

ART EMPHASIS IN PROGRAMS

At the end of every Evergreen program (8 or more credits), faculty are asked to complete an End-of-Program Review so that Evergreen can review and improve its curriculum. What follows is a table expressing data collected over the last five years, 2001-2006, regarding one section from the End-of-Program Review: **Did your program include Art? If yes, how?** For the first question, “Did your program include Art?” faculty could answer in one of three ways: “Yes, major emphasis”; “Yes, minor emphasis”; or “No.” The second question, “If yes, how?” was left open-ended. The chart below is organized first by emphasis—major, then minor, then none—and within these categories, programs are organized by planning unit, then alphabetically.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	ART emphasis	How was Art included in your program?
2002-03	Centering	CORE	EA	SI		Major	Students learned basic throwing skills and introduction to the history of ceramics. There was also a fair amount of drawing included in the program.
2002-03	Citizen Artist	CORE	CTL			Major	We studied a great deal of public art and artists, with students working on individual and group projects – primarily multimedia, book arts, exhibition arts. It was very difficult to do art without an assigned studio space that students could access at any time, versus hauling everything back and forth each time we worked on them. Found that space was tied up by programs or faculty/staff who feel they “owned” it. It felt very nomadic – students could have had a much better experience if we could have had a home for ongoing projects.
2001-02	Expression of Self	CORE	EA	CTL		Major	Students were required to participate in a series of workshops on Japanese language & culture, including creation of calligraphy. They were also required to participate in series of workshops incorporating the playing of Indonesian gamelan. A large number of lectures in fall & winter quarters focused on performing arts.
2001-02	Eyes and Ears	CORE	EA			Major	Primary focus of the program was Arts appreciation with an emphasis on the 20th century.
2004-05	Geology and Art: Getting Grounded	CORE	ES	EA		Major	Introduction to ceramics, art history and drawing were major components of the program. Students did a lot of studio work, both ceramics and drawing.
2005-06	History and Evolution of Disease	CORE	SI	SPBC		Major	Our major project for winter quarter was a historical fiction assignment that combined scholarly research and creative writing.
2002-03	Imaging the Body	CORE	EA	ES		Major	Fall quarter: Weekly art appreciation lecture (survey of western art - 2D). Weekly life drawing session (2hrs) Winter quarter: 3 lectures on art appreciation. 4 2hr. critiques. 4 credit independent project making a body of images.

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2004-05	Interrogating American Cultures Through the Arts	CORE	EA			Major	We had multimedia art (visual), performance art (theatre and dance), and digital video and animation workshop every week the whole year. Students created installations with Betsy Damon (that incorporated all 3 workshops) and finally they performed in schools and public venues as well as taught art.
2003-04	Labyrinths	CORE	EA			Major	Students participated in a weekly four-hour drawing class, a weekly 4-hour printmaking class, periodic critiques and slide lectures, and a field trip to the Seattle Art Museum. Students completed five finished drawings and ten prints per week outside of c
2005-06	Madness and Creativity: The Psychological Link	CORE	CTL	SPBC		Major	One of our three faculty was an art historian. She provided lectures in art history and Native American art, and also organized an art studio component throughout the two quarters of the program in which students drew (line, figure, etc.), some painting with watercolors, and a series of broader art-connected and creative workshops (jewelry making, mask making, Ukrainian egg decorating, dance and movement workshop). We also took field trips to the Experience Music Project in Seattle, the Glass Museum and Art Museum in Tacoma, as well as to a professional artist's and potter's studio. Finally, we had guest professors from Evergreen talk about their creative experience with art, musical composition, and dance.
2004-05	Nature/Image	CORE	EA			Major	Weekly life drawing sessions, art history lectures, critique sessions, visiting artist talks, individual studio projects and studio work sessions, art museum visits, media literacy workshop.
2004-05	Negotiating Cultural Landscapes	CORE	SPBC	EA		Major	1) We studied ethnomusicology both quarters, which included reading about and listening to music from a variety of cultures. 2) We learned to play the ukulele and/or pennywhistle in the Winter and 3) practiced basic storytelling skills. 4) We designed a visual essay in response to one seminar novel.
2004-05	Old and New Worlds	CORE	CTL	EA		Major	Literary art: Readings in drama, epic, prose fiction.
2002-03	Patterns Across Space and Time	CORE	EA	SI		Major	Drawing and animation, hands-on workshops creating patterns based on QR activities, sound recording and soundtrack production, digital and time-lapse photography. Also Adobe Photoshop and After Effects, and sound editing programs for the production of animated works. It worked very well in conjunction with the QR topics and students interest in making things.

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2003-04	Perception	CORE	SI	CTL		Major	We had an entire portion of our program dedicated to studying art and the perception of art (music, visual art, film, etc). Each week, students watched and analyzed a film, they also studied several artists in-depth (Vermeer and Robert Irwin) and studied
2003-04	Something Out of the Ordinary	CORE	SPBC	EA		Major	no comment
2002-03	Weird and Wondrous	CORE	CTL	EA		Major	We ran two three-hour art groups each week, with half the students in one and half in the other. Studio assignments in collage, assemblage, and other media introduced creative work as a way of responding to the program themes. These classes included technical demonstrations, slide talks on modern and contemporary artists, basic design, and critique: in the fall students created a passport, a map, a piece about money, a box inspired by Joseph Cornell's work, and pieces about risk, transformation, and dirt. In the winter we focused on size and scale, and students made a model and 2D representation of a piece too huge to be built, followed by a peephole box showing their design for a room in a museum of wonder for the college; then they worked on a series about self-representation, producing pieces about fear, something worth remembering, and two of their own dreams.
2001-02	Antebellum	CTL				Major	Gave 3.5 lectures on Music History; watched an opera set in Gold Rush California. Students said they liked it.
2001-02	Bodies of Contention	CTL				Major	Four credits awarded in "Visual Representation: Photography & Film." This meant that we critically viewed films every week, and we also worked with images in workshops & seminars on Meyer, Cameron, et al. Students' interpretive essays included analysis of at least one image, and most synthesis papers referred to visual material as well. Although the major emphasis was humanities, the strong secondary emphasis on visual representation worked as an effective complement.
2004-05	Fiction and Nonfiction	CTL				Major	Creative writing: the primary focus, and I consider creative writing an art, don't you?
2003-04	Four Philosophers	CTL				Major	Literary art: prose fiction and poetry, both of central importance in the curriculum of Four Philosophers.
2005-06	Human Rights, Literature and Theory	CTL				Major	Visual representation as a mechanism of memory following periods of severe human rights violations; emphasis on film and video arts.
2002-03	Image Conscious	CTL				Major	Much art history and visual analysis of images. Students loved it.

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2005-06	Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture; Study Abroad	CTL				Major	We studied film, as well as traditional Japanese performing arts, such as the Noh Theatre and Kabuki Theatre.
2002-03	Light and Terror	CTL				Major	Art history workshops. Analysis of visual images (paintings, drawings, costumes). Discussed theatricality
2005-06	Nation and Narration: Mexico/Brazil	CTL				Major	Study of Mexican mural movement, Frida Kalho, Brazilian modernist architecture.
2001-02	Nietzsche-Borges: Artist-Philosopher	CTL				Major	Aesthetics was our primary concern. We discussed and watched opera, listened to music, and visited an art gallery. The last event gave rise to a final self-evaluative paper.
2004-05	Nietzsche	CTL				Major	Aesthetic theory, usage of visual art, listening to and discussing music and opera, presentations that included soundtracks, originally composed music, dance, etc.
2004-05	Poetics and Power	CTL				Major	Poetry, Aesthetics.
2002-03	Postbellum	CTL				Major	There were several lectures on music history, and several of the assigned texts also employed musicological analysis. We also screened a number of silent films, which the students analyzed collectively.
2004-05	Renaissance Studies	CTL				Major	One strand in the program was a four credit lecture/discussion class on Renaissance and Mannerist painting. Two hours a week of performance exercises including four Renaissance court dance lessons and considerable work with actor's voice exercises and reading poetry aloud. Weekly viewing and analysis of at least one film - some features, some educational documentaries, some film versions of Shakespeare plays.
2005-06	Res Publica: Examining the Body Politic	CTL				Major	We used music, visual art, poetry and theatre in readings, seminars, and lectures. We treated these arts as lenses that spoke in different languages about the same topics as texts. We discussed art not as indicative of life and society, but as agents for changing life and society.
2003-04	Shakespeare	CTL				Major	Theater arts. Each week students rehearsed and performed scenes from different plays.
2003-04	The Folk: Power of an Image	CTL				Major	In lectures and workshops—including Russian, African, African-American, American, and Native-American visual and decorative art and music.

