at least one interdisciplinary collaborative project in addition to the opportunity for pursuing individual work.

This program will include periods of intensive study in contemporary art/media theory with readings, film screenings, field trips and guest artists. During the fall, visual arts and media skills will be assessed, and supplemental workshops will be offered to build student skills in video, sculpture, film, printmaking, and/or photography (depending on needs). To build writing skills, students will produce at least four critical analyses of visual/media artworks. During winter, students will produce collaborative works that merge visual arts and the moving image. To inform this work, students will develop interdisciplinary research projects into a final paper and class presentation. Students will also develop their skills in proposal development, culminating in a proposal for spring project work that incorporates both visual and media arts.

Total: 16 credits each quarter.

Enrollment: 44

Special Expenses: \$300 to \$400 each quarter for art and media supplies.

Internship Possibilities: Spring only with faculty approval.

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

This program is also listed under Expressive Arts.

Heritage: Self-Identity and Ties to the Land

Fall, Winter and Spring quarters

Faculty: David Rutledge, Yvonne Peterson and Raul Nakasone

Major areas of study include areas of student's individual project study such as history, philosophy, cultural competency, quantitative reasoning, communication, writing, political science, ethnography, history of the Americas, cultural anthropology, literature, Indigenous arts, technology, Indigenous studies, Native American studies, writing and education.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

In this program, students develop individual projects to examine what it means to live in a pluralistic society at the beginning of the 21st century. Through each student'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. 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.

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

This program is for students who already have a research topic in mind, as well as for those who would like to learn how to do research in a student-centered environment. Students 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. Yvonne Peterson will offer a special series of workshops to support the particular academic needs of first and second year students.

In the fall, participants will state research questions. In late fall and winter, individually and in small study groups, students and faculty will develop the historical background for the chosen questions and do the integrative review of the literature and data collection. Workshops will be ongoing for students to learn the skills for completing their project. 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.

Depending on their individual projects, students will develop, use and explore some of the following areas: Bloom's Taxonomy; the theory of multiple intelligence; the relationship among curriculum, assessment and instruction; expectations of an Evergreen graduate and the five foci; quantitative reasoning; self- and group-motivation; communication (to include dialogue, e-mail, resources on the Web and Web crossing). They will also develop skills in creating interac-

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

tive Web pages and documentaries, as well as I-movie editing and presentations using PowerPoint.

Total: 16 credits each quarter.

Enrollment: 75

Internship Possibilities: With faculty approval.

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

This program is also listed under Programs for Freshmen and Society, Politics, Behavior and Change.

Indigenous American Women: Leadership, Community and the Power of Voice

Fall and Winter quarters

Faculty: Kristina Ackley and Frances Rains

Major areas of study include Native American studies, American studies and gender studies.

Class Standing: This all-level program offers appropriate support for freshmen as well as supporting and encouraging those ready for advanced work.

When I am dead and gone, I want to leave something. I want my granddaughter to be sitting someday talking like I talk about my grandmother. That's the kind of legacy I want to leave. I want my granddaughters, great-grandsons, too, to say, "My great-grandma was a fighter. She did this and she did that to protect the land, to protect the culture, to protect the language, to maintain what we have left."—Madonna Thunder Hawk, Lakota

Native women in North America have been alternatively portrayed as either beasts of burden or Indian princesses. They have been denigrated and romanticized by these conflicting images, while these images simultaneously have obscured their lived experiences. Many Native activists, leaders and elders have challenged these stereotypes and offer alternative voices for us to consider. Using the stories and experiences of these women, we will explore the ways in which leadership is developed and articulated in many Indigenous communities. We will analyze gender-based political systems in their historical context and how these roles have been affected by colonialism. We will critique how feminist theory has both served and ignored Native women. Through case studies, autobiography, literature and theory we will analyze how Native women have argued for sovereignty and developed agendas that privilege community. We will also examine how women have been cultural mediators.

In the fall quarter, we will examine how Native women challenged federal policies that dispossessed Native people of their land. We will analyze U.S. education policies that concentrated on assimilation, with particular focus on gender-based vocational and domesticity training. Drawing on critical race and decolonizing theories, we will examine how 19th-century Native women were encouraged through the education system and colonizing political practices to bring "civility and piety" to their homes, by way of subservience training for all women. Questions that illuminate the various strategies that Native people took in terms of accommodation and resistance will be at the heart of this interrogation, such as: How were Native women educated and controlled? What Native women leaders emerged during the 19th and early 20th centuries and how did they impact their communities?

In the winter quarter, we will explore the activism of 20th-century Native women leaders, particularly in the areas of the environment, family system and the law. We will examine how Native women view community and determine how best to serve their community. Control over women's bodies, particularly reproduction, will be exam-

ined as we consider forced sterilization determined by race, class and gender. Students will examine how environmental contaminants affect women and children, particularly through pregnancy and breast milk. Federal and tribal policies that have gender-based tribal membership will be explored and critiqued. Students will undertake a significant life-history project with Native women. Finally, the beginnings of a global Indigenous identity as defined and articulated in the 21st century will be examined, although this class will mainly focus on North America.

Students will challenge post-colonial theory that merely deconstructs and move to a consideration of decolonizing practices. We will take as our basic premise that those wishing to know about the history of a particular Native group should write it with the purpose of supporting these people today. Students will develop skills as writers and researchers by studying scholarly and imaginative works and by conducting policy research and fieldwork. We will require extensive reading and writing on these topics. Films and guest speakers will reflect important aspects of Indigenous women's experiences.

