

Humanities & Sciences Model Program

All baccalaureate degree candidates must complete 30 credits in the Humanities and Sciences. Twelve of these credits are earned through the Integrated Studies Program in the student's first year. Integrated Studies is an interdisciplinary program that introduces students to college life and learning, and satisfies the college writing requirement.

(Integrated Studies is required for all students with fewer than fifteen transfer credits in areas of study that do not include expository writing. Students with twelve transfer credits, inclusive of three credits of expository writing or freshman composition, may opt to complete this first-year requirement by taking one more writing course in expository or research writing and can consult with the Registrar and/or the Department Chair to determine the appropriate course.) After the first year, students take eighteen more credits distributed across the humanities, sciences and social sciences. These courses are primarily theme-based, and span both disciplinary and interdisciplinary perspectives.

Once matriculated into a degree program at Cornish, Humanities and Sciences requirements may not be completed at another institution. The Humanities and Sciences Department does not award credit for Prior Learning Experience. See page 62 for more information (refer to PLE section in Transfer Credit Section).

Course Descriptions

The curriculum is subject to change, and courses may vary from year to year. The Schedule of Classes and course descriptions, including new course offerings, are regularly updated on the Cornish Website at www.cornish.edu/academic-programs. Below is a sample of both continuing courses and recent offerings.

HS 103 / Expository Writing

3 credits Fall/Spring

Students develop their abilities to manipulate a variety of writing modes and styles. Focusing on the significance of audience and voice and on the difference between subjective and objective forms of writing, students will learn how audience, purpose and context shape expectations in writing. A basic introduction to research and documentation skills will be provided. Revision will be emphasized and writing groups will be formed to aid in the revision process and to enhance analytical skills. Open to all majors.

HS 111 / Integrated Studies:

Writing and Analysis

3 credits Fall

This course helps students understand and successfully engage in writing for college and beyond by introducing them to concepts of audience, voice, and purpose. Students will write in a variety of modes and genres. This course is taken in conjunction with HS 119. The course is required for all students with fewer than fifteen transfer credits in areas of study that do not include expository writing. Students with twelve transfer credits, inclusive of three credits of expository writing or freshman composition, may opt to complete this first-year requirement by taking one more writing course in expository or research writing, and can consult with the Registrar and/or the Department Chair to determine the appropriate course.

HS 112 / Integrated Studies:

Writing and Analysis

3 credits Spring

The second in a sequence with HS 111, this course continues instruction and practice in effective writing. The course emphasizes critical inquiry, research, the evaluation of sources, and developing a personal stance that is supported by evidence in relation to a subject. This course must be taken with a corresponding

Integrated Studies Seminar HS 120. Required for all students with fewer than fifteen transfer credits in areas of study that do not include expository writing. Students with twelve transfer credits, inclusive of three credits of expository writing or freshman composition, may opt to complete this first-year requirement by taking one more writing course in expository or research writing, and can consult with the Registrar and/or the Department Chair to determine the appropriate course.

HS 119

Integrated Studies Fall Seminar

HS 120

Integrated Studies Spring Seminar

3 credits Fall/Spring

Integrated Studies is a two-semester course sequence that provides entering students with an introduction to academic life at Cornish through explorations in the Humanities and Sciences. In conjunction with the HS 111/112 Writing and Analysis sequence, Integrated Studies courses create a foundation for future study at the College by assisting students with the development of college-level skills, particularly in analytical reading, writing, critical thinking, and research. Although learning goals may be accomplished through traditional classroom activities, the curriculum emphasizes student-centered, cross-disciplinary, and hands-on learning. Classes may include field trips, workshops, and collaborative projects. Collaborations also occur among different classes within the Integrated Studies program. Required for all students with fewer than fifteen transfer credits in areas of study that do not include expository writing. Students with twelve transfer credits, inclusive of three credits of expository writing or freshman composition, may opt to complete this first-year requirement by taking one more writing, course in expository or research writing and can consult with the Registrar and/or the Department Chair to determine the appropriate course.

