

COLORADO COLLEGE - OFFICE OF THE REGISTRAR

APPLICATION FOR ADMISSION TO THE MAJOR IN LIBERAL ARTS & SCIENCES

I wish to major in Liberal Arts & Sciences. I understand that my courses of study within this major must be supported and approved by two faculty sponsors from two different departments, one of whom is my principal sponsor and academic adviser. Both faculty sponsors must evaluate the project or thesis. However, the Principal Sponsor/Adviser works closely with the student in conceptualizing and completing the thesis and turns in the final grade. The Associate Sponsor acts as a reader of the final draft of the thesis and recommends a final grade to the Principal Sponsor. The approval of the Dean's Advisory Committee is necessary for final acceptance of my plan of study within the major. In addition, I understand that, to make changes in the approved plan, I must have the agreement of each faculty sponsor. The Principal Sponsor should send a letter in support of the proposed changes to the Associate Dean of the College and the Registrar.

(Please submit 7 copies of this application and your Liberal Arts & Sciences proposal to the Dean's Advisory Committee no later than the second semester of your sophomore year. The Advisory Committee will not consider your application until the completed proposal - including faculty recommendations - has been received.)

Name (Please Print) [redacted] ID Number [redacted]
Worner Box [redacted] Phone 206 356 0354 Student Signature [redacted]
Current number of units earned [redacted] Expected graduation date [redacted]
Address [redacted] Street [redacted] City Colorado Springs CO State Zip 80502
Principal Sponsor/Adviser [redacted] Dept History
Associate Sponsor [redacted] Dept Religion

Description of the field of concentration (TITLE) Environmental Perspectives

This form must be signed by two faculty members from different departments who are full-time or adjunct faculty members who will be here (to the best of their knowledge) while the student is completing the major. Sponsors should also forward their letter of recommendation once they have signed this form. Return to the Office of the Associate Dean of the College, along with a description of the major and the required courses (including a description of the thesis topic). The Associate Dean will notify both student and sponsors of acceptance or rejection of the proposal, and the outline of the proposed major will be approved by both sponsors and sent to the Registrar. (Any change of adviser must be approved by the Dean's Advisory Committee, upon submission of a letter from the adviser.)

Principal Faculty Sponsor (see letter of recommendation)
Associate Faculty Sponsor (see letter of recommendation)

To the Sponsors: your signature indicates approval of the proposed major. Please comment on this proposal in a brief letter to the Advisory Committee under separate cover. Please indicate your familiarity with the student's past academic performance and comment on his/her ability to carry out a program which requires an unusual amount of independence and responsibility. The Principal Faculty Sponsor/Adviser agrees to work closely with the student in composing the major, conceptualizing and completing the thesis and advising the student.

[redacted] approved!

LIST OF REQUIRED COURSES FOR PROPOSED LIBERAL ARTS & SCIENCES MAJOR
(Note: only between 9 and 14 units can be counted for the major and only two courses at the 100 level may be required in the major. All other courses must be above the 100 level.)

Required courses already taken: with statement as to how courses relate to major.

see
proposal

Required courses to be taken: with statement as to how courses relate to major.

Courses completed which are complimentary to the proposed major but not required:

(Be sure to list General Studies GS 400-401 if you plan to get units of credit for your thesis.)

Total number of units to be counted toward the major: ~~13~~ or ~~14~~ ¹³ or ¹⁴ Depending on whether a course is offered next year

Other Requirements: The student should explain why the proposed goals of the major cannot be achieved through a departmental major or through outside courses taken in addition to the requirement of a departmental major. In addition, the application should be accompanied by a typewritten description of the concentration (major) proposed, that is, a rationale demonstrating the cohesiveness of the proposed program of courses, a listing of the courses completed and to be completed, and a narrative statement for each course indicating how each required course relates to the proposed major as described. Please indicate the content of your proposed thesis including a discussion of objectives and methods.