Total: 16 credits each quarter.

Enrollment: 48

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

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

Tribal: Reservation-Based/Community-Determined

Fall, Winter and Spring quarters

Faculty: Michelle Aguilar-Wells, TBA

Major areas of study include United States and Tribal governments, international relations, public policy and administration, law, planning, history, economics, education, quantitative literacy, critical thinking, technology and writing.

Class Standing: Juniors or seniors.

Prerequisites: Students must live, work or have social and/or economic ties to one of the following reservation sites: Muckleshoot, Nisqually, Port Gamble, Quinault or Skokomish.

Faculty Signature: Students must complete and submit an intake form and make an appointment for an interview. Intake forms are available in the Admissions Office, (360) 867-6170. For more information contact Michelle Aguilar-Wells, aguilarm@evergreen.edu or by message at (360) 867-6286. Applications received by May 17, 2006, will be given priority. Qualified students will be accepted until the program fills.

The theme for the year is *governance in a global economy*. Students will examine the role of Tribal government in the world as they enter the global economy. This program will focus on intergovernmental relations, international governmental relations, as well as the role of the United Nations and tribal participation.

Students will study tribal entry into the global marketplace and review administrative roles within governmental function, as well as learn the techniques for long range planning and economic development. A historical view will be presented to provide a foundation for understanding tribal governance and the multinational relationships that exist. In addition, students will study intertribal and intratribal relationships, and their impact in functioning in the global sense.

Total: 12 or 16 credits each quarter.

Enrollment: 75

Special Expenses: Travel expenses to the Evergreen campus four times each quarter.

Program is preparatory for careers and future studies in human services, Tribal and other government, community development, non-profit organizations, cultural studies and K-12 education.

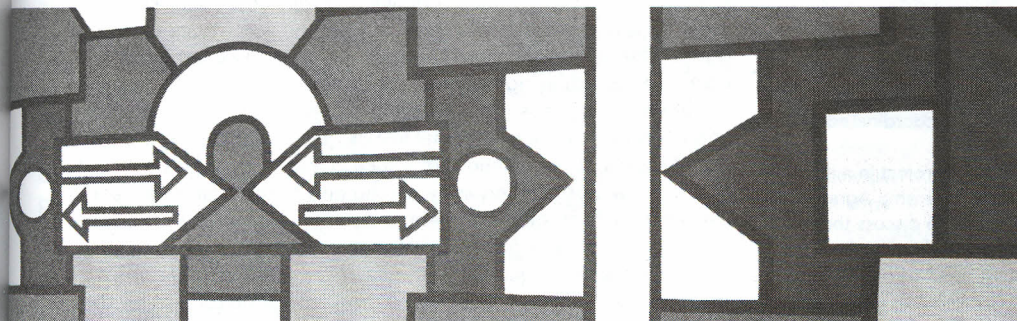
TACOMA PROGRAM

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

Executive Director: Dr. W. J. Hardiman

Affiliated Faculty:

Eddy Brown
W. J. (Joye) Hardiman
Lowell (Duke) Kuehn
Gilda Sheppard
Tyrus Smith
Artee Young



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 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.

Features and Benefits

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

Who Should Apply

Working adult learners from western Washington who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Everyone interested in building and sustaining a healthy community—whether in social services, educational outreach, shaping public policy or opinion, pre-law 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 base and to engage in difficult dialogues across and beyond differences.

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

Tacoma Program

109

Some programs may be cancelled
and others added after this printing.
For the most current information,
see www.evergreen.edu/catalog/2006-07.

Student Originated Studies: Tacoma

Fall, Winter and Spring quarters

Faculty: Artee Young, Tyrus Smith, Gilda Sheppard

Major areas of study will reflect the type of work completed by each student and will vary depending on the individual course of study and research.

Class Standing: Juniors or seniors.

Prerequisites: Students must be formally admitted to the Tacoma Campus. In addition, students must have completed a minimum of 2 quarters of full-time enrollment in a Tacoma campus coordinated studies offering.

Faculty Signature: Interested students who have a project in mind must draft an Independent Learning Contract or Internship Agreement and make an appointment to meet with the faculty to discuss their plans before week six of the preceding quarter. The deadline for fall quarter: May 12, 2006, contact Artee Young, (360) 867-3026 or younga@evergreen.edu; for winter quarter: November 3, 2006, contact Tyrus Smith, (360) 867-3035 or smitht@evergreen.edu; for spring quarter: February 16, 2007, contact Gilda Sheppard, (360) 867-3033 or shepparg@evergreen.edu. Students should bring their draft contract or internship agreement and a portfolio of writings, including expository essays, research papers, as well as faculty and self evaluations from earlier Evergreen programs to the appointment.

Student Originated Studies have a rich history at Evergreen and offer opportunities for students to create their own course of study. Working with the faculty sponsor, individual students or small groups of students design projects and then meet, weekly or bi-weekly, to discuss and reflect upon their work.

The sponsor will support Tacoma campus students who wish to do community and public service, research and/or creative production. Some examples of projects are: an internship at a local law firm, social service agency, non-profit or education organization, creating a documentary or public service announcement, and researching the origins and contemporary issues around a current social problem such as hunger, homelessness, access to health care, unemployment, public health epidemics or combating violence.

Total: 2 to 16 credits each quarter.