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2001-02	Tragic Relief	CTL				Major	Two-day improv retreat off campus in Fall, led by Seattle performer Matt Smith. Student-organized public performances of plays and adaptations in Recital Hall in Winter. Advanced projects for interested students in Spring included creative writing seminar, productions of Rhinoceros and Much Ado About Nothing and student-made films. Two film series: American comedies and international comedies.
2001-02	Uniquely Dutch	CTL				Major	6 credits Art History – intensive study of Dutch 16th & 17th century art; each student studied 2 paintings in depth, wrote paper, and gave 2 oral presentations. More than 50% of seminar readings were on art history. There's a real need & demand for more focused, in-depth art history courses.
2004-05	Acting and Directing: Queer Theory and Practice	EA				Major	Performing art, visual music. Painting and film.
2001-02	African Arts	EA				Major	Through dance as well as with co-class rituals. Used ritual dance as major emphasis. Did collage during second half of program due to their autobiographical reports. They created an art piece & a final presentation which could include art. Kept course well-rounded, because first half was very emotional because the dance was very cathartic for students in a more celebratory aspect.
2004-05	American Eye: A History of America in Photographs and Fiction	EA				Major	Students learned the history of American photography as well as the basics of black and white photography itself, i.e. use of a 35mm camera, exposure, development, and enlargement of film, how to discuss photos critically and intelligently.
2003-04	Art in the Americas	EA				Major	Students created individual and collaborative works of art that grew out of their personal identities within their cultures. They designed individual multimedia, mixed media, and/or performance installations that examined their place in American culture.
2005-06	Experimental Puppet Theater, Object Theater and Dance	EA				Major	Puppet theatre projects, performance projects, master classes in puppet and object theatre, dance and European clown techniques. Critique sessions, grant writing sessions, and presentations.
2001-02	Experiments in Performance, Music, & Puppet	EA				Major	Through a focus on artistic process and experimentality. Applying theory of Aesthetics & Art into innovative experimental performance pieces. Composition & research into different artistic and intuitive processes. Art was fundamental to this program.
2004-05	Foundations of Performing Arts	EA				Major	The program is about performing arts. We studied performing arts through historical, theoretical readings and workshops, hands on, exercises.

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2005-06	Foundations of Performing Arts: Music and Theater	EA				Major	Music and theatre skills instruction, final public performance.
2005-06	Foundations of Visual Art	EA				Major	Students learned figure drawing, photography, painting, and wood and metal sculpture.
2001-02	Foundations of Visual Arts	EA				Major	Studied art history through reading, weekly book seminar, & writing. Completed studio art classes in drawing, 2-D design, 3-D design, metalwork, wood, ceramics, photography, digital imaging, printmaking, and painting. Individual projects on a theme. Primary focus of this program was studio art.
2002-03	Foundations of Visual Arts	EA				Major	Students learned printmaking, drawing, and painting skills, sculpting, fiber arts, metal, and woodworking.
2003-04	Foundations of Visual Arts	EA				Major	Students were asked to design and make five individual three-dimensional art projects and to create a collaborative art installation at the end of the quarter. They also were required to do research on a sculptor or new genre artist and to write and prese
2004-05	Foundations of Visual Arts	EA				Major	Foundations of Visual Arts is a focused 16 credit program on the production of studio visual art.
2003-04	Imagining Books	EA				Major	Art was a central component of student projects and academic inquiry. Students made books, wrote creatively, and practiced printmaking, graphic design, and multimedia arts.
2005-06	Incisive Line	EA				Major	6 hours of printmaking studio per week, 3 hours of drawing studio, 3 hours of printmaking history per week.
2005-06	Inventing Systems With Music and Movement Theater	EA				Major	Music and Movement Theater were the two performance fields addressed by the program.
2003-04	Issues in Contemporary Art	EA				Major	This was the main emphasis of the program. Students did mainly painting, photo, and sculpture.
2003-04	Mediaworks	EA				Major	Film, video, animation production, daily sketch journals, students all doing their own independent performances. Creative work this quarter.
2005-06	Mediaworks	EA				Major	Major projects in video and film each quarter, work with performance, photography, cinematography, editing, film and media history, aesthetics.
2001-02	Mediaworks: Experiments Light & Sound	EA				Major	It was our central focus. This is one of the foundational art programs in Expressive Arts. We study media arts: production, history, and theory all year. This program repeats every year with different faculty.
2003-04	Music Composition for the 21st Century	EA				Major	Advanced music composition program. Daily focus.
2002-03	Music in Culture	EA				Major	No Comment
2005-06	Music in Culture	EA				Major	Subject matter, workshops (skills), papers (composition).

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2004-05	Photo Projects	EA				Major	The entire program was about photography as art
2002-03	Puppet and Object Theater	EA				Major	Art was included in the form of study of puppet theatre, experimental puppetry, and movement. An emphasis on artistic process structured the program.
2004-05	Puppet and Object Theater	EA				Major	Complex projects requiring students to engage multimodal approaches to collaborative interdisciplinary art making. FACULTY STUDENT RATIO TOO HIGH!
2005-06	Sculpture: Site Specific	EA				Major	Students did a major drawing project and three large sculpture projects.
2001-02	Seeing the Light	EA				Major	Looked at, wrote about, & made their own Art. They also studied theories of Art & read about the pitfalls of making it. Art was the driving force behind nearly all that we did this qtr.
2004-05	Seeing the Light	EA				Major	Students made photographs for weekly assignments and for a major final presentation. They studied the history of photography through readings and lecture/workshops.
2005-06	Seeing the Light	EA				Major	This was an intermediate/advanced photography program with a good dose of photo history as well.
2004-05	Seven Generations: 200 Years of Japanese and American Art	EA				Major	Students participated in two different workshops (drawing and fabric dyeing) on a twice weekly basis.
2004-05	Shadowlands	EA				Major	As Responsive Performance projects that addressed the themes of the project Monument workshops to develop thematic and artistic processes and a performance.
2002-03	SOS: Media	EA				Major	Students created individual and collaborative media arts projects throughout the year. It worked exceptionally well.
2003-04	Studio Projects: Painting	EA				Major	Students did intensive work in painting and studied art history.
2004-05	Teaching Through Performance: American Radical History	EA				Major	The entire class addressed the subject of teaching through performance, teaching American History, specifically.
2003-04	Working Small	EA				Major	This was an advanced visual art program – art was what the program was about. Studio art was the basis for all assignments.
2004-05	Teaching Gardens	ES				Major	-Design work for gardens and interpretive panels for Evergreen teaching gardens; some students did botanical illustration.