Associate Dean of the College Victor Nelson-Cuivaron 9/26/05
Signature

Please sign below if you give the Committee permission to share your name with other student's pursuing a Liberal Arts and Sciences major. The Committee would like to encourage more networking and support among students electing this option for the major.

[Signature] 9/16/05
Signature Date

NOTE: This completed application must be in the Associate Dean of the College's office by 5:00 p.m., the second Friday of the block in order to be considered at that block's meeting. The Dean's Advisory Committee meets the 3rd Thursday of each block.
Rev. 3/97

PROPOSAL FOR LAS MAJOR
"ENVIRONMENTAL PERSPECTIVES"

[REDACTED]

I understand and respect the commitment of the Dean's Advisory Committee to ensure that LAS majors are rigorous and cohesive, and to protect the student and school from majors that are sloppy and thrown together out of indecisiveness. I also understand the importance of the initial question: why can't I do a regular major, or perhaps an interdisciplinary major? I will start by answering that question, and then move to explain the idea of Environmental Perspectives.

The simplest answer to that question is that Colorado College does not offer an Environmental Studies Major, only an Environmental Science Major. I understand that this is in the process of coming into existence here at CC, but it will not be ready during my college career. Because of this, I have decided to create my own study that reflects the way I am naturally compelled to approach the Environment. Upon creation of this major, it was very hard to imagine an approach to Environmental Studies that didn't involve the study of various disciplines, each with its own unique contribution. I ask for your help in making this major more meaningful and complete in any way possible.

But why couldn't have I done an Environmental Science Major, one might ask? In the course of my academic career, I have discovered I am drawn more to the humanities than to the sciences. My college career here at CC will show that proclivity as well. I enjoy the process of articulating my thoughts and emotions, whether it be a response to literature, or a purely creative expression of how I'm feeling in a certain moment. Not to dismiss sciences (they are included in the major), but it seems that much of what scientists do is discover and treat the symptoms of environmental problems. This is very important. It is the main vehicle for policy change and for the insurgence of activism. But it is also clear to me that there must be more than scientific and scholarly warnings of imminent environmental collapse to give birth to a truly environmental conscience. It has been my experience that environmental awareness arises from a spiritual or emotional change in the way I relate to my world; the way in which I perceive and feel the boundaries between me and my surroundings. This is something science by itself struggles to create, showing that it can only bring us so far – so long as it remains in constant battle with the collective mental outlook of humans. Therefore, in this major, and in my own life, I would like to largely focus on what I see as the roots, the most basic causes of these problems: the individual and collective mindsets of individuals within a society. In what diverse way do we perceive the environment? What assumptions about the world are perpetuating environmental degradation?

From a more personal and complex angle, the creation of this major has been motivated by a long-standing desire to create environmental change in the world. It was born out of my awakening to a world that is in a great need of stewards of the land, people who can remind us how closely connected we truly are, whether we accept it or not, and how that realization can engender a feeling of coming home, of belonging; a sense of firmness or groundedness from which we can approach the complexities of our human life. For a long time, I vowed that I would never major in Environmental Studies or Sciences for the simple reason that it was completely overwhelming. Not only was it overwhelming in the complexity of a solution, but also in the depth of pain that I felt in seeing the difference between our human potential and the reality of our world today. I saw no way that I could find peace, and at the same time continuously turn my gaze towards the enormous disjunction between us and our environment.