Enrollment: 25

Special Expenses: Approximately \$25 to \$50 each quarter for technology supplies.

Internship Possibilities: Local and coupled with reflective writing and seminar.

Program is preparatory for careers and future studies in community sustainability, environmental studies, social and human services, organizational development, public administration, law and public policy, communication and media arts, public health and education.

A similar program is expected to be offered in 2007-08.

With Liberty and Justice for Whom?

Fall, Winter and Spring quarters

Faculty: Tyrus Smith, Duke Kuehn, Artee Young, Gilda Sheppard, Michael Vavrus, Sam Schragger, Kabby Mitchell, TBA

Major areas of study include law and public policy, history, community and environmental studies, political economy education, public health, bio-ethics, social science research, research methodology, literature, art and art history, quantitative reasoning, critical thinking composition, media literacy, computer studies, instructional technology, project management, statistics, human development and human biology.

Class Standing: Juniors or seniors; transfer students welcome.

Prerequisites: Formal admission to the Tacoma program that includes an intake interview. For information about admission and the application process, call (253) 680-3000.

The faculty and students will embark upon a thorough study of the origins and current status of justice in American society. Drawing from an interdisciplinary perspective, we will consider various definitions and theories of justice, review the way justice is carried out in different settings and historical periods and examine the possibility of achieving truly just social institutions. Topics to be considered include: social and environmental justice, just political and economic systems, criminal justice, just healthcare and educational access, representations of justice in media, as well as concepts of equity, fairness and equality. By the end of the academic year we will be able to offer concrete recommendations as to the steps necessary to achieve justice for all in our society.

The theme for fall quarter is *identifying the problem and clarifying the question*. The first quarter of the program will be used to lay the foundation for the rest of the year, both substantively and in terms of the tools necessary to operate effectively in the learning community. We will explore the concept of justice as it is explicated in theory, history and practice. The concept will be analyzed from both the perspectives of political economy and religion. In seminars, we will read and analyze texts dealing with issues that have historically raised questions of whether justice was achieved. Our work will be supplemented with a series of courses designed to assure literacy with words, numbers and images. Students will have the opportunity to hone their skills in critical reasoning, research and the use of multimedia and computers.

Winter quarter's theme is *researching the roots, causes and potential solutions*. We will look at specific contemporary issues in justice viewed from a variety of institutional perspectives, most notably justice in education, health care, law, science, government and politics. Students will investigate specific justice issues of interest with the purpose of identifying a particular problem, defining its dimensions, determining its causes and establishing action plans for its remedy.

In the spring, the theme will progress to *implementation*. The final quarter of the program will be devoted to the design and implementation of projects aimed at addressing the issues of injustice identified in the winter quarter. Seminar groups will combine their efforts to undertake actual programs aimed at assisting the community in righting a current injustice or providing greater justice for the community. The projects may take the form of educational events, publications, multimedia presentations or art installations, as long as they speak to helping the community find higher levels of justice, particularly in terms of service from community institutions. Courses will assist in the successful implementation and evaluation of the student group activities.

Total: 16 credits each quarter.

Enrollment: 200

Special Expenses: \$50 to \$75 each quarter for video tapes, storage media and related items, e-portfolio, multimedia work and project work.

Internship Possibilities: With faculty approval.

Program is preparatory for careers and future studies in organization leadership, public administration, social work, counseling, education, law, public health, environmental science, multi-media and arts production and community development, advocacy and sustainability.

GRADUATE STUDY AT EVERGREEN

Master of Environmental Studies (MES)

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

The Masters Program in Environmental Studies (MES) integrates the study of environmental science and public policy, with a core curriculum exploring the interactions among environmental problems, policy responses and environmental science. The program produces graduates who combine an interdisciplinary understanding of the social and natural sciences with the skills and wisdom to intelligently address environmental problems, providing quality professional preparation for people employed in the public and private sectors or for continuing graduate study in related fields.

For complete information on admissions requirements and procedures, please consult the current Master of Environmental Studies catalog or visit www.evergreen.edu/mes.

Master of Public Administration (MPA)

Laurence Geri, Director
Mary McGhee, Associate Director
(360) 867-6554 or mcgheem@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 and the Northwest. Through the program, students gain important knowledge and skills and learn how to be effective advocates for change.

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, contact Associate Director Mike McCanna at (360) 867-6262, or via email at mccannam@evergreen.edu.

