

SCIENCE 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 Science and/or Mathematics? If yes, how?** For the first question, “Did your program include Science/Mathematics?” 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	SCI emphasis	How were Science/Mathematics included in your program?
2001-02	Algebra to Algorithms	CORE	SI			Major	As the major topic of study; History of Science
2002-03	Centering	CORE	EA	SI		Major	There were regular science labs, including glaze chemistry and the physics of rotation and mathematics of ideal form.
2004-05	Designing Languages	CORE	CTL	SI		Major	They studied the programming language Logo in the CAL lab where the emphasis was on solving design problems. The students received an introduction to computer science, which is a math-based discipline, and considered part of the science curriculum here at evergreen. Math concepts (geometry and trig) were presented as needed for students to learn the programming language, Logo.
2001-02	Ecology of Hope	CORE	CTL	SI	ES	Major	Weekly reading fall and winter quarters, and lecture periods. Problem solving groups (not necessarily lab projects, but they could do lab projects/experimental work if they wanted). John Bullock worked with the physical chemistry aspect of program. We did field trips and environmental studies on this. We had problems to work out that were not necessarily lab oriented. Much work was based around global warming. Case studies approach was very useful. Having global warming problems helped facilitate student learning as a focal point. We were not trying to teach basic chemistry. John chose what was important. This was mainly a non science group of students but the global warming issue was helpful in maintaining/gaining their interest in environmental based sciences.
2003-04	Fishes, Frogs, and Forests	CORE	ES			Major	Most of the content of this program was ecology and evolution.
2004-05	Geology and Art: Getting Grounded	CORE	ES	EA		Major	Earth Science including labs, field trips, lectures, and workshops. Most of the work was qualitative but there were some quantitative assignments.

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2005-06	History and Evolution of Disease	CORE	SI	SPBC		Major	Our program included extensive study of biological anthropology, microbiology, human biology (anatomy, physiology, genetics, immunology). We also included quantitative reasoning in the form of statistics, measurement and unit conversion, growth modeling (exponential growth, logarithmic scale), and various applied problems that involved algebra and geometry.
2002-03	Imaging the Body	CORE	EA	ES		Major	Fall quarter: Weekly lectures and homework on anatomy and physiology. Weekly experimental anatomy lab.
2002-03	Life on Earth	CORE	ES	SI		Major	The program covered biological, geological, and chemical concepts relevant to the origin and evolution of life. There was a weekly workshop devoted to developing math skills. Also labs emphasized the use of math to analyze data. These activities worked very well.
2001-02	Natural and Unnatural Histories	CORE	ES			Major	A major part of the program was the biology of fishes and how that biology influences their harvest in the fishery. This part of the program consisted of a large biology component which include taxonomy, physiology, and ecology of fishes. Many of these concepts were presented in the context of how they affect the fishery or management of fish species. One of the main themes of the program was to bring together the effects of biology and economics on commercial fisheries and the management of fished species. Through fish biology we were able to show students how things like behavior and distribution affect how a fish is harvested and how a species reproduction, feeding ecology, and early life history affect how susceptible it is to overexploitation and therefore how its fishery should be managed.
2001-02	Ocean Life & Environmental Policy	CORE	ES			Major	no comment
2002-03	Patterns Across Space and Time	CORE	EA	SI		Major	Math of Growth and Form which involved algebra, graphing, geometry. The physics of motion, waves, uncertainty and chaos, including experiments and computer programs to visualize physical and natural phenomenon. The diversity of skill levels in these areas made it difficult to reach all students at the same time.

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2003-04	Perception	CORE	SI	CTL		Major	Science was an integral part of the program. Students attended weekly lectures on human sensor physiology (fall quarter) and animal sensory exotica (winter quarter), worked weekly to solve applied problems in small group workshop sessions and carried out weekly laboratory experiments. At the end of winter quarter, students were required to conduct an independent research project of their choosing. The results of these projects were presented at a mini-scientific symposium at the end of winter quarter.
2001-02	Trash	CORE	ES	SPBC		Major	Our fall and winter quarter-long projects required that students conduct waste evaluation, which meant they had to collect, sort, and measure trash. To prepare them to do this, we conducted workshops and labs on a variety of subjects such as volume and density, making unit conversions, and using scales and other lab equipment. In addition to our projects, we read seminar books which included science, took science-related field trips (such as to sewage treatment plants after a workshop on the science of sewage treatment), invited several guest speakers (covering such topics as composting and hazardous wastes) and conducted other labs related to program themes.
2002-03	What's Your Question?	CORE	SPBC			Major	Math was included as part of introduction to statistics and quantitative research design. Concepts of normal distribution, mean, median, mode, and range were covered.
2001-02	Wildlife, Habitat, Landscape	CORE	ES			Major	Habitat analysis, ecology, landscape ecology, and natural history were all integrated in a manner to involve students in the construction of habitat conservation plans.
2003-04	Physicist's World	CTL				Major	Major - Physics; Minor – Math. Science – Physical theories about the nature of the Pythagoreans and Presocratics to the present – was the central organizing theme of the program. The role of mathematics in physical science was a related theme.
2005-06	Inventing Systems With Music and Movement Theater	EA				Major	Numerous readings on cybernetics and how it can be applied in a number of different fields. One reading by Margaret Mead, "Sex and Temperament."
2005-06	Advanced Floristic Research	ES				Major	Studied advanced floristics (which is a branch of plant systematics) through lectures, workshops, seminars, fieldtrips.
2002-03	Animal Behavior	ES				Major	Upper-division science program, with emphasis on theory, hypothesis generation, research design, analysis, and interpretation. Worked well.
2004-05	Animal Behavior	ES				Major	this was an upper-division science program (evolution, ecology and behavior) that also included 2 hours weekly of statistics.

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2004-05	Community Food Systems in Nicaragua and Costa Rica	ES				Major	Social Science - Food systems theme and geography. Natural Science - Tropical cropping systems. Math - Conversions between metric and English units.
2005-06	Disturbance Ecology	ES				Major	The program studied the ecological effects, patterns, and processes associated with disturbance in ecosystems.
2003-04	Ecological Agriculture	ES				Major	Math: Calculations in some exercises. Upper division – extensive algebraic calculations.; Science: 6 cr. Agroecology fall; 12 cr. soil science winter; 8 cr. plant breeding/crop botany spring
2005-06	Ecology of Harmful Algal Blooms	ES				Major	Lectures and seminars on scientific papers, labs, assignments, research, etc.
2002-03	Energy: Working Towards a Sustainable Future	ES				Major	We examined in detail the conventional production of power and renewable power production focusing on chemistry, physics, engineering, and some biology. Students were exposed to a wide range of calculations and conversions. I felt that it was highly successful. Both major texts integrated scientific and social issues.
2003-04	Exploring Biogeochemistry	ES				Major	Major topic of study was science. Math used to quantify chemical cycles.
2004-05	Farm to Table	ES				Major	agriculture (4 credits approximately)
2005-06	Field Ecology	ES				Major	The entire program focused on Ecology, which is a biological science. Students learned how to apply the scientific method to ecological populations, communities, and ecosystems. The focus was on learning to ask questions and test hypotheses in the field.
2001-02	Field Ecology: Research Methods	ES				Major	Providing lectures on scientific research methods and ecological issues in the Pacific Northwest, labs on statistical analysis, field trips to experience a wide variety of ecosystems.
2004-05	Forests in Space and Time	ES				Major	Forest ecology and evolutionary ecology were major themes in the program. Nutrient cycling was also a major focus and students regularly did quantitative calculations as part of this topic.
2002-03	Freshwater Ecology	ES				Major	Very well.
2003-04	Fungal Kingdom	ES				Major	The major focus of the program was biology, ecology, and taxonomy.
2003-04	Hydrology	ES				Major	Science was a major focus of this program. Students did several quantitative problem sets each week that described hydrologic processes (statistics and algebra). Quantitative methods were discussed in lecture and described in the text. Students worked with both calculators and Excel to solve these math problems.