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2001-02	American Renaissance	EWS	CTL			Major	Program focused on American Art History & Literature of 19th century, so we read about and lectured on schools of art and artists, we did workshops on formal analysis, and we did art – a night learning and painting watercolor with a guest artist. The art, not surprisingly, was very closely connected to literary and historical context.
2002-03	American Ways of Seeing	EWS	CTL			Major	The program combined study of art history and literature to examine America's vision of itself. Students read theory, art history texts, learned formal analysis (and practiced doing formal analysis each week), made art in workshops, and a majority used some form of visual art to create their final projects each quarter.
2005-06	Art of Mexico	EWS	CTL	EA		Major	Students did a variety of art projects. Winter quarter they did a ceramics project which was a Tree of Life. They did a paper cutting project based on Mexican themes. Fall quarter, they made a book and masks. Fall quarter they also created performance art using their masks. They performed in front of other students in the program.
2003-04	Art, Creativity, and the Sacred	EWS	EA	CTL		Major	The program studied art history as its major emphasis and had an additional component of students creating their own hand-bound book.
2004-05	Art, Words, and Women	EWS	SPBC	EA		Major	Both art and art history were included. The students created masks and also created performance art pieces in which to use their masks. Students participated in a mask lecture and several workshops too. Art history was a major component of this program - lectures, books, films, and workshops were tools to teach art history. Seminars were used to discuss the art, artists, and history.
2002-03	Arts and the Child	EWS	SPBC	EA		Major	Students practiced expressive arts and learned to include it in an elementary school program. They also created artistic lessons and lesson plans for school aged children. It worked very well.
2005-06	Arts, Environment and the Child: Walking the Wheel of the Seasons	EWS	ES	EA		Major	Two of eight credits are in expressive arts. The program included mask-making, storytelling, painting, drawing, especially nature drawing and plant drawing. Students had to keep a nature journal with entries every week that included drawing and writing.
2004-05	Arts, Nature, Pattern	EWS	EA	SI		Major	Daily practice, class workshops, lectures and workshops by invited master artists. Boutiqued painted eggs. patterns in nature. Acrylic, watercolor, pastel paints. Students created art journals.

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2001-02	Authentic Self	EWS	SPBC	EA		Major	Use of theatre lighting techniques and art materials used to express artistic ideas. This was a way for students to complete various forms of expression – we did a liberal arts seminar.
2002-03	Authentic Self	EWS	SPBC	EA		Major	Students did mask making as a project for winter quarter. It worked very well.
2004-05	Education, Values and Society	EWS	SPBC	CTL		Major	4 or 12 credits we allocated to the study of beauty.
2003-04	Finding Your Voice: Advocacy and Change	EWS	EA	CTL		Major	Finding Your Voice included workshops in singing and speech, and songwriting.
2004-05	Florence, The Cradle of the Renaissance	EWS	EA			Major	The program combined art and art history in equal amounts. Students did drawing, painting and hand made book production as their art projects. Students learned about perspective, value studies, beginning architectural drawings studies, etc. They also had 2 sessions of figure drawing. Students viewed the masterpieces of Renaissance art in Florence, Italy, while also creating art on location in gardens, museums and archeological sites.
2005-06	History According to Film	EWS	EA	CTL		Major	Studied film and theatre.
2005-06	Ideas Made Manifest: Art and Philosophy in the Middle Ages	EWS	EA	CTL		Major	Art history was half this interdisciplinary program. We studied art from the Early Christian period through the High Gothic period, studying the social and political contexts, including the "non-Western" areas of Islamic art and Byzantine art. We also did hands-on art projects relevant to the art history we were studying--students created one or more designs for Gothic Rose windows, and also created one or more Islamic-inspired designs.
2001-02	Living Myths	EWS	CTL			Major	Students designed puppets and puppet sets.
2005-06	Making Your Place	EWS	EA	SPBC		Major	Half the credit in spring quarter was awarded in Arts Production. Students wrote, produced, and performed an original piece of documentary theatre. We studied and attended plays and music performances in fall and winter quarters.
2002-03	Mexico: Art and Ceremony	EWS	EA	CTL		Major	The students made two masks to use in improvisational and scripted drama. The masks drew upon what they were learning about Mexican art history. It worked beautifully since they also read a book about the history.
2005-06	Order and Chaos: Making and Breaking Rules in Science and the Arts	EWS	EA	SI		Major	We studied various approaches to the creative process and major works of art from the Greeks to the present.
2004-05	Peacemaking	EWS	SPBC			Major	This seems like the only place to address the extensive spiritual focus in this program -- lectures, a special study group, readings.

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2003-04	Physics, Visual Perception, and Flash	EWS	SI			Major	Students drew their own animations, both on paper and in Flash. Also, some theory of perspective and other issues of visual perception were discussed and illustrated by viewing works of art and photos.
2003-04	Positive Psychology	EWS	SPBC			Major	Video production on aspects of positive psychology.
2005-06	Seeing is Knowing: From Data to Images and Back	EWS	SI			Major	We used two art books, John Berger's "The Art of Seeing" and Robin Williams' "The Non-Designer's Book." We talked about art, then used principles of design to evaluate and create works. I also had three guest speakers talk about design in art, design in comic art, and design in web page construction.
2003-04	Shakespeare: Body and Soul	EWS	CTL			Major	Theatre and oral interpretation skills were integral.
2001-02	Sight and Insight: Art & Social Change	EWS	EA	SPBC		Major	Fall: Art history (50%), including formal analysis of artworks. Winter: 35% Art History & 25% hands-on art, including performance art, installations, puppet-making, and mask making – all tied to program content and goals and learning objectives.
2003-04	Silk Roads: China, the Middle East, and the New World	EWS	SPBC	CTL		Major	Art workshops and lectures led by Hirsh Diamant; students had to keep a weekly art journal both quarters of the program where each week they took the theme of the week and illustrated it with images and text.
2001-02	SOS: Child and Human Development	EWS	SPBC			Major	Students practiced storytelling, music, singing, felting, and improvisational theater to deepen their studies. Art should be an essential element in every program.
2004-05	Stage and Screen	EWS	EA			Major	By Art I assume you include the performing arts as well as the visual arts. The program was devoted entirely to the study of theatre in the context of screen mediums.
2005-06	Systems Theory for Business and Organizations	EWS	SPBC			Major	Art inquiry was used several times to reflect and integrate course content. We also brought in representations of wholeness (whole systems).
2004-05	Women's West	EWS	SPBC	EA		Major	Students were given drawing instructions and assignments. The students created a collage in a classroom collage workshop and also create a collage for their final project. Students learned art history as an extensive part of their work in the program.
2004-05	Work and the Human Condition	EWS	SPBC	EA	CTL	Major	Students worked with documentary photography for their end of program/spring qtr project. Martin Kane brought his considerable expertise as a member of the faculty team. He taught the basics of making pictures as well as selection, composition, editing for the documentary, juxtaposition, critique.

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2005-06	Animated Visions: Allegories of Resistance	IA	EA	CTL		Major	2/3 of students took workshops in either animation or poetry.
2003-04	Art of Local History	IA	ES	CTL		Major	Students used artistic expression to create autobiographical maps related to an autobiography writing assignment -- the first step in making local history personal; they also studied and practiced the craft of bookmaking/bookbinding/book arts and several used this expression as part of their final autobiography assignment. Additionally, students attended many field trips to museums, most of which were history-based, however, public art was included in the final field trip of the quarter, when they spent an entire day at the Centralia IWW mural with those who organized and helped paint this important community artwork. Finally, students spent one day per week in computer-design workshops learning programs and design techniques pertinent to designing webpages for a local historical society. Museum exhibit design analysis was a major focus of the program. Also, each student was required to fill out and contribute to a group discussion oriented toward analysis of museum exhibit designs for each of the four museums they visited.
2005-06	Art's Sources	IA	EA	CTL		Major	Half of the students focused in visual art, while half of the students focused in literature. They all had shared readings, lecture, workshops.
2005-06	Asian Culture and Art; Study Abroad Winter: India; Study Abroad Spring: China	IA	CTL	EA		Major	Students participated in twice-weekly performing arts workshops including Chinese martial arts movement (Tai Ji and sword dance), Orissi dance (of India), and Indonesian gamelan (music). They also engaged in frequent performances during spring quarter.
2002-03	Body, Mind, Soul	IA	CTL	EA	SPBC	Major	Kabby taught dance, and students also were required to do various art projects such as collages and drawings. Students were also taken to a number of concerts and live performances; for example, they went to see Alvin Ailey at the Paramount.
2001-02	Christian Roots	IA	ES	EA		Major	Both studio art and art history. Workshops were held and their primary project was an art project; art history readings and lectures. What made this program so successful was incorporating art with science.
2003-04	Christian Roots	IA	ES	EA		Major	- Relief print making of book arts; -Visual literacy
2003-04	Dance, Creativity, and Culture	IA	EA	SPBC		Major	Dance, creativity studies, expressive arts explorations, theatre, puppetry, mask theatre, collage.
2001-02	Drawing from the Sea	IA	ES	EA		Major	Weekly: lectures on art history and appreciation, drawing workshop, and drawing assignments.