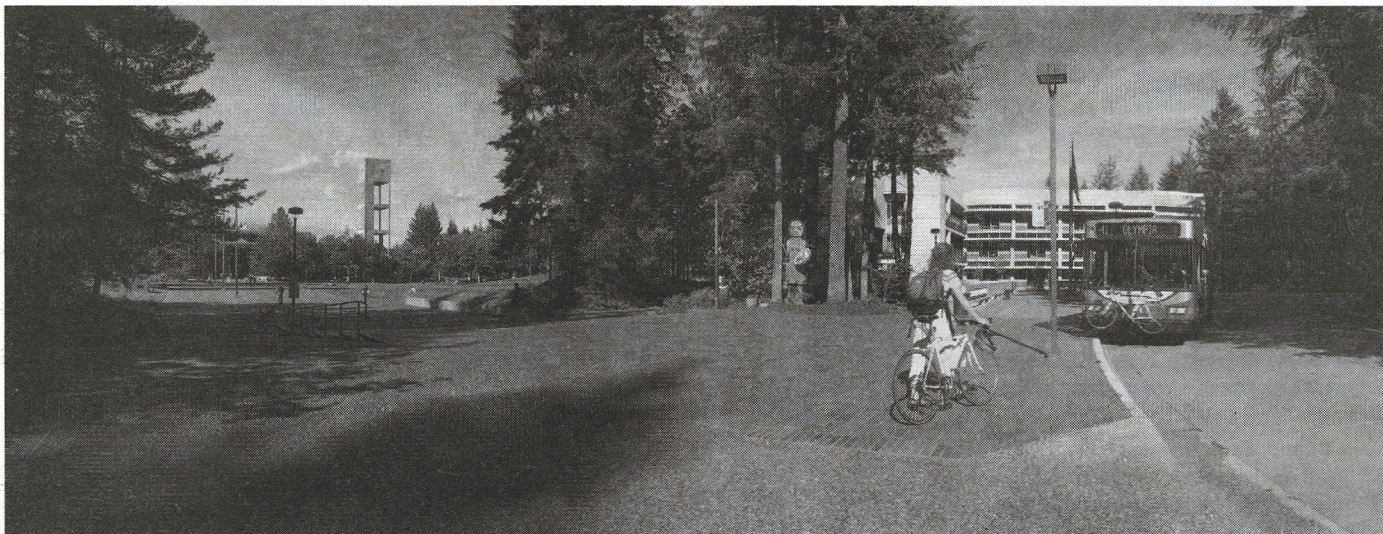
Master in Teaching (MIT)

Scott Coleman, 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.



FACULTY

The following is a list of Evergreen's faculty as of summer 2005. 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 Allen, Literature and Languages, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

Sharon Anthony, Environmental Chemistry, 1998; A.B., Mathematics and Chemistry, Bowdoin College, 1989; Ph.D., Physical Chemistry, University of Colorado, 1995.

Jeff Antonelis-Lapp, Reservation-Based/Community-Determined, 2001; B.S., Environmental Education, Western Washington University, 1978; M.Ed., Science Education, University of Washington, 1982.

Theresa A. Aragon, Management, 1999; B.A., Political Science/Philosophy, Seattle University, 1965; M.A., Political Science/Sociology, University of New Mexico, 1968; Ph.D., Political Science/Public Administration, University of Washington, 1977.

William Ray Arney, Sociology, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Susan M. Aurand, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tübingen, 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-Quaziana, Psychology, 2000; B.S., Health and Physical Education, University of Iowa, 1977; M.A., Athletic Administration, University of Iowa, 1980; M.S.W., Social Work, University of Washington, 1988; M.A., Organizational Development, The Fielding Institute, 1993; Ph.D., Human and Organizational Systems, The Fielding Institute, 1996.

Peter G. Bohmer, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Dharshi Bopegedera, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

Frederica Bowcutt, Ecology, 1996; B.A., Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

Priscilla V. Bowerman, Emerita, Economics, 1973; Director of Graduate Program in Public Administration, 1986–89; Academic Dean, 1990–94; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.

Andrew Brabban, Molecular Biology, 2001; B.S., Microbial Biotechnology, University of Liverpool, U.K., 1989; Ph.D., Genetics and Microbiology, University of Liverpool, U.K., 1992.

Eddy Brown, Writing, 2001; Academic Dean, 2004–present; B.A., English and Humanities, Fort Lewis College, 1979; M.A., English, The University of Arizona, 1987; M.F.A., Creative Writing, Goddard College, 1996.

Bill Bruner, Economics, 1981; Dean of Library Services, 1992–2001; B.A., Economics and Mathematics, Western Washington University, 1967.

Andrew Buchman, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

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.

Caryn Cline, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri, Columbia, 1976; M.A., English, University of Missouri, Columbia, 1978.

Sally J. Cloninger, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Robert Cole, Physics, 1981; B.A., Physics, University of California, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

Scott Coleman, Master in Teaching Director, 2001; B.S., Biology, State University of New York, College at Brockport, 1973; M.A., Elementary Education, San Diego State University, 1980; Ph.D., Instructional Systems Technology, Indiana University, 1989.

Amy Cook, Fish Biology, 2001; B.S., The Evergreen State College, 1990; Ph.D., Biological Sciences, University of California, Irvine, 1998.

Stephanie Coontz, History and Women's Studies, 1974; B.A., History, University of California, Berkeley, 1966; M.A., European History, University of Washington, 1970.

doranne crable, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies and Laban Movement Theory and Practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, University of Edinburgh, U.K., 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.

Thad B. Curtz, 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.

John Aikin Cushing, Computer Science, 1976; Director of Computer Services, 1976–84; Academic Dean, 1993–2000; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

Judith Bayard Cushing, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

Virginia Darney, Emerita, Literature and Women's Studies, 1978; Academic Dean, 1994–2002; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.