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2005-06	Hydrology	ES				Major	Science was a major focus of this program. Students did several quantitative problem sets each week that described hydrologic processes (statistics and algebra). Quantitative methods were discussed in lecture and described in the text. Students worked with both calculators and Excel to solve these math problems.
2004-05	Introduction to Environmental Chemistry	ES				Major	Chemistry was the overriding theme of the program. This included quantitative reasoning skills, graphical analysis, dimensional analysis, and plain old chemistry.
2001-02	Introduction to Environmental Chemistry (half-time)	ES				Major	This half-time program (1/4 time for graduate students) was all science.
2004-05	Introduction to Environmental Chemistry: The Atmosphere	ES				Major	Chemistry was 8 credits.
2002-03	Introduction to Environmental Studies	ES				Major	We studied chemistry and ecology related to global climate change and agricultural pollution. It worked very well.
2003-04	Introduction to Environmental Studies	ES				Major	Computer labs using Excel. Students collected and analyzed vegetation data. Major theme in lectures and seminar.
2004-05	Introduction to Environmental Studies	ES				Major	Statistics
2005-06	Introduction to Environmental Studies: Land	ES				Major	Science included forest ecology, bird and animal ecology, statistics, and geographic information system (GIS).
2001-02	Introduction to Environmental Studies: Trees, Timber, Trade	ES				Major	1/2 of program was forest ecology.
2001-02	Marine Life	ES				Major	Marine biology and oceanography were the major disciplines presented.
2002-03	Marine Life	ES				Major	As this was a science program, students studied basic ecology and oceanography. Students also did statistics.
2004-05	Marine Life	ES				Major	Labs/Lectures/Seminars/Field work/Readings
2001-02	On Shaky Ground: Geologic Hazards	ES				Major	Lectures, labs, homework, field trips, and reading.
2001-02	Plant Ecology and Taxonomy	ES				Major	Lectures, field trips, weekly labs, and two-hour seminars on scientific journal articles; four-hour lectures, readings from two major texts; 13 days of fieldwork and an independent field project.
2004-05	Plant Ecology and Taxonomy	ES				Major	Plant science specifically taxonomy and ecology very little math used for vegetation analysis.

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2004-05	Practice of Sustainable Agriculture	ES				Major	Agriculture has all the pieces that utilizes mathematics in field measurement, calculating seed and planting needs, and SALES! Agriculture is a science based topic and has all the fields to include soils, botany, chemistry, plant physiology to just name a few.
2001-02	Rainforest Research	ES				Major	Program was entirely Science. Students did independent research in Costa Rica.
2003-04	Rainforest Research	ES				Major	Students doing independent science projects
2002-03	Rules of Nature/Rules of Life	ES				Major	We had several major labs on a moss study that was installed on campus. We analyzed data and wrote up lab reports.
2001-02	Snow Ecology	ES				Major	Study of snow physics, avalanche science, ecology of snow-covered environments.
2003-04	Symbiosis	ES				Major	All aspects: lecture, lab, field, seminar, exams, worksheets, papers, web pages, PowerPoint presentations.
2005-06	Symbiosis	ES				Major	
2001-02	Temperate Rainforests	ES				Major	Lectures, labs, field trips with hands-on data collection, major biogeochemistry research project, small-group research projects, reading, and research papers.
2003-04	Temperate Rainforests	ES				Major	no comment
2005-06	Temperate Rainforests	ES				Major	Quantitative field labs, using data analysis and statistics.
2002-03	Trees and Humans	ES				Major	We carried out readings and experiments on mosses that grow on trees; collected, entered, and analyzed data in the CAL; learned how to read and write scientific papers and cite references correctly.
2001-02	Tropical Rainforests	ES				Major	It was an entirely upper division science program. Lectures, workshops, and a 3-week fieldtrip to Costa Rica.
2003-04	Tropical Rainforests	ES				Major	4-unit statistics component; lectures all science-related; science labs; 3-week field trip to Costa Rica emphasizing ecology and evolution.
2005-06	Tropical Rainforests; Study Abroad Winter: Costa Rica	ES				Major	Our main topic was tropical biology.
2003-04	Up Close	ES				Major	- Introductory plant biology labs and lectures; Field trips on plant identification and ecology
2005-06	Vertebrate Evolution	ES				Major	This was an upper-division science program where most students earned sixteen upper-division science credits in evolutionary theory, comparative anatomy and physiology, vertebrate zoology, and philosophy of science.
2005-06	Water	ES				Major	Freshwater Ecology and Water Quality Monitoring/Chemistry were the focuses of the program.

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2005-06	Watershed Ecology: From Rivers to Ridges	ES				Major	Basic stream and landscape ecology were the focus of the program. Statistics and GIS, with tabular analysis, had significant mathematical components to them.
2002-03	Working in Development	ES				Major	Students had completed EC-AG and their projects involved permacultures; agronomy, eco-forestry; pathologies.
2005-06	Arts, Environment and the Child: Walking the Wheel of the Seasons	EWS	ES	EA		Major	We included some science--two credits in botanical studies including botanical medicine. We did not include math. There were lectures and workshops related to plant morphology and anatomy each quarter. Students did self-studies and worked in the lab and with microscopes. They also did medicinal plant studies based on a fairly rigorous plant monograph format.
2004-05	Arts, Nature, Pattern	EWS	EA	SI		Major	Computer science was integral. Students learned simple computer languages, built web pages, created and published "counting books" on the web.
2001-02	Chemicals, Public Policy, and You	EWS	SI	SPBC		Major	4 credits worth of science: labs, fieldtrips, and textbook work.
2002-03	Community Information Services	EWS	SI			Major	Computer programming.
2003-04	Doing Science	EWS	SI			Major	The whole focus was scientific reasoning and how to use statistics to test hypotheses and support conclusions that people have.
2002-03	Foundations of Computing	EWS	SI			Major	Algorithms, analytical reasoning, problem solving. A major requirement to be successful in the program.
2005-06	International Policy and Business: Europe	EWS	SPBC			Major	We analyzed international current account balances and the effect of interest rates on currency rates.
2005-06	Order and Chaos: Making and Breaking Rules in Science and the Arts	EWS	EA	SI		Major	Studied Greek astronomy, Newtonian physics, Quantum mechanics, probability.
2003-04	Physics, Visual Perception, and Flash	EWS	SI			Major	Students learned the physics of light and motion. They completed labs and worked on homework problems. They learned about vectors, received a cursory introduction to calculus, and hopefully gained an appreciation for the power of some mathematical notation. In addition, they were introduced to the psychology of perception. Finally, they were introduced to computer programming through very brief use of ActionScript in Flash.
2003-04	Positive Psychology	EWS	SPBC			Major	In depth examination of the social science of positive psychology.

