



The Evergreen State College, Olympia, Washington, Catalog Edition



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The Evergreen State College is accredited by the Northwest Association of Schools and Colleges.

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**This is Evergreen**

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“The Evergreen educational alternative prepares students for a meaningful and rewarding life. It’s the foundation upon which our graduates continue to build in all phases of their endeavors.”

*Daniel J. Evans, President  
The Evergreen State College*



## Structure of Study

- 4 The Evergreen State College is a small liberal arts and sciences college located just outside Olympia, a seaport community of 37,000 at the southern tip of Puget Sound. Founded in 1967, and opened to the first class of 1,100 students in 1971, Evergreen is Washington State's newest public four-year college. It was created as an educational alternative to the state's other colleges and universities, and to serve citizens of southwest Washington seeking a bachelor's degree program.

### Education with a Difference

In the 10 years since, Evergreen has distinguished itself through its special approaches to education. Over a thousand colleges around the country focus on the liberal arts — education designed to help people learn to live a life, rather than just to make a living. At Evergreen, students will find liberal arts education with a difference.

### Full-time programs

Two central differences are intensive, full-time programs and interdisciplinary study. Full-time students enroll in a single program lasting from one quarter to a year or more. Most programs represent a full academic load — 16 quarter credit hours — and the student's work is coordinated around a central theme or issue. Reading, writing, discussion and research support, expand and develop the program theme. Students and faculty are free of unrelated, competing assignments. They devote their full energy to in-depth study. At other colleges, the student usually enrolls in separate classes scattered over several terms, and so has no effective way to connect or tie together all the diverse bits of knowledge.

At Evergreen, we believe that learning to make those connections is one of the larger purposes of education. Our world is complex, problems rarely have simple solutions, people and events don't fit into neat categories. Learning in isolated fragments takes you only halfway toward understanding — the rest is knowing how to fit the pieces together.

### Interdisciplinary Programs

That's why our programs are interdisciplinary. They cover a range of subject areas in detail, but students also learn to integrate the pieces into a meaningful whole. They begin to perceive systems at work and they gain the perspective of a larger framework.

Our interdisciplinary approach is neither comfortable nor easy, but it is rewarding. You are invited, persuaded and prodded, if need be, to move beyond the safe boundaries of parcelized expertise and personal views of the way the world operates. Musicians might combine performance with audio engineering. A sequence of environmental studies could include calculus and graphic arts. (Actually, the entry-level programs are the most far-ranging; the interdisciplinary scope narrows in most upper-division programs.) Advanced programs in the humanities and social sciences often include field work which exposes students to people and cultures outside their immediate experiences. Reasoned examination might become a routine response to social, ethical and political views. And you might find that art is not just a matter of opinion and that truth is very slippery.

### Teaching Most Important

Teaching is the most important mission of the college. Faculty members are genuinely dedicated to teaching and learning, and to in-

terdisciplinary study. Most hold advanced degrees in traditional fields, and value that training, but have come to recognize the limitations of parcelized specialization. They have come to Evergreen to work with other specialists whom, on other campuses, they would encounter only outside the classroom. This kind of collaborative work expands the power of specialties and fosters effective interactions.

### Seminars a Central Feature

Students also take part in this collaboration, because our primary mode of instruction is the seminar. A given program might involve 80 students and four faculty members, but most class time is spent in small group discussions. This close interaction between faculty and fellow students expands and clarifies vaguely formed ideas. It lends perspective through differing viewpoints, and depth through concentrated group effort. Students learn to express themselves and to work cooperatively — two traits Evergreen graduates have found particularly helpful in their lives and careers.

The seminar is used at other schools, of course, but it's generally limited to upper-division or graduate classes. Freshmen often find themselves in large classes passively listening to lectures and, perhaps, interacting with other students in smaller discussion groups led by teaching assistants. This is not true at Evergreen. Freshmen and seniors alike spend *most* of their time in direct contact with faculty and fellow students.

### Evaluations

This close interaction makes a letter-grading system inappropriate. Assessment of student work is an informal part of the seminar, and discussions with faculty regarding problems and progress occur frequently throughout the



**"To live for a time close to great minds is the best kind of education."**

*John Buchan*

quarter. At the conclusion of a program, faculty members prepare narrative evaluations of each student's performance, and students also write self-evaluations. Both documents become part of the official transcript. (Faculty evaluations also indicate traditional course equivalencies for the program.)

### **Uniqueness That Works**

Full-time programs, interdisciplinary study, focus on teaching, seminars, and narrative evaluations — all these factors combine to make Evergreen unique among the country's liberal arts colleges.

It is a uniqueness that works. The National Science Foundation, in awarding Evergreen an \$868,000 grant, one of the largest of its kind ever made, recognized the college as a potential national model for new kinds of instructional programs in the natural and social sciences. Evergreen also leads the nation in the number of Student-Originated Study grants awarded to undergraduates by the National Science Foundation. Student artists win an unusual number of statewide and national competitions. Graduates have enrolled for further study at more than 100 schools around the country, and several in recent years have won prestigious Danforth Fellowships.

### **"Real World" Education**

Our students find Evergreen challenging and frustrating, exciting and demanding, but they get to know themselves and the world better, they discover unsuspected talents and abilities, they accept uncertainty as the first step toward knowledge, and they learn persistence in the search for unity and meaning in life.

They do not become isolated philosophers, though. Evergreen is neither a haven from, nor merely a preparation for, life in the "real world." Education at Evergreen is

an experience in the real world, experience that occurs both on campus and off. The interdisciplinary academic programs focus on real problems or issues, with faculty members and students working collaboratively, drawing upon various specialties or disciplines to arrive at unified and effective solutions. Students learn creative problem-solving skills and they are motivated to develop intellectual tools.

### **One Example**

Democracy and Tyranny, a 1981-82 program, is one example of this real-world focus. Faculty coordinator Richard Brian says, "We will ask tough questions about our proper relationship to the state, to our community and to ourselves. We will try to find out who we are, and what kind of human beings we should become. For one year, we will search together for wisdom by following even the most difficult questions wherever they lead."

### **Internships**

Helping Relationships, a year-long program sponsored by faculty member LeRoi Smith, supplements academic work in psychology and counseling with six-month field internships Winter and Spring Quarters.

An internship is an integral component of the program Toward a Philosophy of Theater, a study of the performing and production arts. Students spend Fall Quarter in Seattle attending weekly seminars and professional classes, preparing a research project, and working with community and commercial theater groups.

About a third of our graduates have participated in some form of internship during their stay at Evergreen. Many students also arrange individual internships through the Office of Cooperative Education. Most of them are placed in southwest Washington

businesses, schools or government agencies, but you're likely to find Evergreen interns almost anywhere. They have worked in the "Apple Capital" as reporters for the *Wenatchee World* newspaper. They helped redesign North Bonneville, a town due to be flooded by powerhouse additions to a Columbia River dam. One student interested in computers went to the heart of the matter and signed on with Control Data Corporation in Minneapolis.

### **Placement**

Adding this real-world dimension to academic study is an expected, encouraged and carefully planned part of an Evergreen education. It may explain the Evergreen edge in competitive employment and graduate school openings. Many of our students have a year or more of near-professional experience through internships before they even begin looking. The effect is noticeable — 93 percent of our class of 1979 found successful placement in jobs (two-thirds within their interest areas), graduate school or other pursuits. This impressive statistic was obtained by surveying ALL graduates, not just those who registered through the placement office.

At Evergreen, we've never felt that learning how to live a life requires that one ignore learning how to make a living. This real-world attitude also sets us apart from many other liberal arts colleges.

### **What We Expect of Students**

We ask students to develop broad interests while pursuing their personal or more specialized educational goals. They must learn to think clearly and communicate precisely, through practice in writing, speaking and research. They must be able to analyze and evaluate



**“A line is length without breadth.”**  
*Euclid*

6 ideas, bring together diverse knowledge into a meaningful whole, and integrate views or experiences from different cultures. They must develop the aesthetic skills of how to respond to and act with style and grace, and the creative skills of perception, design and expression.

Students learn to think and act for themselves, work cooperatively and negotiate with others, and increase their initiative, self-confidence and responsibility. They also discover the value of cultural diversity by dealing with a wide range of people, situations and problems.

Students who make the best of their Evergreen experience develop integrity and a sense of responsibility for choices already made, and they learn how to make better choices. They leave Evergreen with a strong sense of what will provide them a satisfying life.

### **What You Can Study**

Evergreen academic programs cover many different subjects but they are grouped in twelve areas. Nine of these areas constitute interdisciplinary Specialty Areas. These represent areas of particular strength for advanced work. Each area draws on a number of different disciplines, and most offer work at the beginning, intermediate and advanced levels. The nine interdisciplinary Specialty Areas are:

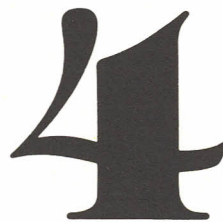
Environmental Studies  
European and American Studies  
Expressive Arts  
Health and Human Development  
Management and the Public  
Interest  
Marine Sciences and Crafts  
Northwest Native American  
Studies  
Political Economy  
Scientific Knowledge and Inquiry

Annual Programs and Basic Programs are the other two important areas of the Evergreen curriculum. A Teacher Certification program leading to the provisional certificate for elementary and secondary education also is available.

Basic Programs are designed for entering students. Basic Programs are always broadly interdisciplinary, although they represent different combinations of the various disciplines. Some, like Political Ecology, draw broadly from the natural sciences, the social sciences and the humanities.

Basic Programs are staffed by Evergreen's most experienced teachers, who are particularly skilled at working with entering students. Basic Programs are specifically designed so that students may further develop skills in reading, writing and seminar-ing, while at the same time acquiring subject areas skills.

Annual Programs represent the college's spontaneous, developing and experimental side. Annual Programs change from year to year to respond to changing student and faculty needs. Some of the most creative programs within the Specialty Area curriculum originated as Annual Programs.



### **Four Ways to Study at Evergreen**

Evergreen offers you several ways of approaching study in the arts, humanities, natural and social sciences. The first of these is through *Coordinated Study* programs, each

composed of 60-100 students, and three to five faculty members (with different expertise), all of whom focus their efforts on a central theme.

You may also choose from a wide range of *Group Contracts* offered in specialized fields and involving 20-40 students and one or two faculty members. Like Coordinated Studies, Group Contracts are also interdisciplinary. These are usually intended for advanced academic work.

For advanced students who are prepared to pursue an individualized, self-designed program, Evergreen offers the *Individual Contract* which is negotiated by a student and a faculty member and defines specific material and activities to be completed by the student during an academic term. An Individual Contract may, for example, call for combinations of research and writing; preparation of a documentary, media production, or project in the arts; or require the student to work in a professional setting. Weekly conferences between student and faculty sponsor allow progress and problems to be discussed at regular intervals.

As a special option to students in Coordinated Studies, Group Contracts and Individual Contracts, and to make part-time study possible for citizens in the local community, Evergreen also offers a number of *courses* in specific subject areas.

### **Coordinated Studies and Group Contracts**

What are Coordinated Studies and Group Contracts and how do they differ from more conventional courses taught elsewhere? What will it be like to be a member of a group engaged in an integrated program of study?

A typical work week at Evergreen does not differ markedly



from any other institution in its basic components. Evergreen uses lectures, seminars, essays, research projects, field projects and similar educational formats. During a typical week in a Coordinated Study program you will probably attend a general lecture with all 80 members of the program. But you might also spend six hours in small group seminars of 10 to 20 persons each. It is quite likely that you will spend a certain number of hours in the field or in laboratory sessions if you are in a science program. In many programs, there are also weekly individual sessions between the students and faculty. In all Evergreen programs there is a large amount of contact in small groups.

One striking difference from other colleges is that at Evergreen all these activities occur within the one and only program in which you are enrolled. There is a comprehensive design so that all activities are coordinated. This enables you to concentrate on your work without the distraction of competing, unrelated assignments. Studying the topic full-time means that students finish by understanding it from many perspectives, and by having the skills to approach other problems in the same way.

Each Coordinated Study program has certain activities in which all members of the program

take part. The most important of the shared activities is the seminar. Students may prepare for seminars by studying a book from the program's required reading list, by doing some writing or by completing a small library research project. Then they assemble in small groups of 10-20 students, under the guidance of a faculty member, to help each other understand the book or to work out its meaning and implications. For seminars to succeed each member must participate actively, analyzing the assigned materials, helping others form their thoughts, thinking aloud.

Students in Coordinated Studies also work extensively on their individual skills and understanding by writing short essays, critiques, and through notebooks and journals. Evergreen asks students not merely to acquire information but also to learn how to communicate it in writing.

#### *Two Examples*

A Winter and Spring Quarter *Coordinated Study* program, Structures in Mathematics and Visual Art, will identify the existence of underlying structures in visual art and mathematics: those images and ideas which repeat, develop, balance and initiate new forms in one's work. Students will explore

ways in which abstract mathematical ideas can or cannot be realized visually. Offerings associated with the program include abstract and linear algebra, and design and studio classes.

A year-long *Group Contract*, French Culture, begins Summer Quarter 1981 with intensive study of conversational French, supplemented by cuisine classes, films and folk dancing. French language study continues Fall Quarter, as students begin examining and comparing the literature, painting, architecture and music of France and the United States. Winter Quarter focuses on the twentieth century and the increased dialogue between writers and artists of the two countries. With the exception of a major anthropological research project, all lectures, workshops and seminars will be conducted in French. Spring Quarter the group travels to Lyons, France, to carry out ethnographic research projects and continue the study of contemporary literature from all genres. Students will keep exhaustive journals, visit museums and art galleries, and attend concerts and films.

#### **Individual Contracts**

Individual Contracts provide flexible opportunities for learning. At the same time, they are difficult and challenging. A full-time Individual Contract should receive as much of your energy and attention as a Coordinated Study program, a Group Contract or full-time studies at another college. Contracts are best for imaginative, resourceful students who have well-defined goals and can pursue them with a minimum of supervision.

An Individual Contract is an individual study plan worked out between a student and faculty sponsor. A student agrees verbally and in writing to complete some

#### *A Typical Week*

Monday	Tuesday	Wednesday	Thursday	Friday
9-10:30 All-program lecture	9-12 Book seminar	All-college work day	9-12 Book seminar	9-10:30 All-program lecture
11-12 Small group discussion				11-12 Small group discussion
Noon				
1-3 Faculty seminar	1-3 Workshop or lab	No classes scheduled	1-3 Workshop or lab	



**“Every bit of knowledge you gain obscures another piece that you already know.”**

*Brian Eno*

8 specified activities – readings, field studies, internship work, artistic productions, writing papers – while the sponsor agrees to provide regular consultation and advice. To qualify, you must demonstrate to a prospective faculty sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative.

The more structured Resident Learning Contract includes at least one regularly scheduled class meeting each week, in addition to the weekly one-to-one conference between student and sponsor. For veterans, a Resident Learning Contract which meets VA class-time requirements qualifies for full veteran's benefits. Other Individual Contracts will qualify for tuition and fees only.

The Academic Advising Office is a good place to begin investigating possibilities for a contract. They maintain lists of faculty who have contract openings available and of the fields of specialization in which those faculty members may be able to sponsor you. This office can also provide valuable advice in organizing and carrying out your studies under this very flexible, but difficult, form of learning.

In filing a contract, one point remains firm: the two important signatures on the contract are yours and your sponsor's. Neither should give a signature easily. If you cannot or are not willing to try to live up to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, he or she should not sign the contract. If your contract requires special facilities or equipment, additional signatures may be required.

Despite the difficulties, the successful contract can be a milestone in a student's college career by providing learning very closely tailored to personal goals.

### **Courses and Part-Time Study**

Evergreen offers 50 to 90 courses each quarter which cover specific subjects in a manner similar to courses at traditional colleges. Some courses are modular units of regular programs; some are offered as flexible study options for full-time students; but most are designed for students with jobs or other daytime commitments.

Courses average 4 quarter hours of credit and they're taught in the late afternoon or evening. Part-time students enrolled in courses tend to have either a specific interest in the subject, or they are pursuing a college degree through evening study. For those interested in a single course, the college has a simplified registration category (Special Student) which does not require formal admission to the college. Degree-seeking students must be formally admitted to the college, and part-time work toward a degree naturally takes longer, but with a combination of courses, half-time evening programs, and part-time options

within regular full-time programs, many students each quarter make steady progress toward their educational goals. Students may enroll directly in one or two courses each quarter, but more than that requires coordination through some form of contracted study.

If you are in a full-time program, you may be able to attend a course as part of your Coordinated Study, Group Contract or Individual Contract. Talk to your program coordinator or contract sponsor about making the arrangements, and do it before the quarter begins, if possible, so you don't lose any time. (In this catalog's program descriptions, look for the line "additional course allowed" to determine which faculty are receptive to courses outside the program format.)

Students may also audit a course, but enrollment is limited, and those studying for credit will be admitted first. Requirements for both credit and audit students are regular attendance and completion of assignments.





**“Reading maketh a full man;  
conference a ready man and  
writing an exact man.”**

*Francis Bacon*

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Courses in the following subjects are usually taught each year:

Accounting	Management
Acting	Mathematics
Calculus	Media
Chemistry	production
Computer programming	Music
Dance	Photography
Drawing	Psychology
Economics	Spanish
French	Theatre
History	Video
	Writing

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Additional courses are offered each quarter in the social sciences, humanities, arts and natural sciences. The complete list appears in the *Evergreen Times*, a tabloid published about a month before the beginning of each quarter. The publication describes all courses, as well as other opportunities for part-time students.

A number of regular, full-time Evergreen programs also offer part-time options. Some of these are half-time (8 credit) programs which correspond to the Coordinated Studies model. They provide part-time students with an integrated, interdisciplinary approach to their education. The amount of credit, prerequisites, and other arrangements vary widely, so students must contact instructors, work out individual requirements, and obtain written permission before enrolling. Catalog descriptions indicate which programs have part-time options.

### **Operation of Programs**

Once underway, a Coordinated Study or Group Contract is not subject to major replanning. Most programs are fully designed in advance and students occasionally participate in the detailed plan-

ning, but faculty are held responsible by the academic deans to stay as close to the plan originally submitted as is possible. This guarantees that students get the program originally announced in that year's catalog, not a variation of it invented at a later date. Faculty are responsive to student needs as a program unfolds, but changing the structure or context of the program is undertaken only when nothing else will work.

In Coordinated Study programs, faculty sign a covenant among themselves regarding the way in which they will conduct the program. In many programs, a second agreement or covenant is prepared by the faculty, outlining student rights and responsibilities. Most Coordinated Studies run smoothly and efficiently but should an occasional problem arise, the covenants can guide the resolution of disputes.

In matters of program operation, faculty carry final responsibility in seeing that the curriculum plan is carried out. Faculty also bear final responsibility in all matters of academic credit.

Students have a right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the academic deans, along with other information, in assessing whether or not faculty are retained. Students should complete an evaluation of any faculty member with whom they work after the decision has been made on credit. This eliminates any suggestion that award of credit may have been influenced by the student's evaluation of faculty and allows students to give a frank critique.

Both students and faculty enjoy academic freedom at Evergreen. This means that no student may be denied credit because of political, religious, or other beliefs. Students will often be required to

prove they understand positions other than their own, but no academic program may require or presuppose acceptance of a particular doctrine or position.

### **Curriculum Planning**

Evergreen's flexible curriculum can be molded and changed in order to meet new student needs and to utilize new information arising from scholarly research. Yet, there is also continuity from year to year, allowing students to plan their selection of programs and contracts.

The Evergreen faculty takes the major role in curriculum planning, but we encourage student participation. Opportunities for student participation and comment are provided through Specialty Area meetings prior to the spring planning retreat.

A few programs are approved each year, particularly Group Contracts, where the initial idea came from students. We encourage this sort of initiative, but new students need to know that each offering must have faculty sponsorship and approval of the academic deans. Developing a new Coordinated Study or Group Contract requires a great deal of work and advanced planning. Curriculum planning begins 18 months before the program is offered.

### **Graduate Study**

Evergreen launched its first graduate program Fall Quarter, 1980, enrolling about 40 students in studies leading to the Master of Public Administration degree.

The program is based on Evergreen's experience with interdisciplinary undergraduate study. Part-time study is encouraged and classes are held at times compatible with typical work schedules of employed students.

Write to the Admissions Office for a copy of the graduate catalog or further information.







## Academic Facilities

As the state's newest college, Evergreen offers undergraduates some of the most modern equipment and facilities in the Pacific Northwest. The 1979 reaccreditation team, in fact, declared the facilities "superior to that which can be found in any institution of which we have knowledge."

Students have access and "hands on" experience begins at the freshman level.

Following is a brief look at some of the resources available as a part of your academic study.

### Library

Ideas, information, access to them and ways to communicate: That's what our library is all about. We have more than 150,000 books for your use and pleasure, with more than 10,000 new books acquired each year. Our print materials include more than 2,500 serials (journals, magazines and newspapers), 36,000 government publications and tens of thousands of pages of material on microfilm and microfiche.

We also have available more than 4,000 audio recordings, 20,000 slides, numerous art prints, maps, films, video tapes, transparency sets, models and displays.

Of special note is our reference collection, which consists of thousands of indexes, encyclopedias, dictionaries, bibliographies and handbooks, which function together as a complex information tool.

In addition to traditional information resources, the library has portable audio-visual equipment, which may be checked out by anyone in the campus community.

The Media Production Center provides a beginning- to intermediate-level media facility for use by Evergreen students, faculty and staff. It is fully equipped with work stations including a photography studio, a graphic arts workroom, audio and video recorders, an ARP

synthesizer, listening carrels, multimedia program equipment and super 8 and 16 mm film editing benches.

For more advanced students, the library is equipped with a color television studio and a highly sophisticated sound recording and mixing studio. The library also offers media production services in graphic design, photography, and audio and video recordings.

More detailed information may be obtained from the library *Hands On* book or from our staff.

### Computers

The role of the computer in today's society and its importance to citizens has grown until there is scarcely an area into which the technology has not been adapted.

At Evergreen, all students have access to the computers. Each year an estimated 40 percent of our students find the computer "tool" a valuable problem-solving resource, one to which they have open access through a "hands-on" approach to learning.

With two Hewlett-Packard minicomputer systems, up to 48 students can use the computer concurrently, utilizing their own programs or those drawn from the library of programs including simulations and data analysis packages. More than 40 terminals are located around the campus and terminals may even be checked out from Media Loan for individual use at home.

A remote job entry terminal system can be used for "number crunching" or access to special software. Data General NOVA Minicomputers, PLATO, an analog digital hybrid system, and an extensive collection of microprocessor systems round out the rich range of facilities available.

Students get a great deal of staff support as they use computer resources, operate equipment and

write special programs. In addition, advanced students have facilities for applications in computer science such as computer graphics. Individual Contracts are also available with faculty and staff, as well as internships with computer manufacturers, software houses, and major users including state government.

Graduates have produced commercial computer-animated films, attended graduate schools in computer science at Stanford and the University of Edinburgh, Scotland, for example, or taken their knowledge into the work world as a powerful tool to complement their other pursuits.

In 1978, Evergreen was chosen by a National Science Foundation study as one of ten exemplary colleges and universities nationwide for use of instructional computing.

### Arts and Sciences Laboratory Building

The laboratory building provides a complex learning environment with facilities to support the arts and sciences. Spaces and equipment arrangements allow large groups to work together in team-taught Coordinated Study programs, small groups to carry out research projects, and individuals to pursue special projects and research problems.

The complex was built in three stages: Phase I, the Annex, and Phase II. Phase I houses a self-paced learning center, a laboratory supply store, a number of teaching-research laboratories, an exercise testing laboratory, holography laboratory, animal rooms, cold rooms, electron microscope, advanced microscopy laboratory, and several instrument laboratories housing spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters, and other equipment necessary for advanced instruction in the sciences. A vivarium where



**12** exotic plants are displayed in a controlled environment, painting and design studios, and various shop and storage areas complete the general inventory of spaces available in Phase I.

The Annex provides greenhouse facilities, a ceramics studio, and a large high-ceiling area for sculpture, shop work, casting, welding, glass blowing, lapidary, spray painting, and sheet metal work.

Phase II provides large, open studio spaces as well as general laboratory science space. The printmaking studio, one of the best in the state, includes facilities for lithography, serigraphy, intaglio, bookbinding, letterpress printing, paper making, and vacu-forming. A photo lab makes it convenient for the printmaker to use photographic processes. There's equipment for registering color lithographs, and fine book work can be produced from start to finish. Combined weaving, batik, jewelry-making, drawing, design and painting facilities rest adjacent to general-purpose science laboratories. Interspersed seminar rooms and small-group meeting areas — where discussion and reflection can take place — complement the laboratories.

The abundant use of natural wood finishes and bright colors, display spaces and informal lounge areas makes this learning facility a congenial place for study, and an interesting place to visit.

### **Communications Laboratory**

The Communications Laboratory Building provides a comprehensive instructional, performance and production facility for audio and video communication, film, still photography, theater, speech, music, dance and two-dimensional design. The structure houses the 220-seat Recital Hall and the 310-seat



Experimental Theater, faculty and staff offices, and recording studios and rehearsal halls for orchestra, chorus and band. The building is state-of-the-art throughout, including facilities for electronic music and filmmaking and previewing. Students have even recorded master tapes for record albums with Communications Laboratory equipment.

### **Seminar Building**

The Seminar Building provides seminar rooms, faculty and staff offices, and headquarters for graphics and health services.

### **Lecture Halls**

The Lecture Halls are housed in a pie-shaped structure on the west side of the central plaza. The building contains five auditoriums with capacities of 75 to 320 people. Each room is equipped, to varying degrees, for media presentations such as 16mm feature-length movies, 35mm slide shows, video recording and playback, and overhead or rear-screen projections.

Some program lecture sessions meet in the Lecture Halls. Feature-length films are usually screened in Lecture Hall 1 and campus events are often scheduled in the facility.

### **Sundquist Marine Laboratory**

Located near the ferry terminal west of Anacortes, the Sundquist Marine Laboratory is set on 71 forested acres containing a freshwater lake and 2,900 feet of seawater frontage. The facility is administered by Western Washington University on behalf of the state's colleges, so Evergreen student groups have access. There are no living accommodations on the site, but Marine Science programs sometimes use this laboratory.

### **Malheur Field Station**

The Malheur Field Station is on the Malheur National Wildlife Refuge in southeastern Oregon, an area of rich wildlife diversity in the high desert at the northern margin of the Great Basin. The station has complete living facilities, including dormitories and a mess hall, and is an ideal base for field studies. Evergreen and the other colleges in Washington and Oregon jointly support the Malheur Field Station. It is heavily used by some programs in the Environmental Studies area.



## The Campus and Vicinity

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Most campus buildings are grouped around a large, red brick plaza (christened "Red Square" long ago). On warm days, student musicians gather near the corner of the plaza formed by the library and College Activities Building, the volleyball players occupy the center, Frisbee artists line up near the Lecture Halls, and those who prefer to just lie around often climb up on the large, grassy mound at the head of the plaza near the Laboratory Building complex.

On rainy days, which are frequent in the Northwest, campus buildings become warm refuges from the drizzle. That may be one reason why Evergreen's library has such a high rate of student use — it's cozy.