My attitude changed during my final year in high school and in my three semester here at CC, finally solidifying last semester as a visiting student at Naropa University in Boulder. I discovered that I could approach environmental issues without the enormous trappings of guilt; not only a surface level guilt that motivated my environmental actions, but a deeper guilt that stemmed from simply being part of this society, and I suppose, from being part of the human race

in the first place. Part of this was me being unknowingly part of the "crisis mentality" that to a large degree characterizes the environmental movement. Instead, I realized I could approach the environment in a more positive way, with the ability to constantly forgive myself. In this way, becoming more environmentally conscious in my own life and pressing for change in my community have become avenues for connection with the Earth and other people. The investigation and eventual awareness of the thoughts and emotions that divided me from my environment and from others became fruitful realizations of how intimately I can connect with my surroundings, the peace that can bring, and how every action in my life can resonate with part of that. One of the things that had first to be investigated, and still does, is the depth of pain that once blocked my entrance into these issues. I had and, to some degree presently have, a very strong resistance to explore that immense heaviness. Approaching that pain fearlessly is a process that's ongoing, but it is one that allows me to continually renew my direction and determination.

I feel that only an Environmental Studies major, with ample exploration of the humanities can act to deepen my understanding of why we are failing to change our actions at such a decisive time in human history. My LAS Major is an attempt to do just that, explore individual dynamics and group dynamics from several different angles. With the help of several disciplines, I hope to better understand people and the systems that control them, and therefore better understand how and where to creatively make change. It seems to me, that more and more, the world needs people who can bridge gaps between disciplines and can creatively see links between diverse ideas that others cannot.

I am a strong believer in "applied education", education that integrates academic learning with real, everyday life. At times, certain concepts seem too abstract, too distant to bring into the concrete and ritualistic lives we live. Ideally, one should be able to connect academic and personal pursuits in a real hands-on way, effectively bringing together theory and practice. The importance of this is apparent in my life in three ways which reflect the three "perspectives" in my major.

First, the Religious/Philosophical perspective became "applied" for me during my semester at Naropa University where they offer "contemplative education", but of course the application of this perspective is not limited to that experience. Second, the Social perspective is being applied during my stay at the "Synergy House" on campus. In this program, environmental education and activism is applied on a house level, a campus level, and a larger community level. There is an adjunct that was just created that will assist our house in following through with various ideas, including retrofitting several local houses. Third, the Scientific perspective will be applied by a study abroad program in Costa Rica, where I will be focusing in depth on science in the tropical rainforest. Each level of these perspectives in my major includes the level before, and integrates it into a broader and deeper understanding of the problem. For example, the science in Costa Rica can in no way be separated from the culture or society, or the society separated from a personal/spiritual expansion in the way I see the world.

Ultimately, I would like to use this major as a leverage point from which I creatively suggest new ways in which to approach environmental issues, raise awareness around environmental problems, and encourage changes in modern day environmental policy. If we can stop teaching sustainability ONLY as an abstract, conceptualized discipline, and find ways of embodying the process of sustainability and the values of harmony with our natural environment, then we can begin to create change from the bottom-up. I believe that the large amount of energy that is put into environmental activism today can be re-directed towards several things: First, an investigation of our own values and how those values are not allowing us to maintain a healthy connection with our environment. As I mentioned above, I would suggest finding a way to do go about these things with a heart-felt passion that isn't weighed down by rigid, moralistic attitudes and motivated by guilt; Second, towards "social synergy", the ability to understand and care for others, and therefore the ability to connect with them through a variety of avenues. This is the

first step in encouraging them to protect their environment and the people in their community; Third, exploring the deconstructionist and objective proclivity of science and how it can either allow a true, living connection with our environment, or encourage a detached, indifferent view of natural processes.

TITLE: ENVIRONMENTAL PERSPECTIVES (Those courses in **BOLD** will be counted towards the major, those with asterisks* are courses I have already completed)

Principal Advisor: Susan Ashley

Associate Advisor: David Gardiner

Tertiary Advisor: Chris Bachelder (who has agreed to provide feedback on drafts, read the final product, and suggest a grade to the Principal Advisor for my Thesis)

RELIGIOUS/PHILOSOPHICAL PERSPECTIVES:

Any view of environmentalism that lacks a philosophical core is not a complete one. It is my understanding that a philosophy is a conceptual framework that lay behind and within action, while religion is the observable set of actions themselves. But whether one aligns him or herself with religion or not, it seems that we must first decide what it means to be human before we can purposefully act in any way, let alone in an environmentally friendly one. Therefore, religion and philosophy are crucial to understanding the value systems that operate within all of us, and the implications those values have on the environment.