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2005-06	Drawing from the Sea	IA	ES	EA		Major	Winter quarter, half of the class was Marine Biology and the other half Drawing. In seminar, we explored connections between art and science.
2001-02	Eco-Design in Real World	IA	SI	EA		Major	As a design studio... students had design projects throughout the term; they worked mostly in studio atmosphere. Design studio experience was a central locus of learning in this program.
2005-06	Emerging Order: What to Make of It?	IA	SI	EA		Major	Drawing and sketching, animation techniques, stop motion and sound.
2004-05	Evolution of the Book	IA	CTL	NAW IP		Major	Eight styles of printmaking, 10 styles of hand bookmaking, digital graphics via Adobe InDesign.
2001-02	Filming Fictions	IA	CTL	EA		Major	We studied film language, film aesthetics, and media production; digital graphic design and layout.
2004-05	Framing Film	IA	EA	CTL		Major	film analysis, through examination of shot composition, mise-en-scene, and project in Storyboarding.
2005-06	Imaging the Body	IA	EA	ES		Major	12 art appreciation lectures, 2 hours of life drawing, weekly 4 - 6 credit art project, developing a series of artworks in response to a major anatomy research project.
2001-02	International Feminism	IA	SPBC	EA	CTL	Major	Fall: video assignments that could incorporate art; students learned to use camcorders, analog and digital equipment; they developed zine projects (printed collages). Winter: this was the most art-intensive – installations following through on their performance pieces, installations, and work/papers from fall. Many times art was incorporated & students used this to escape rigors of academic work. Therefore, we tried to keep the art that forced students to think & link art to academic questions posed in the program. Of the students designing their own 12 credits for Spring, more than 1/2 used an art medium.
2003-04	Ireland: Living Between Worlds	IA	EA	CTL		Major	We sang at every class meeting. Students created artistic responses to program texts once each quarter. In winter, students created plays integrating program themes in lieu of writing major papers. We used films centrally each week.
2003-04	Islands	IA	EA	CTL		Major	Students learned still photography, drawing, web page design in workshops. Most of the students' trial presentations incorporate art.
2001-02	Local Knowledge	IA	EA	ES		Major	Created a documentary video; workshops & building a basis for extensive project work.
2004-05	Local Knowledge	IA	EA	ES		Major	Documentary video, photography, public installation as tools for documenting & educating about community issues Media Studies (literature, film screening) a central feature of the program. Public Art as key component of community life & activism.

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2001-02	Marking Time	IA	CTL	EA		Major	Animation, movement, film screenings, performative presentations, visiting artists & musicians. Music, sound workshops, and sketch journals.
2005-06	Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche	IA	SPBC	EA	SI	Major	All three faculty created visual/aural/kinesthetic experiences (movement, masks, cellular biology, and dream work) in workshop environments, which guided students to integrate our specific foci--literature, psychology, physics.
2001-02	Order of Things	IA	CTL	EA		Major	Students studied various printmaking methods in the context of the Fluxus movement and postmodernism.
2001-02	Performative Shakespeare	IA	CTL	EA		Major	A major theatre production at the end of the quarter. The production was an assortment of scenes from Shakespearean plays. Studying Shakespeare and putting on a production of Shakespeare gave the program its many and integrated dimensions.
2003-04	Performing Gender	IA	SPBC	EA		Major	Performing arts: theater workshops, individual and group performance projects
2002-03	Picturing Plants	IA	ES	EA		Major	Studio art throughout the year, including printmaking, drawing, photography, book arts, and botanical illustrations.
2002-03	Power and Limitations of Dialogue	IA	CTL	SPBC		Major	I regard film as an art, therefore yes, it was a great emphasis. We viewed and analyzed films as well as extracted text from the films for the students to analyze and examine for content; dialogue from the films are taken from the film and analyzed and processed. The films developed a common language, and this became a common language with the students and teaching that was shared as a common language in the class. Films were more of a central tool for learning than books, and I had the shortest book list I have ever had because the films were so integral to the teaching and learning of this program.
2004-05	Rhythmic Meditations	IA	SPBC	EA		Major	Performing arts, music, dance integrative expressive arts, weekly mind map, multi-medial expressive arts, tech drawing, image nature, mandalas.
2001-02	Scale and Detail	IA	EA	SI		Major	Workshops on drawing design for furniture and architecture.
2002-03	Silver Sky	IA	CTL	ES		Major	Bookmaking, block prints, and drawings for poetry collections were some of the visual arts components, besides some music projects and lots of original poetry.
2005-06	Voice of the Poem and Other Musics	IA	EA	CTL		Major	The two center fields of study were literature and music.
2003-04	Topics in Advanced Mathematics	SI				Major	The students feel that "math is art" and the study of mathematics is a kind of art appreciation.

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2003-04	Constructing Citizens	SPBC				Major	1) Art as civic dialogue – a topic; 2) Panel of artists; 3) Artist expression part of research project
2002-03	Multicultural Counseling	SPBC				Major	Expressive arts therapies – weekly lab integrated into counseling skills and emotional literacy work. It worked well.
2005-06	Multicultural Counseling	SPBC				Major	Weekly expressive arts therapy laboratory integrating theatre, movement art, writing, drama.
2001-02	Children's Literature and Lives	CORE	CTL			Minor	Creative writing & performance – Students met for two hours a week in fall quarter to do storytelling workshops for five weeks and autobiographical writing exercises for five weeks. In the winter, they did a 2-credit strand on writing fiction for children, meeting 2hrs/wk for a writing workshop; writing roughly 10,000 words; and meeting for one or more individual conferences on their work. Art History – Students read and discussed two chapters in Aries's Centuries of Childhood on the representation of children in medieval to 18th century art and the history of children's costume, had two other art history lectures on images of children during this period, and read and discussed Higonnet's Pictures of Innocence, which focuses on the development and contemporary breakup of the Romantic's representation of childhood innocence. Film Analysis – Each week, students viewed a film which was thematically related to the week's reading, and participated in a faculty-led session analyzing and discussing it for an hour or more. Music – Faculty gave a lecture on Mozart's music and his career as a child prodigy and a brief talk on Humperdinck's opera version of Hansel and Gretel. Program did not contain any 2-D or 3-D studio work.
2004-05	Designing Languages	CORE	CTL	SI		Minor	The computer programming involved students creating visual images, using "Visual Design In Logo" by an artist from MIT William Clayson. In one of the integrative essays towards the end of the quarter, one student commented that this was one example of synthesizing left-brain (programming) and right-brain (artistic design) activities.
2001-02	Ecology of Hope	CORE	CTL	SI	ES	Minor	On field trips, students did landscape drawings. Intent was there for a major emphasis, but Brian Price became involved with Dean work, etc. & was not able to contribute to this aspect of our program.
2003-04	Fishes, Frogs, and Forests	CORE	ES			Minor	Students had a photography workshop, and they put together photo-essays on some aspect of human interaction with nature. They also wrote two creative papers in Fall quarter.