On snowy days, just a few each year, the campus becomes an outdoor gallery for student snow sculpture. And if the sculptor's creative mood breaks down, snowball fights are easy to arrange.

The northern edge of the campus is 3,300 feet of undeveloped waterfront along Eld Inlet, at the tip of Puget Sound. A trail through the woods gives access for beach walks or swimming.

Most of the campus is forested — 1,000 acres of alder, maple, and Douglas fir. There are trails for walking, jogging and bicycling, and the forest itself is an excellent learning laboratory for the biological sciences and environmental studies.

The Pacific Ocean is about an hour's drive west of campus, with long, sandy beaches gradually giving way to an extremely rugged coastline as you move further north. The road north, Highway 101, runs like a tunnel through old-growth forests and takes you past the Quinault Indian Reservation, the western entrances to the Olympic National Park and, at the top of the loop, the Hurricane Ridge ski

area and the city of Port Angeles, where you can hop a ferry for Victoria, British Columbia. The complete 101 circuit back to Evergreen means a quick side-trip to Port Townsend (a haven for writers and artists), and then a leisurely drive down the shore of Hood Canal.

A few hours' drive east of campus is 14,000-foot Mt. Rainier, the snowcapped sentinel of the Cascade Range. The Cascades bisect the state — millions of acres in national parks and forests available for outdoor recreation.

### Where Students Live

About 600 students live on-campus in the four residence halls and in the "Mods," a collection of 19 duplexes. Most units have complete kitchens, so students either cook their own meals or eat at the cafeteria, snack bar or deli located in the College Activities Building. College housing tends to fill up early. It's relatively inexpensive, convenient to campus, and many students find it puts them in closer touch with the social life of the college.

Another 400 students live in Adult Student Housing (ASH), a privately operated apartment complex on the edge of the campus near the residence halls. (You have to be a student to live there.)

The remaining 60 percent of the student body lives mostly in the Olympia area. They commute to campus by car, bus (hourly service), or bicycle. Though inexpensive off-campus housing is scarce, resourceful students usually find something appropriate — from apartments to farmhouses, large shared rentals to one-bedroom cottages.

### When You're Not Studying

On-campus social activities include films, concerts, dances, plays, visit-

ing speakers and special events. Academic programs are often the source of cultural events; students stage public performances as a regular part of their studies in theater, dance, music, film and other areas. And, of course, everyone spends a good deal of time talking — about life, about Evergreen, about Art, about politics, and about whatever is exciting, frustrating or merely curious. The Evergreen community is an interesting collection of people — you'll enjoy getting to know them.

There are also intramural and intercollegiate sports, Leisure Education workshops ranging from dance to sport parachuting, and a well equipped Campus Recreation Center (11-lane pool, saunas, racquetball courts, etc.). The Recreation Equipment Center can also outfit you for a two-week backpacking expedition, a white-water river trip, or a Sunday afternoon volleyball game.

Favorite Olympia-area pastimes include movies (the town has 18 theaters); breakfast at the Spar Restaurant; lounging around 4th Avenue near the harbor, where many businesses are owned by former Evergreeners; and if you're old enough, beer and pool at the Two-Mile House or dancing to LOUD rock at Captain Coyote's.

Seattle is 60 miles north on Interstate 5 and offers all the cultural and recreational activities one would expect to find in a large city.







“Not only is there  
but one way of  
*doing* things  
rightly, but there  
is only one way  
of *seeing* them,  
and that is, see-  
ing the whole of  
them.”



### Basic Programs

	Page	Quarters				General Subjects Covered																												
Democracy and Tyranny	19	■	■	■	▲														●	●							●						●	
Form & Content: Cultural History	19	■	■		▲		●												●	●								●						
Human Development	20	■	■	■	▲					●									●	●														●
Origins of Life and Intelligence	20	■	■				●			●									●									●						
Outdoor Education	21	■	■	■			●					●	●							●								●						
Political Ecology	22	■	■	■							●	●	●																●					
Re-introduction to Education	22	■	■	■	▲															●	●													●
Society and the Computer	23	■	■		▲															●	●	●												
Third World Wisdom	23	■	■	■	▲	●	●														●						●	●						

### Annual Programs

Making of America: Unfinished Crises	24	■	■	■	▲		●												●	●							●	●					
Philosophy, Science, Human Behavior	25		■	■			●			●																	●		●	●			
Structures in Math & Art	25		■	■	▲		●														●						●						
Transformations: Adult Development	26		■	■	▲																●												●
Two Revolutions in Art and Thought	26	■	■	■	▲		●														●	●					●	●					
Writing and Re-writing	27	■	■																														

### Environmental Studies

Intro to Environmental Studies	29	■			▲						●	●	●															●	●				
Earth Environments	29		■	■			●				●		●															●					
Environmental Design	30		■	■						●				●																			
Advanced Environmental Design Seminar	30	■	■	■	▲		●						●															●					
Ornithology	31			■							●		●																				
Ecological Agriculture	31	■	■	■	▲						●	●	●																				
Energy Systems	32	■	■	■	▲		●				●																	●					●

### European and American Studies

Power and Personal Vulnerability	34	■	■	■	▲																											
Classic Images: Homer	35	■			▲		●																									
Classic Images: Thucydides	35		■		▲		●																									
Classic Images: Plato	35			■	▲		●																									
The Family and Women in America	36	■					●																									
French Culture (begins summer 1981)	36	■	■	■	▲	●	●																						●			
Short Fictions	37	■			▲		●																									

### Expressive Arts

Foundations of Visual Art	38	■	■																													
Foundations of Performing Arts	39	■	■	■																												
Recording, Structuring Light & Sound	39	■	■							●																						
Philosophy of Theater	40	■																														
Camerawork	41	■								●																						
Mixed Media	41	■	■		▲		●																									
The Art of Dance	41	■	■	■	▲																											
Current Work: New York City	42			■			●																									
Gallery Management & Exhibition Design	42	■	■	■	▲		●																									

Cont'd

Fall Winter Spring Part-Time Option Anthropology Art, design Biological sciences Economics Ecology, Env. stds. Education History Literature, writing Mathematics Media, film Music Philosophy Physical sciences Political science Psychology Sociology Theatre



### Expressive Arts

	Page	Quarters	General Subjects Covered																			
The Making of Music	43	■ ■ ■	▲		●								●	●								●
Meaning and Art	43		■		●							●										●
Printmaking	44		■		●																	
Techniques of Visual Anthropology	44		■		●									●								

### Health and Human Development

Human Health and Behavior	45	■ ■ ■				●															●		●	●
Culture and Consciousness	46	■		▲	●								●									●		●
Development: The Aim of Education	46	■ ■ ■									●											●		●
Helping Relationships	47	■ ■ ■	▲																			●		●
Nutrition	47		■	▲		●																	●	
Social Interactions: Problem Youth	48	■ ■ ■																				●	●	

### Management and the Public Interest

Management and the Public Interest	49	■ ■ ■	▲																				●	
Social and Health Services Policy	49	■ ■	▲			●																	●	●
Tools for Decision Making	50	■	▲																					●

### Marine Sciences and Crafts

Vancouver and Puget	51	■ ■ ■				●		●		●	●													
Tropical Biology	51	■				●		●																
Marine Biology	52		■			●		●																

### Northwest Native American Studies

Life Modeling: A Sense of Being	53	■ ■ ■	▲	●																		●		●	●
Old Olympia: Uncovering Our Past	53	■ ■	▲	●								●	●		●										
Growing Old in America	54		■	▲	●																		●	●	

### Political Economy

Introduction to Political Economy	55	■																					●	●
Persuasion and Propaganda	56		■ ■	▲																			●	●
Social Theory, Capitalist Society	56	■ ■																					●	●
America in the 1930s	57		■	▲																			●	●
Socialist Political Econ. Systems	58		■																				●	●
Writing Popular Political Economics	58		■																				●	●

### Scientific Knowledge and Inquiry

Introduction to Natural Science	59	■ ■ ■	▲			●																	●	
Matter and Motion	59	■ ■ ■	▲			●																	●	
Molecule to Organism	60	■ ■	▲			●																		
Adv. Physical Science & Mathematics	60	■ ■ ■	▲																				●	
Science and Government	61		■																				●	●

### Evergreen-Vancouver

Communication: Humanities/ Soc. Sci.	62	■ ■ ■	▲			●																	●	●
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### Teacher Certification

	63	■ ■ ■				●																	●	●
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Fall  
Winter  
Spring  
Part-Time Option  
Anthropology  
Art, design  
Biological sciences  
Economics  
Ecology, Env. stds.  
Education  
History  
Literature, writing  
Mathematics  
Media, film  
Music  
Philosophy  
Physical sciences  
Political science  
Psychology  
Sociology  
Theatre, dance



## Basic Programs

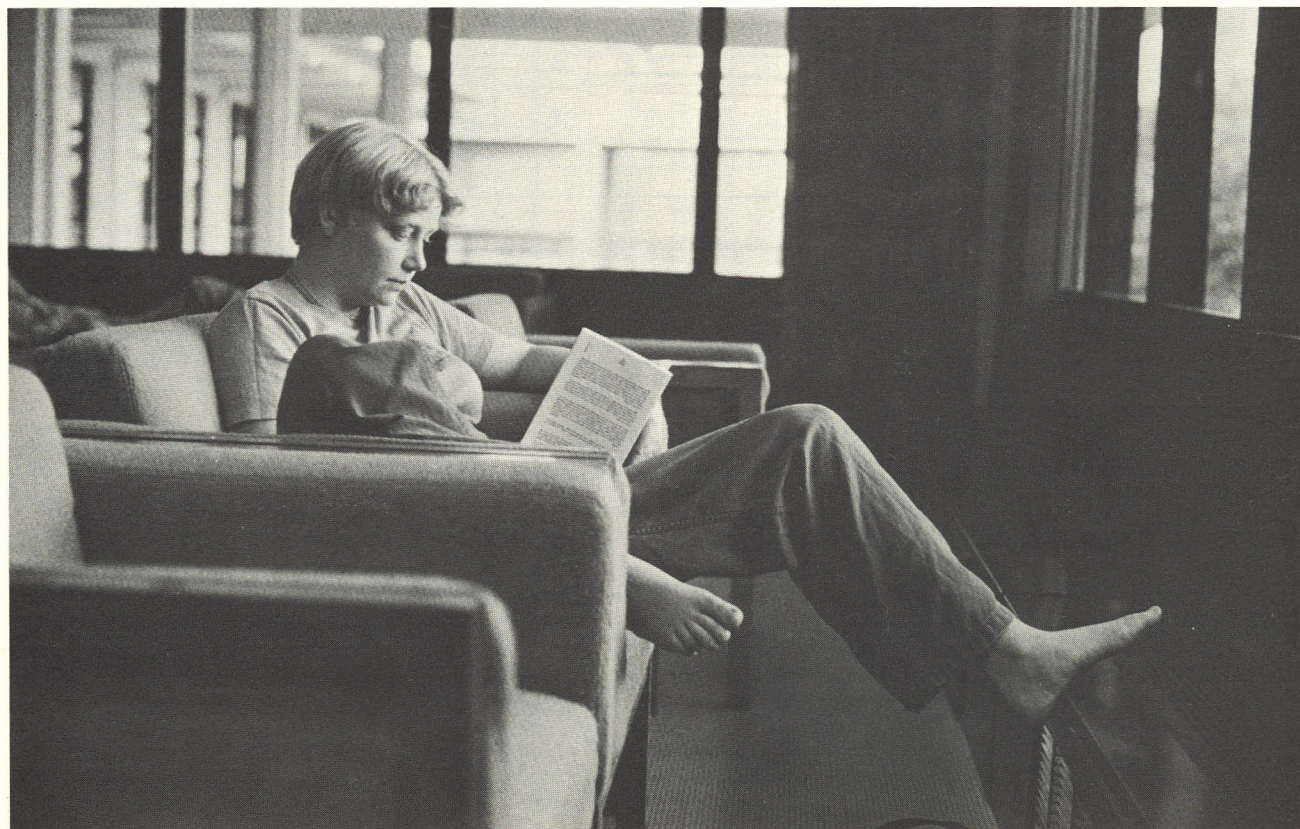
**18** Basic Programs are designed for students in their first or second year of college, to give them a solid foundation of knowledge and skills as preparation for more advanced studies. Basic Programs introduce students to the central mode of study at Evergreen – the Coordinated Studies program, in which faculty members from three or four different disciplines use their knowledge to help students explore a central theme or problem. (For example, a biologist, chemist, economist and political scientist might teach a program investigating the interaction of human beings with their physical environment.) This interdisciplinary approach means studying situations as wholes, not as collections of unrelated fragments. Basic Pro-

grams are one place to discover the full breadth of the situations that concern the student – the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

Basic Programs emphasize the development of skills necessary for successful college work. For most students this means learning how to write easily and well in various modes, how to read carefully, analyze arguments, work cooperatively in small project or discussion groups, and how to use the many resources in the library. Basic Programs also aim to help students connect their studies with their own intellectual and personal concerns and to make responsible decisions about their education.

Each of the Basic Programs listed in this catalog section is an integrated study program that combines a number of different activities (seminars, individual conferences with faculty, lectures, laboratories – whatever is appropriate) to help the student learn about the program theme or topic, and at the same time to learn about the student's own goals, about defining problems and dealing with them, about the college's people and facilities, about how to read critically and write easily and effectively.

*Students in their first or second year of college and new to Evergreen are strongly advised to take a Basic Program.*





**“Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.”**  
*Henry Baron Brougham*

## **Democracy and Tyranny: The Paradox of Freedom**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Richard Brian

*Enrollment:* 92

*Prerequisites:* None

*Special Expenses:* Any field trips or program retreats

*Part-Time Options:* Yes

*Reference Number:* 1019 P

This program will be a search for our roots in the past, an attempt to understand the present, and an analysis of our hopes, and fears, for the future. We will ask tough questions about our proper relationship to the state, to our community and to ourselves. We will try to find out who we are, and what kind of human beings we should become. Even as we study our heritage, we will ask whether it is worth studying and whether our traditions are worth saving. For one year, we will search together for wisdom by following even the most difficult questions wherever they lead.

Democracy and Tyranny is a program in the humanities and social sciences which integrates work in literature, history, anthropology, political philosophy and writing. In the course of the year students will investigate some traditional tribal societies, the culture of classical Greece and the experiences of contemporary America. Although we will concentrate our study on a comparison of democratic Athens and America, we also will include literature from the fifteenth through the twentieth centuries, which will help us to explore the basic questions. The problems we will study are old, and ever new: problems of freedom and slavery, men and women, peace and war, courage and cowardice, good and evil, the beautiful and the ugly.

*Planned equivalencies in quarter hours:*

*Fall Quarter:* 4 quarter hours each in history of ancient Greece, English composition and Greek literature in translation, 2 quarter hours each in introduction to cultural anthropology and philosophy of ancient Greece.

*Winter Quarter:* 4 quarter hours each in history of medieval Europe, English composition, introduction to political philosophy and introduction to sociology.

*Spring Quarter:* 4 quarter hours each in history of the modern world, English composition, American literature and introduction to philosophical thought.

Program is preparatory for careers and/or future study in the social sciences and the humanities.

*Additional course allowed:* Yes

*Internship possibilities:* No

## **Form and Content: Cultural History of the Modern World, 1840-1940**

*Fall, Winter/Coordinated Studies*

*Coordinators:* Hiro Kawasaki, David Marr

*Enrollment:* 69

*Prerequisites:* None

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1033 P

This program is intended to give students a fundamental grasp of the arts within a broad social and cultural perspective; it will equip students with the vocabulary and basic theories of visual art, music and literature. Students also will learn the basic skills of reading critically, writing coherently and expressing or exchanging ideas in a seminar situation.

Students attend workshops Fall Quarter on reading, writing, seeing and listening skills, in addition to weekly lectures and seminars.

Winter quarter will be devoted to an historical survey of the arts during 1840-1940, a period of rich variety in artistic styles and goals, which provides ideal grounds for learning the basic ingredients of the arts: form and content.

We will study such artistic movements as Realism, Impressionism, Post-Impressionism, Symbolism, Fauvism, Cubism, Expressionism, Dada and Surrealism in visual art, and will focus upon artists such as Courbet, Manet, Monet, Renoir, Degas, Van Gogh, Gauguin, Cezanne, Matisse, Picasso, Kandinsky, Duchamp, Arp and Matisse. These movements and artists were highly conscious of opening up new possibilities in visual art, asserting their own beliefs, some of them insisting on the supremacy of form, and others on content over form. Each contributed to a rapid expansion in the definition of art.

Our study of music will parallel the visual art history and will reveal similarities and differences in these two forms of expression. Included in the music history will be the works of such composers as Liszt, Wagner, Verdi, Brahms, Mahler, Debussy, Ives, Bartok, Schoenberg and Stravinsky. We will study the relationship of word and music through the study of poetry and vocal music.

We will examine ways in which the artists, composers and writers manipulated their media and forms, and learn what constitutes a certain style. In addition, we will study aspects of human experience they chose to express in their works, and will read some of their statements on choice of subject matters and styles.



**"The eternal silence of these infinite spaces (the heavens) terrifies me."**

*Blaise Pascal*

20

Program reading will include such books as *The Shape of Content*, Ben Shahn; *Arts and Ideas*, Fleming; *Complete Stylist Handbook*, Sheridan Baker; and *Varieties of Visual Experience*, Edmund Feldman. In literature, we will read such books as *Moby Dick*, Melville; *Tales*, Hawthorne; *The Birth of Tragedy*, Nietzsche; *The Brothers Karamazov*, Dostoevski; *The Heart of Darkness*, Conrad; *Death in Venice*, Mann; *Flies*, Sartre; and *The Stranger*, Camus.

*Planned equivalencies in quarter hours:*

4 quarter hours each in expository writing, art appreciation, music appreciation and cultural history of Europe and America, 1840-1940, 8 quarter hours each in European and American literature and individual outside coursework.

Program is preparatory for careers and/or future study in the humanities, art history, and in studio and performing arts.

*Additional course allowed:* Yes  
*Internship possibilities:* No

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## Human Development

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Willie Parson

*Enrollment:* 92

*Prerequisites:* None

*Special Expenses:* \$20 for retreat

*Part-Time Options:* Yes, with permission of faculty

*Reference Number:* 1043 P

Human Development is designed to meet the needs of students who wish to prepare a general educational foundation. It may be of special interest to students wanting a later specialization in one of the human services professions, such

as medicine, law, government, education, social work, law enforcement or religious leadership. The main objective of the program is cultivation of the student's ability to interpret his life to himself and others in response to readings in the social sciences, biology, history and literature. Development of skills in critical thinking, writing and oral expression will be stressed.

The key questions of the program will be these: What are the most important factors and issues of human development? How are these reflected in our community now? How are these to be seen in my life now, and what are they likely to mean to me in the future?

In order to answer these questions, we shall need to learn how the human species developed, where we came from, how we differ and how we do not differ from other species, and where it seems we are headed as the planet's dominant species. We also shall need to learn about how contemporary individuals develop, how all of us mature through particular ways of learning and forgetting, resolving conflicts and avoiding them, getting sick and getting well, teaching and being taught, dreaming, working, playing, loving, reflecting and dying. Finally, we shall need to help each other to become more aware of how each of us as separate individuals has developed, where each of us is now, and what each of us hopes to become.

Program activities will include lectures, workshops, book seminars and writing workshops.

*Planned equivalencies in quarter hours:*

6 quarter hours each of expository writing, creative writing, introduction to psychology, introduction to human biology, American history, child development, literature, and

personality development.

Program is preparatory for careers and/or future study in the sciences and social sciences.

*Additional course allowed:* Fall, Yes. Winter and Spring, No.  
*Internship possibilities:* No

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## Origins of Life and Intelligence

*Fall, Winter/Coordinated Study*

*Coordinator:* Siegfried Kutter

*Enrollment:* 92

*Prerequisites:* None

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1073 P

This program deals with the evolution of human life and intelligence, beginning with the cosmic creation of matter and proceeding through the origin of life on earth to the development of human culture. We shall examine the physical, biological and social dimensions of this evolution, and conclude with speculations about the future of human civilization.

*Fall Quarter.* Lectures and reading. Astronomy and geophysics: the origin of the universe; formation of galaxies, stars and the chemical elements; formation of the sun and planets; evolution of the earth's atmosphere and oceans. Biology: prebiological evolution and the origin of cellular life, development of photosynthesis, respiration and sexual reproduction. Humanities: origins as portrayed in mythology, religion and Western thought; uses and misuses of evolutionary concepts; consequences of views of origins on ethics and behavior.

Seminars and workshops. Writing, basic math and physical science, discussion of origins concepts.



**"Mountains are the beginning and the end of all natural scenery."**

*John Ruskin*

*Winter Quarter.* Lectures and reading. Biology principles of evolution, evolution of multicellular organisms. Anthropology and history; social relations of primates, the origin of human beings and early civilizations, development of agriculture, science and technology. Social science: "Intelligence" with reference to humans, dolphins, insects, computers; prospects for the future, including aspects of genetic engineering and contact with extraterrestrial civilizations.

Seminars and workshops. Discussion of issues raised in reading, writing, basic computer programming, and one other to be selected depending upon student interest.

*Planned equivalencies in quarter hours:*

4 quarter hours each in English composition, physical and biological science, anthropology, origins of civilization, history of science, philosophy, basic math and computer programming.

Program is preparatory for careers and/or future study in the sciences and social sciences.

*Additional course allowed:* No  
*Internship possibilities:* No

## **Outdoor Education**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Kaye V. Ladd

*Enrollment:* 92

*Prerequisites:* None

*Special Expenses:* Retreat expenses (food, equipment rental). It is desirable, although not necessary, for students to have personal camping equipment (boots, frame pack, sleeping bag).

*Part-Time Options:* No

*Reference Number:* 1077 P

In the Outdoor Education program we will investigate the natural environment, the experience of humans within that environment, and the ethical concerns of humans. One focus will be examining the concept of "symmetry" by asking "What is the structural basis of the environment, society and individuals, and is there a similarity in structure and dynamics among them?"

We will use the common learning experiences in the outdoors, and in seminar, to inquire into learning and human growth. We will emphasize communication skills development to allow each person to successfully interact and participate in group learning. Students will assume increasing responsibility to choose and plan their studies as the year progresses.

We will have a three- to four-day retreat once a quarter in either the Olympic Peninsula or the Cascade Range in which we will hike, learn necessary outdoor skills and conduct field workshops. In addition, each week we will use the Evergreen campus for learning such

skills as basic mountaineering, first aid, map and compass use, and orienteering.

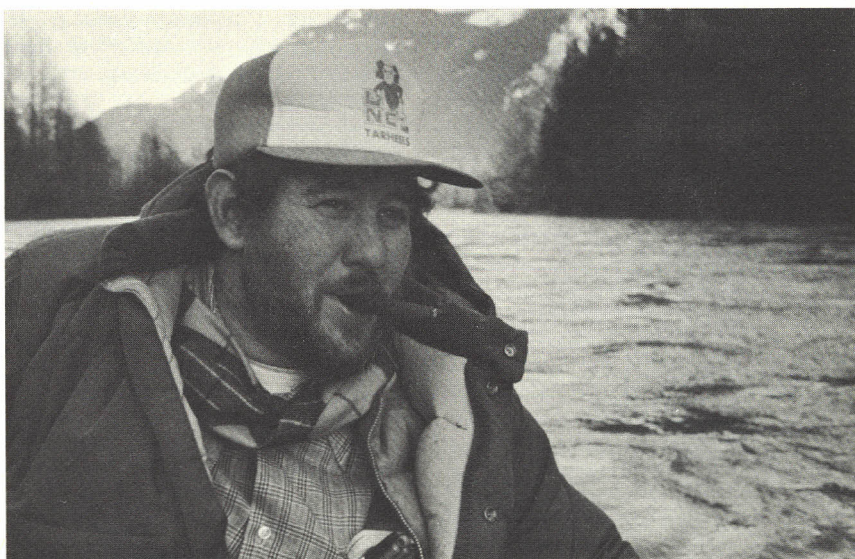
Program goals are: (1) to acquire a basic knowledge of social science and physical science; (2) to develop skills in reading, writing, discussing and field observations; and (3) to become acquainted, experientially and theoretically, with the learning process.

*Planned equivalencies in quarter hours:*

4 quarter hours each in anthropology, community studies, sociology, environmental politics, writing, literature, philosophy, ethics, psychology, and education, 8 quarter hours in physical science.

Program is preparatory for careers and/or future study in human development, social and physical sciences, psychology, education, environmental studies, philosophy and community studies.

*Additional course allowed:* No  
*Internship possibilities:* No





## Political Ecology

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Matt Smith

*Enrollment:* 92

*Prerequisites:* None

*Special Expenses:* Field trips

*Part-Time Options:* No

*Reference Number:* 1083 P

Political Ecology examines the effects of humans on their environment. This demands an understanding of what the environment is, how our values help direct our interaction with it, and how political and economic institutions affect both our values and the environment. To investigate this theme it will be necessary (1) to learn the basic ecological concepts underlying our understanding of ecosystems, (2) to examine the historical and philosophic inheritance that shapes our personal and societal values, and (3) to understand the political and economic processes that influence the quality of our lives and the environment.

Program goals include (1) examination and formation of personal environment values, (2) development of effective ways to act consistent with those values, (3) improvement of basic learning and communication skills, and (4) introduction to the humanities, natural and social sciences.

The program presents introductory material in the natural and social sciences through faculty and guest lectures, workshops, seminars, films, labs and field trips. This information will then be applied in field and classroom work to a natural and human community. Students will be given increasing responsibility to choose and plan their own studies as the year progresses. There will be a strong



emphasis on improving basic skills: reading, writing, library research and critical thinking.

*Planned equivalencies in quarter hours:*

12 quarter hours each in biology and social sciences, 8 quarter hours each in environmental studies and writing, 4 quarter hours each in literature and history.

Program is preparatory for careers and/or future study in natural/social sciences, environmental studies, environmental education, field biology, political economy and humanities.

*Additional course allowed:* Possibly  
*Internship possibilities:* No

## Re-introduction to Education

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Lovern King

*Enrollment:* 46

*Prerequisites:* None

*Special Expenses:* None

*Part-Time Options:* Yes; program has half-time option.

*Reference Number:* 1091 P

This program is designed for women making the transition from home or work to school. The program will provide a place for women to make self-assessments of their strengths and weaknesses, develop academic and study skills in an individualized way, meet new people, learn goal setting/decision making, look at images of women in media and literature, and experience writing as expression and as genre. Each student will be responsible for constructing a learning contract that shows systematized planning by specifying the desired outcomes and then designing a program to achieve such ends.

A probable book list includes: *Women as Winners*, Dorothy Jongeward; *Images of Women in Literature*, ed. Mary Anne Ferguson; *Women and Madness*, Phyllis Chesler; *Revelations: Diaries of Women*, ed. Mary Jane Moffat & Charlotte Painter; *Jane Eyre*, Charlotte Bronte; *The Feminist Papers*, ed. Rossi; *Women and Fiction*, ed. Cahill; *The Woman Warrior*, Maxine Hong-Kingston; *Woman on the Edge of Time*, Marge Piercy; *The Three Boxes of Life*, Richard Bolles; *Women*, Barbara & Gideon Seamen.