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2005-06	Public Health in the United States	EWS	SPBC			Major	About half of class time was focused on epidemiology, disease outbreak investigation. Much of this is quantitative reasoning, but also involves making and reading charts, mathematical calculations, and the biology of infections or other agents. We had presenters do a ninety-minute workshop on selected statistical concepts, phages, and phage research (biology) and pandemic influenza (included biology).
2004-05	Quantitative Methods for Effective Management	EWS	SPBC			Major	Financial numbers used in organizational management.
2003-04	Real World Computing	EWS	SI			Major	Computer science, use of open source software.
2002-03	Representing the World	EWS	SI	CTL		Major	The main focus of the program was the history of math and science. Students learned Euclidean geometry and algebra as well as Cartesian geometry and elementary calculus. The history of astronomy was also a very important focus of content.
2004-05	Science Writing	EWS	SI	CTL		Major	Science was a major topic as was statistics of probability, statistical inference.
2005-06	Seeing is Knowing: From Data to Images and Back	EWS	SI			Major	We studied most of the major topics of introductory statistics and critically examined graphical displays of quantitative information. We used MS Excel to make graphs and statistical calculations.
2004-05	Sex, Gender and Evolution	EWS	SI	SPBC		Major	Evolutionary principles were at the core of the program. This included a discussion of the basic biology of inheritance, including genetics, DNA structure and function, mutations, and natural selection. We had readings and discussions on the fundamental concepts of the evolution of sex. We had extensive investigations into biological and behavioral variation in sex and gender in animals and humans, as well as a some discussion of plant sexuality. We studied recent work on neurobiology of sex and gender differences, including the organizing and activating effects of sex hormones on sexual behavior, aggression, and responses to stress.
2005-06	Systems Theory for Business and Organizations	EWS	SPBC			Major	Used systems content from physics (Chaos Theory, strange attractions, etc.) and math (logic, cause, and effect).
2004-05	True, But Not Obvious	EWS	SI	CTL		Major	They were the central themes of the program: Introductory physics leading to and including Special Relativity; Euclidean and non-Euclidean geometries
2003-04	Understanding Your Food	EWS	SI			Major	The bulk of the material was chemistry, physiology, and nutrition.

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2005-06	Victoria Still Rules	EWS	CTL	SI		Major	Karen Hogan, an evolutionary biologist, was my teaching partner for this program, so both history of science and basic scientific concepts were included in our study. We read "Origin of Species" and students were expected to learn basic Darwinian theory. Karen also worked with them on basic concepts in chemistry. We did field work (3-day field trip to Hancock Field Station), connecting Victorian naturalists' study to biology and paleontology.
2002-03	Weird Science	EWS	SI			Major	The class was about the scientific method. We did science, we read about the method, and studied the scientific work of others. We asked original questions, formulated plans to gather good data, analyzed the data statistically, and assessed the results.
2005-06	What's Cookin': The Science of Food	EWS	SI			Major	Main focus: Chemistry and Nutrition. Also Food Chemistry ("food science").
2004-05	New Tools for Community Transformation	EWS (GRH)	GRH			Major	Rather than just learning rote calculating methods, we learned a few techniques in probability and statistics and applied them to a wide range of case studies. We analyzed data, its significance, and mechanisms to explain the data.
2004-05	America in the 20th Century	IA	CTL	SPBC		Major	Lectures, readings in J.B. Kennedy, "Space, Time and Einstein" and Richard Feynman, "The Character of Physical Law" Supported by videos.
2003-04	Christian Roots	IA	ES	EA		Major	- History of Science; European ethnobotany
2001-02	Drawing from the Sea	IA	ES	EA		Major	Weekly lectures, labs, field trips, and assignments.
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.
2005-06	Emerging Order: What to Make of It?	IA	SI	EA		Major	Mathematics of Growth and Form, and Conceptual Physics.
2004-05	Forensics and Mystery Writing	IA	SI	CTL		Major	Science was a central theme to our program. Students explored topics in forensic including the dusting/collecting/analyzing fingerprints patterns, analysis of trace evidence. Collecting/analyzing imprint evidence, geometry of blood splatter and graphical time-of-death determination. Students experienced lectures, workshops and laboratory experiments. Students studied and applied the scientific method. They also were familiarized with standard laboratory equipment in biology and chemistry, safety guidelines and disposal practices. Areas of mathematics that were explored include dimensional analysis, conversions, graphical creation and interpretation, and the use of statistics. Several forensic nonfiction pieces were used in seminars.

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2003-04	Forensics: The Science of Crime Scene Investigation	IA	SI	SPBC		Major	Students participated in 18 four hour lab sessions over the 10 week quarter and conducted investigations into forensics anthropology, DNA analysis, blood typing, hair/fiber chemical analysis, inorganic/organic soil analysis (to name a few).
2001-02	Health & Human Development	IA	SPBC	CTL		Major	Biological science lecture, biological laboratory work, personal dietary analyses, interdisciplinary research project.
2002-03	Health and Human Development	IA	SI	SPBC	CTL	Major	It worked well.
2003-04	Health and Human Development	IA	SPBC	SI		Major	Descriptive and inferential statistics, genetics, nutrition, anatomy and physiology (no lab), human biology (no lab), and human evolution. Anatomy and physiology was covered, but no A&P credit was given. All others were credit generating.
2003-04	Here, There, and Everywhere	IA	SPBC	ES		Major	Environmental readings, lectures, field trips.
2005-06	Imaging the Body	IA	EA	ES		Major	About 15 anatomy lectures, experiential anatomy lab, fieldtrip to cadaver lab at St. Martins, 4-credit independent research project on some aspect of anatomy/physiology, seminar readings on anatomy, disease, death & dying, steroid use.
2005-06	Indigenous Peoples and Ecological Change	IA	ES	NAW IP		Major	Labs, workshops, etc. For example, calculating species diversity.
2005-06	Jefferson's American West	IA	CTL	ES		Major	Much work on botany; some on historical statistics.
2005-06	Leadership on the Wild Side	IA	SPBC	ES		Major	Navigation and piloting-- basic geometry, algebra and quantitative reasoning.
2005-06	Memories, Dreams, Beliefs: Personal and Cultural Explorations of the Dynamic Psyche	IA	SPBC	EA	SI	Major	Films, lectures, quantitative work (psychology and physiology); kinesthetics (movement); guest speakers; Singre/Loomis "testing"; geometry/Laban theory.
2001-02	Physicist's World	IA	CTL	SI		Major	As the central theme and topic of the program.
2005-06	Physicist's World	IA	CTL	SI		Major	Readings, Lectures, Workshops, Films
2002-03	Picturing Plants	IA	ES	EA		Major	Plant biology labs and lectures in fall and winter quarters. Plant taxonomy labs, field trips, and discussions in spring.
2001-02	Scale and Detail	IA	EA	SI		Major	Study of GIS, land surveying, building systems, and ecology.
2004-05	Science of Fat	IA	ES	SI		Major	4 credits of chemistry; 4 credits of statistics; science in independent research project
2001-02	Science of Mind	IA	SI	SPBC		Major	Two-quarter neurobiology component (cellular in Fall & systems in Winter). Significant discussion of research methods in experimental psychology. The seminar focused on the nature, scope, and limitations of scientific approaches to the study of mind as well as related issues in the philosophy of science and the philosophy of mind.