- 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.
- Elizabeth Diffendal, *Emerita, Applied Anthropology, 1975***; Academic Dean, 1981–85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California, Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.
- Carolyn E. Dobbs, *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.
- 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.
- 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.
- Russell R. Fox, *Community Planning, 1972***; Academic Dean, 2001–present; 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.
- 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 Sociología, Universidad de Chile; M.A., Sociology in Education, University of Toronto, 1975; Ph.D., Sociology in Education, University of Toronto, 1980.
- Angela Gilliam, *Emerita, Anthropology, 1988***; B.A., Latin American Studies, University of California, Los Angeles, 1958; Ph.D., The Union Graduate School, 1975; Fulbright Scholar, 1994.
- Ariel Goldberger, *Theatrical Design, 1996***; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- José Gómez, *Social Sciences and Law, 1988***; Assistant Academic Dean, 1988–90; Associate Academic Dean, 1990–96; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma 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.
- Thomas Grissom, *Physics, 1985***; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.
- 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, expected.
- Zoltan 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.
- W. J. (Joye) Hardiman, *Literature and Humanities, 1975***; Director, Tacoma Campus, 1990–present; 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.
- 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.
- Patrick J. Hill, *Philosophy, 1983***; Provost and Academic Vice President, 1983–90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.
- Virginia Hill, *Emerita, Communications, 1975***; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- 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.
- Kevin 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.
- 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.

Kazuhiro Kawasaki, *Emeritus, Art History, 1976*; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

Jeffrey J. Kelly, *Chemistry and Biochemistry, 1972*; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California, Berkeley, 1968.

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.

Janice Kido, *Emerita, Communication, 1991*; Director, Master in Teaching Program, 1991-95; B.Ed., Secondary Speech Education, University of Hawaii, Manoa, 1965; M.A., Speech/Communication, University of Hawaii, Manoa, 1970; Ph.D., Communication: Cross-cultural Communication, The Union Institute, 1995.

Ernestine Kimbro, *Librarianship, 1987*; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

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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.

Lowell (Duke) Kuehn, *Sociology and Public Administration, 1975*; Acting Director, Washington State Institute for Public Policy, 1984-85; Director of Graduate Program in Public Administration, 1983-84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

Elizabeth M. Kutter, *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.

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-present; 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.

Babacar M'Baye, *African American Literature, 2002*; B.A., English, University of Saint-Louis, Senegal, 1996; M.A., American Studies, Pennsylvania State University, 1998; Ph.D., American Culture Studies, Bowling Green State University, 2002.

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.

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.

Charles J. McCann, *Emeritus, English, 1968*; President, 1968-77; B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.

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.

Helena Meyer-Knapp, *Politics and Government, 1998*; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.

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, The 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*; 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.
- Alan Nasser, Philosophy, 1975;** A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel, Chemistry, 1989;** B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson, Spanish Language and Culture, 1992;** A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification, 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;** 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.
- Janet Ott, Biology, 1985;** B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.
- 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.
- David Paulsen, Philosophy and Computing, 1978;** B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Sarah Pedersen, English Literature and Library Science;** Dean of Library, 1986-92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, University of Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins, 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.
- Michael J. Pfeifer, American History, 1999;** B.A., History, Washington University, St. Louis, 1991; M.A., History, University of Iowa, 1993; Ph.D., History, University of Iowa, 1998.
- Rita Pougiales, Anthropology and Education, 1979;** Academic Dean, 1985-88 and 2002-present; 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;** 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;** 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.
- Evelia Romano, Spanish Language and Culture, 1992;** B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Sophia University, Tokyo, 1986-87; Ph.D., Hispanic Language and Literatures, University of California, Santa Barbara, 1992.
- 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.
- 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.
- 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.
- Barbara L. Smith, Emerita, Political Science, 1978;** Academic Dean, 1978-94; Director, Washington Center for Improving the Quality of Undergraduate Education, 1985-94; Provost and Academic Vice President, 1994-2001; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- 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. (ABD), Environmental Science and Public Policy, George Mason University.

Oscar H. Soule, *Emeritus, Biology*, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981–86; Associate Academic Dean, 1972–73; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

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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.

James Stroh, *Geology*, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

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.

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; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College, 1987; Ph.D., Geology, Dartmouth College, 1990.

Nancy Taylor, *Emerita, History and Education*, 1971; Academic Dean, 1999–2002; B.A., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

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, Waseda University, Tokyo, Japan, 1965; M.A., English, Michigan State University, 1978; Ph.D., Comparative Literature, University of Washington, 1997.

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; 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; 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–present; B.A., The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

Artee F. Young, *Law and Literature*, 1996; B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.

Tony Zaragoza, *Political Economy of Racism*, 2004; B.A., English and Philosophy, Indiana University, 1996; M.A., American Studies, Washington State University, 2000; Ph.D. (ABD), American Studies, Washington State University.

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 2005

Deborah J. Barnett
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Stanley L. K. Flemming
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Christopher Hedrick
Olympia (Vice Chair)

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Vice President for Finance and Administration

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D.P.A., University of Southern California
Provost and Academic Vice President

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.

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.

INDEX

A

About Evergreen	2
Academic Advising	8
Academic Calendar	3
Academic Credit	15
Academic Standing Policy	16
Accreditation	3
Ackley, Kristina	34, 53, 106, 108
Administration	116
Admissions	10
Advanced Research in Environmental Studies	65
Advanced Work in Film/Video	73
Advising Offices	17
African-American Literature: 1773 to the Present	43, 61
Aguilar-Wells, Michelle	106, 108
Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	43, 92
Allen, Nancy	49
American Literature: The Presence of Place	28, 50
Analyzing the World	41, 90
Animal Behavior	70
Anthony, Sharon	31, 64, 67, 86, 95
Antonelis-Lapp, Jeff	106
Arney, Bill	49, 50
Art, Media, Praxis	74, 107
Athletics and Recreation	8
Aurand, Susan	73, 75
Awareness	28, 50