*Planned equivalencies in quarter hours:*

4 quarters hour each in English composition, history of American women, women in literature and self-assessment of learning.

Program is preparatory for careers and/or future study.

*Additional course allowed:* Yes  
*Internship possibilities:* No



## Society and the Computer

*Fall, Winter/Coordinated Study*  
*Coordinator:* Ron Woodbury  
*Enrollment:* 69  
*Prerequisites:* None  
*Special Expenses:* None  
*Part-Time Options:* Yes  
*Reference Number:* 1105 P

Make a phone call, buy a Big Mac, write a check, apply for a loan, drive a car, work on a production line: welcome to the computer age, "post-industrial" America, the information and communications revolution. Most of the time you can't see the computer, but more and more of your daily activities are dependent on computers and the technology which computers spawned.

The experience which American society is going through today with computers, while much more sophisticated in its technology, is still not so very different from the experience which other societies have been going through with technology since human beings first appeared on the earth. Society and the Computer will use the study of other technologies and other cultures to understand better what we can expect from the impact of computer technology on our society and our lives.

Students will study how computers work; how they are used in business, communications, science and social science; and what we may expect will be their specific impact on us. The program will also teach basic college-level skills in critical analysis and problem-solving, writing, computer programming in the BASIC language, and mathematics by self-paced methods which allow each student to begin from and progress to any level of which he or she is capable.

*Planned equivalencies in quarter hours:*

12 quarter hours in history, literature, anthropology and sociology; 12 quarter hours in computer science, problem-solving and programming; 8 quarter hours in mathematics.

Program is preparatory for careers and/or future study in natural and social sciences, computer science, mathematics, business, teaching and government.

*Additional course allowed:* No  
*Internship possibilities:* No

## Third World Wisdom

*Fall, Winter, Spring/Coordinated Study*  
*Coordinators:* Nancy Allen/Wini Ingram  
*Enrollment:* 69  
*Prerequisites:* None  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Reference Number:* 1117 P

Knowledge is transmitted in a variety of ways — through sound, motion, form and color. Proverbs and stories, music, dance, carving and painting are a few of the modes employed all over the world before and after the invention of writing and movable print. This basic Coordinated Study will explore the philosophies of people of Africa, the Americas and the Pacific; how they explain their worlds; what they consider proper behavior of person to person; how they deal with fear and sorrow.

Traditional and contemporary beliefs, along with their social contexts, will be considered and discussed in seminars and weekly writing assignments. Films and tapes will illustrate the customs selected for study. Folk themes from

the Chinese, the Maya, several African countries and Micronesia are among those which may be chosen for study.

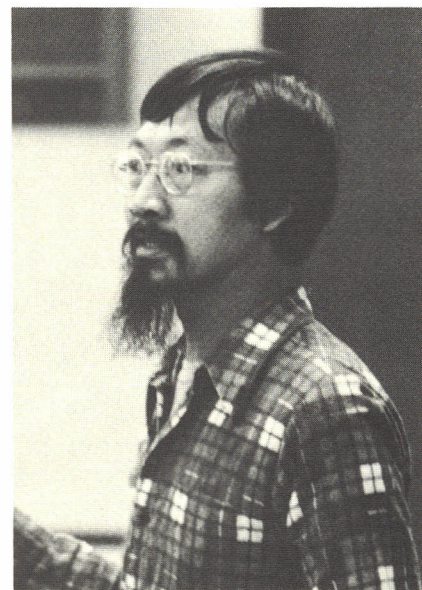
Reading and comprehension, writing and speaking will be emphasized and practiced in seminars and workshops. Students will be expected to complete a major research paper which will be due the ninth week of Spring Quarter. A typical week's schedule will include two 2-hour seminars, one 2-hour writing workshop and a 2-hour lecture, film or tape.

*Planned equivalencies in quarter hours:*

12 quarter hours each in English composition, Third World literature, comparative art, and Third World peoples' cultural anthropology.

Program is preparatory for careers and/or future study in humanities, arts and social sciences.

*Additional course allowed:* No  
*Internship possibilities:* No





## Annual Programs

- 24 Annual programs are created and offered afresh each year. They are our way of responding to current faculty interests, as well as to the need for more spontaneous and wide-ranging experimentation on the part of students than is sometimes possible in the more fixed specialty areas.

### Making of America: Unfinished Crises

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* York Wong

*Enrollment:* 69

*Prerequisites:* A Basic Program at Evergreen, some prior college work, or permission of instructors

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1055 P

"Democracy has failed," remarked W. E. B. DuBois, "because so many fear it." By that statement, DuBois pointed directly to the central crisis in the American experience: following a history of great hopes and rising expectations, a State appears which is socially, politically and intellectually troubling.

In this year-long program, we will search for clues in the making of America by analyzing a series of fundamental crises in our history — critical events which confronted the prevailing ideology and then paved new directions. We will seek, at the same time, parallel incidents in ethnic community/political movement/individual experience in which the mainstream crisis was either mirrored or rendered irrelevant.

One such crisis was the Manhattan Project, which called into question the commitment of good men and women in doing the wrong thing for the right reason. The development of the atomic bomb and its destruction of Hiroshima, concomitant with the imprisonment of American citizens of Japanese ancestry in the United States, underscored both the moral and political crises of democracy. The dawning of the nuclear age also opened new problems — genetic engineering, the international arms race, nuclear waste — that confront human survival today.

The Manhattan Project jolted the consciences of writers and artists. It also consumed, in its path, its chief architect, J. Robert Oppenheimer. It was a turning point in the making of America.

The Palmer Raid, Shays' Rebellion, Lost Generation writers of the Algonquin Society, Jacksonian Revolution and the "Indian Issues," Samuel Clemens' period of despair, and Project Camelot are among the pivotal incidents we will examine. There are more.

The students in this program must want to read, listen, see, and think about the assigned works, which include Parrington, Rogan, Arendt, Schumpeter, Ravetz, Twain, Brecht, Veblen and Debs. Students should want to discuss their ideas, not merely themselves. This study will encourage students to take reality into their own hands and to avoid further compromise with truth in the past, in order to live in the present and guide the future.

*Planned equivalencies in quarter hours:*

20 quarter hours in social sciences, 12 quarter hours in humanities, 8 quarter hours each in science and arts.

Program is preparatory for future studies, careers, and/or graduate study in art, social sciences, humanities, science and technology.

*Additional course allowed:* No  
*Internship possibilities:* No



**"Beauty is the first test; there is no permanent place in the world for ugly mathematics."**  
G. H. Hardy

### **Philosophy, Science and Human Behavior: Philosophical Problems in the Social Sciences**

*Winter, Spring/Group Contract*

*Sponsor:* Alan Nasser

*Enrollment:* 23

*Prerequisites:* Junior standing or above; portfolio and interview

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1081 G

This two-quarter Group Contract will deal with some of the important philosophical problems that arise when we try to understand, explain and sometimes predict the individual and collective behavior of human beings. We are all familiar with a number of ways of understanding and explaining how people think, feel and act: we try to understand human beings when we perceive them through the spectacles of a philosopher, a biologist, an anthropologist, a sociologist, an economist, etc. And sometimes, when we try to understand human affairs in several of these ways at once, we become confused, because each of these ways sometimes contradicts one or more of the other ways. For example some biologists tell us that patterns of human behavior are determined by evolution and genetic structure, while many philosophers reply that human beings are capable of *moral* behavior, which requires that we be more than merely biological organisms.

If we can reconcile some of these conflicts and integrate these different ways of seeing human beings, we will have begun to understand the essential nature of people.

*Planned equivalencies in quarter hours:*

4 quarter hours each in introduction to the philosophy of natural science, philosophy of action, philosophy of psychology, social and political philosophy, philosophy of anthropology, philosophy of economics and 8 quarter hours in introduction to the philosophy of social science.

Program is preparatory for careers and/or future study in philosophy, sociology, psychology, anthropology, economics, social and political theory.

*Additional courses allowed:* No

*Internship possibilities:* No

### **Structures in Mathematics and Visual Art**

*Winter, Spring/Coordinated Study*

*Coordinator:* Hazel Jo Reed

*Enrollment:* 46

*Prerequisites:* Strong background in the sciences and/or visual art

*Special Expenses:* Studio supplies

*Part-Time Options:* Program is 12 quarter hours

*Reference Number:* 1107 P

This program is intended for intermediate to advanced students in the visual arts and sciences who wish to explore relationships between these two areas of study.

As a way of examining similarities between visual and nonvisual perception, we will examine the evolution of both visual themes and systems of axioms and we will identify the existence of underlying structures in visual art and mathematics: those images and ideas which repeat, develop, balance, and initiate new forms in one's work. At the same time, in order to investigate the dissimilarities between analytic and visual percep-

tion, all students will work on projects in both mathematics and visual art, the latter being designed to explore ways in which abstract mathematical ideas can or cannot be realized visually.

Program activities will include lectures, seminars, workshops and occasional field trips.

There will be additional courses associated with the program, including abstract mathematics (abstract algebra, linear algebra), and design and studio skills.

Possible typical readings will include such books as: *Experiences in Visual Thinking*, McKim; *On Growth and Form*, d'Arcy Thompson; *Mathematics, An Exploratory Approach*, Stein.

*Planned equivalencies in quarter hours (per quarter):*

2 quarter hours each in axiomatics and aesthetics, 4 quarter hours each in studio art and principles of geometric & abstract mathematical systems.

Program is preparatory for careers and/or future study in the arts, science and humanities.

*Additional course allowed:* Yes

*Internship possibilities:* No



**"I'd gone through life believing in the strength and competence of others; never in my own. Now, dazzled, I discovered that my capacities were real. It was like finding a fortune in the lining of an old coat."**

*Joan Mills*

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### **Transformations: The Psychology and Literature of Adult Development**

*Winter, Spring/Group Contract*

*Sponsor:* Kirk Thompson

*Enrollment:* 23

*Prerequisites:* Junior standing and one year previous study of psychology or literature

*Special Expenses:* None

*Part-Time Options:* ¾-time option available; consult instructor.

*Reference Number:* 1123 G

The subject is the development of personality through the life-cycle, with emphasis on possibilities and patterns of *change* in the course of development from adolescence through old age. What types and magnitudes of individual development are expected, and what further kinds of individual change are possible, as one matures within a given set of biological, psychological and cultural constraints?

By examining psychological and literary source materials, we will explore patterns and symbols of change, focusing finally on patterns of initiation and rites of passage in contemporary America. Psychological sources will include the earlier attempts of Jung and Erikson and the recent efforts of Levinson and Gould to formulate an adult developmental psychology. Literary materials will be drawn from many sources, but will include such writers as Arthur Miller and Sylvia Plath, to illustrate the problematic rites of passage in modern America. The psychological sources tend to emphasize normal, natural, or non-pathological changes which seem typical of the different stages of the life-cycle, and the literary sources tend to highlight and write large the most problematic aspects of change.

This is an advanced program requiring of every student a solid academic background in either psychology or literature. It must not be mistaken for a how-to-do-it course on coping with one's own current developmental problems, for it aims at knowledge and understanding of all phases of adult development. The main activities will be book seminars and writing workshops, with independent study projects presented to the group as a conclusion of the program.

*Planned equivalencies in quarter hours:*

12-16 quarter hours psychology: personality theory, adolescent and adult development; 12-16 quarter hours in literature: modern English literature, comparative literature in translation.

Program is preparatory for future studies, careers, and/or graduate study in psychology, literature, counseling, social services.

*Additional course allowed:* Yes; consult instructor

*Internship possibilities:* No



Goethe

### **Two Revolutions in Art and Thought**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Bill Winden

*Enrollment:* 46

*Prerequisites:* Equivalent of one year college study of humanities or arts

*Special Expenses:* Admission fees and transportation to performances and exhibits, media materials (tape, slides) for project-presentations

*Part-Time Options:* Yes

*Reference Number:* 1127 P

To understand the forces bearing upon our current artistic and humanistic conceptions, we shall study the large upheavals which correspond to the revolutionary period, 1776-1848, and the onset and aftermath of World War I, 1905-1925. Students interested in the arts and humanities will join to examine in historical and cultural context the achievements of such persons as Beethoven, Berlioz, Verdi, Wagner, Ives, Schönberg, Stravinsky, Goya, Gericault, Delacroix, Turner, Cezanne, Picasso, Goethe, Emerson, Coleridge, Freud, Wedekind, Pound, Eliot, Stein and Nietzsche. Stylistic movements will include Romanticism, Transcendentalism, Post-Impressionism, Expressionism, Dada and Surrealism.

We shall attempt to relate artistic and intellectual achievements to the French Revolution, the Industrial Revolution, the rise of Socialism and Fascism, Imperialism and the disillusionment with dominant bourgeois values. Other topics will necessarily include the cult of the hero, the artist as Bohemian eccentric, the fascination with the "folk" and non-Western cultures, the nostalgia for the Middle Ages, and the religious impulses related to styles of art and thought. Program activities will include semi-



**"There is no 'royal road' to geometry."  
Euclid**

nars, lectures, sessions for listening and viewing, and individual research projects. Each full-time student will take a course beyond the program in the practice of art, a foreign language, or another related endeavor.

*Planned equivalencies in quarter hours (per quarter):*

2 quarter hours each in literature, cultural history, art history and music history, 4 quarter hours in research project and 4 quarter hours additional course (art or foreign language recommended).

Program is preparatory for further studies, careers, and/or graduate study in the humanities, especially art history and practice of arts, arts administration/management.

*Additional course allowed:* Yes  
*Internship possibilities:* Yes (as 25% option in lieu of course)

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## **Writing and Re-writing**

*Fall, Winter/Group Contract*

*Sponsor:* Richard Jones

*Enrollment:* 46

*Prerequisites:* Evidence that the student does not require remedial instruction in writing

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1131 G

This program of study is designed to help students who write competently and hesitantly to begin to write artfully and fluently. The specific objective will be to begin the process of developing a disciplined individual prose style. The premise which will govern the program is that one develops a disciplined individual prose style not by trying to actualize one's Self in writing, but by consciously trying to imitate

the perfected prose styles of a range of acknowledged essayists.

The program will consist of four formal activities: (1) Essay seminars, in which we shall discuss the contents of the essays. These seminars will constitute the intellectual substance of the program. (2) Writing workshops, in which we shall try to respond to our understandings of the essays in the various authors' distinctive styles. (3) Re-writing workshops, in which we shall try to assist each other in cultivating the skill of converting communication into art. (4) An occasional dream-reflection seminar, in which we shall try to learn how

to accept the assistance of the dark side of the Muse.

In addition, each student will be expected to complete an original writing project each quarter.

*Planned equivalencies in quarter hours:*

16 quarter hours each in expository writing and literature.

Program is preparatory for future studies, careers, and/or graduate study in professional writing.

*Additional course allowed:* Yes (but not for credit)  
*Internship possibilities:* No







Environmental Studies is an interdisciplinary examination of human and natural systems and their impact on each other. The Specialty Area emphasizes field ecology and natural history, environmental design and planning, and small-scale agriculture.

**Field Ecology and Natural History:** Work on the plant and animal ecology of both wilderness and settled areas, terrestrial and aquatic, emphasizing observation and description of organisms and their interactions with geologic cycles.

**Environmental Design and Planning:** Work on the human presence in the natural environment by investigating patterns of settlement and assessing their impact on affected natural and human systems.

**Small-Scale Agriculture:** Work on the ecology of cultivated areas, on theoretical and experimental foundations for innovative methods of cultivation, and on the proper relation of agriculture to society.

Focus on the Pacific Northwest will allow for a maximum of field work and for dealing with real-life issues.

The expectation is that students will enter the Specialty Area by taking Introduction to Environmental Studies Fall Quarter and then take either Earth Environments or Environmental Design Winter and Spring Quarters. Alternately, students can enter through Small-Scale Agriculture. Advanced work is available through Group Contracts and a variety of independent study opportunities.



**"We cannot command nature  
except by obeying her."**

*Francis Bacon*

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## **Introduction to Environmental Studies**

*Fall/Coordinated Study*

*Coordinator:* Jim Stroh

*Enrollment:* 92

*Prerequisites:* Basic Program at Evergreen or equivalent

*Special Expenses:* Field trips

*Part-Time Options:* Yes

*Reference Number:* 1047 P

Introduction to Environmental Studies is a one-quarter survey of natural environments and human communities and the ways in which they interrelate and shape one another. It will be an investigation of organism classification, the basic principles of ecology, and the structure and function of human and natural systems. Of primary interest will be those cultural, economic, and political aspects that influence relationships between human beings and nature. The geoscience component will stress general, introductory physical geology based on a text, lectures and laboratory. Topics from the Northwest such as volcanism, glaciation and the geology of the Cascade Mountains will be stressed. Laboratory materials are limited; flexibility in this area may be necessary. The principles of both the social and natural sciences will be applied through field projects.

*Planned equivalencies in quarter hours:*

4 quarter hours each in survey of plant and animal kingdoms; fundamentals of human geography; introduction to environmental studies; and introduction to geology.

Program is preparatory for future study in Environmental Design, Evergreen Environment and careers with environmental emphasis

(e.g., ecology, natural history, planning).

*Additional course allowed:* Yes

*Internship possibilities:* No

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## **Earth Environments**

*Winter, Spring/Coordinated Study*

*Coordinator:* Jim Stroh

*Enrollment:* 69

*Prerequisites:* Basic Program at Evergreen or college study emphasizing anthropology, ecology and geology

*Special Expenses:* Approximately \$50 per quarter for field trip expenses

*Part-Time Options:* No

*Reference Number:* 1023 P

The history of life on earth and the distribution of living organisms today are strongly allied to both past events and current processes. *Earth Environments* will use the disciplines of geology, biology and anthropology to further our understanding of life in modern environments.

Texts, lectures, seminars, laboratory and field studies will be combined with research to provide form to the program. Growth in observational skills and knowledge of natural phenomena will be goals toward better understanding of natural history.

Program content will incorporate portions of evolution of landscapes, plate tectonics, climatology, paleoecology, field and laboratory skills in geology and ecology, cultural-ecological relations, studies of people in relation to their environment, cultural anthropology, biophysical ecology, and plant and animal ecology.

The Pacific Northwest will be used as the focus of our application of the forementioned principles. Where and when possible we will use Mt. St. Helens as a special fo-

cal point for activities in the program. It is anticipated that research activity and results of recent studies will be made available to the program. The recent eruptions clearly have major biological, cultural and geological implications to the Northwest and beyond.

Entering students are expected to have had at least beginning college level work, or the equivalent, in the fields of geology, biology and anthropology.

*Planned equivalencies in quarter hours:*

32 quarter hours distributed among anthropology, geology and ecology.

Program is preparatory for careers and/or further study in natural sciences, especially ecology; geology; environmental studies; and social sciences, especially anthropology.

*Additional course allowed:* No  
*Internship possibilities:* Not likely



**“We used to think that if we knew one, we knew two, because one and one are two. We are finding that we must learn a great deal more about ‘and.’ ”**

*Sir Arthur Eddington*

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## Environmental Design

*Winter, Spring/Coordinated Study*  
*Coordinator:* Phil Harding

*Enrollment:* 46

*Prerequisites:* Basic Program at Evergreen or equivalent and one of the following: Introduction to Environmental Studies, Introduction to Political Economy, or Energy Systems

*Special Expenses:* Approximately \$50 for field trips and studio supplies

*Part-Time Options:* No

*Reference Number:* 1029 P

The program goal is to develop an understanding of the connections between cultural life-patterns, natural environments, and the physical and social structures of human societies. We will analyze ways in which environments act upon us, so that we, in turn, may choose the ways in which we interact with our environment. We want to learn how to identify real design problems, to understand their implications and to form practical and humane solutions.

Fundamental material in design theory and practice, community structure and graphic communication will be studied through faculty lectures, guest speakers, films, seminars, studio instruction, field trips, research projects and practical applications. Emphasis will be placed on improving visual literacy, developing a design vocabulary and recognizing patterns of social behavior. The focus during Spring Quarter will be on design project work by individuals and small-group design teams.

*Planned equivalencies in quarter hours:*

8 quarter hours each in design theory, graphic communication, de-

sign practice and community studies.

Program is preparatory for career and/or future study in design professions and environmental studies.

*Additional course allowed:* Yes

*Internship possibilities:* Yes

## Advanced Environmental Design Seminar

*Fall, Winter, Spring/Coordinated Study Seminar for 4 quarter hours*  
*Coordinators:* Phil Harding, Rainer Hasenstab, Stan Klyn

*Enrollment:* 24

*Prerequisites:* Introduction to Environmental Studies or Introduction to Political Economy, Environmental Design, or equivalent (intermediate-level work in environmental studies or political economy). *Concurrent participation in a Coordinated Study program or internship is required.*

*Special Expenses:* None

*Part-Time Options:* Seminar is part-time

*Reference Number:* 1001 P

The Advanced Environmental Design Seminar is specifically offered for advanced students who are interested in future graduate-level work in the design-related professions.

Environmental design is by definition an interdisciplinary study area. To be effective, a designer must be conversant with the diversity of forces operating within our environment. The environments we design, both physical and nonphysical, are responses to and purposeful manipulation of the forces represented by the social, natural and physical sciences. To acquire the necessary breadth, we therefore highly encourage coordi-

nated interdisciplinary study of the social, natural and physical sciences for students intending to specialize in future design-related work.

One mechanism for interconnecting these studies will be the Advanced Environmental Design Seminar. The Seminar meets four hours per week, and will be modeled after the Coordinated Studies faculty seminar. It will invite active collaboration by the participating Coordinated Studies faculty.

Readings will include works by Christopher Alexander, Harry Braverman, Paulo Freire, Jane Jacobs, Erving Goffman, Herbert Leff, Lewis Mumford, Constance Perin, Emma Rothschild, Bernard Rudofsky and P. Weiss.

Students will be simultaneously enrolled in one of the following recommended full- or ¾-time Coordinated Studies: Vancouver and Puget, Human Health and Behavior, Life Modeling, Management and the Public Interest, Making of America, or Structures in Mathematics and Visual Art.

*Planned equivalencies in quarter hours:*

4 quarters hours in environmental design.

Program is preparatory for careers and/or future study in the design-related professions.

*Additional course allowed:* Concurrent enrollment in Coordinated Study required.

*Internship possibilities:* Yes



**"I accept the universe."**  
Margaret Fuller

**"Gad! She'd better!"**  
Thomas Carlyle

## Ornithology

### *Spring/Group Contract*

*Sponsor:* Steven G. Herman

*Enrollment:* 23

*Prerequisites:* Evergreen Environment or equivalent. Basic understanding of field identification of birds; background in biology. Interview is required.

*Special Expenses:* \$400 field expenses for room and board

*Part-Time Options:* No

*Reference Number:* 1075 G

This advanced Group Contract in ornithology is designed to provide students with a comprehensive background in avian biology, with emphasis on the behavior, ecology, anatomy and physiology of wild birds.

The first five weeks of the program will be spent on campus, learning the basics through lectures, seminars, laboratory dissections, preparing scientific study skins, mist-netting, banding and record keeping.

The remaining weeks of the program will be spent in residence at Malheur Field Station on Malheur National Wildlife Refuge in southeastern Oregon. This is an area of rich bird diversity in the high desert at the northern margin of the Great Basin. The Station has complete living facilities, including dormitories and a messhall, and is an ideal base for field studies. Students will study a large number of species and their environments, emphasizing one species of their choice. They will also conduct two formal Breeding Bird Censuses, working in teams to design plots and inventory the breeding species.

The maintenance of detailed and extensive field records will be a major part of program responsibilities. Each student will keep a scientific journal and more than 100 species-accounts for the duration of the quarter.

The instructor expects a strong commitment from students, who should realize that the hours will be long and the work difficult.

Required materials include standard field identification guides: *The Life of Birds*, second edition, Welty; *The Naturalist's Field Journal*, S. G. Herman; field journal materials; and a pair of high-quality binoculars.

*Planned equivalencies in quarter hours:*

4 quarters each in ecology, ornithology, animal physiology and wildlife management.

Program is preparatory for careers and/or future study in resource management, vertebrate zoology and environmental interpretation. Persons completing the program successfully will be able to competently study birds at a subprofessional level.

*Additional course allowed:* No  
*Internship possibilities:* No

## **Ecological Agriculture: The Small Farm as Survival System**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* To Be Announced

*Enrollment:* 22

*Prerequisites:* Basic Program at Evergreen or equivalent; Introductory college work in social and natural sciences (the latter to include chemistry and biology or ecology)

*Special Expenses:* Approximately \$50 for field trips

*Part-Time Options:* Yes

*Reference Number:* 1025 P

This year-long program will analyze the problems which currently threaten small-scale agriculture in America, and will explore founda-

tions upon which ecologically and socially viable small-farm survival systems may be built.

The program will include the following main activities:

### **Ecological agriculture**

We will study the environmental components of ecological farming systems: climate, soil and nutrient cycles, plant ecology and cropping systems, and animal ecology and pest management. A cross-cultural comparison of farming systems will reveal efficient ways of using energy and recycling nutrients, and will point out ecological analogues to experiment with.

### **Agricultural change and land-use planning**

Social, economic and political forces affecting the survival of small farms will be examined through readings, seminars, speakers and field trips. A land-use planning exercise and economic analysis of local farms will develop skills useful for buying, managing and preserving farmland.

### **Research projects**

Students will work individually or as a group to plan and carry out a research project.

### **Applied agricultural skills and organic horticulture**

The college's Organic Farm provides "hands-on" learning experiences; operations are planned and carried out by the students in the program. Fall and Winter Quarters we will emphasize harvesting, winter gardening and use of the greenhouses. Workshops and trips to local farms allow students to gain additional skills.

### **Community outreach**

Opportunities exist for students to become directly involved with local agriculture (farmers' markets, community gardens, farmers' orga-



**"A likely impossibility is always preferable to an unconvincing possibility."**

*Aristotle*

**32** nizations, Cooperative Extension, farm internships). Work can be voluntary or, if approved, for partial- or full-credit internships.

Students can expect to conduct library research, to complete regular written and oral reports, and to participate in group decision making.

*Planned equivalencies in quarter hours:*

12 quarter hours each in ecological agriculture, socio-economic aspects of agriculture and planning, research, applied agriculture and organic horticulture.

Program is preparatory for careers and/or future study in agriculture, environmental studies, rural planning and alternative food marketing.

*Additional course allowed:* Yes; consent of coordinator required  
*Internship possibilities:* Yes

## **Energy Systems**

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Jake Romero

*Enrollment:* 46

*Prerequisites:* Matter and Motion or equivalent, including calculus

*Special Expenses:* Field trips

*Part-Time Options:* Yes

*Reference Number:* 1027 G

The energy problem is a complex one. For a balanced understanding, one must consider its economic, socio-political and technological aspects. This year-long program will provide the breadth needed to evaluate the whole problem and will develop depth of understanding in one of its aspects.

Fall Quarter will focus on understanding energy — what it is and how it is stored, produced, con-

verted, distributed and utilized by modern society.

The program's emphasis during Winter Quarter will be to acquire sufficient depth of understanding to analyze one aspect of energy in detail, in preparation for carrying out a research project.