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2003-04	Our Place in Nature	CORE	CTL			Minor	Linoleum block, typeset, monoprint and photography were required program components. Students were instructed and encouraged to find ways to correlate their art work with their writing and research projects.
2002-03	So You Want to Be a Teacher	CORE	SPBC			Minor	Taught plaster mask making. Students used masks to explore and represent the multi-cultural nature of their lives and of themselves as learners. Students were encouraged to use visual representations to respond to seminar books during 2nd quarter of program.
2001-02	Trash	CORE	ES	SPBC		Minor	In two ways. First, we had a “visual” seminar each quarter where students brought in a piece of artwork they had created instead of a seminar paper. This led to many creative projects including puppet shows, sculpture, and drawings. The 2nd way was to invite in a Washington Artist-in-Residence, Diane Kurzyna. Diane’s gallery show, White Trash Wedding, was on display at Evergreen in April. As a way of integrating her show into the community, she invited our program to create self-portrait dolls made out of recycled materials to be guests at her gallery wedding. Initially she came into the program and gave a short talk and slide show about her recycled art. She then prepared the students for the next week’s art workshop where we all created self-portraits. For many students this was scary (and for some faculty members, too!), but Diane and students artists were supportive and in the end our program had many guest/dolls in attendance at the wedding. Using art allowed us to meet the needs of those students who tap into their critical thought in a creative way. These students verbally expressed how much they appreciated our efforts at incorporating art and how much it had helped them think through issues that were important to them. Because the art was tied strongly to program themes, these projects were successful. However, we did not “do” or “teach” enough art to award credit for our projects.
2004-05	Waste and Want	CORE	SPBC			Minor	Visual organizers and art as possible interpretations of readings.
2003-04	Africa and the Black Atlantic World	CTL				Minor	The readings and lectures focused on traditional African music and its influences on the music of Black populations living in the United States, the Caribbeans, and other parts of South America.
2002-03	America Documented	CTL				Minor	Students viewed and critiqued a series of documentary films. In the writing of their major project paper, they were encouraged to make use of the sorts of artistic techniques that we’d studied in our literary readings.

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2005-06	America, to 2006	CTL				Minor	Film series, used to explore how American life has been represented and documented artistically. Emphasis on artful writing in student project work.
2003-04	Ancient Stories / Modern Lives	CTL				Minor	Only art history and some students chose to do art as part of their research project. Some theater. We put on a classical Greek comedy.
2004-05	Arab and Muslim Women Writers	CTL				Minor	Looked at female writers, artists, filmmakers, issues of creative work in the face of political and social censorship.
2003-04	Author, Author	CTL				Minor	As background influence on the New York Poets of the 40s, 50s and 60s.
2002-03	Celluloid Women and Men	CTL				Minor	The production of video work (fictional as well as non-fiction) was incorporated in the curriculum.
2005-06	Central America: Poetry and Politics	CTL				Minor	Weekly films and analysis.
2001-02	Changing Minds, Changing Course	CTL				Minor	In constructing media campaigns
2003-04	Documenting the Northwest	CTL				Minor	Barbara Earl Thomas, a Seattle painter and writer, showed her artwork to the class and talked about it in a three-hour presentation.
2004-05	Exploring Judaism	CTL				Minor	There were several opportunities for art experiences in the program- if "art" is broadly defined. We 1) created an artistic interpretation of a biblical text "Handmade Midrash" by Jo Milgrom, baked bread (challah), and finally, we did some folk dancing.
2005-06	Fiction Laboratory	CTL				Minor	Fiction Writing & Philosophy of [sentence incomplete].
2001-02	Hemingway, Writing Life	CTL				Minor	Through a discussion of comparisons between Hemingway's short stories and Cezanne's paintings, and what the Impressionists were doing.
2002-03	Hispanic Forms in Life and Art	CTL				Minor	Weekly films; some students completed research on artists/art movements.
2003-04	Illustrations of Character	CTL				Minor	Films; theater; museum visit

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2005-06	Language and Law	CTL				Minor	At the end of our program winter quarter, there were two opportunities to explore artistic interests, although art was not "taught." The first was in making the DVD using iMovie for the oral analysis of Presentation of Self. Although the scope of the DVD work was quite limited and oriented to research, some artistic elements within the software could be and were exploited. The second way students could use art was in the last project of the program, a creative project. Many students tried a new medium as a way of presenting a synthesis of what they had learned. For example, one student announced she was not an artist, yet she produced very nicely done sketches of the court similar to those we see on TV to represent the Supreme Court (since cameras are not permitted).
2002-03	Myth of Memory	CTL				Minor	Collaborative memorial design project; critique of memorial architecture/sculpture.
2005-06	Political Bodies: Recent Chilean Literature	CTL				Minor	Weekly films from Chile (some of which were written about in essay assignments). We studied a few performance art movements. Some students chose to do their research projects on performance art or other art movements or artists.
2002-03	Postcolonial Literature	CTL				Minor	I consider literature as an art as well as poetry, so yes, there was an art component to the program. Students also did critique of visual art as well.
2002-03	Postmodernity and Postmodernism	CTL				Minor	I used a number of films as symptomatic of postmodernity. The students viewed them and analyzed them through seminars and response papers (academic journal entries). It was an integral part of the program. I believe it worked.
2003-04	Queer Looks, Queer Books	CTL				Minor	We did bring a speaker who did a performance piece on being transsexual.
2005-06	Reading Jouissance as Ananda	CTL				Minor	Students were required to create weekly mind maps that included creative expression, images, body drawings, etc.
2004-05	Russia: Empires and Enduring Legacies	CTL				Minor	In the context of Russian history and culture, we studied art movements in both the 19th and 20th centuries, and examined slides of Russian icons and professional and folk art. In addition, the students participated in a 5-hour workshop in the art of Ukrainian egg-decorating, a folk art form widespread in the Slavic world.
2004-05	Slavery in Africa and the Americas	CTL				Minor	Some of the texts, films, and lectures analyzed music and visual art of the African Diaspora.
2001-02	Social Work Practice	CTL				Minor	Aesthetics and Art as a function of human service and healing.

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2001-02	Study of Violence	CTL				Minor	Used a text: Whiteson "A Terrible Beauty;" Discussed aesthetics of violence. Students completed art projects: sculpture, painting, mixed media. Had speaker on dance and violence, and a speaker on animation and violence. Depends on how the committee is using term "art" - Does it include for example popular culture "art"?
2004-05	Women's Voices and Images of Women	CTL				Minor	Our students had 3 visual representation assignments.
2003-04	Ecological Agriculture	ES				Minor	Drawing of insects and plant materials, but not for artistic attributes, but accurate – not sure if counts.
2004-05	Farm to Table	ES				Minor	Drawings of seeds and seed germination.
2001-02	Field Ecology: Research Methods	ES				Minor	I gave an option for students to conduct art projects in relation to ecology and conservation.
2003-04	Fungal Kingdom	ES				Minor	Students made drawings of lichens and mushrooms, including detailed sketches of microscopic views.
2005-06	Introduction to Environmental Studies: Land	ES				Minor	Students did sketches as part of a Natural History Journal assignment both quarters. They did a PowerPoint presentation at the end of each quarter. They also had to design professional posters incorporating design and layout.
2001-02	Introduction to Environmental Studies: Trees, Timber, Trade	ES				Minor	22 drawings of native plants required in Fall.
2001-02	Plant Ecology and Taxonomy	ES				Minor	Lectures on botanical illustrations & workshops on natural history; students were encouraged to include illustrations in their journals.
2004-05	Plant Ecology and Taxonomy	ES				Minor	Botanical illustration in lab and field.
2003-04	Practice of Sustainable Agriculture	ES				Minor	Drawings of weekly plants. However, farming itself is an "art" as well as a science.
2004-05	Protected Areas?	ES				Minor	Design of poster, encouragement to sketch in nature observation journal.
2002-03	Rules of Nature/Rules of Life	ES				Minor	Some students elected to include art in their oral presentations.
2003-04	Temperate Rainforests	ES				Minor	no comment
2002-03	Trees and Humans	ES				Minor	We visited the studios of four artists who work with wood in Seattle; had a guest lecture from a visual arts faculty on "Trees in art," and some students did artwork for parts of their projects on trees.
2003-04	Up Close	ES				Minor	One botanical illustration workshop at beginning of quarter; Illustrated natural history/field journal for required lab notebook