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2002-03	Algebra to Algorithms	SI				Major	The program was designed to provide pre-calculus mathematics, as a preparation for further work in science.
2003-04	Algebra to Algorithms	SI				Major	Precalculus math, introduction to computer science and programming, and problem solving.
2004-05	Algebra to Algorithms	SI				Major	We studied algebra-based mathematical modeling as well as computer programming in LOGO. The bulk of the program's work was mathematics and computer science (well, computer programming).
2005-06	Algebra to Algorithms: An Introduction to Mathematics for Science and Computing	SI				Major	Algebra, Pre-Calculus.
2002-03	Astronomy and Cosmologies	SI				Major	No Comment
2004-05	Astronomy and Cosmologies	SI				Major	Daily algebra-based physics and astronomy, including derivations. Data analysis, and graphical representation.
2003-04	Astronomy and the Cosmologies	SI				Major	Astronomy
2005-06	Atoms, Molecules and Reactions	SI				Major	We studied thermodynamics, chemical kinetics, quantum mechanics, inorganic chemistry, and materials chemistry.
2001-02	Atoms, Molecules, and Research	SI				Major	This was a science program all together.
2003-04	Atoms, Molecules, and Research	SI				Major	The whole program focused on senior level chemistry.
2004-05	Chemistry for the Health Professions	SI				Major	We studied organic chemistry and biochemistry.
2001-02	Concepts of Computing	SI				Major	Introduction to Computer Science, including basic programming, how computers work, etc.
2001-02	Data to Information	SI				Major	It is a science program – students learned programming and algorithms.
2002-03	Data to Information	SI				Major	Discrete mathematics for 12 credits; computer science for 27 credits in various topics.
2003-04	Data to Information	SI				Major	Data to Information is a computer science program with a strong Discrete Mathematics program.
2005-06	Data to Information	SI				Major	Computer science topics, such as programming and topics in discrete mathematics, were explicitly taught and were required for assignments and exams.
2004-05	Energy Systems	SI				Major	Calculus-based physics and energy studies, including derivations, data analysis, and graphical representation.

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2002-03	Environmental Analysis	SI				Major	The program combines geochemistry, hydrology, analytical chemistry, GIS programming, and statistics in a setting that emphasizes collection and analysis of water samples and writing about results using information from all of the above disciplines. The integration of analytical reasoning in chemistry, geochemistry and hydrology combines well with the visual quantitative analysis from GIS programming. Practical laboratory and instrumental analyses of samples collected in the field round the blending of hands-on, computer-based, statistical, and analytical reasoning. It worked great! We all learn a lot and want to spend our lives doing more of it.
2004-05	Environmental Analysis	SI				Major	major themes of program are analytical chemistry, geology, hydrology, thermo, statistics, algebra, trig.
2001-02	Introduction to Natural Science	SI				Major	This was an interdisciplinary science program, teaching concepts in physics, chemistry, biology, and math in an integrated format. The program was successful in incorporating all disciplines, while maintaining an integrated interdisciplinary approach.
2002-03	Introduction to Natural Science	SI				Major	This program is entirely about science and mathematics. We covered first year chemistry, biology, and two quarters of physics with college-level algebra. This also included labs.
2004-05	Introduction to Natural Science	SI				Major	This is rather self-explanatory. The program included work in chemistry, biology, mathematics, and physics.
2005-06	Introduction to Natural Science	SI				Major	General Chemistry, General Biology, Precalculus & Physics.
2004-05	Mathematical Origins of Life	SI				Major	It was mostly advanced math.
2005-06	Mathematical Systems	SI				Major	This program was a year of upper-division Mathematics, roughly equivalent to a Math major. The program included the equivalent of nine quarter-courses in upper-division math.
2003-04	Mathematics in History and Science	SI				Major	The entire content of the program was mathematics and the history of science.
2005-06	Matter and Minerals	SI				Major	
2001-02	Matter and Motion	SI				Major	We did physics, calculus, and chemistry daily. Lectures, workshops, labs, homework, discussions, and peer instruction. Please take a look at our web page if you're interested in more detail: http://192.211.16.13/curricular/mnm2001/home.htm
2004-05	Methods of Applied Mathematics	SI				Major	It was mostly advanced math
2003-04	Modeling Motion	SI				Major	Physics, calculus, and computer programming.
2004-05	Molecule to Corporation	SI				Major	Upper division science program looking at biotechnology and pharmaceuticals. Math as part of market analysis, costing production processes.

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2001-02	Molecule to Organism	SI				Major	M2O is an upper division science program, and therefore science was an integral part of all program activities.
2002-03	Molecule to Organism	SI				Major	Well, I suppose it should be self-explanatory as this year long program covered Organic Chemistry, Biochemistry, Genetics, Cell and Molecular Biology, as well as advanced topics such as Cell Signaling and Developmental Biology.
2003-04	Molecule to Organism	SI				Major	Science was the major focus of the program. Math was extensively used to solve problems in science, particularly in lab explorations.
2004-05	Molecule to Organism	SI				Major	M2O integrates advanced concepts in chemistry and biology. The program covered topics in organic chemistry, biochemistry, cell biology, genetics, molecular biology, and developmental biology.
2005-06	Molecule to Organism	SI				Major	Upper-division interdisciplinary lab science program incorporating organic chemistry, biochemistry, molecular biology, microbiology, cell biology, physiology.
2002-03	Physical Systems	SI				Major	No Comment
2003-04	Physics of Astronomy	SI				Major	Physics; astronomy
2005-06	Physics of Astronomy	SI				Major	Astronomy, Cosmology, Astrophysics, Physics, Calculus, vectors, differential equations.
2002-03	Science Seminar	SI				Major	All our readings were about science and math, mostly qualitative. Easy way to introduce the topics to students without background. Not enough rigor for more curious students. Motivated deeper digging.
2004-05	Science Seminar	SI				Major	Seminar of physics, energy, astronomy. Graphical representation of relationships, and a little algebra-based analysis.
2005-06	Science Seminar	SI				Major	Astronomy, Cosmology, Physics.
2001-02	Student Originated Software	SI				Major	Computer science and some applied physical science in individual projects.
2003-04	Student Originated Software	SI				Major	Computer science is the major discipline.
2005-06	Symmetry in Nature	SI				Major	
2003-04	Topics in Advanced Mathematics	SI				Major	Twelve of sixteen credits are math courses.
2003-04	Transforming the Globe	SI				Major	Chemistry, physics, and mathematics were the main parts of this program. We tried to link them as much as possible by studying themes such as global warming, air pollution, and nuclear physics.
2004-05	Water: The Universal Solvent	SI				Major	Science was the focus of the program and in developing student understanding, problem sets were central. These required the students to daily apply both qualitative and quantitative reasoning to solve real world problems.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	SCI emphasis	How were Science/Mathematics included in your program?
2004-05	A Few Good Managers Wanted	SPBC				Major	Financial and spreadsheet analysis for businesses including income statements, balance sheets, cash flow and time value of money, integers, depreciation, etc.
2003-04	Advanced Management Topics	SPBC				Major	Financial management concepts and skills including break even analysis, common sizing and ratio analysis, time value of money: present value and future value.
2004-05	Health in a Biocultural Perspective	SPBC				Major	HBP include analysis of human biological diversity and the various conditions that can produce biological diversity.
2005-06	Managing a Maritime Business	SPBC				Major	Navigation, geometry, physics of sail, vectors, trigonometry.
2002-03	Multicultural Counseling	SPBC				Major	Overview of research methods – qualitative, quantitative, and mixed methods. Applied critical analysis of research methods in literature review. Worked well.
2002-03	Political Economy and Social Change	SPBC				Major	Mathematics (algebra, geometry, elementary statistics) was used in the context of introductory economics. It worked very well.
2002-03	Taking the Pulse	SPBC				Major	Statistics taught every Wednesday morning. Great.
2004-05	Working the Waters: Leadership Under Sail	SPBC				Major	Navigation skills include geometry and algebra
2002-03	Seven Continents, Eleven Blocks, One Community	TAC				Major	In each of the three quarters this year, we offered a course with a major science emphasis (the biology of HIV in the fall, a lab science component of a statistics class in winter, and a human biology course in the spring). Mathematics was offered in the form of statistics (winter) and quantitative analysis (spring). The courses worked extremely well. Coupling lab science with the statistics offering was especially effective as each component reinforced and further explained the other.
2001-02	Children's Literature and Lives	CORE	CTL			Minor	One chapter from Maccoby's "Boys and Girls" together discussed socio-biological and biological explanations for causes of sex differences in boys and girls' group play. One chapter from Gurian's "Wonder of Boys" displayed current sloppy popular appeals to biology to justify different treatment of boys and girls by parents and teachers.
2002-03	Citizen Artist	CORE	CTL			Minor	Very practical applications – determining square footage, making scale models, calculating material needs, writings budgets. It was very effective, because the students didn't really know they were doing math!
2005-06	Columbia River: Origins, Salmon and Culture	CORE	ES			Minor	Students were introduced to some major concepts in salmon ecology and hydrology (as it relates to dams) and also had some exposure to geology and biology.