Spring Quarter will focus on research projects. Students will find suitable projects in the areas of energy storage, biomass conversion, economic analysis, alternative energy policy formulation, or in determining the feasibility of a particular solar, wind or geothermal system. The projects will have a "hands-on" emphasis and a concerted attempt will be made to produce serious and useful results.

Learning activities throughout the first two quarters will include a series of lectures by the program faculty on scientific, technical and economic topics; a reading seminar dealing with a few important questions about the social, economic and lifestyle aspects of the study; and workshops for developing and sharing technical skills.

*Planned equivalencies in quarter hours:*

2 quarter hours each in basic electronics, nuclear energy, heat transfer, and nonsolar alternative energy; 3 quarter hours each in transport processes and solar design; 4 quarter hours each in thermodynamics, seminar (energy policy), and differential equation and boundary value problems; 6 quarter hours architectural drawing and design; 6-8 quarter hours calculus; 8 quarter hours project.

Program is preparatory for careers and/or future study in applied energy, architectural design and energy policy.

*Additional course allowed:* Yes  
*Internship possibilities:* Yes

## **Other Study Opportunities in Environmental Studies**

Evergreen offers a unique opportunity for advanced work in Environmental Studies, which includes The Environmental Pollution Laboratory, focusing on pesticide wildlife research (contact Steven G. Herman); research aides for the Planning Association of Washington, studying contemporary land use issues (contact Russell Fox); the Organic Farm, focusing on small-scale agriculture (contact Carolyn Dobbs); advanced contract work in agricultural science (contact Bob Sluss); Advanced Environmental Design Seminar (contact Rainer Hasenstab); advanced design studies (contact Phil Harding); and internships and research projects sponsored by faculty within the Specialty Area (contact Kaye V. Ladd).

*Other offerings closely related to Environmental Studies:*

*While each Basic Program meets the entry expectations of Environmental Studies, those most closely related in specific content are:*

Political Ecology, Outdoor Education, Human Development, Society and the Computer, Origins of Life and Intelligence

*For intermediate and advanced students:*

Marine Biology, Tropical Biology, Introduction to Natural Science, Matter and Motion, Introduction to Political Economy, Making of America, Structures in Mathematics and Visual Art, Techniques of Visual Anthropology Vancouver and Puget, Human Health and Behavior, Life Modeling, Management and the Public Interest



Programs in European and American Studies will be concerned with the historical and political trends, artistic and literary documents, social patterns, symbols, religious beliefs and ideological convictions that comprise the way we now think about our past and future. What are Americans and how did we get this way? How is it that North America is dominated by the descendents of Europeans but is very unlike Europe? What does it mean to be a Native, Black, Chicano, Asian, or Anglo-American? These and other central problems will be studied to give us a better understanding of our world and ourselves.

Study in this specialty will draw on the disciplines of literature, history, philosophy, and the subdisciplines of art history, social

and economic history, cultural history, aesthetics and literary theory, and Third World studies, among others. But their methods and concepts will always be applied to basic human questions, not learned as isolated specialties.

Students in European and American Studies may expect to develop concepts, techniques, and intuitive knowledge to which they will be introduced at the intermediate level. These crafts and skills will include: an historical sense, a more developed sense of language, advanced and refined writing skills (expository and creative), the comprehension and evaluation of ideas, symbolic analysis and interpretation, concept development, increased cultural awareness, and critical and precise, close reading of texts, documents and artifacts.



**"I don't pretend to understand the universe — it's a great deal bigger than I am . . ."**

*Robert Browning*

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## **Power and Personal Vulnerability**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Andrew M. Hanfman

*Enrollment:* 69

*Prerequisites:* Basic Program at Evergreen or one year of college study emphasizing writing, critical reading and group discussions.

*Special Expenses:* Possible field trips to Seattle for theatrical performances

*Part-Time Options:* Yes

*Reference Number:* 1085 P

This program is an investigation of the philosophical, literary and psychological roots of modern consciousness. That consciousness has been presumed to be unified, but has, in fact, presented the individual with directions for both thought and behavior which are clearly conflicting. To investigate the conflict we will keep a series of themes under consideration throughout the program. These themes constitute some of the major dichotomies of Western civilization: freedom and authority, thought and action, myth and science, tradition and innovation, private rights and public responsibility, duty and pleasure.

In the exploration of these dichotomies we will proceed partly chronologically, partly thematically. Fall Quarter we will examine the Greek epic, a tragedy cycle, and Plato's ideas, then some Medieval and Renaissance writing, and interpret them in the light of modern political, social and psychological theories. Required reading Fall Quarter: *Odyssey*, Homer; *The Theban Cycle*, Sophocles; *Republic*, Plato; *Inferno*, Dante; *The Prince*, Machiavelli; *The World of Odysseus*, M. I. Finley; *The Human Condition*, Hannah Arendt; *General Psy-*



*chological Theory*, Freud; *Aspects of Sociology*, Frankfurt Institute for Social Research.

In Winter Quarter, when we examine the rise of secular ideas and ideals in both their capitalist and Marxist forms, the core reading list will probably include chapters of the *King James Bible*; *Henry IV* (part I), Shakespeare; *Leviathan*, Hobbes; *The Pilgrim's Progress*, Bunyan; *Robinson Crusoe*, Defoe; *Gulliver's Travels*, Swift; a novel by Jane Austen; *The Protestant Ethic and the Spirit of Capitalism*, Max Weber; *Writings in Sociology and Social Philosophy*, Karl Marx; *The Political Theory of Possessive Individualism*, Macpherson.

Spring Quarter will be concerned with the dichotomies of the nineteenth and twentieth centuries. Our reading list will most likely include such authors as Dostoevsky, Nietzsche, Jung, James Joyce, Camus and Heisenberg.

Weekly activities will include two or three lectures, seminars, tutorials and writing workshops. Baker's *The Complete Stylist and Handbook* will be used in the formal study of expository writing. In Spring Quarter a major research/writing project will be expected from all full-time students.

*Planned equivalencies in quarter hours:*

12 quarter hours each in world literature, social and political theory, and expository writing; 4 quarter hours each in psychology, philosophy, history.

Program is preparatory for careers and/or future study in humanities, social sciences, teaching, writing and journalism.

*Additional course allowed:* Yes  
*Internship possibilities:* No



## Classic Images: Homer, Thucydides, Plato

*Fall, Winter, Spring/Group Contracts*

*Sponsor:* Mark Levensky

*Enrollment:* 46 (23 for "Plato")

*Prerequisites:* Ability to read, write about and discuss college-level academic texts.

*Special Expenses:* None

*Part-Time Options:* Yes

Each of the following programs is designed as an independent Group Contract. Students may enroll in any one of them without enrolling in any of the others. These Group Contracts have also been designed so that students who participate in two or three of them can use and build on the work that they do in one Group Contract as they do their work in the second and third. Students are encouraged to undertake a year-long program of study in Classic Images by participating in all of the three Group Contracts.

### Fall Quarter Classic Images:

**Homer** (*Reference Number:* 1009 G) is an intermediate Group Contract for students who want to and can read, write about, see and discuss images of Greek life, 850 B.C. to 450 B.C. The center of the program is Homer's *Iliad* and *Odyssey*. In addition, briefer attention will be given to Hesiod's *Theogony* and to the work of three Presocratic philosophers. Each student will write six short essays, and one longer, more finished essay about some aspect of the primary texts. Students will meet in groups five times each week to discuss their writing and reading, to listen to a lecture, and to see and discuss visual images. Additional primary literature and some secondary literature will be assigned and suggested. All primary texts will be studied in translation.

### Winter Quarter Classic Images:

**Thucydides** (*Reference Number:* 1010 G) is an intermediate Group Contract for students who want to and can read, write about, see and discuss images of Greek life, 450 B.C. to 400 B.C. The center of the program will be Thucydides' *The Peloponnesian War*. In addition, briefer attention will be given to plays by Aeschylus, Euripides and Aristophanes and early dialogues by Plato concerning the life and thought of Socrates. Each student will write six short essays and one longer, more finished essay about some aspect of the primary texts. Students will meet in groups five times each week to discuss their writing and reading, to listen to a lecture, and to see and discuss visual images. Additional primary literature and some secondary literature will be assigned and suggested. All primary texts will be studied in translation.

### Spring Quarter Classic Images:

**Plato** (*Reference Number* 1011 G) is an advanced Group Contract for students who want to and can read, write about, see and discuss images of Greek life, 400 B.C. to 350 B.C. The center of the program will be Plato's *Republic*. In addition, briefer attention will be given to Plato's *Meno*, *Symposium*, *Phaedo* and *Timeaus*. Each student will write six short essays and one longer, more finished essay about some aspect of Plato's work. Each student also will make a presentation of some aspect of the life and times of Athens during Plato's lifetime. Students will meet in groups five times each week to discuss their writing and reading and for life-and-times presentations. Additional primary and secondary literature will be assigned and suggested. All primary texts will be studied in translation.

**"We learn from Horace,  
'Homer sometimes sleeps;  
we feel without him.  
Wordsworth sometimes  
wakes.'"**

*Lord Byron*

*Planned equivalencies in quarter hours:*

*Fall Quarter Classic Images:*

Homer

4 quarter hours each in expository writing and classical Greek Art, 1100-500 B.C., 8 quarter hours Homer.

*Winter Quarter Classic Images:*

Thucydides

4 quarter hours each in expository writing, classical Greek art, 500-400 B.C., 8 quarter hours Thucydides.

*Spring Quarter Classic Images:*

Plato

4 quarter hours each in expository writing, and life and times, classical Greece, 450-350 B.C., 8 quarter hours Plato.

Program is preparatory for careers and/or future study in philosophy, history, literature and history of art.

*Additional course allowed:* Yes

*Internship possibilities:* No



## The Family and Women in America

### *Fall/Group Contract*

*Sponsor:* Stephanie Coontz

*Enrollment:* 23

*Prerequisites:* one year of college work

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1113 G

This program will first examine the role of the family and of the sexes among Native Americans in the colonial and precolonial period. Then we will consider the development of the family and female roles in American history, from colonial times to the present, studying both the general social images of women and the family as they evolved in America and the actual variations by ethnic groups and classes.

Class activities will include lectures, seminars and workshops in writing. Reading will be heavy and frequent writing will be required. Students will be expected to develop a logical and historically grounded analysis of the family and sex roles in America, rather than simply reporting subjective reactions.

### *Planned equivalencies in quarter hours:*

4 quarter hours each in anthropology, sociology, U.S. social history, U.S. labor history.

Program is preparatory for future studies, careers, and/or graduate study in history, sociology, women's studies, teaching, law and social work.

*Additional course allowed:* No

*Internship possibilities:* No

## Short Fictions

### *Fall/Group Contract*

*Sponsor:* Thad Curtz

*Enrollment:* 46

*Prerequisites:* None

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1095 G

Everyone produces and consumes short fictions all the time — dreams, stories, commercials, fairy tales, myths and cartoons. Each week, this program involves: (1) writing a story of 1,500 to 3,000 words, of any kind and quality; (2) studying several short fictions and participating in two discussions of their details; (3) reading a theoretical piece about the psychology of the creative process, or the individual and social functions of art, or the process of interpretation; (4) participating in a writing workshop; (5) writing a paper, alternating between one on the theoretical piece for the week and one on some fiction; and (6) participating in a weekly feedback group, in which students will read and respond to each other's stories.

### *Planned equivalencies in quarter hours:*

6 quarter hours each in creative writing (short fiction), and introduction to the short story; 4 quarter hours art theory.

Program is preparatory for careers and/or future study in creative writing, humanities, psychology, literature, teaching and advertising.

*Additional course allowed:* Yes

*Internship possibilities:* No

## French Culture

### *Summer, Fall, Winter, Spring/Group Contract*

*Sponsor:* Susan Fiksdal

*Enrollment:* 23

*Prerequisites:* None if beginning Summer Quarter; otherwise, one year of college French

*Special Expenses:* Travel to and from France, Spring Quarter 1982, and living expenses there

*Part-Time Options:* Yes

*Reference Number:* 1031 G

We use many tools of inquiry to understand other cultures. In this program, we will use artistic genres, language study and anthropology to look at French civilization since the Revolution of 1789. Our aim is twofold: to analyze some of the complex forces that make a society what it is, and to acquire a solid working knowledge of the French language. Students can hope to gain a better understanding and appreciation of how the French value systems and ways of life differ from our own.

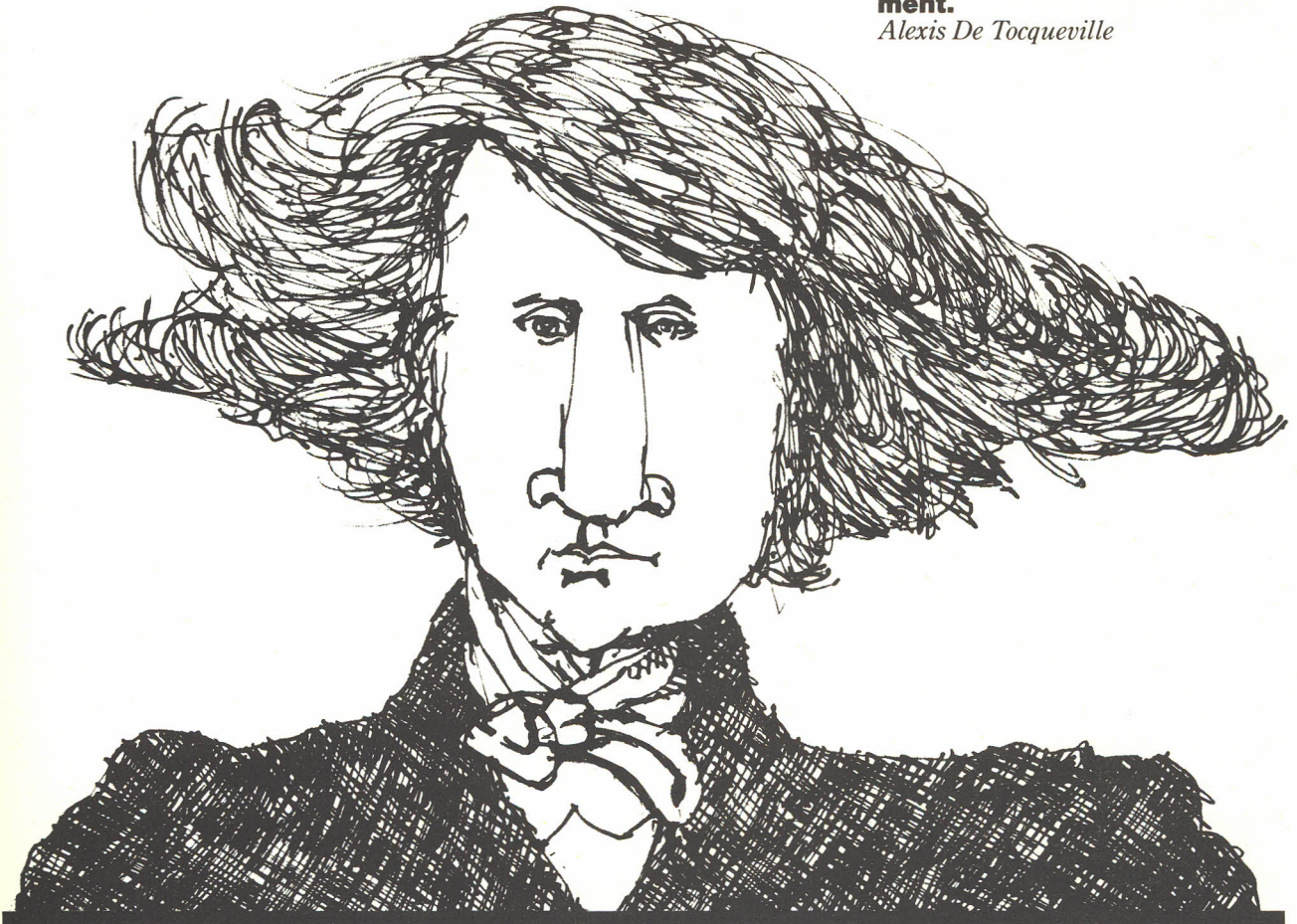
During the summer of 1981 we will devote six weeks to an intensive study of French offered on beginning and intermediate levels. We will spend four and one-half hours each day in class learning how to read, write, speak, and listen to French, with an emphasis on developing oral and aural ability. Cuisine classes, films and folk dancing will provide other forms for learning conversational French. During the remaining four weeks of the quarter, students will work with tapes and review the text in a less intensive setting.

Fall Quarter we will begin our study of artistic genres in the nineteenth century, when the artist first began to rely on the public, rather than on patrons, for subsistence. Through the literature, painting, architecture and music of



**"America is a land of wonders, in which everything is in constant motion and every change seems an improvement.**

*Alexis De Tocqueville*



37

France and the United States we will examine the contrast between the changing social upheavals and resulting value systems of the two countries. Of special concern will be the French perception of America as reflected in such diverse sources as Chateaubriand and Tocqueville. Other writers and artists may include Victor Hugo, George Sand, Delacroix, Zola, Matisse, Stendhal and Saint-Saens. Cultural anthropology will provide our tools for examining these differences, as will our continued study of the French language.

Winter Quarter our study will focus on the twentieth century and the increased dialogue between writers and artists of the two countries. Representatives of the century such as Picasso, Debussy, Proust, St. Exupéry, Mary Cassatt, Gertrude Stein, Anais Nin, André Breton, Céline and Camus will be examined. We will increasingly rely on French texts; all lectures, workshops and seminars will be conducted in French. We will, however, do one major research project in

English — an ethnography of an individual or institution, learning the anthropological research techniques necessary for our projects Spring Quarter.

In the spring we will travel to Lyons, France, to carry out ethnographic research projects and to continue our study of the twentieth century. We will focus on contemporary literature from all genres, relying heavily on periodicals. We will visit museums and art exhibits, and attend concerts and films. To both summarize and analyze our experiences, we will keep exhaustive journals aimed at continuing the dialogue between the two cultures.

*Planned equivalencies in quarter hours:*

48 quarter hours distributed among: introductory anthropology, ethnographic research, French culture, nineteenth and twentieth century French literature, social history of France, and art history.

Program is preparatory for future studies, careers, and/or graduate study in the humanities, cultural studies, anthropology, history, journalism, international law, international business, literature and writing.

*Additional course allowed: No Internship possibilities: No*

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*Other offerings closely related to European and American Studies: For intermediate or advanced students:*

Introduction to Political Economy, American in the 1930s, Social Theory and the Development of Capitalist Society, Socialist Political Economic Systems, Writing Popular Political Economics, Two Revolutions in Art and Thought, Making of America, Current Work, Techniques of Visual Anthropology, Culture and Consciousness, Old Olympia.



**38** The study of the arts at Evergreen is holistic. Skill development, aesthetics, history and theory, being inextricably bound together, are taught so. All of the arts — music, dance, film, video, creative writing and the visual arts — are seen as fundamentally unified expressions of human experience. Thus, the arts curriculum at Evergreen emphasizes: (1) the progressive development of students' artistic skills and concepts, (2) the exploration of commonalities and differences among all the arts with specific attention to the study of artistic collaboration, and (3) the integration of the arts and other disciplines.

Curricular offerings in the Expressive Arts include: entry-level programs in visual arts, performing arts and media arts to insure basic skill development; intermediate and advanced programs which allow for continued skill development in a particular area; Coordinated Study programs which foster collaboration among the arts at the upperclass level; and Coordinated Study programs which integrate the arts with other disciplines. In addition, advanced students are encouraged to utilize the Individual Contract and internship for further specialization.

Students in the first year of college are urged to take one of the Basic Programs. A Basic Program or its equivalent is the prerequisite for enrollment in any of the entry-level programs in the Expressive Arts. Second-year, entry-level programs include Foundations of Visual Art for visual art students; Foundations of Performing Arts for music, theater and dance students; and Recording and Structuring Light and Sound for media students.

### Foundations of Visual Art

*Fall, Winter/Coordinated Study Coordinator: Susan Aurand Enrollment: 69*

*Prerequisites: One year of college-level work involving the development of skills in reading, writing and speaking. No previous experience in art is necessary.*

*Special Expenses: Students will have to provide their own materials.*

*Part-Time Options: No Reference Number: 1037 P*

FOVA is an introductory program in studio art. It is designed to help students develop skills in seeing, design, drawing, painting, sculpture and printmaking. Students will be introduced to aesthetics, criticism and topics in art history, and encouraged to consider the relationship of art to their lives. Program activities will include considerable studio work, seminars and critiques. Each student will be required to read, write, speak and work conscientiously in the studio



each week. In the fall, all students will study drawing, two- and three-dimensional design, and concepts basic to the visual arts. In the winter, students will choose to emphasize painting, sculpture or printmaking, and will be asked to develop a series of works on a single theme. Possible spring options for FOVA students include Group Contracts in visual art (see additional Expressive Arts offerings at the end of this section).

*Planned equivalencies in quarter hours:*

*Fall Quarter: 4 hours each drawing, introduction to sculpture, design, aesthetics and art history.*

*Winter Quarter: 10 quarter hours painting, sculpture or printmaking, 6 quarter hours aesthetics and art history.*

Program is preparatory for careers and/or future study in the arts and humanities.

*Additional course allowed: No Internship possibilities: No*



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## Foundations of Performing Arts

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Andre Tsai

*Enrollment:* 69

*Prerequisites:* Basic Program at Evergreen or equivalent

*Special Expenses:* Clothes, concerts, supplies, make-up kit

*Part-Time Options:* No

*Reference Number:* 1035 P

In this entry-level program in performing arts, students are introduced to the discipline of theater, music and dance through lectures, symposia, seminars and studio work. The primary purpose is twofold: to expose the students to some common areas of concern in performing arts, both in theory and practice, and to allow students to develop the basic skills and aptitude necessary for more advanced work in the disciplines.

Emphasis will be placed on theory, history and studio work during the fall and winter, while student and/or faculty collaborative work, along with other special projects, may be produced in the spring.

Studio work in the following areas will be made available either through courses within or outside the program: beginning and intermediate acting, voice and diction, movement for theater, stage make-up, costuming, props, stagecraft, scene design, lighting, stage management, music history, music theory, music composition, audio engineering, dance history, beginning and intermediate dance and choreography.

*Planned equivalencies in quarter hours:*

4 quarter hours each in choreography, history of dance, history of theater, history of music, aesthetics, movement, music composition and rehearsal/performance; 8 quarter hours each in beginning acting I and II and individual study and performance.

Program is preparatory for careers and/or future study in the performing arts, arts management, theater, dance and music.

*Additional course allowed:* No. Options are built into the structure of the program, though.

*Internship possibilities:* No

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## Recording and Structuring Light and Sound

*Fall, Winter/Group Contract*

*Sponsor:* To be announced

*Enrollment:* 23

*Prerequisites:* Sophomore standing or above

*Special Expenses:* Approximately \$60 for raw stock and processing during the first quarter and probably two or three times that amount for the production during the second quarter.

*Part-Time Options:* No

*Reference Number:* 1089 G

Recording and Structuring Light and Sound is the entry-level media arts program designed to provide the student with a basic yet comprehensive background in technical, theoretical and aesthetic aspects of nonfiction imagemaking, with emphasis on film, video and audio production.

Students will spend Fall Quarter acquiring specific technical skills, exploring the design process

as it applies to these media, executing various experiments in visual imagemaking, screening and evaluating extant films and videotapes, attending lectures and design seminars, and preparing for the production of a complete film (S-8 or 16mm) and a videotape during Winter Quarter.

In technique workshops students will be instructed in preproduction design, cinematography (including camera operation and location lighting), sound recording for film and video, editing, sound rerecording and mixing, graphic design for film and video, and postproduction techniques.

Although technical skills will be stressed, the overall emphasis of this Group Contract will be on experimentation and the development of a critical viewpoint with regard to one's own imagemaking. Subjects emphasized include communications design process, ethics, film, television, audio and visual art.

*Planned equivalencies in quarter hours:*

6 quarter hours each in motion picture production I and video production I; 4 quarter hours each sound for film and television, documentary film history, nonfiction film theory, criticism, aesthetics, writing and design for film and television and independent project in film or video.

Program is preparatory for careers and/or future study in communications, film and visual art.

*Additional course allowed:* No  
*Internship possibilities:* No





Photograph: Court Lance, photography student

## **Toward a Philosophy of Theater: A Season in Seattle**

*Fall/Group Contract*

*Sponsor:* W. J. Hardiman

*Enrollment:* 23

*Prerequisites:* Junior standing or above, with interview and portfolio; Foundations of Performing Arts or equivalent

*Special Expenses:* Living expenses in Seattle (room, board, transportation and attendance at significant theatrical events)

*Part-Time Options:* No

*Reference Number:* 1119 G

This unique program in the performing and production arts is open to mature, self-motivated, self-directed students who are interested in acquiring and deepening both their theoretical and experiential knowledge about the real-world workings of theater through (1) weekly seminars, (2) internships with local and regional community and commercial theater groups and organizations in Seattle, and (3) the submission of an end-of-the-quarter research project based on selected readings, field interviews and the student's own observations and analyses. Students will also be expected to attend professional classes and demonstrate growth in

some self-selected area of skill development.

*Planned equivalencies in quarter hours:*

16 quarter hours distributed among: arts management, advanced theater research, philosophy of theater and similar areas.

Program is preparatory for careers and/or future study in performing arts and humanities.

*Additional course allowed:* Consult sponsor

*Internship possibilities:* An internship is an integral component



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## Camerawork

*Fall/Group Contract*

*Sponsor:* Kirk Thompson

*Enrollment:* 23

*Prerequisites:* Previous college-level study of photography, or equivalent, and a review of portfolio with instructor

*Special Expenses:* Photographic film and paper

*Part-Time Options:* No

*Reference Number:* 1007 G

The program is an intensive experience in developing photographic vision through concentration on camerawork — on seeing through the lens of a camera. The emphasis will be on small-format, black-and-white photography, and on production of a portfolio of self-expressive images. The portfolio is to consist of work which gives symbolic expression to the photographer's own thoughts, feelings, sensations, intuitions, commitments and uncertainties, and it is to be of fine technical quality.

The main activities will be photographing (principally in black-and-white), darkroom work, technical classes, field trips and critiques.

*Planned equivalencies in quarter hours:*

8 quarter hours intermediate and/or advanced photography; 4 quarter hours each history of photography, aesthetics and criticism.

Program is preparatory for careers and/or future study in photography, two-dimensional visual art, communications and photojournalism.

*Additional course allowed:* No  
*Internship possibilities:* No

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## Mixed Media

*Fall, Winter/Group Contract*

*Sponsor:* Dave Gallagher

*Enrollment:* 23

*Prerequisites:* Two years of college-level study, including one year of Foundations of Visual Art or equivalent

*Special Expenses:* Studio supplies

*Part-Time Options:* Yes

*Reference Number:* 1065 G

This program is directed to the study and work of mixed media in visual art, for students interested in two- and three-dimensional art forms. The program will focus on individuality in the design process, the development and completion of quality work and the establishment of a personal expression as a creative individual.

Each quarter the program will focus on the use and development of *two* materials and/or media, with students combining both in a number of projects. Technical skills will be stressed in the program, but the emphasis will be to experiment and develop experience in the process of research and the development of a personal direction.