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2002-03	Working in Development	ES				Minor	We studied native, traditional, international cultures, so we looked at, and practiced, some of the art and music.
2005-06	1905	EWS	CTL	SI		Minor	Discussions, lectures, and presentations of art history around 1905, also continual presentations of classical music of the period.
2003-04	Age of Irony: 20th-Century America	EWS	CTL	SPBC		Minor	Guest lectures, student projects
2003-04	Chronic Illness, Disability, and Deafness	EWS	SPBC	CTL		Minor	We used art to talk about subjective responses to many of our key concepts – other works of art were texts. Also did art an entire class period and accepted student art instead of papers for some assignments.
2002-03	Community Information Services	EWS	SI			Minor	Tiny bit of web design
2001-02	Culture as History	EWS	CTL			Minor	As part of examination of American culture, we went to the Tacoma Art Museum where students saw three relevant exhibits – a collection from the National Academy of Design, a collection of prints from a "Print Club" of the 1930's and 40's, and finally "Urban Invasion." By chance, we also saw a Balacy exhibit at the history museum. Students made great connections between the paintings and the cultural history we've been working with. This was particularly valuable for students who had been in program both Fall and Winter.
2003-04	Doing Science	EWS	SI			Minor	They did draw scientist test which measures how people view science (non quantitative assessment)
2002-03	Education, Values, and Society	EWS	SPBC			Minor	Very minor, in time, but the last event in the program. A visiting artist came to show her work and talk about art/ethics.
2004-05	Embracing Conflict	EWS	SPBC	CTL		Minor	Depending on how you define Art, we did analyze films and a play from the standpoint of the visual experience--how an image is composed and frame for the camera and how one translates visual images in theatre--a three dimensional medium.
2002-03	Ethics and Difference	EWS	CTL	SPBC		Minor	Students performed skits, also made drawings of life experiences, as a way of expressing their feelings and thoughts about issues related to the program themes.
2002-03	Foundations of Computing	EWS	SI			Minor	Web design, colors, and Graphical User Interface (GUI) layout.
2005-06	International Policy and Business: Europe	EWS	SPBC			Minor	Three classic feature films dramatizing the issues discussed.
2004-05	Justice at Work	EWS	SPBC			Minor	Very minor emphasis. We often read a poem or played some music at the beginning of class that related to the most general themes of class, race, gender, and work. Or the law. A few students chose to do a final project that combined legal, historical, and creative work.

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2005-06	Liberty and Justice For All: Contemporary Political Philosophies In Historical Context	EWS	CTL			Minor	Only in a very tangential way--students were asked regularly to represent friends in American political history or poster paper. While many posters were mere flow charts, some were imaginative, amusing pictorial representations.
2004-05	Market, Forum and Village	EWS	CTL	SPBC		Minor	Students communicated non-verbally through pictures.
2004-05	Politics and the Media	EWS	SPBC			Minor	Music and film cultural component
2004-05	Positive Psychology	EWS	SPBC			Minor	Students were required to produce videos on Positive Psychology concepts. This creative endeavor included some art by some students.
2001-02	Promise of Health	EWS	SPBC			Minor	Our text often related culture through art. Seminars reflected on ways of knowing through art examples.
2005-06	Public Health in the United States	EWS	SPBC			Minor	No instruction--required to respond to one specific reading with a drawing or self-generated image.
2002-03	Representing the World	EWS	SI	CTL		Minor	Students created artistic representations of various things to understand how math and science representations work. One student created color representations of music and another student did a painting as a representation of the various emotions.
2001-02	Revolutions at Work	EWS	SPBC			Minor	Student projects on labor art, graphic arts in design on a magazine produced by the students taking 12 credits. We also looked at depression era photography briefly.
2004-05	Science Writing	EWS	SI	CTL		Minor	Botanical illustration, science poetry.
2004-05	Sex, Gender and Evolution	EWS	SI	SPBC		Minor	We had two films. In one, the major theme was an individual's struggle against biological determinism. The second was a docu-drama about a transgendered individual asserting his identity, with disastrous consequences.
2002-03	Suburban Nation	EWS	ES			Minor	Art was included as an aspect of urban design and as method of presentation (photography) for some of the small groups.
2001-02	Transcending Boundaries	EWS	SPBC			Minor	Overview of Native American pottery, basketry, rug weaving, and sand painting. Provides significant depth to comprehending various tribal customs.
2003-04	Understanding Your Food	EWS	SI			Minor	ChemDraw and crude sketches of scientific glassware and collages.
2005-06	Victoria Still Rules	EWS	CTL	SI		Minor	Students chose one of four interest groups in which to read, research and present their work; one of them was Arts and Literature. The students read a book on the Pre-Raphaelite painters. Some of them did their research on artists of the period and two included original works as part of their presentation

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2002-03	Where Roads Meet	EWS	CTL			Minor	Fall quarter we studied Islamic art and architecture, how art is based in geometry and patterns and the influence of Islamic art and architecture on the European Renaissance. Readings, slide presentations, guest speakers. It worked very successfully.
2004-05	American Places	IA	CTL	NAW IP		Minor	Students did a series of photography workshops and incorporated photographs into a mini-ethnographic project, which was preparation for their major independent fieldwork. They were encouraged to use photography as part of that fieldwork. A number of students included creative writing as part of their major project; some also included artwork, musical composition, or video.
2001-02	Destiny	IA	NAW IP	SPBC		Minor	Visiting faculty taught Printmaking & Watercolor classes, enabling students to receive up to 8 credits in Art. He also discussed contemporary Native American performance art & filmmaking. Several students wrote that it was the first time they had taken art & hadn't realized they could be good at it & enjoy it.
2001-02	Health & Human Development	IA	SPBC	CTL		Minor	Experiential learning, art therapy workshop (painting, playdough), drawing, and collages in conjunction with concepts like depression, anxiety, stress. Students enjoyed it – we reached students who were more oriented toward creativity and whole picture thinking.
2005-06	Information Landscapes: Mapping the Invisible	IA	CTL	SI		Minor	Graphic design on the web, practice and critiques, mapping conceptually, media studies--course texts directly addressed these topics.
2005-06	Movement and Resistance	IA	CTL	EA		Minor	Students were given instructions on preparing collage and assemblage art and then required to create visual representations on four program books.
2005-06	Reconciliation: A Process of Human Balance; Study Abroad Winter: Peru	IA	SPBC	NAW IP		Minor	We included them in Saturday workshops.
2002-03	Respect: Process of Universal Humanity	IA	SPBC			Minor	Students brought it to the program. There were a number of students in the class that were very interested in art and helped to integrate that element of teaching and learning into our program. It worked exceptionally well.
2002-03	Algebra to Algorithms	SI				Minor	Students programmed color graphical images in Logo, using trigonometry, geometry, recursion, and fractals.
2003-04	Algebra to Algorithms	SI				Minor	Students used computer programming to generate pleasing and colorful images.