HS 129 / Life and Art by the Numbers

3 credits Fall/Spring

The Golden Section, DaVinci's Vitruvian Man, Fibonacci Sequence, LeCorbusier's Le Modulor, and double-entry bookkeeping. In such ways have numbers awed, delighted, enriched and changed us. This course provides a history of

how math has shaped us and our world, from the Pythagorean Theorem to String Theory.

HS 205 / Creative Nonfiction

3 credits Fall/Spring

This course explores the relationship between fiction and nonfiction writing and the more conscious use of aesthetics in “creative” writing. Students will read and analyze different forms of creative nonfiction including memoir, personal narrative, new journalism, and the essay. Students will work on a variety of short writing assignments over the course of the semester, developing the skills common to all of these forms. A longer project in a chosen genre will be developed by the end of the semester.

HS 206 / Writing Poetry

3 credits Fall/Spring

In this writing workshop, students write poetry in and out of class every week, honing their craft by examining the structures of poetic forms, both traditional and innovative. Activities include discussion of well-known contemporary poets and student poems, and writing exercises to familiarize students with the basic elements of poetry: rhythm, metaphor, imagery, and form.

HS 248 / 348 Literature Special Topics

HS 260 / 360 Humanities Special Topics

HS 270 / 370 Sciences Special Topics

HS 280 / 380 Social Sciences Special Topics

HS 295 / 395 Multidisciplinary Special Topics

3 credits Fall/Spring

Special Topics in the Humanities and Sciences Department cover a broad range of disciplines and interdisciplinary studies. Recent course offerings have included the following:

U.S. Literature: Sex, Race, Nation

In this course, students will read twentieth-century U.S. fiction in order to examine how literature has been an important site in the production, deployment, dissemination, and contestation of sexualities, racial formations, and national imaginaries. Students will read with two primary objectives in mind: first, to think about how narrative forms and genres constitute and regulate sexual and racial subjectivity and national citizenship; and second, to think through the ideological and disciplinary functions of the literary in order to consider the ways in which literature might be used as a site of critique and resistance. The reading list includes novels by Frank Norris, Nella Larsen, James Baldwin, Octavia Butler, and Jessica Hagedorn, in addition to several short stories and critical/theoretical articles.

Studies in Short Fiction

In this class, students will look at what drives stories and how they drive us as readers, writers and storytellers. The main purpose will be to study stories intentionally, developing an aesthetic analysis and appreciation of the form to better identify how artistic expression shapes our responses. This class will explore how form and effect are related; why stories are important to us and the functions they may serve in a culture; how interpretation and analysis can enrich rather than impoverish our experience as readers; what the relationship between unconscious material and conscious craft may be; and what might determine if a story is good or not. Assigned writing will include both analytical and “creative” work, providing the opportunity to both interpret and produce creative works. While the primary focus of the class will be the literary short story, students will be offered the opportunity to engage with other forms of storytelling that interest them.

Literature, War, and the Arts

This class explores the ways in which humans portray war to themselves by studying its representation in literature, film, and art. How does war affect those involved in the fighting and those they leave behind? What is the intimate relationship between war and love and its effects on the ferocity (or reluctance) with which soldiers wage battle? How do we view and understand the traumas of war on the body, land, psyche, and memory? The class will study representations of violence – loss and victory, individuation and assimilation – from the perspectives of the conquered and the conqueror.

Engaging Literature

This class explores the ways that writers portray human experience in their fiction, poetry, plays, and literary nonfiction. Through discussion, writing, lectures, and creative processes, students will study the ways in which language shapes and reflects social, cultural, philosophical and historical experiences and values, as well as aesthetic ones. Students will explore how readers read, enjoy, understand, analyze, and grapple with literature’s themes, forms, structures, and images.