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2005-06	Consuming Utopia: From Wilderness to Wal-Mart	CORE	CTL			Minor	Understanding basic environmental concepts.
2005-06	Growing up Global	CORE	SPBC			Minor	Four workshops on understanding graphs, charts, and distinguishing between correlation and cause.
2004-05	Interrogating American Cultures Through the Arts	CORE	EA			Minor	In spring, we incorporated grant-writing and budget proposals from all students. Every quarter math was included in all three workshops, whether from creation of visual arts installations or animation or rhythm (complex creations) for dance.
2003-04	Labyrinths	CORE	EA			Minor	Our reading dealt with mathematical puzzles, the geometry of the labyrinth, and a bit of topology.
2005-06	Madness and Creativity: The Psychological Link	CORE	CTL	SPBC		Minor	I believe that our major focus on abnormal psychology will be covered in the Social Science category, although I need to say here that we often read and discussed issues such as brain chemistry in connection with our study of abnormal psych. Thus I say that we had at least a minor emphasis on the science of abnormal psych.
2004-05	Nature/Image	CORE	EA			Minor	Science was included through individual student research in the form of two short reports (one on a species, one on a natural phenomenon), and a 15-20 page research paper on an aspect of nature of the student's choice.
2003-04	Our Place in Nature	CORE	CTL			Minor	Through diverse and multiple readings, students studied various ecosystems and natural environments, and they gained a basic understanding of scientific theory that investigates them. The students did not practice science in our course, but they read many works of environmental science by noted anthropologists, botanists, ethnographers, etc.
2004-05	Waste and Want	CORE	SPBC			Minor	Some science in our readings
2002-03	Weird and Wondrous	CORE	CTL	EA		Minor	We showed Powers of Ten as part of our studio work on size and scale, our last book was devoted to relating the process of thinking in scientific discovery to the process of experiencing new art, focusing on the geometric argument in Plato's Meno and the history of scientific work on the rainbow, a visiting physicist did a two hour lecture/workshop on space/time effects in special relativity as an introduction to Lightman's novel, Einstein's Dreams. Students were introduced to a very few scientific and mathematical ideas in a qualitative way, but not to working through the details.
2004-05	What are Children For?	CORE	CTL	SPBC		Minor	Students learned some rudimentary concepts in quantitative reasoning, and produced simple budgets from hypothetical schools.
2003-04	Author, Author	CTL				Minor	Scientific method as applied to observations of humans; folklore/anthropology model

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2005-06	Central America: Poetry and Politics	CTL				Minor	We used Adobe InDesign to produce a 135-page bilingual anthology (some quantitative and computer skills involved).
2001-02	Creative Nonfiction	CTL				Minor	We read "The Perfect Storm", and I showed Discovery Channel video "Storm". There was a great deal of weather information, etc. incorporated in this book and in the video with the explanations of how an incredible storm like that can happen.
2003-04	Four Philosophers	CTL				Minor	Lectures and some readings dealt with the intellectual history of modern science, in particular, physics (Newtonian mechanics), chemistry (periodic table, place-holder concepts such as phlogiston) and biology (Darwin and Dobzhansky).
2004-05	Perception, Language and Reality	CTL				Minor	Some attention paid to the history of science and mathematics in the 17th and 18th centuries
2003-04	Queer Looks, Queer Books	CTL				Minor	We read a sociology text on gender and sex.
2005-06	Reading Jouissance as Ananda	CTL				Minor	We looked at the intersection of contemporary understandings of the self in neurophysiology and in feminist theory, and compared and contrasted these with indigenous wisdom traditions.
2004-05	Renaissance Studies	CTL				Minor	We read Rotman's "Signifying Nothing, the Semiotics of Zero", "The Vanishing Point in Perspective Painting" and "Money of Account". Viewed several James Burke films on Renaissance science. Lectured on the relationship between the new methods in science and other Renaissance utilizations of second worlds and viewed Losey's film of Brecht's Galileo.
2004-05	Russia: Empires and Enduring Legacies	CTL				Minor	In the context of Russian history, we discussed environmental issues with the students, in particular examining the cause and consequences of the Chernobyl nuclear plant disaster.
2004-05	Slavery in Africa and the Americas	CTL				Minor	Many of our required texts included extensive discussion of the economics, health and physiological dimensions, and the demographics of the slave trade and slavery, including extensive statistical analyses
2001-02	Social Work Practice	CTL				Minor	Philosophy of science as meta-narrative
2001-02	Study of Violence	CTL				Minor	Two texts discussed biology, evolutionary theory, and genetics as possible "causes" of violence. One text was a review of the literature. We had a speaker on forensic science who included DNA issues. Also discussed neuropsychology studies on brain functions. One student wrote an essay on neuroanatomical considerations of violence.
2004-05	Acting and Directing: Queer Theory and Practice	EA				Minor	Math with tempo of body, location of voice, budget productions.
2003-04	Art in the Americas	EA				Minor	Students had to use some math to design some projects, but received no math credits.

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2005-06	Experimental Puppet Theater, Object Theater and Dance	EA				Minor	Students were required to keep budgets for arts projects, were required to present a grant request for which they had to prepare a budget, and to award the grants as a committee which reviewed budgets as part of the process. Students converted 2-D scale sketches into actual 3-D puppets and stages.
2001-02	Experiments in Performance, Music, & Puppet	EA				Minor	References made to statics, physics, mechanics brought up in reference to puppetry joints and strength of material.
2005-06	Foundations of Visual Art	EA				Minor	Math is used in cutting mount board, scaling drawing to make large paintings, and measuring cuts in wood and metal sculptures.
2002-03	Foundations of Visual Arts	EA				Minor	No Comment
2003-04	Foundations of Visual Arts	EA				Minor	Students need to measure, plan, and in some cases use formulae to work out their three-dimensional design.
2002-03	Music in Culture	EA				Minor	Math topics related to music theory were introduced, including ratios, probability, and numerical symbol systems in various cultures. Worked well.
2005-06	Music in Culture	EA				Minor	Quantitative Methods in music and quantitative component in individual research projects and presentations: demographics, tables, graphs, timelines; some computation.
2002-03	Puppet and Object Theater	EA				Minor	In design and budgets for one of the major projects. Students designed a grant process, applied and awarded a grant for design of a portable experimental puppet booth.
2005-06	Sculpture: Site Specific	EA				Minor	Readings on artists who work specifically with remediation of environmental systems.
2004-05	Seeing the Light	EA				Minor	Students produced books which involved measuring, cutting, and doing some math to ensure their photos were correctly oriented.
2004-05	Shadowlands	EA				Minor	Some physics in designing mechanisms for puppets.
2002-03	SOS: Media	EA				Minor	Math – quantitative work with the creation of budgets, grant proposals, business plans.
2003-04	Working Small	EA				Minor	Reading: Dust and The House
2003-04	Environment, Health, and Community	ES				Minor	We focused on Public Interest Science and Science Policy. That is, one focal point has been the emerging public health sciences, from public policy, community and advocacy vantage points. Students learned some of the basics of evolving environmental health science and policy. No science credits were awarded; credits are in social science and policy.