Main activities will be 2-D/3-D studio, technical workshops, critiques and fine art seminar. Examples of the type of materials and/or media that the program *could* be working in are: papermaking, plastic vacuum forming, wood lamination, metal casting or wire weaving.

*Planned equivalencies in quarter hours (per quarter):*

8 quarter hours intermediate and/or advanced sculpture, 4 quarter hours each intermediate and/or advanced design process, and aesthetics and criticism.

Program is preparatory for careers and/or future study in visual arts and humanities.

*Additional course allowed:* Yes  
*Internship possibilities:* No

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## The Art of Dance

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Meg Hunt

*Enrollment:* 46

*Prerequisites:* Two years of college, Foundations of Performing Arts is strongly recommended; one year (minimum) of ballet or modern dance technique; previous experience in composition/choreography

*Special Expenses:* Leotards and tights, concert tickets, transportation (Seattle), make-up supplies

*Part-Time Options:* Yes

*Reference Number:* 1111 G

This is a program for the dance student who has already started creating works and who wishes to further refine the creative process in dance. Both ballet and modern dance will be incorporated. Students will take a daily technique class in either ballet or modern dance, or both, throughout the year. They will participate in a choreography class offered by rotating faculty with different points of view. Their work in this class will culminate in a performance in Winter or Spring Quarter; there will be other in-house and informal performances from time to time. In addition to seminar, which will cover some history, and aesthetic and other theoretical issues, there will be workshops in related subjects, such as music fundamentals or movement therapy. Books under consideration include *Nijinsky* and *Diaghilev*, Buckle; *My Life*, Duncan; *A Touch of Innocence*, Dunham; *The*



42 *Dance Experience*, Nadel and Miller; *Silence*, Cage; a history anthology; and selected poetry.

*Planned equivalencies in quarter hours:*

12 quarter hours each dance technique, choreography, dance history and theory; 4-8 quarter hours dance performance; 2-6 quarter hours each creative movement and aesthetics.

Program is preparatory for careers and/or future study in dance education, dance/movement therapy (preparation for further study only).

*Additional course allowed:* Yes  
*Internship possibilities:* No

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**Current Work:  
New York City**

*Spring/Group Contract  
Sponsor:* Marilyn Frasca  
*Enrollment:* 23

*Prerequisites:* One year of college-level work plus one year of work in one area of the expressive arts. Interview with sponsor required.  
*Special Expenses:* Travel, room and board – to be determined.  
*Part-Time Options:* No  
*Reference Number:* 1017 G

Theater, visual art, music and dance currently being shown and performed in New York City will provide the context for the study of art in this Group Contract. Students and faculty will live in New York City for eight weeks and participate in a series of scheduled events, including weekly work discussion seminars. Each student will design a personal study focus based on the research necessary for their own work in the expressive arts. As a group one focus for our work will be an investigation of

current trends towards collaboration in artistic projects.

*Planned equivalencies in quarter hours:*

6 quarter hours individual focus in expressive arts (theater, dance, music, writing, film, painting or sculpture); 5 quarter hours each in aesthetics and writing criticism of some work currently being done in New York City.

Program is preparatory for careers and/or future study in the arts and humanities.

*Additional course allowed:* No  
*Internship possibilities:* No

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**Gallery Management  
and Exhibition Design**

*Fall, Winter, Spring/Internship  
Cluster*

*Supervisor/Coordinator:* Sid White  
*Enrollment:* 5

*Prerequisites:* Two and one-half years of college study, including visual arts, design and/or management  
*Special Expenses:* Field trips to museums and galleries  
*Part-Time Options:* Yes  
*Reference Number:* From faculty

This program combines internship and academic work, and students work under the supervision of the college exhibits coordinator in carrying out a full-fledged, professional-quality exhibits program. Emphasis is on the planning, design and installation of exhibits, with cluster members carrying out important curatorial and management responsibilities essential to the presentation of campus gallery and off-campus traveling exhibits.

Program activities and responsibilities are organized into three areas.

**"I do not resent criticism,  
even when, for the sake of  
emphasis, it parts for the  
time with reality."**

*Winston Churchill*

**Group Activities and  
Responsibilities**

All members of the cluster work as an exhibits installation team and participate in weekly exhibit planning and evaluation meetings. Arts management seminars include visits to museums and galleries, and contact with professionals working in the field (artists, gallery and museum directors, arts administrators, curators, exhibition designers, etc.).

**Individual activities and  
responsibilities**

Each member of the cluster will be assigned responsibilities which include that of assistant curator for specific exhibits and other management tasks related to all aspects of the College Exhibits Program (preparing exhibit announcements and mailing lists, distributing publicity, cataloging the college permanent collection, preparing exhibit and gallery graphics, framing, transporting and installing exhibits, etc.).

**Individual research/presentation  
design projects**

Academic Supplement  
Each full-time member of the internship cluster will be expected to complete a research/presentation design project, based on a topic of individual choice, to be carried out in two stages: library research and paper with results of research presented in exhibit or slide-tape form. In progress reports will be presented in weekly presentation design critique seminars, with each member of the group receiving a minimum of three hours of intensive critique each quarter.

*Planned equivalencies in quarter hours (per quarter):*

4-8 quarter hours gallery management and exhibition design; 4 quarter hours research project and pre-



sentation design critique seminar; 4 quarter hours of individualized equivalencies for full-time members in such areas as museology, exhibit documentation, business management, graphic design and public relations.

Program is preparatory for careers and/or future study in gallery and museum management, museology, exhibition and presentation design and arts administration.

*Additional courses allowed:* Yes  
*Internship possibilities:* Internship status required for participation. Paid internships are possible for work-study qualified students.

### **The Making of Music: History, Method, Production and Promotion**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Tom Foote

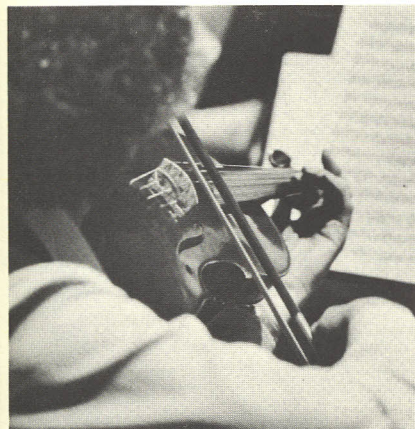
*Enrollment:* 46

*Prerequisites:* Music Fundamentals, Foundations of Performing Arts, Audition

*Special Expenses:* Audio tape, music scores, supplies

*Part-Time Options:* Yes

*Reference Number:* 1115 P



This program is for the student musician, performer and recording engineer. It will present the history of music, with emphasis on the evolution of the music of the 1980s. Students will examine methods of songwriting, composition and arranging, and become proficient in these areas. In addition, much emphasis will be on the production and promotion of music and music events.

The entire music industry will be the focal point of the program. Opportunities will exist for students to manage an artistic performance. They will be immersed in the complete process and learn what it takes to produce an event, from the inception of the idea to the actual performance.

The student will learn to integrate the musical phenomenon with the visual aspects of advertising copy, to capture and hold the attention of the viewer, and thereby make a more complete artistic statement.

The artist/performer will learn the basics of good sound reinforcement and sound recording.

All students will sing in the choir. This will enable beginners, as well as those more advanced with music literacy, to polish skills needed to understand composing. Sightreading and practice with interval recognition, pitch, and breath control will be emphasized.

Successful completion of Music Fundamentals is the minimum requirement for joining this group. Students who have music theory skills will be encouraged to continue their study at the appropriate level.

This is a no-nonsense learning experience and an exciting opportunity for students to come together and share their creative energy with other emerging artist/performers. We will meet at least weekly as a large group, and we will read books and periodicals,

hear professionals of the industry, write our own compositions, perform and record them. Classes in songwriting, words with music, composing, arranging, etc., will be offered. There will be ample opportunity for all to become involved in the various aspects of making music.

*Planned equivalencies in quarter hours:*

6 quarter hours each composition, theory, tradition/cultural perspective, marketing and promotion, arts management, recording techniques, sound reinforcement and songwriting.

Program is preparatory for careers and/or future study in audio engineering, performing, production/arts management and teaching.

*Additional course allowed:* Negotiable with faculty

*Internship possibilities:* Negotiable with faculty

### **Meaning and Art**

*Spring/Group Contract*

*Sponsor:* Susan Aurand

*Enrollment:* 23

*Prerequisites:* Foundations of Visual Art or its equivalent; presentation of a portfolio of current work and interview with instructor

*Special Expenses:* Materials for studio work

*Part-Time Options:* No

*Reference Number:* 1063 G

Meaning and Art is designed for students presently making images and interested in examining *how* art has meaning. We will study how a nonconventional visual image can have a particular meaning for a person or group of people. Activities will include seminars and studio work. Each student will be re-



**"Since when was genius found respectable?"**

*Elizabeth Barrett Browning*

**44** quired to read, write, speak and make images. Our goal will be to better understand the meaning of our own images and the meaning of contemporary American and European art. Readings on semiotics, aesthetics, philosophy and writings by artists may include *Content, Meaning and Understanding*, Antal; *Meditations on a Hobby Horse and Other Essays on the Theory of Art*, Gombrich; *Feeling and Form*, Langer; *Letters*, Cezanne.

*Planned equivalencies in quarter hours:*

6 quarter hours advanced image-making, 4 quarter hours aesthetics, 3 quarter hours each semiotics or philosophy and art history. Program is preparatory for careers and/or future study in the arts and humanities.

*Additional course allowed:* No  
*Internship possibilities:* No

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## **Printmaking**

*Spring/Group Contract*

*Sponsor:* Offering this program is conditional on faculty exchange.

*Enrollment:* 23

*Prerequisites:* Foundations of Visual Art or equivalent; presentation of a portfolio of current work and interview with sponsor

*Special Expenses:* Materials for studio work

*Part-Time Options:* No

*Reference Number:* 1087 G

This program will introduce the techniques and materials of etching and lithography. Students will spend most of their time in the studio making prints. The historical role of the graphic arts and current activity in printmaking will be explored, with an eye to understanding the process as a means of expression. Beginning students are

encouraged to work in a single medium. Options for advanced work may include papermaking, color and photoprocesses.

*Planned equivalencies in quarter hours:*

12 quarter hours beginning and intermediate lithography, 4 quarter hours aesthetics and art history.

Program is preparatory for careers and/or future study in arts and humanities.

*Additional course allowed:* No

*Internship possibilities:* No

*Offering this program is conditional on faculty exchange.*

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## **Techniques of Visual Anthropology**

*Spring/Coordinated Study*

*Coordinator:* Lynn Patterson

*Enrollment:* 46

*Prerequisites:* Junior standing or substantial photography or film experience

*Special Expenses:* Film, photographic paper, \$25 for retreat

*Part-Time Options:* No

*Reference Number:* 1109 P

Our work is the study of history, theory and practice in the visual documentation of culture.

We will examine films and photographs by explorers, theatrical and documentary filmmakers, and anthropologists, and discuss the books and articles in preparation for photographic field studies.

Students will receive a good introduction to field methodology in anthropology and opportunities to read and discuss several ethnographies as well as important concepts in anthropology. Photographic workshops will be offered. Though students will read, write and talk about visual anthropology, the fo-

cus on their work will be on the production, display and critique of photographs based upon field studies.

*Planned equivancies in quarter hours:*

4 quarter hours each history of visual anthropology, photo-documentation for anthropology, field methodology, contemporary cultural studies.

Program is preparatory for careers and/or future study in anthropology or film.

*Additional course allowed:* No  
*Internship possibilities:* No

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*Other offerings closely related to Expressive Arts:*

*For intermediate or advanced students:*

Two Revolutions in Art and Thought, Structures in Mathematics and Visual Art, Short Fictions, Environmental Design, Writing and Rewriting.



As a student in Health and Human Development, you will have opportunities to study human beings holistically from a variety of perspectives. The Specialty Area prepares students for careers in health care and human services, both alternative and traditional, or for graduate study leading to professions in fields such as psychology and counseling, social work, education, health services, biology and social science.

The entry-level program, Human Health and Behavior, lays the foundation for more specialized advanced work by providing knowledge and skills in human biology and psychology. The program focuses on the interaction between the two and considers a variety of questions and issues in a broad social, ethical, economic and political context.

In the Specialty Area's advanced offerings, students further develop their particular interests. Group Contracts in psychological counseling, social and community services, health and education provide a vehicle for both acquiring more in-depth knowledge of subject matter and for developing skills in critical analysis, written expression and research.

### Human Health and Behavior: Birth to Death

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* To be announced

*Enrollment:* 69

*Prerequisites:* Basic Program at Evergreen, or one year of equivalent college study, including writing, critical reading and group discussion; some biology, psychology, sociology and/or cultural anthropology desirable

*Special Expenses:* Retreat

*Part-Time Options:* No

*Reference Number:* 1045 P

From conception to death, human health and behavior are affected by personal and environmental factors. Prenatally, these include genetic, hormonal and maturational factors, in addition to maternal behavior and the uterine environment. From birth onward, major influences include hereditary and developmental characteristics, social group memberships, personal perceptions and expectations, numerous physical and sociocultural environmental factors and individualized patterns of coping behavior.

Organized around three key concepts (growing and developing, interacting, and decision making), this intermediate program offers an integrated, analytical approach to the study of human behavior and its health consequences. Subject matter will be drawn from health and social sciences, including human genetics, embryology, physiology, nutrition, psychology, sociology, cultural anthropology, biostatistics and epidemiology.

We will examine health-related action alternatives and society's ways of financing and delivering health care services.

In addition, questions of ethics, politics and economics will be explored in the context of issues such as genetic counseling and abortion, biomedical technology, programs for elderly citizens and federally sponsored health and nutrition programs at home and abroad.

In studying major public health problems such as alcoholism, birth defects, malnutrition, sexually transmitted diseases and suicide, students will be expected to develop critical ability in locating and reading relevant research reports, applying theoretical models and small-group research. Workshops will supplement lectures and seminars to accommodate students' special interests and academic needs. Learning derived from Fall and Winter Quarter activities will be applied and extended Spring Quarter through half-time internships supplemented by reading, writing and seminars.

*Planned equivalencies in quarter hours:*

3 quarter hours each in human physiology, developmental psychology, human sexuality, nutrition, organization and delivery of community health services, public health policy studies, ethics; 4 quarter hours human genetics and embryology; 5 quarter hours each in epidemiology and biostatistics, sociocultural foundations of health-related behavior, introduction to research design and methodology; 8 quarter hours internship.

Program is preparatory for careers and/or future study in human services and health sciences and services.

*Additional course allowed:* No

*Internship possibilities:* Yes



**"Nothing is more terrible than to see ignorance in action."**

*Goethe*

46

## **Culture and Consciousness**

*Fall/Group Contract — 8 quarter hours*

*Sponsor:* Lynn Patterson

*Enrollment:* 23

*Prerequisites:* None

*Special Expenses:* Some sharing of costs for meals and beverages during weekend sessions. Students will need to make lodging arrangements for four or five nights throughout the quarter.

*Part-Time Options:* Program is part-time (four weekends)

*Reference Number:* 1015 P

We will explore the relationship between culture (especially symbolic systems as revealed in myth, ritual activity, art and rites of passage) and consciousness (individual dreams, visions, states of awareness, altered states, psychosis, ways of orienting one's self in space and time). We will explore these relationships in four weekends, each of which will focus on different aspects of the theme: First, Myth, Art and Dreams; second, Passages; third, Shamanism; and fourth, Death, Dying and Rebirth.

Each session will have lecture, workshop, seminar and film components, and will allow for personal exploration of the topics in directed journal-writing exercises. Students will design and execute individual or collaborative projects. Research and project work will be done between weekend meetings.

*Planned equivalencies in quarter hours:*

4 quarter hours each in culture and personality, and and anthropology of religion.

Program is preparatory for careers and/or future study in the social science and humanities.

*Additional course allowed:* Yes  
*Internship possibilities:* Possibly

## **Development: The Aim of Education**

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Don Finkel

*Enrollment:* 46

*Prerequisites:* One year of college work. Sponsor's signature required. Year-long commitment required.

*Special Expenses:* \$20-\$25 for program retreat

*Part-Time Options:* No

*Reference Number:* 1021 G

Understanding the concept of "development" can inform a teacher's choice of activities in a variety of educational contexts. We will explore what it means to develop in several distinct areas, and in a variety of learning modes.

This program is designed for students who have an interest in education. Though labeled a Group Contract, it will resemble a Coordinated Study in many ways: broad in its range, synthetic in its scope, and drawing on a number of disciplines.

The concept of development will be examined in several contexts: (1) intellectual development; (2) social, emotional and personality development; (3) moral development; (4) small group development (group dynamics); and (5) development and education. We will study works by Piaget, Freud, Erikson, Kohlberg, and writings on education from Socrates to Dewey.

Modes of study will include: (A) teaching practicum (an opportunity to teach for at least one quarter by either organizing a course for fellow Evergreen students, or teaching young children

as an intern), combined with a weekly forum to discuss teaching issues and to reflect on classroom experience; (B) self-reflective group to study group dynamics and to cultivate the role of "participant-observer"; (C) intellectual workshop, with material introduced through concrete problems and exercises, rather than lecture or exposition; (D) book seminars; and (E) films, homework, occasional lectures, and stimulating but friendly exams.

*Planned equivalencies in quarter hours:*

22 quarter hours psychology (10 quarter hours cognitive development, 8 personality development, 4 moral development); 8 quarter hours sociology of small groups; 6 quarter hours each in philosophy of education, readings in contemporary education, teaching practicum (internship).

Program is preparatory for careers and/or future study in education, psychology, child development and counseling.

*Additional course allowed:* No  
*Internship possibilities:* Yes



**"The first duty of a state is to see that every child born therein shall be well housed, clothed, fed, and educated . . . But in order to effect this, the Government must have an authority over the people of which we now do not so much as dream."**

*John Ruskin*

## Helping Relationships

*Fall, Winter, Spring/Group Contract*

*Sponsor:* LeRoi Smith

*Enrollment:* 46

*Prerequisites:* Basic psychology, junior or senior standing, interview or questionnaire

*Special Expenses:* Fall and Winter Quarter retreats (about \$10 each); Fall Quarter helpee practicum sessions (arranged by student)

*Part-Time Options:* Fall Quarter, no; Winter and Spring Quarters, yes

*Reference Number:* 1041 G

All helping situations, be they chance encounters, extended friendships, family, employment, or psychotherapy, have common elements grounded in the nature of human social, psychological and physical make-up. We intend to investigate the nature of all these relationships, and shall talk about the differences between professional and nonprofessional roles.

This program is partly designed to develop the skills and perspectives necessary to serve the needs of women, the disabled, Third World and sexual minorities. Unless you know something of your own biases and values, you'll never know whether your well-meaning efforts are helping create more full and meaningful lives and society, or whether they just support the status quo.

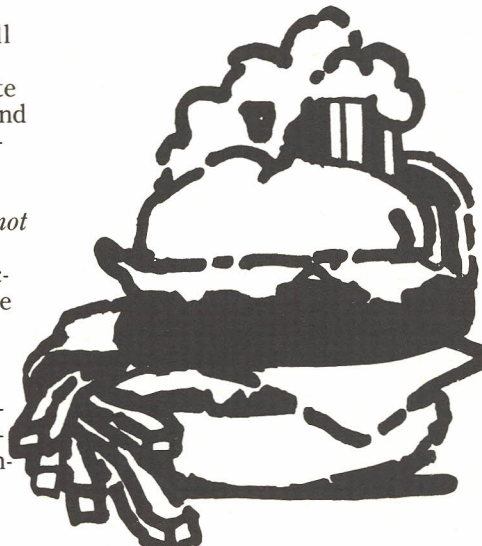
Important: This program is *not* designed to train students to be counselors, but to impart the necessary perspective and experience for choosing future training and careers.

*Fall Quarter:* Students will be expected to learn: (1) the characteristics of effective helping relationships; (2) the social/political/

ethical implications of helping relationships; (3) personal strengths and weaknesses in helping roles; and (4) the beginnings of a personal philosophy of helping.

Each student must: (1) be involved as a *participant helpee* in some type of personal insight work; (2) prepare a reflection paper for each seminar; (3) prepare a position paper on her/his growing personal philosophy of helping relationships; (4) participate in a communications/group dynamics workshop; and (5) complete biweekly examinations.

*Winter Quarter:* Half of the credit will come from a focus on counseling theory models and schools. A text and auxiliary readings will represent a cross-section of philosophies and techniques of talk therapies, body therapies and behavior modification. Short workshops will involve professionals whose work represents the areas under study. The other half of the quarter's credit will come from the start of a six-month field internship and/or evening classes in the social psychology of perception, methods of social research and an individual project.



*Spring Quarter:* Students will be involved in internships. They will continue to meet in seminars one day a week to share learning experiences, discuss alternative ways of dealing with problems encountered and focus more closely on the target groups that have special significance for themselves and their professions.

*Planned equivalencies in quarter hours:*

48 quarter hours distributed among: introduction to counseling theory, practicum in counseling, history of psychology and counseling nonwhites.

Program is preparatory for careers and/or future study in psychology/counseling.

*Additional course allowed:* Yes, Winter and Spring Quarters  
*Internship possibilities:* Yes

## Nutrition

*Spring/Group Contract*

*Sponsor:* Elizabeth Kutter

*Enrollment:* 46

*Prerequisites:* Organic chemistry, plus extensive biochemistry and/or human physiology

*Special expenses:* None

*Part-Time Options:* Consult sponsor

*Reference Number:* 1069 G

This advanced Group Contract will provide students with a knowledge of the fundamental concepts of nutrition and the application of these concepts to advanced topics. Emphasis will be placed on reading original research articles and developing an understanding of the experimental evidence upon which current fads and practices in nutrition are based. The relationship between the current American diet and chronic degenerative diseases



**"Truth comes out of error more readily than out of confusion."**

*Francis Bacon*

- 48** will be a major emphasis of the study. The program will be conducted as an advanced research seminar and each student will be expected to prepare several classroom presentations and written reports.

*Planned equivalencies in quarter hours:*

12 quarter hours advanced topics in nutrition and 4 quarter hours nutrition research project, internship, or related topic.

Program is preparatory for careers and/or future study in health sciences, nutrition, medicine, chemistry, education, counseling and public policy.

*Additional course allowed:* Yes  
*Internship possibilities:* Yes

### **Social Interactions: Problem Youth**

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Mary Nelson

*Enrollment:* 23

*Prerequisites:* Junior standing, or older students with field experience

*Special Expenses:* Travel to visit nearby sites

*Part-Time Options:* No

*Reference Number:* 1099 G

This program is designed for persons interested in investigative work in the social services in problem youth areas. It will be a "hands-on" investigative and explorative program interacting with various social, penal and placement agencies for youth, especially those near Evergreen. This will involve not only academic people, but also people with years of practical field experience in the areas of problem youth.

Course work that emphasizes self-expression, self-awareness and self-development will be covered. To help others we must first know ourselves. Learning the academic and practical aspects of field experiences and internships is invaluable, especially in this field of study, and the realities of these studies and the "self" will be stressed.

Topics will include: history of juvenile justice in America; critical perspectives of juvenile justice of our state and others, past and present; minorities and the poor; drugs and juveniles; incarcerated youth-group homes; youth institutions; peer group pressures; and laws pertaining to juveniles. Writing workshops, research and term papers will be an essential part of this program.

Fall and Winter Quarters will be divided sequentially among reading; writing workshops; self-awareness development; lectures from key people working in various juvenile agencies, institutions and departments; and talks by previous juvenile offenders, faculty, state agency counselors, group home directors, etc. Movies, slide presentations and site visits to nearby institutions will also be included.

Prospective intern sites will be investigated for those choosing to do internship work during Spring Quarter.

One textbook for Fall Quarter will be *The Children of Ishmael*. Washington's Juvenile Code also will be studied. Other books include *Native Son*; *Winter in the Blood*; *Students, Don't Push Your Teacher Down the Stairs on Friday*; *The Drug Beat*; *I'm OK, You're OK*; *Cutting Loose*; *Weeping in the Playtime of Others*, and *Confronting Youth Crime*.

At the end of Winter Quarter, students will know with some certainty if they want to continue work in the area of juvenile ser-

vices or problem youth. Spring Quarter internship contracts will be available to program members who want to work in the field.

*Planned equivalencies in quarter hours:*

48 quarter hours distributed among: psychology, sociology, juvenile law, writing, ethnic studies and practicum.

Program is preparatory for careers and/or future study in youth institute work, counseling, probation officer, or other services connected to problems in youth.

*Additional course allowed:* Yes, if course is related  
*Internship possibilities:* Yes

*Other offerings closely related to Health and Human Development:*  
*For intermediate or advanced students:*

Transformations, The Family and Women in America, Social and Health Services Policy, Growing Old in America, Introduction to Natural Science, Molecule to Organism.



## Management and the Public Interest

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Upper-division work in this Specialty Area consists of a Coordinated Study program titled *Management and the Public Interest* for the first year and a changing series of advanced Group Contracts, Individual Contracts and internships for the second year. The first year of the M.P.I. program provides students with the opportunity to acquire essential managerial skills and concepts. The program will address broader issues such as the ability of the private and/or public sector to meet the public's needs. In the second year the offerings enable the student to specialize in one or more areas of business or public administration. This program is designed for part-time students from off-campus as well as full-time students.

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### Management and the Public Interest

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Charles McCann

*Enrollment:* 69

*Prerequisites:* Basic accounting and principles of economics

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1057 P

This program is designed to equip people with essential management concepts and skills and to address a growing concern about the possibility of the American business system meeting the public's needs. It serves as the first year of both the two-year business administration curriculum and the two-year public administration curriculum.

Critics of the American business system charge the modern corporation cannot be made responsible to the public; that by its nature, business will serve only its own interest. Business defenders, on the other hand, argue that the public good cannot be served without a strong business system and that business is doing a good job of meeting its social responsibilities. A third voice can be heard saying that the business system, as we know it, is an outdated artifact of another era; that neither business nor the public interest will be served much longer by our present set of institutional arrangements. One purpose of this program is to come to grips with the issues raised in these debates.

The primary purpose of the program, however, is to learn about management in general and business management in particular. To understand what it means for business to meet public needs, a person must also know what it takes to keep an organization going; that is, one also must have a grasp of the

"internal" operations of a business. A substantial portion of the program, therefore, is devoted to instruction in management concepts and skills.

This program is designed for students with a basic background in business and public administration. It covers managerial economics, organizational psychology, managerial accounting, financial management, management practices, business policy and personnel.

*Planned equivalencies in quarter hours:*

12 quarter hours organizational practicum; 8 quarter hours each managerial accounting and managerial economics; 4 quarter hours each organizational psychology, personnel management, financial management, statistics and case studies.

Program is preparatory for careers and/or future study in business and public administration.

*Additional course allowed:* Yes, Spring Quarter

*Internship possibilities:* No

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### Social and Health Services Policy and its Assessment: Advanced Studies in Public Administration

*Fall, Winter/Group Contract*

*Sponsor:* To be announced

*Enrollment:* 23

*Prerequisites:* Junior standing

*Part-Time Options:* Yes

*Reference Number:* 1097 G

In this program, we'll discuss conditions affecting the recognition of social problems and the formulation, adoption, implementation and evaluation of policies designed to



**"Never had mortal man such opportunity, except Napoleon, or abused it more."**  
*Lord Byron*

**50** cope with them. Special attention will be given to social and health services policy. Because the analysis of public policy brings together both questions of value and questions of fact, it serves as a valuable focus for many basic methodological and philosophical questions about the nature, scope and limits of social inquiry.