Dealing with the Devil:

The Evolution of Faust

Originally the story of Doctor Faustus warned the faithful about dealing with the Devil and selling one’s soul for knowledge and power. But poets, writers, and dramatists soon began to grant him heroic status, valorizing his relentless

quest for knowledge, experience, and damn-the-cost attitude. A literary archetype was born. This class engages with several plays based on the Faust legend, exploring Christopher Marlowe and Johann Goethe’s versions, as well as Shakespeare’s *The Tempest*, along with other versions of the story gathered from a variety of media, both ancient and modern.

On the Road: the U.S. and Migration

The Oregon Trail, Ellis Island, and Hurricane Katrina each underscore the centrality of migration and mobility as a force in American history. But what has all that movement meant for national politics, culture, and the history of race, class, and gender? This course takes an interdisciplinary approach to understanding the historical significance of movement. Immigration, urbanization, and forced relocation have all shaped the American social landscape. This class will consider the “facts” of migration, while examining Americans’ fascination with the road through the work of Kerouac, Steinbeck, and others.

Introduction to Sociocultural Anthropology

This course will introduce students to sociocultural anthropology, the study of human communities in all their diversity. The class will explore some of the established concepts, methods, and tools that anthropology has developed for describing and understanding human social behavior. Art in diverse cultural contexts will be explored. The class will consider the functional, ritual and everyday uses of objects, images, verbal forms, and performances in a variety of social settings. Among other course requirements, students will have the opportunity to conduct independent ethnographic research on a topic of their choosing to gain first-hand experience looking at the world with “anthropological eyes.”

Profiles Of Disease

This course deals with the miracle of the body and the effects of disease on that body. We begin with our perilous entrance into this world, and end with our defenses against countless diseases that challenge the human animal. These crises include some critical genetic disorders, diseases of aging, some orthopedic conditions, certain intriguing hormonal problems, and a number of infectious diseases caused by viruses, bacteria, fungi, or protozoa. The class will talk about the “great avengers,” i.e. smallpox, plague, and cholera, and discuss the contemporary tragedy, namely AIDS. Finally, whenever possible, discussions will be set in a relevant societal context because of ethics or public policy concerns surrounding many diseases that afflict the human family.

Intro to Environmental Sciences: Nature's Services

Practically everything we eat, drink, breathe, and experience comes from – and returns to – the environment. This course will look at the benefits people obtain from ecosystems, including many things that make life possible – and some that just make life worth living. The class will survey global ecosystems, considering their ability to continue providing services to a growing human population. Students will observe their own use of nature's services, and explore various ways to assess and communicate their value. Project groups will research a particular service from nature, and develop a creative strategy for making that service visible to others.

Environmental Science: Ecology and Geography of Food

Where does our food come from? How do we decide what to eat? Decisions about food are intensely personal and, at the same time, globally relevant. Food ties cities and suburbs to rural and maritime regions in a global web of interdependence. The challenges of feeding over 6.6 billion people involve many environmental, health, and social issues. This class will explore the science behind some of these issues, including chemical farming, organic and local food movements, population growth, genetically modified organisms, water resources, pollution and seafood, and agriculture's effects on natural ecosystems. Using a variety of activities and readings, students will explore their own place in the "foodshed," and increase their ability to make decisions about food that are in line with their own values and standards.

Physics: Bodies in Motion

This course introduces the concepts and principles of Physics through the study of motion: force, friction, velocity, pressure, equilibrium, and energy. Illustrations of concepts and principles will include phenomena in the arts, such as dance, moving images, and kinetic sculpture. The course will introduce students to the nature of scientific processes, and requires basic quantitative reasoning.

Social Demographics of the United States

This course examines social demographics of the United States and related contemporary policy issues. Learning objectives include the development of quantitative reasoning skills. Specific topics and issues for the course may include wealth and poverty; immigration, emigration, and internal migration patterns;

class, race, religion, education, and age; rural versus urban employment.