My studies at Naropa University have greatly encouraged me to look inward into my own religious/philosophical proclivities, and to investigate why I think, act, and say the things that I do. I am very passionate about this portion of the major, hence, my interest in Contemplative Education at Naropa University. I have no doubt that my spiritual investigations will continue to have a substantial impact on my work at CC. Unfortunately, it is a portion of this major that is virtually impossible to measure.

A third component of religion/philosophy, the "religious experience", is also extremely hard to express or measure. It has become quite clear to me that this experience of union with the divine espoused by many "mystics" is closely related to humans' connection to their natural surroundings. As I said above, perception of boundaries between humans and nature is very crucial to formation of attitudes and actions towards it.

It should be said though, that in my opinion any conceptual framework can not be fairly separated from the cultural, societal, and historical context that it is embedded within. The context inevitably informs the philosophy and the philosophy, in turn, informs the context; a circular exchange that happens in a variety of complex ways.

- **Culture, Society, and History: The Mediterranean** (study of Christianity/Islam)*

This two-block course explored the history of the region and the main forces that molded it; namely Christianity and Islam. We covered the period from the beginnings of Greek culture up to 20th century Europe. For my final paper, I wrote a comparative essay focused on Christian mysticism and Islamic mysticism, using the personal writings of two mystics. As I mentioned above, philosophy, religion, and the experience of each are very important to an understanding of how we relate to our natural environment. For example, the Christian dualism between body and soul (i.e. between earthly desire and the heavenly purity) has important implications for the value of nature. This course focuses primarily on the foundations of Western civilization, namely the conversion to Christian ideals and principles. These philosophies affect not only our Europe and the U.S. but most of the civilized world today.

- **Studying Asia** (study of Buddhism/Taoism/Confucianism)*

This course was a comparative study of the culture, society, and history of South Asia, Southeast Asia, and East Asia. In addition, this course investigated the ways in which we (Western Civ.) historically have approached other cultures, namely "the Orient". We talked about which approaches fairly represent other cultures and which essentially act as methods of control, including what techniques we can use to ensure a critical use of research. It is important for the environmental movement to be able to explore distant cultures and their philosophies w/o oversimplifying their ideas. Many other cultures interact differently with their environment, and I believe that revising our own philosophies in the light of other ideas could be very fruitful.

- **Environmental Ethics (PH 246)**

- This course studies the values underlying human relations to the natural environment and touches on social, political, economic, and ecological aspects of current environmental crises. It will help to understand the inner working of myself and others, and the way in which those processes translate into action. It will also be helpful to explore what ethic we will need to adopt if we are to positively change the way we act toward our environment.

- **Philosophy of Religion (PH 267) (Shoreline Community College)***

- This course was a study of and philosophical reflection upon major world and indigenous religions' myths, rituals, values, and practices. It also addresses issues raised when human beings experience religion, such as the problem of evil, creation, faith, the attributes of God, and the implications of such rationalizations. This is an important study, linking philosophy, religion, experience, and the implications of these on actions.

COMPLEMENTARY COURSES:

- **Ancient Religions (study of Zoroastrianism/Egypt/Mesopotamia)***

- **Philosophy of Language***

- **"Is Nothing Sacred?"***

SOCIAL PERSPECTIVES: The way in which people define themselves and act out their personal philosophies within larger groups, and the social/political constructs that encourage those actions are very important to an understanding of the environmental movement and the forces that hinder its success. Investigating the ways in which personal philosophies can shift in the presence of peers is quite amazing, and is absolutely essential to an understanding of the dynamics of group attitudes and actions towards environmental issues.