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2004-05	Algebra to Algorithms	SI				Minor	We studied programming in LOGO, a visually oriented programming language. Our textbook encouraged students to approach the subject as artists and designers, with an eye toward balance and design. It's a pretty minimal connection to art, but it was a faint theme throughout the quarter.
2005-06	Atoms, Molecules and Reactions	SI				Minor	We attempted several artistic projects when studying scientific ethics. Diagrams are also an essential component of every good laboratory notebook.
2001-02	Concepts of Computing	SI				Minor	No art instruction per se, but students created web pages which included layout design issues, graphics, and images.
2002-03	Environmental Analysis	SI				Minor	We visualized information through computer graphics in GIS programming. The "art" of presenting data in a visually appropriate manner was reinforced. This is a stretch, but if visual information is not presented in an artistic manner, the concepts just don't get through. This works for the program as it exercises different skills and gives variety to the academic work.
2004-05	Environmental Analysis	SI				Minor	The program included mapping, 2+3D visualization, perspective, etc. field drawing + lab drawings in notebooks. Visual graphics for presentations and reports
2001-02	Introduction to Natural Science	SI				Minor	Drawing diagrams from microscopy studies of cell division in root tips, microorganisms, and of dissection/anatomy studies of various vertebrates: turtle, shark, cat, (and clams). We also did 3-D modeling of molecules using model kits and drawings of molecules. Guidelines were given by faculty for correct format for scientific drawing.
2005-06	Introduction to Natural Science	SI				Minor	Chemistry of dyes, dyeing & imaging with natural and non-natural dyes. Seminars and student presentations involving science as it applies to everyday life, including art & creativity.
2002-03	Molecule to Organism	SI				Minor	If you can call designing an experiment art (which I do!), then I suppose we did have an emphasis.
2002-03	Science Seminar	SI				Minor	We discussed artistic representations of chaotic systems such as the Mandelbrot Set. Worked fine.
2005-06	Symmetry in Nature	SI				Minor	
2005-06	Buddhist Psychotherapy	SPBC				Minor	Some exposure and discussion of Asian and Buddhist art.
2003-04	Culture and Participatory Research	SPBC				Minor	Creative work was required but not necessarily art... (some students did art...)
2003-04	Engaging Cuba	SPBC				Minor	Some visits to art museums in Cuba. Students could include art, poetry, and journals.

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2004-05	How People Learn	SPBC				Minor	1. Students were regularly asked to do visual representations of concepts. 2. Students worked on individual learning projects - Some of them were music and art based (sewing, knitting, photography, guitar).
2004-05	Latin America in a Global Free Market	SPBC				Minor	Student's projects
2001-02	Mexican Nation State	SPBC				Minor	Via research projects on Mexican muralists and visits to art museums. Art in Mexico is a major factor in explaining the revolution.
2004-05	Patience	SPBC				Minor	Student projects included music, vocals, dance, storytelling, paintings, photography, performing arts, film, culinary arts, set design, and design of dwelling spaces.
2003-04	Political Economy and Social Movements	SPBC				Minor	We did some work with film and creating/making murals but this was a very small element.
2002-03	Seven Continents, Eleven Blocks, One Community	TAC				Minor	First, our students did a variety of collaborative projects during the academic year. Some of these projects included emphasis from various arts. Second, we offered a humanities course (Aesthetics) in which we not only focused on the philosophical foundations of aesthetics, but also considered the arts and various art works in our discussions and student presentations. Although there was no actual art class, this approach worked well for what we were attempting to do.
2005-06	Tribal Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	Students made and painted 12" hand drums, which they donated to the Muckleshoot Canoe journey. Students made and beaded Plains-style moccasins as part of one student's teaching practicum.
2005-06	Tribal Reservation-Based/Community Determined: Nisqually	TRI				Minor	Coastal Art for seniors; no whole program emphasis.
2005-06	Tribal Reservation-Based/Community Determined: Skokomish	TRI				Minor	Discussed and completed internet examination of all artists mentioned in all texts used throughout the year. Students self-selected art work as part of one or more oral presentations, projects of excellence for display at site and at Longhouse weekends.
2003-04	Tribal: Reservation Based-Muckleshoot	TRI				Minor	1) traditional cedar strip weaving of hats and mortarboards; 2) Made warrior shawls for graduation
2004-05	Tribal: Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	Strands taught at weekend classes for 2 credits.

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2004-05	Tribal: Reservation-Based/Community Determined: Nisqually	TRI				Minor	Artist demonstration in Longhouse, Native American Art Museum, Puyallup.
2004-05	Tribal: Reservation-Based/Community Determined: Quinault	TRI				Minor	Offerings provided by faculty and student choice whether to participate or choose other offerings.
2001-02	Algebra to Algorithms	CORE	SI			No	
2005-06	Columbia River: Origins, Salmon and Culture	CORE	ES			No	
2005-06	Consuming Utopia: From Wilderness to Wal-Mart	CORE	CTL			No	
2003-04	Fiction and Nonfiction	CORE	CTL			No	
2005-06	Growing up Global	CORE	SPBC			No	
2004-05	Imagining the Past	CORE	CTL			No	
2002-03	Life on Earth	CORE	ES	SI		No	
2001-02	Natural and Unnatural Histories	CORE	ES			No	
2001-02	Ocean Life & Environmental Policy	CORE	ES			No	
2004-05	What are Children For?	CORE	CTL	SPBC		No	
2002-03	What's Your Question?	CORE	SPBC			No	
2001-02	Wildlife, Habitat, Landscape	CORE	ES			No	
2005-06	A Novel Idea	CTL				No	
2002-03	American City Since 1945	CTL				No	
2005-06	Art of Conversation	CTL				No	
2002-03	Bilingual Education and Teaching	CTL				No	
2003-04	Bilingual Education in Teaching	CTL				No	
2001-02	Creative Nonfiction	CTL				No	
2001-02	Culture, Context, Human Rights	CTL				No	
2005-06	Democracy and Equality	CTL				No	
2004-05	English Romantics	CTL				No	
2004-05	Faulkner and Friends	CTL				No	

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2001-02	Fiction and Nonfiction	CTL				No	
2002-03	Fiction and Nonfiction	CTL				No	
2002-03	Great British and Irish Moderns	CTL				No	
2004-05	Illustrations of Character: Literary and Philosophical Studies	CTL				No	
2005-06	Locating Queer Studies	CTL				No	
2003-04	Media Rhetoric	CTL				No	
2003-04	Narrative Poems of the Golden Age	CTL				No	
2004-05	Novel: Life and Form	CTL				No	
2001-02	Pablo Neruda: Love, Politics, Poetry	CTL				No	
2004-05	Perception, Language and Reality	CTL				No	
2003-04	Physicist's World	CTL				No	
2003-04	Steinbeck's Americans	CTL				No	
2005-06	William Faulkner: Yoknapatawpha Saga	CTL				No	
2005-06	Advanced Floristic Research	ES				No	
2002-03	Animal Behavior	ES				No	
2004-05	Animal Behavior	ES				No	
2004-05	Community Food Systems in Nicaragua and Costa Rica	ES				No	We did design and paint a mural with youth of at a community near Matagalpa, La Corona, in Nicaragua.
2005-06	Disturbance Ecology	ES				No	
2005-06	Ecology of Harmful Algal Blooms	ES				No	
2002-03	Energy: Working Towards a Sustainable Future	ES				No	
2003-04	Environment, Health, and Community	ES				No	
2003-04	Exploring Biogeochemistry	ES				No	
2002-03	Farm to Table	ES				No	
2005-06	Field Ecology	ES				No	

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2004-05	Forests in Space and Time	ES				No	
2002-03	Freshwater Ecology	ES				No	
2003-04	Hydrology	ES				No	
2005-06	Hydrology	ES				No	
2004-05	Introduction to Environmental Chemistry	ES				No	
2001-02	Introduction to Environmental Chemistry (half-time)	ES				No	
2004-05	Introduction to Environmental Chemistry: The Atmosphere	ES				No	
2002-03	Introduction to Environmental Studies	ES				No	
2003-04	Introduction to Environmental Studies	ES				No	
2004-05	Introduction to Environmental Studies	ES				No	
2001-02	Marine Life	ES				No	
2002-03	Marine Life	ES				No	
2004-05	Marine Life	ES				No	Only Scientific Illustration.
2001-02	On Shaky Ground: Geologic Hazards	ES				No	
2004-05	Practice of Sustainable Agriculture	ES				No	
2001-02	Rainforest Research	ES				No	
2003-04	Rainforest Research	ES				No	
2001-02	Snow Ecology	ES				No	
2003-04	Symbiosis	ES				No	
2005-06	Symbiosis	ES				No	
2001-02	Temperate Rainforests	ES				No	
2005-06	Temperate Rainforests	ES				No	
2001-02	Tropical Rainforests	ES				No	
2003-04	Tropical Rainforests	ES				No	