Sociology

Sociology is the study of human social behaviors and how individuals, groups, and society interrelate. This course introduces basic sociological concepts including social relations, social interaction, social structure, and social change. Examples are drawn from societies around the world.

Applied Geometry

This course addresses the basic concepts of geometry through the introduction of theory and through applications involving practical experience and critical thinking skills. Aspects of geometry relevant to the arts will be highlighted.

Political Geography Migration

This course examines human geography and the major themes of the discipline with a special focus on the migration of populations. Possible topics include: human-environment interactions, migration, patterns of health and nutrition, industrialization and urbanization, and the geography of culture and politics.

Geology

This course covers the formation of the earth, familiarizing students with rocks and sediments, earthquakes, volcanoes, and mountains. Students learn the physical forces that shape the local terrain and influence the environment and society.

Ethics & Law for Artists

Students will study key areas of law most useful to the practicing artist, including Agency, Contracts, Tort, Copyrights, and Criminal Law. The course will consider why we have legal systems and how they evolve. All topics will be examined in the context of personal and group ethics.

Borders in American Life

"Good fences make good neighbors," writes Robert Frost in "The Mending Wall," a poem about the walls neighbors build together. The contradiction that Frost brings out in his poem speaks to a theme within international relationships today. The contradiction is also of relevance in understanding our interactions with people who might differ from us. Whether it is a fence, a wall, a barbed-wire barricade, or a line of division between one nation and another, the border has served to demarcate possession, control, power, identity – and often

war. The border can separate "native" from "stranger," "foreigner" from "citizen," "civilization" from "savagery," and as Frost observes, neighbor from neighbor. So what is this thing, this border? How does it reflect how "we" live? How do we understand what is enclosed within, left outside, and embedded in between? This course will explore how the border shapes our cultural fabric.

Culture, Power, and Privilege

What are these terms – culture, power, privilege? How do they influence the manner in which we view society? How do they shape, interact with, and challenge the production of art? This course will explore such questions through a study of "America" itself. The semester starts with an examination of power as a relational concept. The class will then move into a study of how power works to construct and deploy privilege in a variety of settings within American cultural life, ranging from the family, schools, gender relationships, and America itself. Students will examine the workings of power and the construction of privilege in a variety of institutions such as the mass media, military and government, and consider their role in a definition of what it means to be an American.

Gender Studies

This course deepens an understanding of gender—the social, cultural, and historical construction of masculinity and femininity—by studying how gender shapes the experiences of communities and individuals of different races, ethnicities, classes, and nationalities in various historical periods. Students will analyze the effects of cultural attitudes and social structures on the experiences of men and women, and examine how gender relates to social structures of identity, power, and privilege. Topics may include: romantic love and marriage; sexuality; GLBT studies; parenthood, reproduction, birth control, and new reproductive technologies; interpersonal violence; gender and health, business, and politics; the sexual division of labor and economic development, and feminist movements.

The Rise and Fall of Empires

Recent global history has been marked by conflicts, protests, and riots against corporate globalization, as well as the threat of worldwide terrorism against the West. These events fit into a global pattern of the rise and fall of societies, a pattern that can be traced back to ancient times. True of all the ancient empires we know,

the cycle of rise and decline appears to be accelerating. This course will examine the possible factors that play into the rise and decline of empires, looking at political, economic, and cultural factors.

Science of Water

Water is vital for all life on earth and affects several aspects of the modern world. This course explores the properties and many uses of water, such as the chemistry and biology of water, health and disease, resources and conservation. Theories and research are drawn from different fields including biology, environmental science, and population studies.

Imagining Africa

This course will consider the complex relationships between Africa (mostly Anglophone Africa—specifically Kenya and Nigeria) and Europe, from the colonial period through the era of decolonization and into post-colonial times. Literature, particularly fiction, will be the primary lens. The class will consider how European authors (Joseph Conrad and Joyce Cary, among others) portrayed that relationship, and how African authors (Chinua Achebe, Buchi Emecheta, Ngugi Wa Thiongo, among others) have ‘written back,’ exploring the relationship from the insider’s perspective.