Concomitant with an investigation of substantive issues of policy, the program will afford the student an opportunity to develop practical skills in the area of research design, data analysis and application of statistics, with particular emphasis on quantitative techniques of program and policy evaluation. All students will be expected to become involved with an evaluation research project. The program will be especially suited to students with an interest in human services programs, administration and applied research.

*Planned equivalencies in quarter hours:*

32 quarter hours distributed among: social research methods, health and human services policy, public policy and similar areas.

Program is preparatory for careers and/or future study in human services, social science, management and related fields.

*Additional course allowed:* Perhaps  
*Internship possibilities:* To be determined

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## **Tools for Decision Making**

*Fall/Group Contract*

*Sponsor:* Virginia Ingersoll

*Enrollment:* 23

*Prerequisites:* Junior standing; prefer students who have completed junior year of Management and the Public Interest

*Special Expenses:* Less than \$10.

*Part-Time Options:* Yes

*Reference Number:* 1121 G

Making good decisions is fundamental to successful management. This contract is a study of decision-making and problem-solving activities in work organizations. It aims to help students: (1) appreciate how decision-makers change organizations, (2) understand the psychological and social processes through which problems are formulated and solved, (3) increase their skill in making managerial decisions and (4) increase their competence in gathering and evaluating information.

Readings from the social sciences, research projects and case studies in such areas as public relations, public sector marketing and personnel management will serve as vehicles for meeting these objectives.

*Planned equivalencies in quarter hours:*

4 quarter hours each organization theory, research methods in social science; 3 quarter hours each personnel management, theories of decision-making and 2 quarter hours heuristics.

Program is preparatory for careers and/or future study in management in the public or private sectors, M.B.A., M.P.A., or law school.

*Additional course allowed:* No  
*Internship possibilities:* No

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*Other offerings closely related to Management and the Public Interest:*

*For intermediate and advanced students:*

Science and Government; Introduction to Political Economy; Social Theory and the Development of Capitalist Society; Persuasion and Propaganda; America in the 1930s; Socialist Political Economic Systems; Writing Popular Political Economics; Power and Personal Vulnerability; Making of America; Philosophy, Science and Human Behavior; Helping Relationships; Culture and Consciousness; Arts Management.



## Marine Sciences and Crafts

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Students pursuing studies in this Specialty Area will learn the facts and the analytical techniques which form the basis of modern knowledge of marine sciences, natural history, history and literature. In the larger perspective, students also will find an opportunity to examine the effects of their attitudes, assumptions, analytical tools and studies, both upon the marine environment and upon themselves. By the end of such study, we would wish to certify that a student has: (1) learned current factual and practical information in a number of areas, such as marine biology, water quality analysis, literature, marine resources and economics, oceanography, history and natural history, and field skills; (2) carried out an extensive scientific or other systematic investigation of a marine problem; and (3) examined the limitations and strengths of attitudes, tools and approaches appropriate to, and used in, the marine area.

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### Vancouver and Puget

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Bob Sluss

*Enrollment:* 92

*Prerequisites:* Basic Program at Evergreen or one year of college

*Special Expenses:* Field glasses

*Part-Time Options:* No

*Reference Number:* 1129 P

This Coordinated Study program is the introduction to the Marine Sciences and Crafts Specialty Area. Emphasis will be directed toward developing and practicing the skills associated with the early maritime explorations. These skills include perceptive observations of the natural world (in which we include humans), the literate recording and interpretation of those perceptions in a formal illustrated journal and sailing and maintenance of the Seawulff, Evergreen's 38-foot sailboat.

Fall and Winter Quarters will emphasize natural history (including local ethnography), history of maritime explorations, drawing, literature and writing. Students will learn sailing skills and principles during Fall Quarter and routine boat maintenance skills during Winter Quarter.

Spring Quarter will emphasize group field exercises, local explorations and the production of an illustrated natural history field journal.

This program fulfills prerequisites for further study in biology, natural history, environmental study, history and literature. It is also prerequisite to a Spring Quarter expedition during the following year (1982-83) on the Seawulff.

*Planned equivalencies in quarter hours:*

12 quarter hours literature, 8 quarter hours each natural history and field biology, maritime history; 4 quarter hours each sociology, sailing and piloting, basic drawing, marine crafts and special project (Spring Quarter).

Program is preparatory for future studies, careers, and/or graduate study in biology, natural history, environmental study, history and literature.

*Additional course allowed:* No  
*Internship possibilities:* No

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### Tropical Biology

*Fall/Group Contract*

*Sponsor:* Larry Eickstaedt

*Enrollment:* 46

*Prerequisites:* Biology and field biology; Evergreen programs such as Earth Environments, Evergreen Environment, Marine Biology; interview

*Special Expenses:* Minimum of \$1300 for travel, board and room, and incidental expenses

*Part-Time Options:* No

*Reference Number:* 1125 G

This program will provide an intensive field experience in a tropical area for students with a good background in biology and natural history. A rigorous on-campus, preparatory period, focusing on a survey of tropical ecology and natural history, will precede the field excursion. Geology and the terrestrial, freshwater and marine flora and fauna will be studied on location. Observations will be recorded in field journals. Each student will complete an autecological study.

Prospective students must meet with faculty well in advance of the program for interviews and



**“... all our science, measured against reality, is primitive and childlike — and yet it is the most precious thing we have.”**

*Albert Einstein*

**52** for handling financial and logistical arrangements. Advanced reading will be required of all selected participants.

*Planned equivalencies in quarter hours:*

16 quarter hours tropical biology and natural history.

Program is preparatory for future studies, careers, and/or graduate study in ecology, zoology, botany and biology.

*Additional course allowed:* No  
*Internship possibilities:* No

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## **Marine Biology**

*Spring/Group Contract*

*Sponsor:* Larry Eickstaedt

*Enrollment:* 46

*Prerequisites:* General biology

*Special Expenses:* Field trips

*Part-Time Options:* No

*Reference Number:* 1059 G

The animals and plants of the open sea and coastal waters will be surveyed in Marine Biology. The principal characteristics of the plant and animal groups, particularly marine invertebrates; field and laboratory methods for their study; ecological relationships; adaptations for life in the sea; and the primary features of the marine environment will be studied.

Considerable field and laboratory work will be supplemented with lectures, seminars and extensive reading. Some time will be spent at one of the marine labs at Friday Harbor or Anacortes.

*Planned equivalencies in quarter hours:*

8 quarter hours each survey of marine organisms and marine ecology.

Program is preparatory for future studies, careers, and/or graduate study in marine science, biological science, environmental studies, fisheries, aquaculture and coastal zone management.

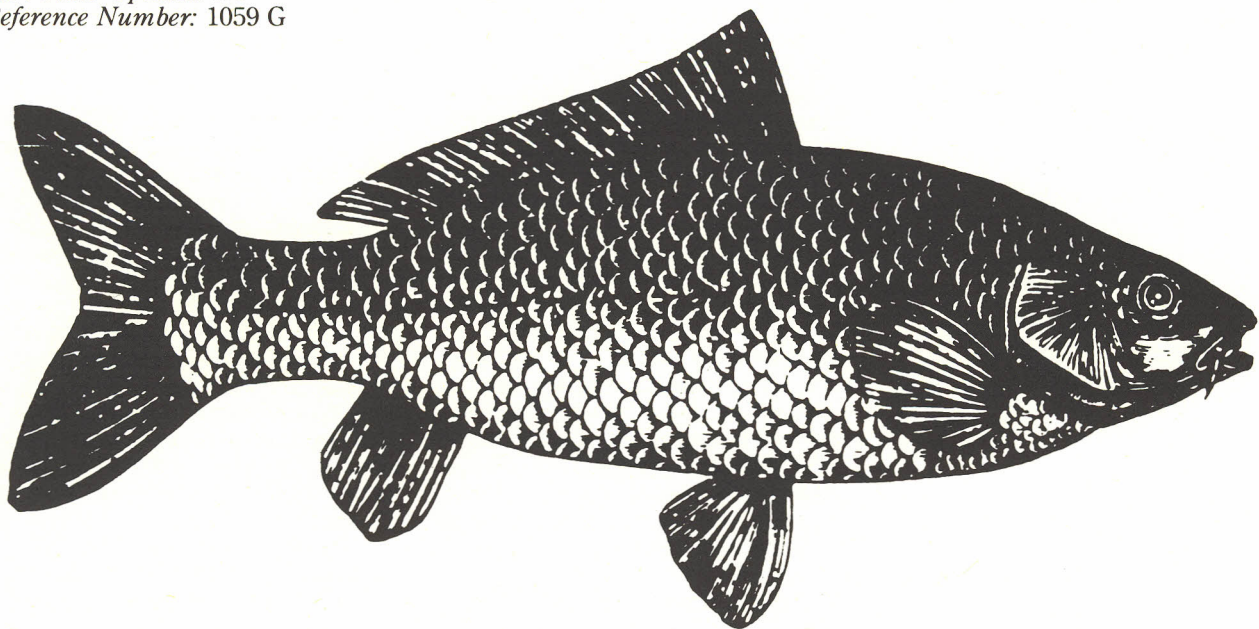
*Additional course allowed:* No  
*Internship possibilities:* No

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*Other offerings closely related to Marine Sciences and Crafts:*

While each Basic Program meets the entry expectations of Marine Sciences and Crafts, those most closely related in specific content are: Outdoor Education, Origins of Life and Intelligence and Political Ecology.

For intermediate and advanced students: Introduction to Environmental Studies, Earth Environments, Environmental Design, Introduction to Natural Science and Molecule to Organism.





## Northwest Native American Studies

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This Specialty area potentially serves two rather different student groups: (1) Native American students who are interested in preserving and enhancing their unique cultural heritage and who are developing strategies for self-determination in the world today and (2) non-Native students interested in traditional Native American cultures and values, anthropology, ethnohistory and the dynamics of cultural change.

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### Old Olympia: Uncovering Our Past

*Fall, Winter/Group Contract*  
*Sponsor:* Margaret Gribskov  
*Enrollment:* 23  
*Prerequisites:* None  
*Special Expenses:* Modest field-trip expenses; film and developing (optional)  
*Part-Time Options:* Course only  
*Reference Number:* 1071 G

Through interviews with long-time local residents (including Native Americans from the area), students will attempt to reconstruct Olympia's past, before and after arrival of white explorers and settlers. Students also will undertake documentary research to supplement oral testimony. One major objective of the program will be to contribute to existing information in local libraries and museums. A second will be an exhibit or other public presentation (perhaps more than one) about Olympia as it used to be.

Workshops on writing, research techniques, oral history and media techniques will be provided to assist students in preparing finished documents, photographs, slides, film or other products of their two-quarter efforts.

*Planned equivalencies in quarter hours (per quarter);*

4 quarter hours each American studies, local history, writing and ethnic studies.

Program is preparatory for future studies, careers, and/or graduate study in history, museum work and interpretive park service.

*Additional course allowed:* No  
*Internship possibilities:* No

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### Life Modeling: A Sense of Being

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Mary Hillaire  
*Enrollment:* 115  
*Prerequisites:* Faculty signature  
*Special Expenses:* None  
*Part-Time Options:* Yes  
*Reference Number:* 1053 P

This program is designed as an educational partnership between student-community-college in an academic setting to create a common structure for an applied alternative educational model. Students will explore ways to establish a relationship between education and the world. Study will emphasize self-understanding in discovery perspectives. Four campus-wide forums will be held during the academic year, augmented by topical seminars that direct learning and determine educational outcomes.

*Planned equivalencies in quarter hours:*

24 quarter hours each cross-cultural education and personal growth and development.

Program is preparatory for future studies, careers, and/or graduate study.

*Additional course allowed:* Yes  
*Internship possibilities:* Yes



**"Take off your hats to the past, but take off your coats to the future."**

*Clare Boothe Luce*



## **Growing Old in America**

*Spring/Group Contract*

*Sponsor:* Margaret Gribskov

*Enrollment:* 23

*Prerequisites:* None

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1039 G

Americans as a people are growing older; our population will soon include a much larger proportion of elderly persons. What is it like to grow old in America in the late twentieth century? Is the experience different in different ethnic groups? Older Washingtonians enrolled in this program will be encouraged to record (through autobiographies, for instance) their past

and present experiences. Through reading and discussion we will all reflect on and analyze those experiences. Persons in the program also will explore ways in which older persons can protect their political interests, expand their financial resources and enrich the final decades of their lives.

*Planned equivalencies in quarter hours:*

4 quarter hours each writing, adult developmental psychology, political science and ethnic studies.

Program is preparatory for future studies, careers, and/or graduate study in helping professions.

*Additional course allowed:* Yes

*Internship possibilities:* Yes

*Other offerings closely related to Northwest Native American Studies:*

Third World Wisdom, The Family and Women in America, Techniques of Visual Anthropology, Culture and Consciousness, Helping Relationships, Social Interactions, Democracy and Tyranny.



## Political Economy

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In the real world we experience social, cultural, economic and political phenomena as aspects of an organic whole. Political Economy recognizes the interrelationships of these phenomena. Topics of study include the historical development of the United States and other industrialized nations; the problems of underdeveloped societies in their relations with industrialized societies; the historical contexts in which theories of political economy are developed and applied; and the application of theory to contemporary problems. In most traditional institutions, the concepts and skills involved with these topics are treated as separate and discrete bodies of knowledge. In this Specialty Area, students acquire this knowledge, but do so through emphasis

on the broad connective concepts, methods and interpretations that serve to integrate them into ways of understanding total societies and their transformations.

Study in this area will draw on the disciplines of history, economics, political science, philosophy, sociology, anthropology, literature and law.

Students in their first year of college are strongly urged to take one of the Basic Programs. Students just beginning in Political Economy should probably enroll in Introduction to Political Economy, which is a prerequisite for most other offerings in this area. Related offerings from other Specialty Areas are mentioned at the end of this section.

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## Introduction to Political Economy

*Fall/Coordinated Study*

*Coordinator:* Peta Henderson

*Enrollment:* 69

*Prerequisites:* Basic Program at Evergreen or one year of college

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1051 P

Introduction to Political Economy is a one-quarter introduction to the major theoretical approaches used by political economists, to the historical development of these approaches, and finally, to some of the topics which students may pursue in more advanced work in this or other Specialty Areas. Given the limitations of one quarter's time, the program will emphasize the theory and practice associated most commonly with Neoclassical and Marxist economics, but other subjects, such as history, political science and economic anthropology, will receive attention.

*Planned equivalencies in quarter hours:*

8 quarter hours principles of economics, 4 quarter hours each in European history and social theory.

Program is preparatory for future studies, careers, and/or graduate study in economics, history, social and political theory, political science and international relations.

*Additional course allowed:* No

*Internship possibilities:* No



## Persuasion and Propaganda

*Winter, Spring/Group Contract*

*Sponsor:* Stephanie Coontz

*Enrollment:* 46

*Prerequisites:* One year of college work

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1079 G

This program will study techniques of persuasion used in American history. We will examine the historical and ideological origins of the movements under consideration, compare their tactics and examine their social consequences. Students will use both oral and written material illustrating the primary arguments and approaches of each movement. Class activities will include lectures, seminars on the books and a workshop on public speaking. Reading will be heavy and students will be expected to complete numerous writing assignments. No one will be admitted into the second quarter without having completed the first quarter's work.

We will first examine the rise of nineteenth century Evangelicism, its origins and its appeal. We will then study the anti-slavery movement and the women's suffrage movement, discussing the interaction between the two and studying the major speeches and literary works by which they spread their ideas.

In the twentieth century we will listen to and read material generated in the civil rights movement. We will then examine the history of the anti-war movement, including the different tactics used by various wings of the movement. We will cover the rise of the feminist movement and examine the main arguments put forward by proponents and opponents of the ERA.

Emphasis throughout will be on placing the material in historical context, examining it critically and developing skills of logical analysis in both oral and written presentations.

*Planned equivalencies in quarter hours:*

4 quarter hours each U.S. social history, speech/public speaking, sociology and humanities.

Program is preparatory for future studies, careers, and/or graduate study requiring techniques of persuasion, either oral or in writing: history, journalism, law, education, public administration and speech.

*Additional course allowed:* Yes

*Internship possibilities:* No

## Social Theory and the Development of Capitalist Society

*Fall, Winter/Group Contract*

*Sponsor:* Tom Rainey

*Enrollment:* 23

*Prerequisites:* Portfolio and interview; some background in the social sciences. Sponsor's signatures required.

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1101 G

This contract will explore the foundations of modern social theory and its relationship to the emergence of modern capitalist society. Karl Marx and Max Weber stand at the threshold of any systematic analysis of modern society.

The bulk of Fall Quarter will be devoted to a thorough examination of their social theories. Both men were concerned with the emergence of capitalism and the modern state, and both developed a

**"Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past."**

*Karl Marx*

framework for the analysis of post-feudal societies. Their work influenced all subsequent social theorists.

We will begin by considering whether classical social theory can effectively address contemporary questions. We'll also consider the relationship between theory and practice. With stress on *social* theory, we will address broad questions of social transformation, change and coherence which encompass the traditional disciplines of history, political science and sociology.

We will start by discussing C. Wright Mills' *The Sociological Imagination* and Brian Fay's *Social Theory and Political Practice*. Next we will study the historical context out of which the classical theories arose, finally turning to the specific works of Marx and Weber.

Winter Quarter we will continue examining social theory within the context of capitalist development, with particular attention to the emergence of the liberal-democratic state, both in Europe and the United States. Reading will center around such contemporary theorists as C. B. Macpherson, H. Arendt, and members of The Frankfurt School, with attention to the contemporary historical context.

This advanced contract is designed to be theoretical and bookish, with close analysis and seminar discussions of the key works of Marx and Weber. Students who wish an immediate practical application of social theory should consider other programs. Students will be expected to write a substantial analytical paper.

*Planned equivalencies in quarter hours:*

10 quarter hours each nineteenth-century European social and economic history, modern so-



cial theory and political thought: Marx and Weber; 6 quarter hours each contemporary social theory and political thought and theories of the state.

Program is preparatory for future studies, careers, and/or graduate study in political economy, social and political theory, history, economics, political science, law and education.

*Additional course allowed:* Yes, course offered by program faculty only

*Internship possibilities:* No

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## America in the 1930s

*Winter/Coordinated Study*

*Coordinator:* Russ Lidman

*Enrollment:* 46

*Prerequisites:* Introduction to macroeconomics

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1005 P

This one-quarter program explores the American economy and society during the Great Depression. Along with our study of the economic causes and consequences of the Depression, we will examine the competing macroeconomic theories of the past four decades. Our examination of American society in

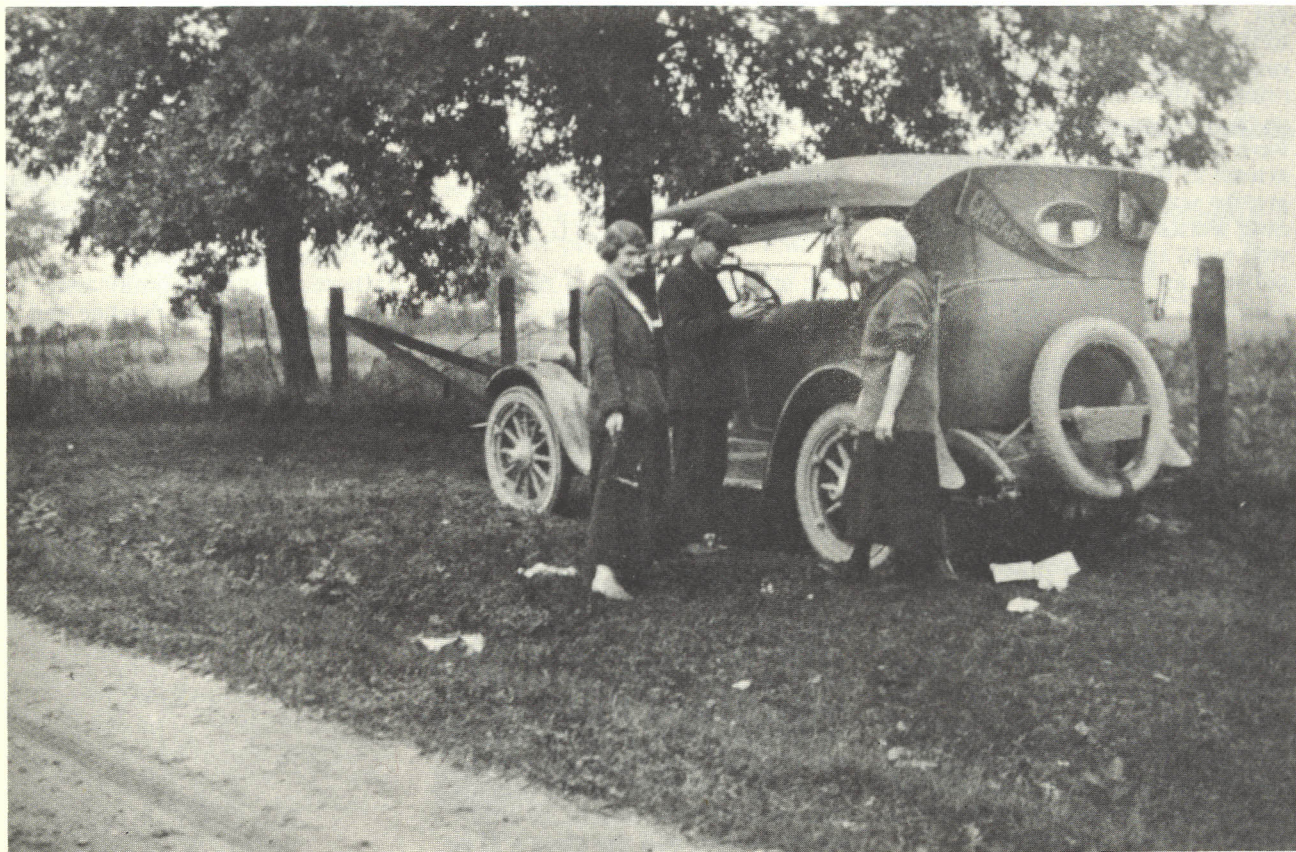
the Depression era will be based largely around literature and cinema of the period. Political and social history will be covered primarily in student research seminars.

*Planned equivalencies in quarter hours:*

4 quarter hours each intermediate macroeconomics, economic history, American literature and American history.

Program is preparatory for future studies, careers, and/or graduate study in economics, history and American literature.

*Additional course allowed:* No  
*Internship possibilities:* No





**"I know of no safe depository of the ultimate powers of society but the people themselves."**

*Thomas Jefferson*

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## **Socialist Political Economic Systems**

*Spring/Group Contract*

*Sponsor:* Tom Rainey

*Enrollment:* 23

*Prerequisites:* Introduction to Political Economy or its equivalent

*Special Expenses:* None

*Part-Time Options:* No

*Reference Number:* 1103 G

This Group Contract will compare and contrast the political economic systems of two socialist countries: the Soviet Union and Yugoslavia. It will begin by examining the emergence and development of the characteristic political and economic institutions of the Soviet Union, from the Revolution of 1917 to the present. Special emphasis will be given to the theories and revolutionary propositions that shaped the creation of these institutions as well as the historical realities which have given them form. Particular attention will also be given to the precise way in which central planning works in the Soviet Union, as well as to attempts to decentralize political and economic decision making. The same subjects and approach will be stressed in exploring the Yugoslavian political economic system and its break with the Soviet model.

Students should expect to engage in an extensive amount of reading, intensive analytical seminar and regular writing of an expository nature. No prior knowledge of the Soviet Union or of Yugoslavia is assumed.

*Planned equivalencies in quarter hours:*

4 quarter hours history of the Soviet Union, 1917 to present; 8 quarter hours Soviet political economic system; 4 quarter hours history of Yugoslavia, 1945 to present.

Program is preparatory for future studies, careers, and/or graduate study in political economy, history, economics, government, education and law.

*Additional course allowed:* No

*Internship possibilities:* No

## **Writing Popular Political Economics**

*Spring/Group Contract*

*Sponsor:* Ron Woodbury

*Enrollment:* 23

*Prerequisites:* Demonstration of basic writing skills through portfolio examples. Introduction to Political Economy or equivalent (including U.S. history, political science or sociology, and introductory economics).

*Special Expenses:* Subscriptions to *Dollars & Sense*, *The Wall Street Journal*, *The Christian Science Monitor* and *Business Week* for the quarter, probably at student rates. Only one book to purchase.

*Part-Time Options:* No

*Reference Number:* 1133 G

The primary purposes of this contract are to teach students good, clear, concise and powerful expository writing in their own personal styles; application of sophisticated political economic analysis to real-world issues; and translation of the ideas and jargon of professionals into "plain English" for a general audience.

During the quarter, students will write four 1500- to 2500- word articles in first and second versions, plus four 500- to 1000-word opinion columns based on each article. Students will write as if submitting to specific general-audience publications, and the class will critique first versions according to the standards of the publication each student selects. In alternating weeks, half the class will be

writing first versions while the other half is completing second versions and editorial opinion columns.

*Planned equivalencies in quarter hours:*

8 quarter hours expository writing for newspapers and magazines; 4 quarter hours writing analysis and critique; 4 quarter hours advanced work in economics, history, political science or sociology.

Program is preparatory for future studies, careers, and/or graduate study in journalism, freelance writing, business, government, education and political economy.

*Additional course allowed:* No

*Internship possibilities:* No

*Other offerings closely related to Political Economy:*

For intermediate and advanced students: Aking of America; Philosophy, Science and Human Behavior; Power and Personal Vulnerability; The Family and Women in America; Science and Government.



## Scientific Knowledge and Inquiry

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Faculty and students in this Specialty Area examine certain analytical methods and ways of thinking – logical, philosophical, mathematical and experimental. They study them both for their own sakes (in fields such as mathematics, logic, computer science and analytic philosophy) and as tools for the natural sciences. The traditional natural sciences, particularly physics, chemistry and biology, fall in this Specialty Area, but students study them in a broad cultural framework which emphasizes the sciences in relationship to the rest of our civilization. Students undertake original research in these fields wherever possible.

Students in their first year of college are strongly urged to take one of the Basic Programs. Students just beginning in Scientific Knowledge and Inquiry should enroll in Introduction to Natural Science or in Matter and Motion, depending on their previous background. Related offerings from other Specialty Areas are mentioned at the end of this section.

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### Introduction to Natural Science

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Mike Beug

*Enrollment:* 69

*Prerequisites:* High school mathematics

*Part-Time Options:* Yes

*Reference Number:* 1049 P

This three-quarter program is designed for students desiring an introduction to mathematics and to noncalculus chemistry, physics and biology with an emphasis on basic principles. Students interested in a general introduction to mathematics and science should take this course, while those with a strong precalculus background in mathematics who plan careers in medicine, science or mathematics should consider the Matter and Motion program.