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2002-03	Farm to Table	ES				Minor	Faculty presentations, lectures, and workshops sometimes relied upon scientific data. Students learned some taxonomical information about plants, were exposed to some basic chemistry related to soil science and to human nutrition. Many students used scientific, peer-reviewed journal articles for their major research projects.
2003-04	Practice of Sustainable Agriculture	ES				Minor	A few exercises with calculators
2004-05	Protected Areas?	ES				Minor	Through projects, texts, lectures.
2005-06	1905	EWS	CTL	SI		Minor	Reading about Einstein's five papers of 1905, as well as a case study by Freud.
2002-03	Arts and the Child	EWS	SPBC	EA		Minor	Students studied environmental sciences and mathematics as applied to aesthetics. It worked very well.
2003-04	Finding Your Voice: Advocacy and Change	EWS	EA	CTL		Minor	Students were required to include quantitative data in their political speeches, and to research the sources of those numbers. The QR center staff gave a workshop to the class to help the students find and understand statistics.
2004-05	Florence, The Cradle of the Renaissance	EWS	EA			Minor	Understanding linear perspective and learning how to use involves some mathematics (hands on).
2005-06	Ideas Made Manifest: Art and Philosophy in the Middle Ages	EWS	EA	CTL		Minor	The art projects students did included basic geometry. They used a protractor and compass and reviewed their function in measuring and creating complex compositions. Students also learned about symbolic geometry, which dominated medieval thinking as well as medieval architectural design.
2004-05	Management Skills for Effective Management	EWS	SPBC			Minor	
2004-05	Politics and the Media	EWS	SPBC			Minor	On quantitative math
2001-02	Promise of Health	EWS	SPBC			Minor	Students researched multiple treatments and modalities for healthcare. They reviewed scientific journals versus popular media to compare and contrast information.
2003-04	Shakespeare: Body and Soul	EWS	CTL			Minor	Our background studies of Shakespeare included substantial information about Renaissance science history, especially the difference between modern and Renaissance beliefs about cosmology and medicine.

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2003-04	Silk Roads: China, the Middle East, and the New World	EWS	SPBC	CTL		Minor	Char led a QR workshop on critical thinking about the use of numbers in assigned texts (The History of Money). Students worked in small groups to identify a passage from the book that included QR, then do library and Internet research to track down the original source of the numbers used by the author, their opinion on the accuracy, how useful the numbers were in helping them understand the author's point, and if not helpful, how QR could have been used more effectively. For the students' travel writing article, which was their major project for spring quarter, they needed to come up with a quantitative question to address in their article, and use QR in a meaningful way to address that question in their papers; Simons lecture on Islamic math and science and its relationship to the European Renaissance.
2001-02	SOS: Child and Human Development	EWS	SPBC			Minor	Students learned how to work with MIDI files and created musical scores on computers.
2003-04	Sport and Society	EWS	SPBC			Minor	Students conducted a survey and used Excel to undertake a basic statistical analysis.
2002-03	Suburban Nation	EWS	ES			Minor	We had workshops on locating and graphing census data; project group assignments included finding and interpreting census data for the community they were studying. One of our books had a great deal of statistical analysis of wealth in the United States, particularly the wealth gap between blacks and whites. To read it well, students had to understand inflation and growth rates, too. We did a workshop on using the consumer price index to interpret economic figures. We had a very small bit of environmental science; a brief presentation on salmon habitat combined with field observation on field trips.
2002-03	Where Roads Meet	EWS	CTL			Minor	Class read, seminared, and wrote response papers on the book "Islamic Sciences," which discusses the history of science in Islamic cultures and how science is part of Islam's holistic view of life and the universe. Very successfully.
2002-03	Body, Mind, Soul	IA	CTL	EA	SPBC	Minor	Students did statistics, and we were able to make them understand and enjoy what they were learning.
2005-06	Business and Society: Put Your Money Where Your Mouth Is	IA	SPBC	CTL		Minor	Economics.
2001-02	Christian Roots	IA	ES	EA		Minor	History of science in Winter, European ethnobotany lectures, and seminar readings. This is a science program for the most part. We were very excited with how well everything was integrated and incorporating both the sciences and art worked, in my opinion, extremely well.

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2003-04	Dance, Creativity, and Culture	IA	EA	SPBC		Minor	Lighting, sound, media, costume design
2001-02	Eco-Design in Real World	IA	SI	EA		Minor	Lectures and workshops on fundamentals of environmental sciences and building sciences.
2004-05	Evolution of the Book	IA	CTL	NAW IP		Minor	Planning and conceptualizing page layout and design for a substantial book.
2001-02	Filming Fictions	IA	CTL	EA		Minor	The little bit of computer science necessary to manipulate our extensive software requirements.
2005-06	Information Landscapes: Mapping the Invisible	IA	CTL	SI		Minor	History of Science and Technology, Computer Applications.
2003-04	Islands	IA	EA	CTL		Minor	We offered lectures on island biodiversity, evolutionary biology on islands, botanical identification and island botany. Students used a bit of math in PhotoShop.
2001-02	Local Knowledge	IA	EA	ES		Minor	Science policy & public interest science.
2004-05	Local Knowledge	IA	EA	ES		Minor	Science Policy, especially regarding Public health - readings, guest lectures, discussion, community consultations. A few projects included some aspects of science policy and/or public interest science.
2001-02	Marking Time	IA	CTL	EA		Minor	Physics guest lecturers and texts; Geology guest lecturer and "Sacred Geometry"(text); Psychology guest lecturer and discussions; Ecology text and discussion.
2005-06	Movement and Resistance	IA	CTL	EA		Minor	We read "Physics and the Art of Dance" and had two lecture/workshops by guest faculty on Physics and Movement.
2001-02	Order of Things	IA	CTL	EA		Minor	Calculating surface area and volume.
2003-04	Performing Gender	IA	SPBC	EA		Minor	Basic information of percentages and averages in sociology workshop.
2002-03	Power and Limitations of Dialogue	IA	CTL	SPBC		Minor	The mathematical concept of 'region of validity' was a very important topic, and we did a great deal of work with systems theories. We also did work with scientific controversies in environment. Students were challenged by it and would be less inclined to say they feared math and science after studying these topics.
2005-06	Reconciliation: A Process of Human Balance; Study Abroad Winter: Peru	IA	SPBC	NAW IP		Minor	Raul did workshops in Indigenous approaches to Math and Science.