B

Bailey, Marianne	42, 49, 60, 81
Bantz, Don	94
Barlow, Clyde	65, 83, 84, 89
Bastaki, Maria	64
Board of Trustees	116
Bohmer, Peter	94, 100
Bopegedera, Dharshi	35, 83, 86, 89
Bowcutt, Frederica	37, 46, 62, 64, 68, 72
Bowerman, Priscilla	94
Brabban, Andrew	41, 83, 86, 89, 90
Brown, Eddy	109
Bruner, William	94
Buchman, Andy	39, 58, 73, 79
Butler, Paul	64

C

Campus Regulations	117
Career Development Center	8
Center for Mediation Services	8
Chandra, Arun	32, 73, 75
Chin-Leo, Gerardo	64, 65, 66, 70, 85
Cline, Caryn	73
Cloninger, Sally	45, 55, 73, 78

Cole, Rob	34, 47, 64, 68, 72
Coleman, Scott	94
Community-Based Learning	6
Community College Degrees	12
Community Design and Community Action	44, 93, 103
Computability: The Scope and Limitations of Formal Systems	84
Computer Science Foundations	91
Condensed Curriculum	24
Cook, Amy	64
Coontz, Stephanie	94
crable, doranne	30, 73
Creating a Conceptual Framework for Images: Strategies for Using Photographic and Digital Processes in Art Installations	29, 74
Credit Limit	15
Culture, Text and Language	49
Culture and the Public Sphere: Studies in Media, Art, Law and Literature	29
Curtz, Thad	49, 59
Cushing, John Aikin	83
Cushing, Judy	30, 84, 89

D

Darney, Virginia	49, 55, 78
Data and Information	30, 84
Davis, Stacey	40, 49, 59
Dialogues with Shakespeare's Women	30
Diffendal, Elizabeth	94
Diversity and Community	6
Dobbs, Carolyn	64, 69, 71, 99
Dorman, Peter	94
Drop or Change a Program	15

E

Ecosystem Dynamics and Conservation: If a Tree Falls in the Forest . . .	42
Enrollment Process	15
Environmental Analysis: Chemistry and Geology of Aqueous Systems	65, 84
Environmental Conflicts	44
Environmental Sciences	64
Environmental Studies (ES) planning unit	64
Equal Opportunity	3
Evans, Lara	73, 75
Evening and Weekend Studies	17
Evergreen Center for Educational Improvement	7
Evergreen State College Labor Education & Research Center	7
Evergreen Tutoring Center	9
Expectations of an Evergreen Graduate	5
Expenses, Estimated	13

Expressive Arts	73	Hill, Patrick	49
F		Hill, Virginia	49
Faculty	112	History and Philosophy of Biology:	
Faculty Support	17	Life and Consciousness	45, 93
Family and Home Futurism: Inquiry through Literature, Cinema and Movement	31, 50	Hitchens, David	35, 49, 54, 97
Feddersen, Joe	73, 74, 106, 107	How to Read a Program Description	26
Feminisms: Local to Global	51, 66	Human Communities and the Environment	64
Fiber Arts	82	Huntington, Sara	49
Fiksdal, Susan	40, 49, 59	I	
Filmer, John	94, 98	Images of Women: Changes in Japanese Literature	52
Fire and Water: The Role of the Sun and the Ocean in Global Climate Change	66, 85	Imamura, Ryo	94, 101
First-Year Applicants	11	Imperialism	33, 95
Fischel, Anne	73, 77	India: Politics of Dance; Dance of Politics	76, 96
Fischer, Dylan	34, 45, 64, 68	Indigenous American Women: Leadership, Community and the Power of Voice	34, 53, 108
Flat Art: Two-Dimensional Art Intensive	75	Industrial Biology and Chemistry	86
Food	31, 67, 85	Innovations in Environmental Policy	69, 101
Ford, Terry	36, 94, 97	Internships	17
Forensics and Criminal Behavior	31, 67, 86, 95	Introduction to Environmental Studies:	
Forest Ecology and Forest Management in the Pacific Northwest: From Genes to Global Warming	45	Water, Energy and Forest Ecosystems	34, 68
Foundations of Performing Arts:		Introduction to Natural Science	35, 86
The "Me" and the "Mob"	32, 75	Ireland	53, 77
Foundations of Visual Art	75	J	
Foundations of Visual Art: Sculpture	82	Jang, Rose	39, 58, 73, 79
Four Philosophers	51	Japanese Film: Works of Mizoguchi, Ozu and Kurosawa	60
Fox, Russell	64	Jennings, Cheri Lucas	69, 102
Francis, Kevin	41, 45, 83, 93	Jun, Heesoon	45, 94
Freeman, Jr., George	94	K	
G		Kawasaki, Hiro	49
Gender and Media	45	Kelly, Jeff	65, 83, 84, 89
Geri, Laurance	94	Kennedy, Cynthia	48, 87, 94, 96, 105
Gilbert, Jorge	94	KEY Student Support Services	9
Gilliam, Angela	46, 62, 94, 103	Khanna, Mukti	94, 98
Goldberger, Ariel	38, 46, 56, 61, 73, 78, 82, 99	Kido, Janice	94
Gómez, José	29, 94	Kimbrow, Ernestine	30, 49
Gould, Amy	94	King, Cheryl Simrell	94
Graduate Study	111	Knapp, Rob	40, 44, 80, 83, 88, 89, 93, 103
Graduation Requirements	16	Kozick, Stephanie	31, 48, 49, 50, 63
Greece and Italy:		Krafcik, Patricia	39, 49, 58
An Artistic and Literary Odyssey	32, 52, 76	Kuehn, Duke	109, 110
Grissom, Tom	35, 49, 54, 97	Kutter, Betty	83, 89
Grodzik, Walter Eugene	73	L	
Grossman, Zoltan	94, 100, 106	Landram, Glenn	94
H		Languages of the Tragic from the Greeks to the Present	42, 60, 81
Haft, Bob	32, 52, 73, 76	Language and Law	35, 54, 94, 97
Hahn, Jeanne	76, 94, 96, 104	Leahy, Daniel	94
Hardiman, W. J. (Joye)	109	Learning Resource Center	9
Harrison, Lucia	41, 73	Leave of Absence	15
Hastings, Rachel	35, 83, 86	Lenges, Anita	94
Hayes, Ruth	73, 80	Leverich, R. T.	40, 80, 82, 88
Henderson, Martha	38, 56, 64, 65, 68	Living an Intentional Life	87, 96
Heritage: Self-Identity and Ties to the Land	33, 95, 107	Longhouse Education and Cultural Center	7
Heying, Heather	41, 42, 64, 70		