- **Environmental Sociology (SO 130)**

This class explores the relationship between capitalism, materialism, and environmental degradation on local and global levels, as well as urban development and growth, environmental racism, environmental activism and justice, the politics of environmental regulation and resource management, and the prospects for environmental sustainability. Building upon philosophy and religion, this course will have me look at the social/political aspects of the environmental problem. The products of this country's personal philosophies are seen in the way that they act in groups, and in the way that they are confined to act according to certain social constructs. Our laws and institutions have incredible power, and I think it is important to know the nature of that power if I intend to create change.

- **Environmental Justice (SO190) (with Emphasis on Writing)** Conflicts and commonalities between practicing environmentalists (pastoral cultures of New Mexico and southern Colorado) and card-carrying environmentalists. Course topics include historic, economic, and social origins of conflicts between these rural cultures and urban environmentalists and today's response by pastoral cultures to re-create equitable economies that sustain environment and culture. This course now allows me a more specific case study in which to draw upon foundations in Environmental Sociology. As I mentioned above, it is very important to study group dynamics

and the formation of communities, and the ways in which personal philosophies are changed, revised, or amplified in the presence of peers.

- **Environmental Policy (EV271) AND/OR Environmental Education (EV276)** (if it is offered in Fall/Spring 2006)

Environmental Policy will consider environmental policy and law, the role of policy and law in protecting the environment, policymaking, policy strategies, and the relationship of environmental policy, law and science. This course will accent both of the courses listed above, in that it will expose me to the inner workings of Environmental Policymaking. This course is closely connected with Environmental Sociology and Justice in that most all of the issues at hand are essentially social and political at the same time.

An Environmental Education class is included because I believe education is particularly important to any change in our approach towards the environment. Our educational institutions are essential leverage points, where the least energy can create the most change, and where the roots of our social principles and morals are transferred to our youth. It is in the social institution of Education that one can clearly see what our culture values, including certain types of attitudes, cognitive abilities, and subjects of study. If we can't create change here, it will be hard to imagine where it is possible.

- Costa Rica Field Studies Program (Affiliated/Accredited through Boston Univ.)

- **(SS) 303 Economic and Ethical Issues and Sustainable Development (4 Credits)**

This course addresses the principles and applications of Ecological Economics, or the scientific and management aspects of sustainability. Allocation, distribution and scale will be presented as parameters to assess the sustainability of development models (at a macro and micro level). Basic concepts of ecological economics cost-benefit valuation techniques will be presented and applied. The roles of local people, government, and private, national, and bilateral aid agencies will be examined as constraints for the implementation of sustainable development models. The empowerment of local people and their reaction to non-local proposals for sustainable development will be examined through the review of specific Case Studies. This course will allow me to examine the relationship between the roles of people in various places in our social/political system and the development of a sustainable model of development. I will get to know the ways in which monetary value puts pressure on our natural resources, and the ways in which people are often caught in these forces.

- Naropa University Course (3 credits):

- **Sustainable Communities (ENV 355)***

This course explores the concept of sustainability from the context of food supply, shelter, energy, protection, proper ecological use of environmental resources, social harmony and balance. Students explore 1) which kinds of societies have met the aforementioned criteria in the past; and 2) whether or not societies and communities that meet these criteria in the midst of today's industrialized cultures can be created. Students work as a team to design a potentially sustainable community for a specific location, within a designated bioregion.

This course applies directly to this major because it approaches the concept of sustainability in a "working" sense. First it asks what is sustainability? What are its various facets? Then, it attempts to answer the question of how we can create a sustainable society in the midst of the incredible momentum of our highly industrialized society. Finally, it provides an opportunity for students to design a potentially sustainable community, based on answers to the questions above.