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2002-03	Respect: Process of Universal Humanity	IA	SPBC			Minor	Every three Sundays, Raul met with the Reservation-Based students and gave a three-hour quantitative reasoning workshop. It was multicultural mathematics... for example with regards to the indigenous peoples of Peru, South America, and North America and how they used QR with relations to everyday life...like with astronomy, agriculture, etc. and in regards with the seasons...It is all interconnected to everyday life.
2004-05	Rhythmic Meditations	IA	SPBC	EA		Minor	Minor work with physics of sand, Spanda work-vibration frequency.
2002-03	Silver Sky	IA	CTL	ES		Minor	Regional botany – plant identification; readings and field trips on local geography, ecology.
2005-06	Vietnam and Iraq War: Uncomfortable Parallels?	IA	SPBC	CTL		Minor	There was some work on social statistics and discussion of scientific effects of bombing and the effects of depleted uranium on people.
2005-06	Voice of the Poem and Other Musics	IA	EA	CTL		Minor	Mathematics was a minor emphasis, and was used to describe tuning systems for scales.
2004-05	500 Years of Globalization	SPBC				Minor	We worked with quantitative data through tables, graphs, and charts as they appeared in our reading material.
2005-06	Buddhist Psychotherapy	SPBC				Minor	We discussed similarities of science and Buddhism in their views of energy and nature of phenomena.
2004-05	Business in Action	SPBC				Minor	We included math skills in connection with financial analysis.
2003-04	Constructing the North American State, 1750-1800	SPBC				Minor	Several students read fairly highly mathematized books for their critical review essays.
2001-02	Good Life in the Good Society	SPBC				Minor	Discussion of impact of the Scientific Revolution on modern political theory.
2004-05	How People Learn	SPBC				Minor	Students read and learned about how the brain operates when learning happens. They also learned what the implications of brain research might have for teaching practice.
2001-02	Maritime Entrepreneurship	SPBC				Minor	The physics of sailboats and also used science in teaching navigation.
2002-03	Masculinities and Femininities Across the Globe	SPBC				Minor	Very minor emphasis – we read articles about brain and hormone differences between the sexes. It worked okay, but would have been better with a biologist on board.
2004-05	Masculinities and Femininities Across the Globe	SPBC				Minor	We studied basic biology of sex (chromosomes, hormones).
2005-06	Multicultural Counseling	SPBC				Minor	We overviewed research methods and critical evaluation of quantitative articles.
2002-03	Organizations, Entrepreneurship, and Management	SPBC				Minor	It worked moderately well – only about half the class was comfortable with numbers.

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2004-05	Organizing for Democracy	SPBC				Minor	math, social statistics, graphs
2004-05	Patience	SPBC				Minor	Science and math were a component of some student projects, such as: the use of math in DJing and in creating music using a sound synthesis technique; mapping, surveying, and planning drainages and layout of a farm and water recourses; basic mycology; budgeting and fundraising; culinary calculations and other independent projects using natural and physical sciences.
2005-06	Philosophy, Society and Globalization: How We Got Where We Are	SPBC				Minor	Brief discussion/treatment of the history of early modern science.
2005-06	Political Economy and Social Change	SPBC				Minor	Minor work worth about six hours of classroom time devoted to statistics and economic charts.
2003-04	Political Economy and Social Movements	SPBC				Minor	Did statistics to measure poverty levels and various economic and sociological issues in society. Most math style issues were done using not really anything more than 9th grade math.
2004-05	Turning Eastward: Explorations in East/West Psychology	SPBC				Minor	Study of psychology as a science
2003-04	Working the Waters	SPBC				Minor	Piloting and navigation includes some algebra and geometry.
2005-06	Tribal Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	I taught "Birds Afield" fall quarter, a field-based ornithology class.
2005-06	Tribal Reservation-Based/Community Determined: Nisqually	TRI				Minor	Seniors were encouraged to take Microeconomics (fall), Macroeconomics (win), and Descriptive Statistics (spr).
2005-06	Tribal Reservation-Based/Community Determined: Skokomish	TRI				Minor	We discussed many mathematical concepts including fractals, binomials, history of science and math, indigenous ways of knowing such as focus on astronomical measurements within the Chacoan culture. Students were taught elementary SPSS and basic statistics at sites through student-selected projects. Some students completed surveys of how statistics are used in the community that ranged from Indian Health Services to Education to Economic Development and community organizing.
2003-04	Tribal: Reservation Based-Muckleshoot	TRI				Minor	1) Math workshop at each weekend class – 3-hour block; 2) Introduction to Environmental Studies – 3-credit class; 3) "Birds Afield" – 3-credit class
2004-05	Tribal: Reservation-Based/Community Determined: Muckleshoot	TRI				Minor	Two kinds of Math strands were offered each quarter at the weekend classes.

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2004-05	Tribal: Reservation-Based/Community Determined: Nisqually	TRI				Minor	All courses include graphs, sometimes creating of graphs, interpretation of statistics.
2004-05	Tribal: Reservation-Based/Community Determined: Quinalt	TRI				Minor	Offerings provided by faculty and student choice whether to participate or choose other offerings.
2001-02	Expression of Self	CORE	EA	CTL		No	
2001-02	Eyes and Ears	CORE	EA			No	
2003-04	Fiction and Nonfiction	CORE	CTL			No	
2004-05	Imagining the Past	CORE	CTL			No	
2004-05	Negotiating Cultural Landscapes	CORE	SPBC	EA		No	Unless this includes statistics. If so, see #5.
2004-05	Old and New Worlds	CORE	CTL	EA		No	
2002-03	So You Want to Be a Teacher	CORE	SPBC			No	
2003-04	Something Out of the Ordinary	CORE	SPBC	EA		No	
2005-06	A Novel Idea	CTL				No	
2003-04	Africa and the Black Atlantic World	CTL				No	
2002-03	America Documented	CTL				No	
2005-06	America, to 2006	CTL				No	
2002-03	American City Since 1945	CTL				No	
2003-04	Ancient Stories / Modern Lives	CTL				No	
2001-02	Antebellum	CTL				No	
2004-05	Arab and Muslim Women Writers	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	Bodies of Contention	CTL				No	
2002-03	Celluloid Women and Men	CTL				No	
2001-02	Changing Minds, Changing Course	CTL				No	
2001-02	Culture, Context, Human Rights	CTL				No	

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2005-06	Democracy and Equality	CTL				No	
2003-04	Documenting the Northwest	CTL				No	
2004-05	English Romantics	CTL				No	
2004-05	Exploring Judaism	CTL				No	
2004-05	Faulkner and Friends	CTL				No	
2001-02	Fiction and Nonfiction	CTL				No	
2002-03	Fiction and Nonfiction	CTL				No	
2004-05	Fiction and Nonfiction	CTL				No	
2005-06	Fiction Laboratory	CTL				No	
2002-03	Great British and Irish Moderns	CTL				No	
2001-02	Hemingway, Writing Life	CTL				No	
2002-03	Hispanic Forms in Life and Art	CTL				No	
2005-06	Human Rights, Literature and Theory	CTL				No	
2003-04	Illustrations of Character	CTL				No	
2004-05	Illustrations of Character: Literary and Philosophical Studies	CTL				No	
2002-03	Image Conscious	CTL				No	
2005-06	Japan Today: Studies of Japanese Language, History, Literature, Cinema and Culture; Study Abroad	CTL				No	
2005-06	Language and Law	CTL				No	
2002-03	Light and Terror	CTL				No	
2005-06	Locating Queer Studies	CTL				No	
2003-04	Media Rhetoric	CTL				No	
2002-03	Myth of Memory	CTL				No	
2003-04	Narrative Poems of the Golden Age	CTL				No	