Longino, John	41, 64, 65	Notification and Deposit	11
Looking Backward:		O	
America in the 20th Century	35, 54, 97	Olson, Toska	31, 67, 86, 94, 95
Lucas-Jennings, Cheri	64	Ott, Janet	83, 87, 96
Lyttle, Lee	64	P	
M		Pailthorp, Charles	36, 49, 55
M'Baye, Babacar	28, 43, 49, 61	Parker, Alan	106
Making American Selves:		Paulsen, David	45, 83, 93
Individual and Group Development	36, 97	Pedersen, Sarah	48, 94, 105
Making a Difference: Doing Social Change	103	Perkins, John	64, 69, 102
Mandeberg, Jean	73, 81	Peterson, Gary	106
Margolin, Carrie	38, 47, 56, 78, 94, 99, 104	Peterson, Yvonne	33, 94, 95, 107
Marine Life: Marine Organisms		Pfeifer, Michael	28, 49
and Their Environments	70, 91	Physical Systems	91
Maritime Communities, Then and Now	98	Pillars of Fire:	
Marr, David	49, 51, 63	Jewish Contributions to World Culture	38, 56, 78, 99
Master in Teaching	111	Police Services	9
Master of Environmental Studies	111	Political and Cultural Exchange in the Eastern	
Master of Public Administration	111	Mediterranean Landscape:	
McAvity, David	83, 87	From Bosphorus to Suez	38, 56, 68
McCann, Charles	49	Political Ecology of Land	69, 99
McKinstry, Lydia	83, 88, 89	Political Economy and Social Movements:	
McMillin, Paul	83	Race, Gender and Class	100
Mediaworks	77	Portfolio for Visual Arts	73
Meeker, Laurie	73, 74, 107	Postmodernity and Postmodernism: Barth, Pynchon,	
Memory of Fire: Spain and Latin America	54	DiLillo, Murakami and World Cinema	57
Methods of Applied Mathematics	87	Pougiales, Rita	49
Meyer-Knapp, Helena	44, 93, 103	Power in American Society	100, 102
Middendorf, Don	37, 83, 88	Principles That Guide Evergreen's Educational Programs	4
Mind and the World	36, 55	Prior Learning from Experience	17
Mission Statement	4	Programs for Freshmen	27
Mitchell, Kabby	32, 73, 75, 110	Prolegomena to a Future Poetics	57
Molecule to Organism	88	Protected Areas?	71
Morisato, Donald	31, 67, 83, 85, 89	Przybylowicz, Paul	64, 67
Moruzzi, Harumi	43, 48, 49, 57, 61, 63	Publications	17
Mosqueda, Larry	94, 100, 102, 103	Public Service At Evergreen	7
Motion: Physics and Philosophy	37, 88	Puppetry and Poetics: Arts of Distraction	46, 61, 82
Mullins, Greg	29, 49	Q	
Multicultural Counseling	98	Quantitative and Symbolic Reasoning Center	9
Murphy, Ralph	64, 69, 99	R	
Murray, Nancy	31, 67, 83, 85, 89	"Race" in the United States:	
Museums	55, 78	Historical and Contemporary Perspectives	46, 62, 103
Music Composition for the 21st Century	78	Rains, Frances	34, 53, 106, 108
N		Ransom, Bill	28, 49, 50
Nadkarni, Nalini	42, 45, 64, 65	Record Keeping	15
Nakasone, Raul	33, 95, 106, 107	Reece, Andrew	32, 49, 52, 76
Nasser, Alan	94, 101, 104	Refunds/Appeals	13
Native American and World Indigenous		Registration	15
Peoples Studies	106	Residency Status	13
Natural History	64	Restoring Landscapes	46, 62, 72
Neitzel, James	83, 88, 89	Retention of Records	11
Nelson, Alice	49, 54	Rognas, Liza	64
Nelson, Lin	44, 51, 64, 65, 66	Romano, Evelia	42, 49, 60, 81
Nelson, Neal	83, 84, 89, 91	Rosemeyer, Martha	31, 64, 67, 85
Niva, Steve	38, 49, 56, 68		
Northwest Indian Applied Research Institute	7		