The weekly schedule will consist of program lectures, problem sessions, seminar and laboratory work. The problem sessions and labs will give students a chance to test and improve their understanding of the ideas and techniques being studied. At the same time, the historical development and philosophical implications of these ideas will be presented in the lectures and readings, and discussed in the seminars. It is our view that science is not an isolated human endeavor and needs to be understood within a broader historical and cultural framework.

Introduction to Natural Science will closely parallel the Matter and Motion program, with the primary differences coming in the area of mathematics and physics. Most of the chemistry will be offered jointly with Matter and Motion.

*Planned equivalencies in quarter hours:*

12 quarter hours each in general chemistry with laboratory and seminar, organic chemistry with laboratory, physical principles with laboratory and seminar; 8 quarter hours general biology (if staffing becomes available); 4 quarter hour precalculus mathematics.

*Options:* an additional 4 quarter hours of precalculus math or 4-8 quarter hours calculus in place of organic chemistry.

Program is preparatory for careers and/or future study in health sciences; physical, biological or marine sciences; and mathematics.

*Additional course allowed:* Yes, see options stated in equivalencies.

*Internship possibilities:* No

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### Matter and Motion

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Mike Beug

*Enrollment:* 69

*Prerequisites:* Precalculus mathematics

*Part-Time Options:* Yes

*Reference Number:* 1061 P

This three-quarter program is designed for the student who has completed precalculus mathematics and is considering a career in mathematics, science or the health sciences. Students interested in a calculus-level introduction to mathematics, physics and chemistry should take this program, while those interested in a general introduction to the sciences should consider Introduction to Natural Science.



**"Nothing puzzles me more than time and space, and yet nothing troubles me less, as I never think about them."**

*Charles Lamb*

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The weekly schedule will consist of program lectures, problem sessions, seminar and laboratory work. The problem sessions and labs will give students a chance to test and improve their understanding of the ideas and techniques being studied. At the same time, the historical development and philosophical implications of these ideas will be presented in the lectures and readings, and discussed in the seminars. It is our view that science is not an isolated human endeavor and needs to be understood within a broader historical and cultural framework.

Matter and Motion will closely parallel the Introduction to Natural Science program, with the primary differences coming in the areas of mathematics and physics. Most of the chemistry will be offered jointly with Introduction to Natural Science.

*Planned equivalencies in quarter hours:*

12 quarter hours each in general chemistry with laboratory and seminar, organic chemistry with seminar; 16 quarter hours university physics with seminar; 8 quarter hours calculus.

*Options:* 4-8 quarter hours Calculus III and/or advanced mathematics in place of 4-8 quarter hours of physics or organic chemistry.

Program is preparatory for careers and/or future study in health sciences; physical, biological or marine sciences; and mathematics. It is particularly appropriate for students considering careers in science or mathematics.

*Additional course allowed:* Yes, see options stated in equivalencies.  
*Internship possibilities:* No

## Molecule to Organism

*Fall, Winter/Group Contract*

*Sponsors:* Elizabeth Kutter and Jeff Kelly

*Enrollment:* 46

*Prerequisites:* Matter and Motion or Introduction to Natural Science or equivalent, particularly organic chemistry

*Special Expenses:* Student responsible for laboratory breakage

*Part-Time Options:* Yes, with consent of instructors

*Reference Number:* 1067 G

This program is for students who want serious work in modern biochemistry and modern advanced laboratory biology, primarily as preparation for the health professions or for graduate school.

Fall Quarter will emphasize biochemistry, molecular genetics and cell biology, and will cover the physical and chemical properties of biological molecules in the context of cellular function. The laboratory will introduce such skills as manipulation of microorganisms, radioisotopic labeling, chromatography and gel electrophoresis. The goal of the lab will be to prepare students to develop and execute laboratory research projects.

Winter Quarter will extend these concepts to the organismic level. Emphasis will be on developmental biology, metabolism, mammalian physiology and immunology. The laboratory will consist of special research projects in such areas as molecular genetics, biochemistry or photosynthesis.

Texts will include *Biochemistry*, Lehninger; *Biochemistry: A Problems Approach*, Wood et al.; *Molecular Biology of the Gene*, Watson; *Immunology*, Hood et al.

Students will be expected to prepare and give lectures using

current research literature. They will develop good laboratory skills and problem-solving abilities. Excellent opportunities exist for continuation into advanced projects in biochemistry and molecular genetics.

*Planned equivalencies in quarter hours:*

6-10 quarter hours biochemistry, 4 quarter hours molecular genetics, 2-4 quarter hours cell biology, 3-4 quarter hours developmental biology, 4-6 quarter hours physiology and immunology, 4 quarter hours laboratory in biochemistry and molecular genetics, 4 quarter hours laboratory research project.

Program is preparatory for careers and/or future study in medicine, dentistry, pharmacy, veterinary medicine, nutrition, biology, molecular biology, biochemistry, chemistry, and other life and health sciences.

*Additional course allowed:* Yes  
*Internship possibilities:* No

## Advanced Physical Science and Mathematics

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Burton Guttman

*Enrollment:* 23

*Prerequisites:* Matter and Motion, or equivalent mathematics, physics and chemistry

*Special Expenses:* None

*Part-Time Options:* Yes

*Reference Number:* 1003 G

This full-year Group Contract allows students to do advanced work in the physical sciences and mathematics. One may enroll for all or part of the program.



**"One Galileo in 2,000 years is enough."**  
*Pius XII*

The mathematics covered will include: calculus of several variables with partial differentiation, line and multiple integrals, vector calculus; sequences and series; and abstract algebra, including groups, rings and fields. Additional topics such as ordinary and partial differential equations may be included.

The physical science will include three topics chosen from thermodynamics, statistical mechanics, quantum mechanics, kinetics and classical mechanics. Additional topics in mathematics, physics and chemistry may be studied by taking specific components from the Energy Systems program.

*Planned equivalencies in quarter hours:*

Equivalencies will depend on faculty assigned.

Program is preparatory for careers and/or future study in pure and applied science, engineering and mathematics.

*Additional course allowed: Yes*  
*Internship possibilities: No*

## Science and Government

*Spring/Group Contract*

*Sponsor: Fred Tabbutt*

*Enrollment: 46*

*Prerequisites: Either Matter and Motion or Introduction to Political Economy*

*Special Expenses: None*

*Part-Time Options: No*

*Reference Number: 1093 G*

This group research project will consider the impact of the scientific community on a governmental decision requiring scientific judgment. A specific case will be studied by a group of upperclass students with expertise in either social science or natural science. The case chosen will be scientifically controversial (e.g., SST, ABM, nuclear reactor safety), where scientists were divided in their judgments on the issue. The social science students will analyze the power structure that eventually decided the issue (e.g., the Presidential Science Advisory Committee, government agencies, industry), while the natural science students will examine the basis for deciding the scientific merits of the issue. Each group will continually enlighten and brief the other group on its progress in this research.

*Planned equivalencies in quarter hours:*

8 quarter hours political analysis; 4-6 quarter hours chemistry, physics or biology, depending on the nature of the case; 2 quarter hours library research.

Program is preparatory for careers and/or future study in social or natural sciences.

*Additional course allowed: No*  
*Internship possibilities: No*

## Computer Science at Evergreen

Evergreen offers introductory through advanced work in computer science. Among the programs regularly offered are Society and the Computer (a Basic Program); the courses Introduction to Computers and BASIC, and Data Structures; and programming practicums covering a wide range of applications and languages. Advanced topics such as artificial intelligence, computer graphics, and computer-assisted instruction are offered through Individual Contracts and programs like The Nature of Thought.

Students interested in pursuing computing careers or graduate studies in computer science are encouraged to study subjects in the Scientific Knowledge and Inquiry, and Management and the Public Interest Specialty Areas, in addition to computer-related topics.

*Other offerings closely related to Scientific Knowledge and Inquiry:*

While each Basic Program meets the entry expectations of Scientific Knowledge and Inquiry, those most closely related in specific content are: Human Development, Origins of Life and Intelligence, Political Ecology and Society and the Computer.

For intermediate and advanced students: Nutrition; Human Health and Behavior; Philosophy, Science and Human Behavior; Tropical Biology; Marine Biology; Structures in Mathematics and Visual Art, and Offerings in the Environmental Studies Specialty Area.



**62** Founded in 1976, in cooperation with Clark College, TESC-Vancouver attempts to offer the same intellectual engagement and authentic self-motivation as is found on the Olympia campus to upper-division students of the Clark County area. Two-year Coordinated Studies programs are available to students who already possess the AA degree or its equivalent.

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**Communication:  
Advanced  
Interdisciplinary  
Studies  
in the Humanities  
and Social Sciences**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* To be announced

*Enrollment:* 69

*Prerequisites:* Junior standing

*Special Expenses:* Art supplies

*Part-Time Options:* Yes

*Reference Number:* 1013 P

The second year of this two-year, upper-division Coordinated Study program is designed to explore specific communication media and develop skills in the communication arts and sciences. Students will focus on interpersonal, public, mass, or artistic communication according to individual career goals. Two quarters will include course work, and one quarter an internship component. Some courses planned include: Communications Technologies, Counseling and Interviewing Techniques, Political Forces and the Persuasive Process, and Literary Arts and Expression. The 1981-82 seminar will build upon

the 1980-81 seminar topic by continuing to examine themes which have inspired human communication.

The program is designed for residents of southwest Washington and leads to a Bachelor of Arts degree. Although it is the second year of a two-year study, new students can enter any quarter, although junior standing is required. Half-time and full-time enrollment is available. Program hours are planned to accommodate the working student. New students will be provided another Coordinated Study option the following year to complete their degrees.

*Planned equivalencies in quarter hours:*

48 quarter hours distributed among: communications, expressive arts, humanities, and social science.

Program is preparatory for careers and/or future study in counseling, public relations, media specialties, the expressive arts and human services.

*Additional course allowed:* Yes

*Internship possibilities:* Yes



## Teacher Certification

In conjunction with the University of Puget Sound, The Evergreen State College offers curricula leading to the provisional certification for teaching at the elementary, junior high or senior high school level.

The program is designed as a half-time program (except for the final quarter of student teaching which is full-time) so that students may pursue work on their subject area specialties at the same time. The program is most appropriate to students who are at the junior or senior level in college.

### Admission

Admission to the initial programs in Teacher Certification is highly competitive. Minimum requirements include prior admission to the college, junior class standing at the time of entering the program, and a grade-point average (where ascertainable) of at least 2.50 (C+ or better).

Students intending to pursue a secondary education certificate should be well along in their major by the time they enter the Teacher Certification program. In most cases, these students will be seniors at the time they enter the program.

The principal criterion for admission to this program is academic excellence. Students must fill out a special application form with the Admissions Office and file letters of recommendation. Semi-finalists for the program will be interviewed prior to the Academic Fair in May.

Students wishing to apply for this program should fulfill all admission requirements — including filling out special application forms obtainable from the Admissions Office — prior to March 15, 1981. Students who are selected for admission to the program will be notified in writing prior to the Academic Fair and registration

process in May. Full information may be obtained through the Admissions Office.

### Curriculum

The sequence of courses for the provisional certification in elementary and secondary education follows the course descriptions list.

### Course Descriptions

**301 Introduction to Teaching**  
Field experience, to allow students to ascertain commitment to the educational profession. Provides direct work experience with teachers in school setting. Must plan a three-hour block, either morning or afternoon, in a selected school district. Prerequisite to all other education courses. Taken concurrently with Education 302.

**302 Psychological Foundations of Education**  
Major theoretical concepts related to human development, learning, teaching-learning process; development of effective teaching-learning strategies; application to immediate future instructional tasks. Prerequisites: Education 301, cumulative grade-point average of 2.25 or higher. Required for provisional certificates.

**345 Social Studies in the Elementary School**  
Teaching strategies, current research, practical aspects of teaching social studies. Laboratory experiences and micro-teaching. Prerequisites: Education 301 and 302.

**346 Instructional Strategies**  
Survey of general teaching methods applicable in various subjects.

**347 Activities in the Elementary School**  
Introduces basic principles for teaching art, music and physical education in the elementary school.

Instructors are specialists from the three departments. Strongly recommended for every elementary teacher

**348 Language Arts and Writing**  
Focus on teaching language arts as communication

**349 Reading in the Elementary School**  
Language arts as interrelated communication processes; analysis of program objectives, methods, material; development of teaching-learning strategies in laboratory school settings. Prerequisites: Education 301 and 302.

**350 Mathematics in the Elementary School**  
Techniques of teaching elementary school mathematics; examination of texts. Reports from book consultants; films, class presentations, individual tutoring of elementary students. Prerequisites: Education 301 and 302, or permission of instructor.

**359 Teaching Strategies in the Secondary School**  
Curricular, organization patterns in secondary schools, emphasis on teaching techniques (i.e., lecture, seminar, inquiry, questioning strategies, and use of community resources). Course intended for juniors.

**360 Teaching Secondary Reading in the Content Field**  
Reading problems, programs; techniques of teaching reading for prospective, practicing secondary teachers; emphasis on developmental reading with a focus on how reading fits into a language curriculum.



**“The quality and enthusiasm of student participation in classes are remarkable.”**

*Evaluation Committee Report on Evergreen Reaccreditation, October, 1979.*

- 64** 365 *Science for Elementary Teachers*  
Background in biological or physical sciences recommended. Development of skills in fusing a science program and materials into a learning experience for children. Prerequisites: Education 301 and 302.
- 401 *Elementary School Student Teaching*  
Directed student teaching in student's preferred grade of public elementary schools, daily for a full term, seminar in advanced methods included. School of Education

endorsement required. Required for the Provisional Elementary Certificate. To be taken concurrently with Education 416.

402 *Secondary School Student Teaching*  
Directed student teaching in the student's major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged. School of Education and major department endorsement required. To be taken concurrently with Education 416.

415 *Context of Teaching*  
Through an analysis and evaluation of selected sociocultural forces which influence educational programs and institutions, each student should be able to define more precisely his/her values, assumptions and role as teachers in the schools of America.

416 *Teaching-Elements of Success*  
Required course for all students seeking teacher certification. A seminar in which a variety of topics important to successful teaching will be discussed. Must be taken concurrently with student teaching.

**TESC-UPS Teacher Certification Program**

Elementary School Preparation (46-48 quarter hours)

Fall 1981	Winter 1982	Spring 1982	Fall 1982
Introduction to Teaching Ed. 301 5 quarter hours 1141 C	Instructural Strategies Ed. 346 3 quarter hours 1143 C	Math. Methods Ed. 350 3 quarter hours 1146 C	Student Teaching Ed. 401 15 quarter hours 1150 C
Educational Psychology Ed. 302 5 quarter hours 1142 C	Reading Ed. 349 2 quarter hours 1144 C	Science Methods Ed. 365 2 quarter hours 1147 C	Seminar Ed. 416 2 quarter hours 1151 C
	Language Arts Ed. 348 3 quarter hours 1159 C	Art/Music Methods Ed. 347 2 quarter hours 1148 C	
	Social Studies Methods Ed. 345 2 quarter hours 1145 C	Context of Teaching Ed. 415 3 quarter hours 1149 C	

Secondary School Preparation 36-38 quarter hours

Fall 1981	Winter 1982	Spring 1982
Introduction to Teaching Ed. 301 5 quarter hours 1152 C	Secondary Reading Ed. 360 2 quarter hours 1154 C	Student Teaching Ed. 402 15 quarter hours 1157 C
Educational Psychology Ed. 302 5 quarter hours 1153 C	Teaching Strategies Ed. 359 5 quarter hours 1155 C	Seminar Ed. 416 2 quarter hours 1158 C
	Context of Education Ed. 415 3 quarter hours 1156 C	



## Special Forms of Study

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### Internships

An internship is an opportunity to achieve one's immediate academic objectives and to progress toward long-range educational goals through carefully planned and closely supervised activities in a "real world" learning environment.

Internships may be conducted through enrollment in a Coordinated Studies program, a Group Contract, or an Individual Contract.

Students enrolling for a Coordinated Studies program or Group Contract should plan to intern only if an internship has been included among its options or requirements. For those enrolling in an Individual Contract, an internship may constitute either a substantial part or a minor part of the contracted activities. Most internships are conducted by juniors and seniors.

Internships are conducted in a variety of field settings and in many geographical locations. While a major of internships are in southwest Washington, many opportunities are available throughout Washington State, in other states and even in other countries.

Each internship is sponsored by a member of the faculty or by a uniquely qualified staff member who has been approved by the deans for service as a contract sponsor. Activities in the internship setting are guided and supervised by a field supervisor selected on the basis of his or her qualifications, experience and willingness to serve as a mentor during the internship. Field supervisors are valuable learning resources to whom most students otherwise would not have access during their undergraduate years.

Each internship – and each quarter of an internship conducted for more than one quarter – is planned, arranged, conducted and evaluated in terms of one's academic objectives for that quarter. It is an integral part of one's total

academic program, growing out of learning achievements and resulting in additional learning outcomes that are as documentable and as academically creditable as any others for which credit is awarded at Evergreen. Internship arrangements almost always include a strong, individually tailored academic component (related readings, report writing and the like).

The academic component is particularly important in the case of an employment-related internship, a type of opportunity the college provides for mature and exceptionally situated students to effect creative relationships between their programs of study and their positions of employment during a portion of their Evergreen careers.

In brief, an employment-related internship may be conducted when a student who has held an ongoing job for at least three months can make arrangements with his or her employer for learning activities in the work environment which (1) are related to his or her academic objectives; (2) are decidedly different from those ordinarily done in meeting the responsibilities of his or her position; and (3) potentially will lead to documentable learning outcomes beyond the level of his or her previous academic achievement.

All matters pertaining to each quarter of an internship – including but not limited to learning objectives, internship activities, the academic component, evaluation procedures and the role responsibilities of student, faculty sponsor and field supervisor – are negotiated and agreed to before the internship begins. Agreements are formalized by completing an internship document which is signed by all parties.

Recent Evergreen students have interned in a variety of fields related to their academic programs and career interests. They include:

- Accounting
- Agriculture
- Arts management
- Business administration
- Communication
- Community organization
- Computer science
- Corrections
- Counseling
- Education
- Environmental sciences
- Health care services
- Health education
- Journalism
- Marine biology
- Marketing
- Media production
- Medical technology
- Natural resources management
- Outdoor/environmental education
- Performing arts
- Political science
- Psychology
- Public administration
- Social services
- Visual arts

The internship program is coordinated by the Office of Cooperative Education. Arrangements for each internship must be cleared in advance with and approved by the office. Students interested in conducting internships should contact the office at the earliest possible date to obtain a copy of the Internship Request form and to schedule a conference with a Co-op counselor. Guided by the information supplied on the request form, your counselor will be able to tell you about known placement opportunities that seem to meet your needs, counsel you about the internship negotiation process, help arrange an interview with a prospective field supervisor and, if you don't already have one, assist you in locating a faculty sponsor. Further, if



**“When this circuit learns your job, what are you going to do?”**

*Marshall McLuhan*

**66** the type of internship you need is not already available, your counselor will work with you to develop one — provided you make your needs known far enough in advance.

Students who have not yet acquired the academic background necessary for most internships may wish to participate in the Community Volunteer Service Program. This program, also housed in the Office of Cooperative Education, offers students opportunities for career exploration and community service through volunteer positions on campus and in Olympia-area agencies.

For additional information about internships and community volunteer service, write or telephone the Office of Cooperative Education, LAB I, The Evergreen State College, Olympia, WA 98505 (206) 866-6391.

### **External Credit Program**

Students returning to college who have work or independent study experience may be able to earn academic credit for these prior learning experiences. Evergreen grants credit for prior learning experience only through its external credit program.

Students who believe they may have credit-worthy prior learning experience which was gained outside college should contact the Coordinator, Office of Prior Learning Programs, for a brochure and more details during their first quarter of enrollment.

### **Learning Resource Center**

(formerly C-DRAW)  
The Learning Resource Center is available to any Evergreen student who wishes individualized, self-paced help with reading, writing or study skills. The student may work

on a walk-in basis or may take a course for credit. Both self-programmed materials and tutorial assistance are available, as well as diagnostic testing to determine needs.

### **Advanced Placement, CLEP and PEP**

A score of three or higher on the Advanced Placement Examination of the College Entrance Examination Board will be awarded credit. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board or the Proficiency Examination Program, so long as scores are at the fiftieth percentile or above, and do not duplicate other credit. Where essay exams are available, they are required. Contact the Registrar's Office for further information.

### **Foreign Language Study**

Students can study foreign languages in Coordinated Studies, Group Contracts, Individual Contracts and courses.

Coordinated Studies offer the most integrated approach, as they combine language study with cultural studies. In recent years, programs in Russian, French and Spanish have been offered. The common component is total immersion in the language during Summer Quarter; continued language study combined with cultural studies during the academic year; and a foreign study component. Other cultural studies programs will be offered as interest and faculty resources permit.

Group Contracts will generally follow the foreign component of Coordinated Studies to enable students to do advanced work. Individual Contracts may be possible in certain cases when a particular area of study is conducive to indi-

vidual work.

Separate foreign language courses are offered periodically in the afternoons and evenings for part-time students, or as a complement to a full-time program.

### **Study Abroad**

A chance to study abroad is offered through some Coordinated Studies programs which first immerse students in the language, history and culture of a foreign land and then enable them to continue their studies in that land. Shorter study programs also are offered in conjunction with programs developed at Evergreen or through contracted studies.

If Evergreen can't provide opportunities directly, we work with other institutions and agencies to assist students to complete projects essential to their education.

*To study abroad:*

1. Pre-register on program selection card, with signatures of student and faculty advisor.
2. Process status changes: i.e., change of credits, withdrawal or leave during the course of the year, graduation, extension beyond 180 Evergreen quarter credit hours.
3. Make sure address on file at Registrar's Office is CORRECT. This is absolutely necessary for billing.
4. Secure necessary certification if V.A. or Social Security benefits apply.
5. For students needing financial aid, give signatures on loans, file statement of intent, etc., in advance.

These details can be handled in advance, but the responsibility for initiating action rests with the student. Inquiries should begin at the Registrar's Office.



**"Science is organized knowledge."**  
*Herbert Spencer*

### **Self-Paced Learning**

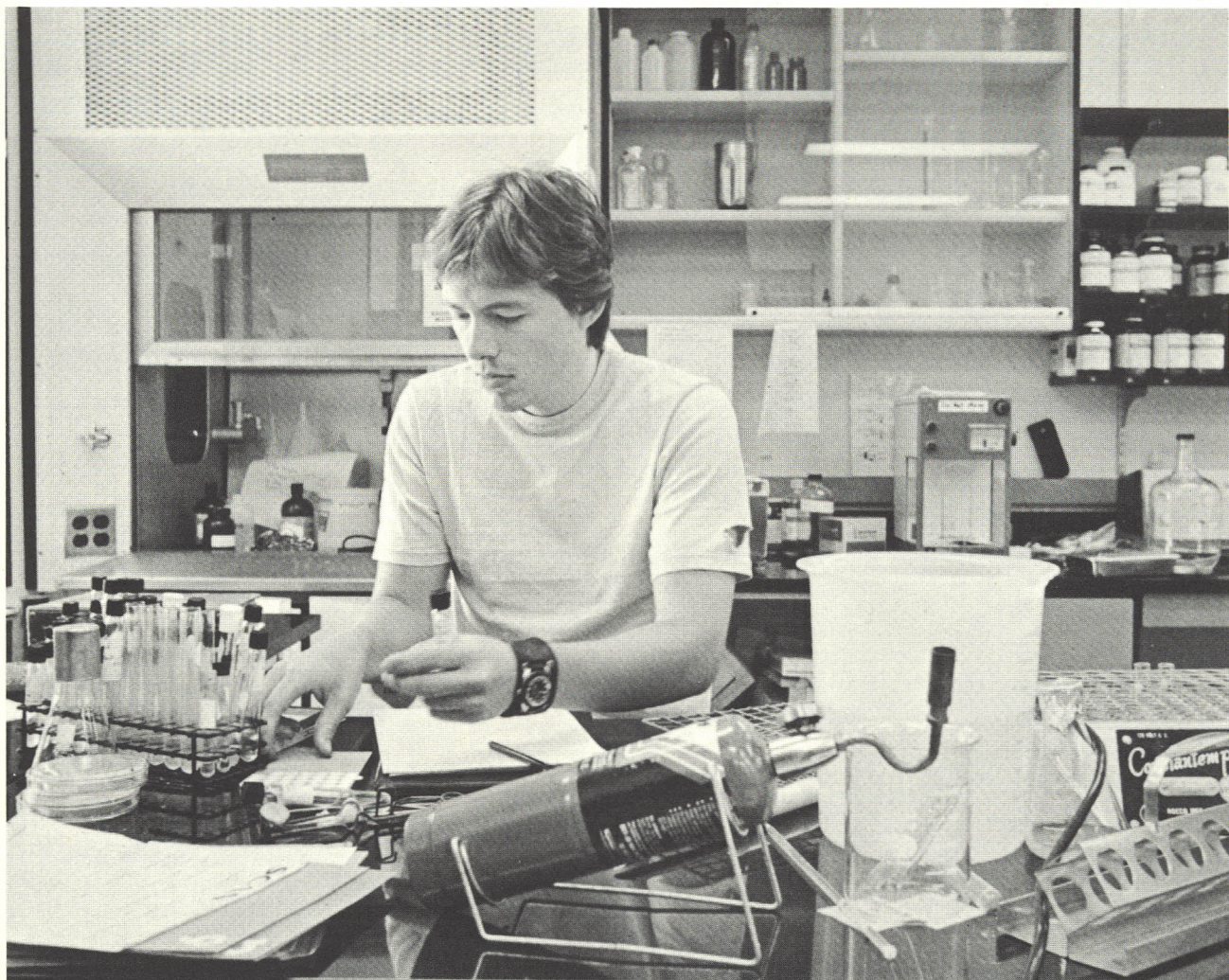
Evergreen recognized early that some subjects may be studied effectively by students working independently using materials that allow them to work at their own pace. Since the college opened it has been building a collection of slide-tapes, computer-assisted instruction, videotapes, programmed texts, and other resources with which students develop a personalized approach to study of such diverse areas as science, manage-

ment, music, mathematics and languages.