COMPLEMENTARY COURSES:

- Synergy House Adjunct (EV 120) Topics in EV Science for the Synergy House

- This is a course that is offered in conjunction with entering the Synergy House Program. It allows continual contact between faculty and members of the program in order to more smoothly facilitate the application of ideas. These ideas or projects address physical additions to the house (energy efficiency), social/emotional needs focusing on effective organization and communication of ideas, CC community events and issues, fundraising, grant writing, and educational outreach for CC and the larger Colorado Springs community. More concretely for this year, we will be retrofitting the Synergy House and two other houses in the community. Using a new computer program in the Tutt Science Center, we will be analyzing the energy efficiency of these houses, and making necessary changes to save the most energy and money as possible! This is environmental and social activism in practice!

- Costa Rica Field Studies Program (Affiliated/Accredited through Boston Univ.)

- (LS) Language, Culture, and Society of Costa Rica (2 Credits)

Language, Culture & Society of Costa Rica contains two distinct but integrated modules. The Spanish language module offers listening, oral and written practice of the Spanish language at beginner, intermediate, and advanced levels of proficiency. Students will engage in oral and written grammar and vocabulary exercises; and develop Spanish language skills and tools required for their research projects. The socio-culture module helps students develop a more refined understanding of Costa Rican culture and the various communities with which we work. Students participate in lectures, field exercises and other activities including a homestay- all of which teach them strategies and skills for working with people in a community-based research context and help them to assist with community extension projects. The understanding of culture is very important to understanding of social problems and how they affect the environment.

SCIENTIFIC PERSPECTIVE: The study and application of scientific inquiry is necessary for a more complete perspective on environmental issues. Science allows us to discover the physical changes in our environment that are taking place in response to the actions of our society, actions that are grounded in certain philosophies. Not only this, it allows us to discover certain connections between humans and the natural environment. The program in Costa Rica allows me the opportunity to explore science in a very direct and engaged way that, very importantly, does not remove me from the social and philosophical context I am exploring it within. In this way, the boundaries between objectivity and subjectivity will be brought to the foreground. What assumptions am I bringing into my research? How does my research translate into useful conclusions? How do these conclusions translate into action, on personal and societal levels? This program offers the opportunity for individually directed research, and the opportunity to share findings with other students and Costa Ricans

(extensive overview of program can be accessed at
http://www.fieldstudies.org/pages/46_costa_rica.cfm).

- **Intro to Environmental Science (EV 121)**

- An introduction to the field of Environmental Science will ground me in scientific ways of thinking, and act as preparation for the Field Studies Program in Costa Rica.

- Costa Rica Field Studies Program (Affiliated/Accredited through Boston Univ.)

- (NS) 377 **Tropical Ecology and Sustainable Development (4 Credits)**

Tropical Ecology & Sustainable Development examines the ecological impact of human activity, especially agriculture in a tropical country. The agroecology of important crops will be studied with emphasis on biodiversity as the source of production means and materials. Students

will identify renewable and nonrenewable resources and examine their historical use. We will study the long-term and large-scale impact of local agricultural and other practices on the national and global environment (e.g. water pollution, waste management, climate change). Options for alternative resources use, land restoration and preservation will be examined from ecological, socio-political and economic viewpoints. Factors that constrain or promote particular options will be included. Basic field techniques and measurements will also be covered.

- (NS) 374 **Principles of Resources Management** (4 Credits)

Principles of Resource Management introduces practical tools used in addressing complex environmental problems including coastal zone planning, guidelines for ecologically sustainable development, environmental impact assessment, fisheries management and protected-area planning and management. We will review these tools in terms of their application to local issues and to Case Studies from the Caribbean, the United States, Central America and East Africa.

COMPLEMENTARY:

- Costa Rica Field Studies Program (Affiliated/Accredited through Boston Univ.)

- 491 or 492 Directed Research (4 Credits)

Directed Research prepares students to distinguish hidden assumptions in scientific approaches and separate fact from interpretation, cause from correlation and advocacy from objectivity. Specific tools will include experimental design, field techniques, basic descriptive statistics and parametric and non-parametric quantitative analysis. Succinct scientific writing, graphic and tabular presentation of results and effective delivery of oral presentations will be emphasized.