Roy, Ratna	73, 76, 96	The Practice of Sustainable Agriculture	71
Russia and Eurasia:		The Shadow of the Enlightenment:	
Empires and Enduring Legacies	39, 58	Questions of Identity in Contemporary France	40, 59
Rutledge, David	33, 95, 106, 107	The United States Since the Great Depression:	
S		From Prosperity To Austerity	101
Saliba, Therese	49, 51, 66	Thuesen, Erik	64, 65, 70
Scheuerell, Steve	41, 64	To Apply for Admission	10
Schofield, Paula	41, 83, 86, 89, 90	Tradition and Transformation	59
Schrager, Sam	28, 49, 110	Transcripts	15
Schwartz, Leonard	46, 49, 57, 61, 82	Transcript Information	10
Science Seminar	92	Transfer Applicants	12
Scientific Inquiry	83	Transfer of Credit	12
Sean Williams	116	Tremblay, Gail	29, 73, 74, 82, 106
Searching for Modern China	39, 58, 79	Tribal: Reservation-Based/Community-Determined	108
Self and Culture: Studies in Japanese and American		Trustees	116
Literature and Cinema	43, 61	Tsutsumi, Setsuko	49, 52, 60
Senior Thesis	73	Tuition and Fees	13
Services and Resources	8	Turning Eastward: Explorations in	
Setter, Terry	73, 78	East/West Psychology	101
Shariff, Zahid	33, 94, 95	U	
Sheppard, Gilda	109, 110	U.S. Foreign Policy Since Woodrow Wilson:	
Shulman, Sheryl	83	Before and After 9/11	104
Smith, Matt	28, 46, 49, 50, 62, 72	Undergraduate Research in Scientific Inquiry	89
Smith, Tyrus	109, 110	Understanding Species	41
Society, Politics, Behavior and Change	94	V	
So You Want to be a Psychologist	47, 104	Vavrus, Michael	46, 62, 94, 103, 110
Sparks, Paul	73	Veteran Students	15
Stroh, James	65, 83, 84	Visualizing Ecology	41
Student Activities	9	W	
Student Affairs	8	Walter, Brian	83, 84, 91
Student and Academic Support Services	9	Walton, Sherry	36, 94, 97
Student Originated Studies:		Washington Center for Improving the	
American Studies and Humanities	63	Quality of Undergraduate Education	7
Student Originated Studies: Media	80	Washington State Institute for Public Policy	7
Student Originated Studies: Tacoma	110	Whitesell, Ted	64
Student Originated Studies:		Wiedenhaupt, Sonja	94
Topics in Political Economy, Globalization,		Williams, Sarah	28, 49, 50
Contemporary India and U.S. History	104	Williams, Sean	53, 73, 77
Study Abroad	17	Williamson, Elizabeth	49, 59
Stumpff, Linda Moon	94, 106	Withdrawal	15
Styring, Alison	37, 64, 68	With Liberty and Justice for Whom?	110
Sugiyama, Masao	94	Womeldorff, Tom	64
Summer Quarter	12	Women's Voices and Images of Women:	
Sunderman, Rebecca	31, 67, 83, 86, 89, 95	Studies in Literature and Cinema	48, 63
Sustainable Design: Materials	40, 80, 88	Working Small	81
Sustainable Futures:		Working the Waters: Maritime Labor History	48, 105
Moving Into the Post-Petroleum Age	47, 72	Writing Center	9
Sweet, Lisa	73, 75	Y	
T		Young, Artee	109, 110
Tabbutt, Kenneth	64	Z	
Tacoma Program	109	Zaragoza, Tony	94, 100
Taylor, Nancy	49	Zay, Julia	29, 73, 80
The Fungal Kingdom:		Zita, E.J.	66, 83, 85, 89, 91, 92
Lichens and Mushrooms, Nature's Recyclers	67		
The Nature of Natural History	37, 68		

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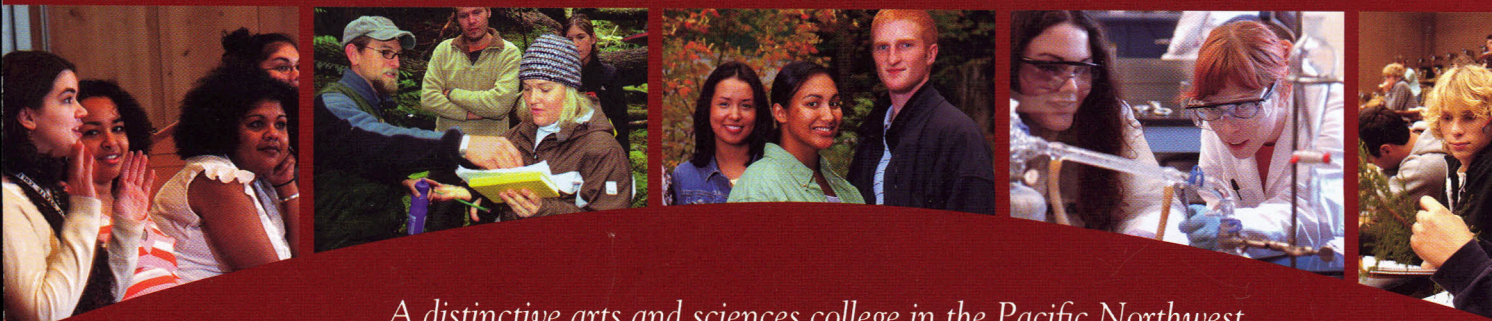
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