The Culture of the Caribbean

This course will look at Caribbean culture with an emphasis on the literature of the region. The class will also listen to some of the styles of Caribbean popular music—reggae, calypso and soca. The classic reggae films *The Harder They Come* and *Rockers* will be shown, along with novels like Merle Hodge’s *Crick Crack, Monkey* and Michelle Cliff’s *No Telephone to Heaven*. The populist work of Jamaica’s Sistren Collective will be explored, and drama will be represented by Derek Walcott’s *Dream on Monkey Mountain*. Many of the region’s poets have global reputations, and there will be a substantial emphasis on this genre, including the new form of “dub poetry.” Is there such a thing as “dub culture”? The Caribbean has a substantial influence on African-American culture and vice versa, and the class will debate whether rap itself might be of Caribbean descent.

American Families in Literature & Film

This class will read literature and view dramatic films depicting families from North, Central, and South America that evolved over a historically specific time period. Course texts include fiction, poetry, drama, and graphic novels; the course will also consider visual art, music, and

more. The works studied have been selected for literary or cinematic excellence, for the diversity of American families depicted, and because they engage with current social contests over “family values” and “tradition.” Discussions and exercises are directed toward integrating literary analysis with self-reflection and social awareness. Students will also reflect upon their own beliefs, values, and inherited traditions regarding family—placing them in historical and social context. Students will be asked to consider how these beliefs have influenced their art and to articulate their own sense of the power that artistic expression can have in the social world.

20th Century European Intellectual History

This course is an examination of European intellectual thought in the twentieth century. The objective of the course is to understand the ideas that influenced the thinkers of this century, to reflect on the interactions between ideas and historical contexts, and to think critically about how the ideas of writers of this period continue to raise questions for our own time. This course seeks to expand our dialogue with the intellectual world of twentieth-century Europe and to show how the challenging ideas of that historical era are still vital components of the world’s contemporary cultural life.

Invention of the Modern Self

All modern thinkers about psychology and society have had to recognize the tension between two modes of thinking: on the one hand we feel that we have a strong intuition of our individuality and self-sufficiency; and on the other, we have an equally strong intuition that the self is largely shaped by exterior forces. This course will introduce the Enlightenment as a cultural movement, and explore some earlier interpretations of psychological experience that prevailed at the end of the seventeenth century. Next, the class will turn to the empiricist philosophy that became the default form of explanation in the eighteenth century. Diderot’s skeptical view of psychological self-understanding will be contrasted with Rousseau’s concept of an idyllic state of nature. With Franklin, the class will observe some possibility of a coherent, harmonious, and integrated self. The class will finish with an exploration of the eighteenth century and Laoclos, who seems to suggest that any attempt to understand what really motivates human beings will be frustrated.

Existentialism

One of the unique features of existentialism is that none of the major figures within the movement, save Jean-Paul Sartre, would

identify themselves as part of a “movement” at all. Far from it; in fact, they would have vociferously distanced themselves from anything resembling a movement, because they believed belonging to movements showed cowardice and a lack of integrity. And yet, thinkers from Kierkegaard through Nietzsche and Heidegger, and on to Camus and Sartre, are commonly connected to a basic concept (a concept that is key to existentialism) that we are ultimately responsible for ourselves. They all believed that it was through the choices we make that we forge ourselves. This course will examine the foundations of existentialism and the major thinkers who defined the movement.