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2005-06	Nation and Narration: Mexico/Brazil	CTL				No	
2001-02	Nietzsche-Borges: Artist-Philosopher	CTL				No	
2004-05	Nietzsche	CTL				No	
2004-05	Novel: Life and Form	CTL				No	
2001-02	Pablo Neruda: Love, Politics, Poetry	CTL				No	
2004-05	Poetics and Power	CTL				No	
2005-06	Political Bodies: Recent Chilean Literature	CTL				No	
2002-03	Postbellum	CTL				No	
2002-03	Postcolonial Literature	CTL				No	
2002-03	Postmodernity and Postmodernism	CTL				No	
2005-06	Res Publica: Examining the Body Politic	CTL				No	
2003-04	Shakespeare	CTL				No	
2003-04	Steinbeck's Americans	CTL				No	
2003-04	The Folk: Power of an Image	CTL				No	
2001-02	Tragic Relief	CTL				No	
2001-02	Uniquely Dutch	CTL				No	
2005-06	William Faulkner: Yoknapatawpha Saga	CTL				No	
2004-05	Women's Voices and Images of Women	CTL				No	
2001-02	African Arts	EA				No	
2004-05	American Eye: A History of America in Photographs and Fiction	EA				No	
2004-05	Foundations of Performing Arts	EA				No	
2005-06	Foundations of Performing Arts: Music and Theater	EA				No	
2001-02	Foundations of Visual Arts	EA				No	

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2004-05	Foundations of Visual Arts	EA				No	
2003-04	Imagining Books	EA				No	
2005-06	Incisive Line	EA				No	
2003-04	Issues in Contemporary Art	EA				No	Perspectives are not math. You can do perspectives without math.
2003-04	Mediaworks	EA				No	
2005-06	Mediaworks	EA				No	Proposal development included budget preparation; aspects of 16mm filmmaking require some basic quantitative skills; study of lens, optics, physics of the moving image; technological studies.
2001-02	Mediaworks: Experiments Light & Sound	EA				No	
2003-04	Music Composition for the 21st Century	EA				No	
2004-05	Photo Projects	EA				No	
2004-05	Puppet and Object Theater	EA				No	Some students did work based on scientific writings and other sources. FACULTY STUDENT RATIO TOO HIGH!
2001-02	Seeing the Light	EA				No	
2005-06	Seeing the Light	EA				No	
2004-05	Seven Generations: 200 Years of Japanese and American Art	EA				No	
2003-04	Studio Projects: Painting	EA				No	
2004-05	Teaching Through Performance: American Radical History	EA				No	
2004-05	Teaching Gardens	ES				No	
2003-04	Age of Irony: 20th-Century America	EWS	CTL	SPBC		No	
2001-02	American Renaissance	EWS	CTL			No	
2002-03	American Ways of Seeing	EWS	CTL			No	
2005-06	Art of Mexico	EWS	CTL	EA		No	
2003-04	Art, Creativity, and the Sacred	EWS	EA	CTL		No	
2004-05	Art, Words, and Women	EWS	SPBC	EA		No	
2001-02	Authentic Self	EWS	SPBC	EA		No	

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	SCI emphasis	How were Science/Mathematics included in your program?
2002-03	Authentic Self	EWS	SPBC	EA		No	
2003-04	Chronic Illness, Disability, and Deafness	EWS	SPBC	CTL		No	
2001-02	Class in the U.S.	EWS	SPBC			No	
2001-02	Culture as History	EWS	CTL			No	
2004-05	Education, Values and Society	EWS	SPBC	CTL		No	
2002-03	Education, Values, and Society	EWS	SPBC			No	
2004-05	Embracing Conflict	EWS	SPBC	CTL		No	
2002-03	Ethics and Difference	EWS	CTL	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	
2005-06	History According to Film	EWS	EA	CTL		No	
2002-03	Justice at Work	EWS	SPBC			No	
2004-05	Justice at Work	EWS	SPBC			No	
2002-03	Leadership and the Big Picture	EWS	GRH	SPBC		No	
2005-06	Liberty and Justice For All: Contemporary Political Philosophies In Historical Context	EWS	CTL			No	
2001-02	Living Myths	EWS	CTL			No	
2005-06	Making Your Place	EWS	EA	SPBC		No	We discussed problems of cross-cultural communication within health care systems, but no emphasis on teaching science or math.
2001-02	Management in Contemporary Organizations	EWS	SPBC			No	
2004-05	Market, Forum and Village	EWS	CTL	SPBC		No	
2002-03	Mexico: Art and Ceremony	EWS	EA	CTL		No	
2004-05	Paradigms of Leadership	EWS	SPBC			No	

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2004-05	Peacemaking	EWS	SPBC			No	
2005-06	People Management in Organizations	EWS	SPBC			No	
2004-05	Positive Psychology	EWS	SPBC			No	
2001-02	Quantitative Methods for Effective Management	EWS	SPBC			No	
2005-06	Religion and Society	EWS	CTL	SPBC		No	
2001-02	Revolutions at Work	EWS	SPBC			No	
2001-02	Sight and Insight: Art & Social Change	EWS	EA	SPBC		No	
2004-05	Stage and Screen	EWS	EA			No	
2001-02	Success and American Dreams	EWS	SPBC			No	
2001-02	Tough Choices, Clear Thinking	EWS	CTL			No	
2001-02	Transcending Boundaries	EWS	SPBC			No	
2004-05	Women's West	EWS	SPBC	EA		No	
2004-05	Work and the Human Condition	EWS	SPBC	EA	CTL	No	
2005-06	Managers as Leaders: Public Sector Leadership with Rapid Change	EWS-GRH	SPBC			No	
2005-06	American Frontiers: Critical Histories	IA	NAW IP	CTL		No	
2004-05	American Places	IA	CTL	NAW IP		No	
2005-06	Animated Visions: Allegories of Resistance	IA	EA	CTL		No	
2003-04	Art of Local History	IA	ES	CTL		No	
2005-06	Art's Sources	IA	EA	CTL		No	
2005-06	Asian Culture and Art; Study Abroad Winter: India; Study Abroad Spring: China	IA	CTL	EA		No	
2002-03	Crime in America	IA	SPBC	CTL		No	
2001-02	Destiny	IA	NAW IP	SPBC		No	
2004-05	Framing Film	IA	EA	CTL		No	
2004-05	Imperialism	IA	CTL	SPBC		No	

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2001-02	International Feminism	IA	SPBC	EA	CTL	No	
2003-04	Ireland: Living Between Worlds	IA	EA	CTL		No	
2003-04	Looking Backward	IA	CTL	SPBC		No	
2001-02	Performative Shakespeare	IA	CTL	EA		No	
2001-02	Transatlantic Revolutions	IA	CTL	SPBC		No	
2005-06	Anti-Indian Movements: Origin, Images and Responses	NAWIP				No	
2001-02	180 Degrees: Advanced Study of Psychology	SPBC				No	
2004-05	American Civil War in Modern Memory	SPBC				No	
2002-03	Business in Action	SPBC				No	
2003-04	Constructing Citizens	SPBC				No	
2003-04	Culture and Participatory Research	SPBC				No	
2004-05	Culture and Participatory Research	SPBC				No	
2003-04	Engaging Cuba	SPBC				No	
2001-02	Entrepreneurship and Organization	SPBC				No	
2002-03	Good Life in the Good Society	SPBC				No	
2003-04	Growing Up Global	SPBC				No	
2004-05	Latin America in a Global Free Market	SPBC				No	
2004-05	Marxist Theory	SPBC				No	
2001-02	Mexican Nation State	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	

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2003-04	Turning Eastward	SPBC				No	
2005-06	What's Love Got To Do With It? Contemporary Issues in Marriage and Family Life	SPBC				No	