- Synergy House Adjunct (EV. 120): (ALL YEAR course for ONE BLOCK of Natural Science Credit) Described above!

PUTTING IT TOGETHER:

I'd like to apply the disciplines listed above to a particular case and propose to use a semester study program in Costa Rica as the base of that exploration. As I mentioned, I strongly believe in the value of "applied" learning, and the value of cross-cultural learning. In Costa Rica, my research involves interacting with local and national governments, and working with individual farmers and citizens to try and make Costa Rica more sustainable.

More specifically, I propose a creative exploration of an environmental issue that currently plagues Costa Rica. My interest is in finding out the ways people relate to their environment, on philosophical, social, and scientific levels, and how this may affect the local and national governments' decision making processes on this environmental issue. It is a possibility that I will observe the environmental attitudes, beliefs, values, social/political systems in Costa Rica and compare them to certain aspects of the U.S., through courses taken at CC and additional research. Costa Rica has become an example of environmental progress on a national level, while the United States is now lagging behind. If I choose to do so, I will most likely work with Ms. Varela who is leading the Environmental Justice course on communities in the Southwest. She is very engaged with several communities and their environmental issues.

Before I leave for the Costa Rica Program next fall, I will work with Mario Montano in the Anthropology Department to investigate potential issues that I could research in my time there. Naturally, as I explore the country and converse with the leaders of the program, a particular issue or two will grab my interest. In addition, through the program itself, all

students are required to direct a research project. I can't imagine not discovering another idea to explore in the process.

Because I do not know the exact nature of the issue I will be researching, I cannot explain the parameters, although conventional research will be involved. After gathering sufficient research, I hope to incorporate a creative dimension to the communication of the argument and the conclusion. For example, I may incorporate narratives, craft collaborations of interviews, project scenarios into the future, or utilize literary descriptions of place and people. For this type of creative research, I will be very careful to observe and record everything I discover there. This analysis will be recorded in a journal, and elaborated on throughout my time there.

When investigating personal interactions with the natural environment, creative forms of writing often best express the feelings of a moment, or best capture the embodiment of a philosophy. The very idea of place and the ways in which people are affected by it, lends itself to creative terms. I cannot deny the richness and fullness of sensory perception, of investigating the way I react to a new place, and thinking about creative ways to express what I learn, see and think. Accordingly, I cannot deny the possibility of their importance to a final thesis. A creative writing element also adds depth and interest, and acts as an avenue of communication for what I discover in the next two years, using a method of transmission that is widely appreciated in our culture. In this way, it even gives practicality to the major. If this creative addition informs the thesis, then I will use it. Instead, if it makes sense at the time to use a strictly conventional delivery system, then I will do that.

(extensive overview of Costa Rica Program can be accessed at

http://www.fieldstudies.org/pages/46_costa_rica.cfm).

SENOIR YEAR THESIS STUDY: Blocks 5 and 6, 2007

SUPPORTING COURSES: All of the courses listed above will inevitably help me to explore my thesis. As far as the creative element, which I understand requires trust of capabilities, is supported by the courses listed below. I have also read extensive literature regarding the relationship of humans and nature.

- Intro to Poetry: *

This course was an intro to reading and writing poetry, focusing on specific techniques of language use. It gives me a base from which to expand my own writings.

- Advanced Poetry Writing: *

This course was a directed writing workshop where students were given assignments within various forms and styles of poetry, and were critiqued by the teacher and fellow classmates, finishing the block with a public poetry reading in Gaylord Hall. This course honed my writing and critiquing abilities as well as my ability to present my poetry to the class and to other community members.

- Beginning Fiction Writing: *

Extensive reading and writing short stories and exercises.

- Advanced Fiction Writing: (If offered 2006-2007)

- Extensive reading and writing of short stories.

- Naropa Summer Writing Program: (Summer 2006)

A four week intensive training practice in various forms of Creative Writing.