The Concept of Freedom

What is freedom? Does it really exist, or is it a phantom? If we somehow possess it, is it now slipping away? The main text for this course will be John Stuart Mill’s classic statement of liberalism, *On Liberty*. Students will then survey a variety of different approaches to freedom that problematize Mill, including anarchism and feminism (Goldman) and issues of race (Baldwin). The class will go on to examine the year 1968 and the enormous upheaval in that year (the Tet offensive in Vietnam, civil rights and antiwar movements in the U.S., and the May events in France), where “real” freedom seemed just around the corner. Looking back at those events, the class will explore if the freedom promised in the 60s is just an obsolete idea (Lyotard), an unfulfilled project (Chomsky), or applicable at all to what we now call “the global South” (Arundhati Roy).

Introduction to Critical Theory

This course introduces students to cultural and philosophical ideas and assumptions that merge under the heading ‘critical theory.’ Students learn about the historical antecedents of critical theory, as well as the differences among disciplines in the application of critical theory. Readings include the works of leading figures in critical theory from various vantage points, including philosophy, cultural studies, literary studies, and social theory. Concepts in this course provide a foundation for cultural criticism.

Trees and Forests

This course will investigate trees and forests from multiple perspectives, with a strong focus on rainforests of the Americas. Students will learn what science tells us about how trees evolved and what roles they play in the planet’s functioning. The class will study tree life cycles, while identifying and observing trees of Seattle’s

streets and parks. Time will be spent looking at what life forms make up forests (besides just trees!), and why forests differ around the world. The class will discuss how forests are changing due to factors like human activity, invasive species, and climate change. A strong theme will be to explore people's relationships with trees and forests as expressed through culture, especially media and art.

Quest for a Just Society

Throughout the history of human experience, people have sought to articulate and embody the "good society." This course will explore classical and contemporary philosophical and practical approaches to developing a just community, with particular attention paid to the question of how imagination and creativity foster this endeavor. Most importantly, we will consider what role artists can and do play in crafting community in our world today. To that end, students will work individually and in small groups to create art projects that address concrete issues of social justice.

HS 309 / Intellectual History of Medieval Thought

3 credits Fall/Spring

Unlike contemporary thinking in the Western world, a key assumption in medieval thought was the notion that faith and reason were complementary. They viewed philosophical reasoning as an important means to defend and elucidate the doctrines of Christian faith. Within the medieval world, the use of philosophy took three main forms: (a) using philosophical reasoning to prove the existence of God and His divine attributes; (b) to determine which Christian doctrines are beyond the scope of rational demonstration; and (c) to defend Christian beliefs against objections and to establish internal consistency of Christian beliefs with apparent contradictions. This course will examine the nature of medieval belief within its historical context, and the complementary use of philosophy to hone and defend that faith.

HS 381 / Research Writing

3 credits Fall/Spring

The purpose of this course is to provide a systematic approach to research and research writing, breaking the production of a term paper into smaller, more manageable tasks. Students will be free to pursue a subject of their choice and will learn about the variety of styles and approaches that constitute research writing. The class will emphasize critical reading and thinking, the development of appropriate

technical and library skills, the use of both primary and secondary sources, and the development of a personal stance in relation to the material studied.

HS 392 & 492 / Directed Studies

3 credits Spring

In this course, students investigate an idea or topic of their own choosing in concert with their peers and under the direction of the instructor. Each participant brings his or her project idea to the seminar, conducts an inquiry using a variety of resources and materials, produces a final project synthesizing the results of the inquiry, and presents these results to others. Students work collaboratively during the semester, providing each other with feedback throughout the inquiry process. Through this process, students learn how to design, revise, research, and manage an individual project from inception to completion. Writing, reading, and discussions relevant to the processes of inquiry and project development will be incorporated and shared. The Directed Studies Seminar creates opportunities for students to strengthen critical thinking, written and oral communication, and skills associated with successful problem-based inquiry. It is also an opportunity for students to integrate their studies in the liberal arts with their work in their chosen disciplines.