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2005-06	Tropical Rainforests; Study Abroad Winter: Costa Rica	ES				No	
2005-06	Vertebrate Evolution	ES				No	
2005-06	Water	ES				No	
2005-06	Watershed Ecology: From Rivers to Ridges	ES				No	
2001-02	Chemicals, Public Policy, and You	EWS	SI	SPBC		No	
2001-02	Class in the U.S.	EWS	SPBC			No	
2003-04	Evil: Concepts and Realities	EWS	SPBC	CTL		No	
2002-03	Global Cities	EWS	CTL	SPBC		No	
2001-02	Good Organization	EWS	GRH	SPBC		No	
2003-04	Government and the Economy	EWS	GRH	SPBC		No	
2002-03	Group Dynamics	EWS	SPBC			No	
2002-03	He Said, She Said	EWS	SPBC			No	
2002-03	Justice at Work	EWS	SPBC			No	
2002-03	Leadership and the Big Picture	EWS	GRH	SPBC		No	
2001-02	Management in Contemporary Organizations	EWS	SPBC			No	
2004-05	Management Skills for Effective Management	EWS	SPBC			No	
2004-05	Paradigms of Leadership	EWS	SPBC			No	
2005-06	People Management in Organizations	EWS	SPBC			No	
2001-02	Quantitative Methods for Effective Management	EWS	SPBC			No	
2004-05	Quantitative Methods for Effective Management	EWS	SPBC			No	
2003-04	Real World Computing	EWS	SI			No	
2005-06	Religion and Society	EWS	CTL	SPBC		No	
2003-04	Sport and Society	EWS	SPBC			No	

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2001-02	Success and American Dreams	EWS	SPBC			No	
2001-02	Tough Choices, Clear Thinking	EWS	CTL			No	
2004-05	True, But Not Obvious	EWS	SI	CTL		No	
2002-03	Weird Science	EWS	SI			No	
2005-06	What's Cookin': The Science of Food	EWS	SI			No	
2004-05	New Tools for Community Transformation	EWS (GRH)	GRH			No	
2005-06	Managers as Leaders: Public Sector Leadership with Rapid Change	EWS-GRH	SPBC			No	
2004-05	America in the 20th Century	IA	CTL	SPBC		No	
2005-06	American Frontiers: Critical Histories	IA	NAW IP	CTL		No	
2005-06	Business and Society: Put Your Money Where Your Mouth Is	IA	SPBC	CTL		No	
2002-03	Crime in America	IA	SPBC	CTL		No	
2004-05	Forensics and Mystery Writing	IA	SI	CTL		No	
2003-04	Forensics: The Science of Crime Scene Investigation	IA	SI	SPBC		No	
2002-03	Health and Human Development	IA	SI	SPBC	CTL	No	
2003-04	Health and Human Development	IA	SPBC	SI		No	
2003-04	Here, There, and Everywhere	IA	SPBC	ES		No	
2004-05	Imperialism	IA	CTL	SPBC		No	
2005-06	Indigenous Peoples and Ecological Change	IA	ES	NAW IP		No	
2005-06	Jefferson's American West	IA	CTL	ES		No	
2005-06	Leadership on the Wild Side	IA	SPBC	ES		No	
2003-04	Looking Backward	IA	CTL	SPBC		No	
2001-02	Physicist's World	IA	CTL	SI		No	
2005-06	Physicist's World	IA	CTL	SI		No	

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2004-05	Science of Fat	IA	ES	SI		No	
2001-02	Science of Mind	IA	SI	SPBC		No	
2001-02	Transatlantic Revolutions	IA	CTL	SPBC		No	
2005-06	Vietnam and Iraq War: Uncomfortable Parallels?	IA	SPBC	CTL		No	
2005-06	Anti-Indian Movements: Origin, Images and Responses	NAWIP				No	
2005-06	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	SI				No	
2002-03	Astronomy and Cosmologies	SI				No	
2004-05	Astronomy and Cosmologies	SI				No	
2003-04	Astronomy and the Cosmologies	SI				No	
2001-02	Atoms, Molecules, and Research	SI				No	
2003-04	Atoms, Molecules, and Research	SI				No	
2004-05	Chemistry for the Health Professions	SI				No	
2001-02	Data to Information	SI				No	
2002-03	Data to Information	SI				No	
2003-04	Data to Information	SI				No	
2005-06	Data to Information	SI				No	
2004-05	Energy Systems	SI				No	
2002-03	Introduction to Natural Science	SI				No	
2004-05	Introduction to Natural Science	SI				No	Although it may not seem apparent at first glance, science and the design of experiments is an art form but we did not emphasize it strongly.
2004-05	Mathematical Origins of Life	SI				No	
2005-06	Mathematical Systems	SI				No	
2003-04	Mathematics in History and Science	SI				No	
2005-06	Matter and Minerals	SI				No	

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2001-02	Matter and Motion	SI				No	
2004-05	Methods of Applied Mathematics	SI				No	
2003-04	Modeling Motion	SI				No	
2004-05	Molecule to Corporation	SI				No	
2001-02	Molecule to Organism	SI				No	
2003-04	Molecule to Organism	SI				No	
2004-05	Molecule to Organism	SI				No	
2005-06	Molecule to Organism	SI				No	
2002-03	Physical Systems	SI				No	
2003-04	Physics of Astronomy	SI				No	
2005-06	Physics of Astronomy	SI				No	
2004-05	Science Seminar	SI				No	
2005-06	Science Seminar	SI				No	
2001-02	Student Originated Software	SI				No	
2003-04	Student Originated Software	SI				No	
2003-04	Transforming the Globe	SI				No	
2004-05	Water: The Universal Solvent	SI				No	
2001-02	180 Degrees: Advanced Study of Psychology	SPBC				No	
2004-05	500 Years of Globalization	SPBC				No	
2004-05	A Few Good Managers Wanted	SPBC				No	
2003-04	Advanced Management Topics	SPBC				No	
2004-05	American Civil War in Modern Memory	SPBC				No	art/videos
2002-03	Business in Action	SPBC				No	
2004-05	Business in Action	SPBC				No	
2003-04	Constructing the North American State, 1750-1800	SPBC				No	

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2004-05	Culture and Participatory Research	SPBC				No	
2001-02	Entrepreneurship and Organization	SPBC				No	
2001-02	Good Life in the Good Society	SPBC				No	
2002-03	Good Life in the Good Society	SPBC				No	
2003-04	Growing Up Global	SPBC				No	
2004-05	Health in a Biocultural Perspective	SPBC				No	
2005-06	Managing a Maritime Business	SPBC				No	
2001-02	Maritime Entrepreneurship	SPBC				No	
2004-05	Marxist Theory	SPBC				No	
2002-03	Masculinities and Femininities Across the Globe	SPBC				No	
2004-05	Masculinities and Femininities Across the Globe	SPBC				No	
2002-03	Organizations, Entrepreneurship, and Management	SPBC				No	
2004-05	Organizing for Democracy	SPBC				No	
2005-06	Philosophy, Society and Globalization: How We Got Where We Are	SPBC				No	
2002-03	Political Economy and Social Change	SPBC				No	
2005-06	Political Economy and Social Change	SPBC				No	
2004-05	Pooled Sovereignty and Corporate Management	SPBC				No	
2003-04	So You Want to Be a Psychologist	SPBC				No	
2004-05	So You Want to Be a Psychologist?	SPBC				No	
2005-06	So, You Want to Be a Psychologist?	SPBC				No	
2002-03	Taking the Pulse	SPBC				No	
2003-04	Turning Eastward	SPBC				No	

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2004-05	Turning Eastward: Explorations in East/West Psychology	SPBC				No	
2005-06	What's Love Got To Do With It? Contemporary Issues in Marriage and Family Life	SPBC				No	
2003-04	Working the Waters	SPBC				No	
2004-05	Working the Waters: Leadership Under Sail	SPBC				No	