Humanities & Sciences Faculty

Chris Kellett, *Department Chair*
Literature, Writing

PhD · University of Washington

MA · University of Washington

BA · University of California at Santa Barbara

Corinne Adler, *Adjunct Instructor*
Integrated Studies

PhD · University of Washington

MA · University of Colorado at Boulder

BA · Wesleyan University, Middletown, CT

Jan Bernabe, *Adjunct Instructor*
Integrated Studies

PhD · Candidate University of Michigan

MA · University of Michigan

BA · Bates College

Joe Brotherton, *Adjunct Instructor*
Law

JD · University of Washington

BA · University of Washington

Richard Carpenter, *Adjunct Instructor*
Philosophy

MA · Gonzaga University

BS · Spring Garden College

BA · Easter University

Gabrielle Dean, *Adjunct Instructor*
Integrated Studies

PhD · University of Washington

MA · University of Washington

BA · Oberlin College

Marc Dombrosky, *Adjunct Instructor*
Integrated Studies, Design

MFA · Ohio State University

BFA · University of Florida

Anita Feng, *Adjunct Instructor*
Poetry

MFA · Brown University

BA · Brown University

John Hagman, *Ranked Adjunct Assistant Professor*

History, Integrated Studies

PhD · Candidate/ University of Chicago

MA · University of Chicago

MA · Seattle University

BA · University of Washington

Steve Haworth, *Adjunct Instructor*
Integrated Studies

PhD · University of Virginia

MA · The George Washington University

BA · Yale University

Erica Howard, *Assistant Professor*
Environmental Studies, Integrated Studies,
Quantitative Reasoning
PhD · Candidate University of Wisconsin
MS · University of Wisconsin
BA · Cornell University

Jennifer Leehey, *Adjunct Instructor*
Anthropology
PhD · Candidate University of Washington
MA · University of Washington
MA · San Francisco State University
BA · University of California at Berkeley

Richard Levin, *Adjunct Instructor*
Microbiology, Science
PhD · University of Iowa
MS · University of Washington
MA · University of Washington
BA · Harvard College

Kimball MacKay, *Associate Professor*
Creative Writing, Literature, Integrated Studies
MFA · Vermont College
BFA · The Evergreen State College

Raymond Maxwell, *Associate Professor*
History, Integrated Studies
Postgraduate · Sacred Heart University,
University of Washington and Seattle Pacific
University
MA · University of Wisconsin
BA · Western Washington University

Lodi McClellan, *Associate Professor*
Arts Criticism
MFA · University of Washington
BA · Mount Holyoke College

Alex Morrow, *Adjunct Instructor*
History
PhD · Candidate, University of Washington
MA · University of Oregon
BA · University of Oregon

Kathleen O'Brien, *Adjunct Instructor*
Integrated Studies
Ph.D. Candidate University of California
at Davis
MA · University of California at Davis
BA · University of Massachusetts

Alan Rawn, *Adjunct Instructor*
Literature
PhD · University of Washington
BA · Colorado College, Colorado Springs

Travis Sands, *Adjunct Instructor*
Literature
PhD · Candidate University of Washington
MA · University of Washington
BA · University of Colorado

Tom Sheehan, *Adjunct Instructor*
Interdisciplinary Studies, Literature
PhD · University of California at Berkeley
MA · University of California at Berkeley
MA · University of Warwick
BA · University of California at Santa Barbara

Craig Snyder, *Adjunct Instructor*
Integrated Studies
MA · University of Warwick
MFA · Vermont College
BA · Western Washington University

Chris Sumption, *Adjunct Instructor*
Integrated Studies
MFA · University of Washington
BFA · University of Montana

Nicole Torres, *Adjunct Instructor*
Anthropology, Cultural Studies
PhD · Candidate University of Washington
MA · University of Chicago
BA · Mesa State College,
Grand Junction Colorado

John Kendall Wilson, *Professor*
Performance Art Theory
MFA · University of Georgia
BA · LaGrange College

Nadya Zimmerman, *Adjunct Instructor*
Integrated Studies
PhD · University of California at Los Angeles
MA · University of California at Los Angeles
BA · University of California at Berkeley