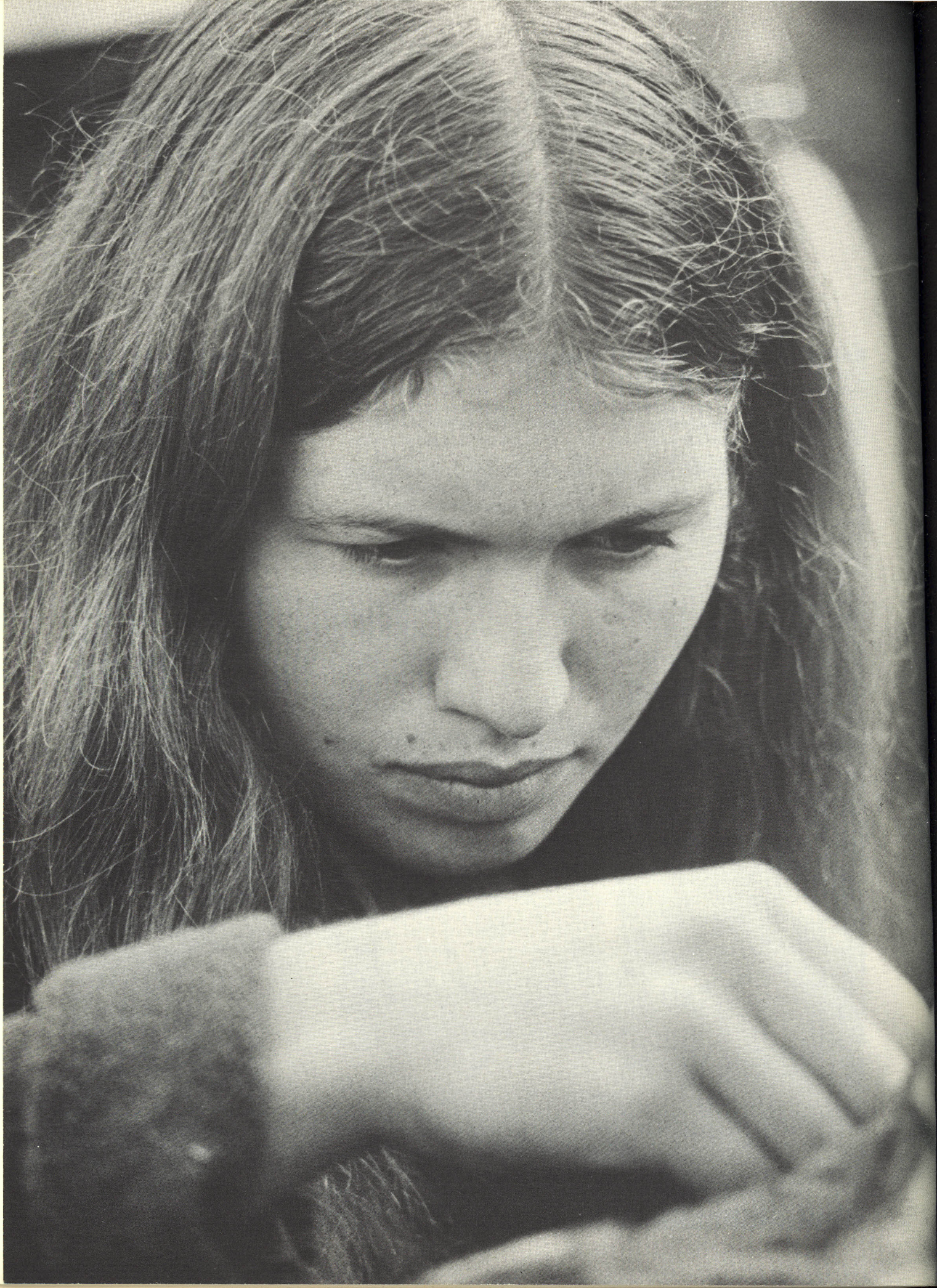
Students may use two main facilities for self-paced studies for academic credit, either on their own or as part of a regular academic program. One is the Self-Paced Learning Unit (SPLU) Lab, which maintains an inventory of equipment primarily used in the sciences, such as calculators, microscopes, chemical and photographic laboratory equipment, and others. The other is the PLATO

Learning Center.

PLATO is a computer-aided instruction system that offers thousands of hours of instruction in more than 100 different academic fields. Here students can register for a complete sequence of self-paced instruction in, for example, "Introduction to Computers and the BASIC Programming Language." Some of these programs satisfy requirements for academic programs. However, "browsing" also is welcomed.









“Students coming to Evergreen need to be brave and sensitive; willing to face understanding themselves and other people, the complexity of human relationships, and their dependence on a whole and beautiful environment.”



## Admissions

### 70 Admissions Procedures

*All applicants* who wish to be considered for acceptance as fully matriculated students must submit the following items to the Admissions Office:

1. The Washington State Uniform Application.
2. Official transcripts of *all* previous college work and, for those applying directly from high school or with less than 45 quarter hours of college work, a record of completed high school courses, including rank in graduating class.

A transcript is considered official if (a) it bears the seal of the institution, (b) it is signed by an appropriate college/university official, and (c) it is sent directly from the college/university to the Admissions Office.

Admission to The Evergreen State College is granted without regard to race, color, national origin, sex or handicap.

If, in receiving a completed application, Evergreen determines that a person's enrollment could present a physical danger or threat to members of the campus community, the college reserves the right to deny admission.

#### Application Deadlines

Applicants for Fall Quarter should have completed the admissions procedures by September 1, December 15 for Winter Quarter, and March 1 for Spring Quarter. Summer Quarter has open enrollment.

#### Freshman Admissions Requirements

Normally, any graduate of an accredited high school in the upper half of the graduating class will be considered for admission. If ranking is not available, the applicant will be considered on an individual basis. Students who do not fall in the upper half of their graduating

class will need to show evidence of their ability to succeed at Evergreen by submitting test scores, letters of recommendation from persons who are in a position to give a professional judgment, and other supporting data as requested by the Admissions Office. Test scores most commonly submitted include the Washington Pre-College Test, the Scholastic Aptitude Test or the American College Test.

Evergreen expects the high school applicant's transcript to show successful completion of a variety of academic courses which indicate adequate preparation for a challenging collegiate program.

Admission can be granted on the basis of six, but preferably seven, semesters of high school work. Applicants admitted on this basis must submit a transcript showing the completed high school record and date of graduation before acceptance is final.

#### General Educational Development Tests

Applications also will be accepted from persons 18 years of age or older who have completed the General Educational Development tests, but have not actually graduated from an accredited high school. Normally, the applicant is expected to have scored at the fiftieth percentile or above in all test categories.

#### Transfer Students Admissions Requirements

Transfer students will be considered for admission if they left the previous college in good academic standing and/or made satisfactory progress. Applicants from other colleges or universities who have completed 45 or more quarter hours of credit (or the equivalent), need not submit high school transcripts or test scores. Those who have completed less than 45 quarter hours of college level work will

submit high school transcripts in addition to college transcripts.

Transfer students are required to present an official transcript from each college or university they attended. Failure to provide *all* transcripts to the Admissions Office constitutes grounds for disenrollment. Action will be taken on a transfer application when all transcripts for previously completed work have been received. Students entering Fall Quarter who are currently enrolled in another institution must have an official copy of that record sent to the Admissions Office immediately following completion of the course(s).

#### Transfer of Credit

Evergreen has a generous policy on the acceptance of credit from other colleges and universities. The maximum credit that can be transferred is 135 quarter credits or 90 semester hours. The maximum amount of credit that can be transferred from two-year colleges is 90 quarter credit hours.

Transfer students who complete the appropriate Associate in Arts degree at a Washington State community college may receive the maximum of 90 transfer credits. Since the community colleges offer several degree programs, students should consult their advisor for more specific information.

The procedure for transferring credit is to supply official transcripts of all previous work at the time of application for admission. The Admissions Office will evaluate the credit and supply you with a report upon completion of the admissions procedure.

Policy varies slightly depending on the kind of institution from which you are transferring and the kinds of course work involved. In general, courses in which a "D" or "F" grade was received are not acceptable in transfer, nor are physical education activity courses, re-



medial courses or high school equivalency courses. Some vocational and personal development courses are transferrable, others are not. Contact the Admissions Office for details.

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated on a case-by-case basis by the Registrar. The principle used is that the work performed should be equivalent to work for which a four-year college or university would normally give credit toward the B.A. degree.

#### **Upside-Down Degree Program**

Those who hold vocational or technical degrees from accredited two-year colleges, such as an ATA (Associate of Technical Arts) or an AAS (Associate of Applied Science), may apply for the Upside-Down Degree Program, through the Admissions Office. Simply write "Upside-Down Degree Applicant" across the top of your Washington State Uniform Application Form. You will receive further information and an application form. The Coordinator, Office of Prior Learning Programs, will evaluate for acceptance.

The candidate, with the assistance and approval of a faculty advisory committee, will design a two-year plan of study. The advisory committee will expect a good deal of work in liberal arts oriented Coordinated Studies and Group Contracts. To assure a level of general education comparable to other bachelor's degree recipients.

For further information contact the Office of Prior Learning or the Admissions Office.

#### **Returning Students**

A student previously enrolled at Evergreen, planning to return after

having withdrawn from the college or taken a leave of absence for more than four quarters, must fill out the Washington State Uniform Application. The student must submit copies of *all* transcripts from colleges/universities attended since leaving Evergreen. The admissions decision will be based on the complete academic record.

#### **International Student Admissions Requirements**

International students who have met the minimum entrance requirements for college in their native countries and who can provide evidence of their proficiency in the English language, as well as financial stability, will be considered for admission.

All international students must submit the "Pre-Application for Admission" form. If this application is approved, the student must submit the uniform application and transcripts, as well as:

1. Official copies of the student's scores on the Test of English as a Foreign Language (TOEFL).
2. Evidence of having at least \$5,800 (U.S.) at their disposal to pay all normal expenses for one year's enrollment at Evergreen, in addition to funds necessary to meet travel expenses.

#### **Conditional Admissions**

Conditional admissions may be granted to a student at the discretion of the Director of Admissions when an evaluation of credentials shows that the student will benefit from Evergreen's academic programs but needs additional work in some specific area.

#### **Special Students and Auditors**

If part-time students do not wish to have academic work immediately applied toward their degree, they

do not have to complete the application process outlined under the admissions procedure section. Entry into part-time work for nonmatriculant students is handled directly by the Registrar's Office.

The categories of Special Student and Auditor are designed largely for Olympia-area residents interested in college work but not currently seeking a baccalaureate degree. Both categories are generally limited to 11 quarter credit hours (part-time) of study.

Special Students receive credit and a narrative evaluation. They may subsequently apply for admission to degree-seeking status as described under the admissions procedure section, after which all previous work will be credited toward the degree.

Auditors receive neither credit nor narrative evaluation and no credit can be advanced toward a degree if they later apply for admission to the college.

#### **Summer Quarter**

Summer Quarter enrollment does not require completion of the formal admission procedure. It is handled directly through the Registrar's Office. All Summer Quarter students pay resident tuition rates.

#### **Admissions Notification and Enrollment Deposit**

Notification of admissions decisions will be made after a review of the completed application.

Upon notice of eligibility, the applicant should send a tuition advance deposit of \$50, which is automatically applied to first quarter tuition. Payment will reserve enrollment on a first-come, first-served basis.

No deposit is required of Special Students and Auditors.

This tuition deposit is regulated by the tuition refund schedule and a student who does not enroll may forfeit this amount.



## Academic Regulations

### 72 Registration New and Continuing Student Enrollment Process

Continuing students should consult the registration brochure mailed with their registration forms. With individualized enrollment as our goal, two new services have been introduced to refine the entry process: the Check-in Center for new students, and the Student-Faculty Advising Program.

Upon being admitted, you will select a check-in date and come to campus for an individual meeting with a check-in advisor to discuss personal interests and concerns; evaluate your basic study skills; receive your registration forms; and be assigned a faculty advisor.

As a new, full-time student, you will be assigned a faculty advisor automatically, who will work with you from entry to graduation.

If you are accepted before mid-May, you should select a Spring Quarter advising and registration date. Some programs require a faculty interview or audition for entry and all are filled on a first-come basis. Registering early increases your chances of getting into the program of your choice.

You will be able to designate the length of your program or contract when you enroll by specifying both the beginning and ending dates. You also will be able to specify the number of quarter credit hours per quarter during the period you indicate. There will be no need to re-enroll each quarter during the period you designate if you continue in the same program or contract. Changes to the beginning or ending dates or to the amount of credit need to be made as far in advance as possible. Early notification will assure proper assessment of tuition and fees.

Continuing Evergreen students should select their academic programs for the following year during advanced registration, conduct-



ed in mid-May on dates specified in the college calendar. Newly-admitted students will be provided information about registration at the time of their admission to the college.

Special registration periods are held for those desiring to enroll as non-degree seeking Special Students or Auditors. Ordinarily, these special registration periods coin-

cide with the opening dates announced in both on- and off-campus communications media.

Throughout the year mailings with important information need to reach you, therefore, students are required to keep current addresses — even those of short duration — on file with the Registrar's office throughout their tenure at the college.



### **To Drop or Change a Program**

Students who want to drop or change a program should pick up a Change of Registration Form from the Registrar's Office. At that time, students should also check to see if faculty signatures are required for the particular programs involved.

### **Withdrawals and Exit Interview**

The student may withdraw at any time, but an Exit Interview at the Registrar's Office is required (telling a faculty member is not sufficient). See the "Financial Information" section for the tuition and fee refund schedule.

### **Leaves of Absence**

Students who have been regularly admitted and need to "stop out" for awhile are eligible to apply for a leave of absence of no longer than one year. Application for leave is initiated in the Registrar's Office. Students who have not enrolled in a program/contract by the enrollment deadline are considered to be on leave for up to one year for undergraduates, and one quarter for graduate students.

## **Academic Credit**

### **General Policies**

Students accumulate academic credit for work well done and levels of performance reached and surpassed. Only if a student fulfills academic obligations will full credit be entered on the permanent academic record. Otherwise, there will be either no entry or the recording of credit to represent what was actually accomplished. Credit is expressed in quarter credit hours.

As a full-time Evergreen student, you will be enrolled in only one full-time learning activity. If you enroll full-time, additional credit cannot be earned concurrently at another college for transfer back, nor will you be able to

earn more than the maximum full-time amount at Evergreen.

Evergreen will not accept credit twice for the same course work.

### **Full-time and Part-time Status**

Evergreen counts as full-time students: (1) undergraduates enrolled for 12 or more quarter credit hours and (2) graduate students enrolled for 9 or more quarter credit hours. Those who enroll for less are considered part-time students.

Maximum full-time enrollment is 16 quarter credit hours (18 for those in the Teacher Certification Program and 12 for graduate students).

### **Acceleration**

Students may accelerate only by enrolling for a fourth quarter of study each calendar year (i.e., Summer Quarter).

Any increase in the number of quarter credit hours for which a student is registered must be submitted to the Registrar no later than the fifth class day of any quarter.

### **Partial Credit Options and Withdrawals**

Evergreen's credit system distinguishes between quantity and quality. The quantity of academic work performed is recognized by an award of credit based on satisfactory completion of the program, contract, or course requirements. The quality of a student's work is expressed in a written evaluation.

Some programs will make provisions for partial credit; others will not. That determination rests with the faculty of each particular program or contract. Program faculty announce that policy at the outset of the quarter. If exceptions are to be made, they are at the determination of the faculty.

### **Evaluation**

Each Evergreen student works in-

dividually with the faculty member who leads his or her seminar in order to evaluate student progress and quality of work. From time to time students have advisory conferences with their seminar faculty to discuss personal progress. The program ends with a detailed narrative evaluation (a two- to four-page description of the exact nature of the student's work and learning). This written evaluation takes the place of a letter grade. It provides much more information about you as an individual, about your special strengths, about the areas where you need further work, and about what you seem ready to go on to. While this evaluation becomes part of your college record and will inform future employers about your work here, its main benefit is in helping you choose what to emphasize in your later work at the college or elsewhere. Evaluations are discussed in an individual conference with seminar leaders so you will have a chance to define the real high points of your program work.

## **Record Keeping Transcript and Portfolio**

The transcript and portfolio are the two primary records of student work at Evergreen.

The transcript, maintained by the Registrar's Office, is a record of academic achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and students' own evaluations of achievements. Once the evaluation is accepted in the Registrar's Office, a copy is sent to the student. *The entire body of information is mailed when a transcript is requested*, although graduate students who attended Evergreen may request transcripts of only their graduate work. Transcript processing requires time; please allow two



weeks between receipt of your request (and \$5 fee) and mailing of the transcript.

"Translations" of work performed at Evergreen are necessary. Seminar leaders and/or sponsors develop "course equivalencies" which describe the student's work in terms comparable to other colleges' or universities' systems.

Credit and evaluations are reported only at the end of the program/contract, unless the student is on leave of absence, withdraws or changes programs.

Students maintain their own portfolio, which includes the official description of the program/contract for all work attempted, descriptions and copies of faculty evaluations, your own evaluations, including those not on the transcript, and work considered to be your best effort, along with other pertinent information.

The portfolio is your academic biography, to be shared with faculty during your learning experience and with graduate school and prospective employers during interviews.

### **Confidentiality of Records**

The federal Family Education Rights and Privacy Act of 1974 establishes fair information practices regarding student records at American colleges and universities (see the last section of the catalog for text).

### **Retention of Records**

Credentials, including original documents submitted in support of an application, become the property of the college. Transcripts of students who do not register for the term for which they applied will be held two years before being discarded.

### **Academic Standing**

Since the college follows a narrative evaluation system, a student's transcript contains only informa-

tion on credit which has been successfully completed. Some recognition, of a nonpunitive nature, needs to be made of the student who is not making satisfactory progress. The following stages of academic standing have been designed to allow the student having academic difficulties the maximum amount of advice and counsel in resolving these problems. At the same time, it acknowledges that if a student is unable or unwilling to do his or her best work at Evergreen, then that place should be given to someone else.

During any quarter a student who is in danger of earning less than the registered amount of credit will be notified in writing of that danger by the faculty sponsor or program coordinator.

1. Academic Warning – A student who earns fewer than two-thirds the number of credits for which he or she is registered in three successive quarters will receive an academic warning from the Registrar, a copy of which will also go to the student's current or preregistered coordinator or sponsor. Similarly, a student enrolled for more than half-time who receives no credit at all during two successive evaluation periods will receive academic warning. Such warning will urge the student to seek academic advice or personal counselling from a member of the faculty or from the appropriate offices in Student Enrollment Services. A student will be removed from academic warning status after three quarters of successful work in which more than two-thirds of the credits were earned.

2. Required Leave of Absence – A student on academic warning who receives either an incomplete or fewer than two-thirds of the registered credits is required to take

a leave of absence, normally for one full year. A waiver of this action can be granted only by the academic deans upon presentation of evidence of extenuating circumstances by the student. To re-enter at the end of such leave, the student must supply to the deans evidence of readiness to assume responsibilities.

A student returning from a required leave of absence will re-enter on academic warning and will be expected to make normal progress toward a bachelor's degree without incurring further required leave. Failure to earn more than two-thirds credit at the next evaluation period will result in academic dismissal from the college.

## **Graduation Requirements**

The minimum requirement for awarding either the Bachelor of Arts (BA) or the Bachelor of Science (BS) is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires presentation of an educational plan to the academic dean for approval. The BS degree requirement also includes 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects.

Transfer students must earn at least 45 of the 180 quarter credit hours as an enrolled student at Evergreen to be eligible for an Evergreen degree.

Those with a baccalaureate degree from a regionally accredited institution (including Evergreen) wishing to earn a second baccalaureate degree, must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

An application and exit interview are necessary for graduation. Contact the Registrar's Office at least one quarter in advance of the anticipated graduation date.



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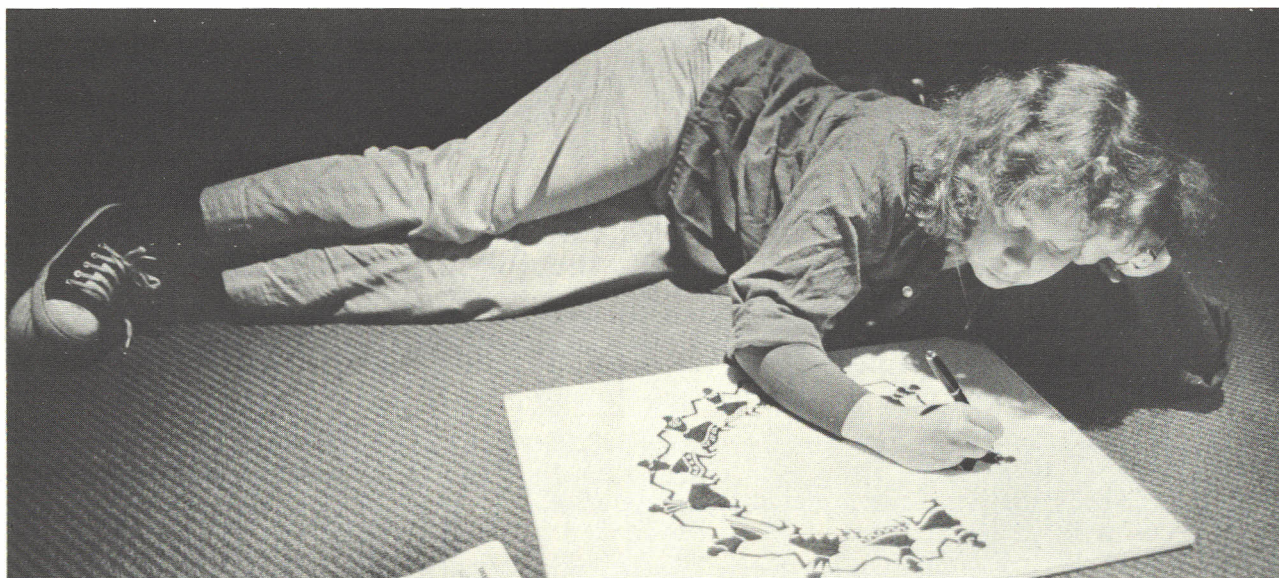
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An application and exit interview are necessary for graduation. Contact the Registrar's Office at least one quarter in advance of the anticipated graduation date.



## Financial Information



### Fees and Charges

#### Tuition and Fees

Fee calculations are based on four student status indicators: undergraduate or graduate enrollment, state residency, quarter credit hours and Vietnam veteran. These indicators are established, and may be adjusted, only by the Registrar.

Tuition and fees for full-time resident students are \$206 per quarter, and \$661 for full-time non-resident students. Of these amounts, \$54 are allotted as Services and Activities fees. For part-time students (both residents and nonresidents), tuition and fees are \$21 per quarter credit hour, up to a maximum of \$206.

#### Resident and Nonresident Status

The term "resident student" means one who has had a domicile for other than educational purposes in the State of Washington for the period of one year immediately prior to the first day of a quarter; a dependent son, daughter or spouse of a federal employee residing within the state; or a dependent son, daughter or spouse of a staff member of the college. All others are considered nonresident students. Applications to change residency status are available at the Registrar's Office and must be made in

advance of the first day of the quarter the student feels the requirement has been met.

#### Billing and Payment Procedures

The accounts receivable system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food services and other charges by mail or night depository. The Cashier's office is open from 8:30 a.m. to 4:30 p.m., Monday through Friday.

Tuition and fees are billed on a quarterly basis, and may be paid in full before the fifth class day of any given quarter without penalty. After that day, the student will be subject to a \$15 late payment fee. No payment by the thirty-first calendar day will result in disenrollment.



**76 Miscellaneous Fees**

Housing deposit	\$60.00
Transcript	5.00
ID card replacement	5.00
Returned check	6.00
Enrollment deposit	50.00
Late penalty	15.00
Credit by examination (per test)	22.00
Lab fee (varies)	10.00-25.00
Leisure Education (varies)	free-65.00
201 and 211 Studios (student rate)	
Daily	.75
Quarter	15.00

Current payment policy is under review and may be changed by Fall Quarter 1981.

Fees must be paid by the deadlines published by the Registrar. Only those "advance registered" are billed by mail. All others should pay at the time of enrollment, but no later than the deadline.

All checks must be made payable to The Evergreen State College and delivered to the college cashier by the above deadlines.

**Estimated Academic Year Expenses**

These are the projected costs for the academic year 1981-82, and are subject to change.

	<i>Residents</i>	<i>Nonresidents</i>
Tuition and Fees (Full-time)	\$ 618	1,983
Books and Supplies	240	240
Housing and Meals	1,900	1,900
Personal Needs	675	675
In-State Travel	400	400
<i>Total</i>	<i>\$3,833</i>	<i>\$5,198</i>

**Parking**

	<i>Motorcycles</i>	<i>Autos</i>
Year	\$15.00	\$30.00
Quarter	6.00	12.00
Month	3.00	6.00
Daily	.30	.30

**Refunds/Appeals**

Refunds of tuition and fees are allowed only for withdrawal under these conditions: death or serious accident or illness in the immediate family; military draft call or reserve call-up; other unavoidable or unforeseeable circumstances, after review.

Following proper withdrawal proceedings at the Registrar's Office, students are refunded:

<i>Fee/Charge Category</i>	<i>Refunds Applicable</i>
Enrollment Deposit	<i>Applies to first quarter tuition and fees</i>
Tuition and Fees	<i>100 percent to 5th class day of quarter; 50 percent to 30th calendar day; after that, no refund</i>
Housing Deposit	<i>100 percent prior to first day of contract; after that, no refund; vacate prior to completion of contract, no refund; complete contract, \$30 refund</i>

Objections to the application of any financial policy or charge may be presented to the Registrar.

**Financial Aid General Information**

Students who expect difficulty in meeting the costs of college should apply for assistance through the Financial Aid Office. Evergreen's goal is to provide appropriate fi-

ancial guidance to students, and financial aid to those students who could not otherwise attend Evergreen. Awards from the college's aid programs rest strictly on personal need and can only supplement the contribution of the student and his/her family. Most of the aid offered by the college is open only to full-time students and may take the form of grants, loans, employment, scholarships or a combination of these possibilities.

Complete information about the financial aid programs and application procedures is available upon request from the Financial Aid Office.

Applications for aid should be received by April 15. Students applying after that date will be aided if funds are available.

The Financial Aid Office also offers financial counseling to all students and maintains a listing of part-time employment opportunities both on- and off-campus.

**Emergency Loan Program**

Emergency loan funds are donated by businesses, service and professional organizations and individuals in the community, and Services and Activities Fees. This program is designed to aid all students who face temporary need by providing loans up to \$200 on a short-term basis. Borrowers may apply through a personal interview in the Financial Aid Office.

**Disbursements**

Financial aid is distributed quarterly (to coincide with tuition and fee payments) by the Financial Aid Office. All charges are deducted from the quarterly award, with the balance paid to the student during the first week of instruction. The exceptions are emergency loans, which are paid as needed, and the on-campus work-study program distributed through the payroll system.



“The faculty have a variety of styles, some of which I don’t like, but you can get your questions answered, from the aesthetic to the very technical. It’s all here; all you need is motivation.”



## Student Services

### 78 Health Services/ Women's Clinic

A clinic for students, staffed with a professional and paraprofessional medical staff, is available to registered students during Fall, Winter and Spring Quarters.

Limited laboratory work is performed at the clinic for a small fee, and most medications are provided at cost. However, most laboratory tests and all x-rays must be referred to off-campus facilities. Medical insurance plans are available at the time of registration with claims processed by Health Services.

Treatment for injuries and illness, health and nutritional counseling, allergy injections, and emergency first aid are available in the clinic. Referral service is maintained for after-hours and weekends. Emergency service is provided by St. Peter Hospital and Thurston County operates a Medic One Emergency Service. Evergreen's Medic Nine Fire Department Unit provides limited first aid on campus at all times.

Health Services sponsors workshops on Standard First Aid, Advanced First Aid, Cardio-Pulmonary Resuscitation, nonsmoking, nutrition, stress and other health-related concerns. Staff members will discuss all aspects of diagnosis and treatment with students.

The Women's Clinic provides physical examinations for women at a small service fee including gynecological distress treatment and referral, STD screening and treatment, cancer and DES screening, family planning services and counseling. The staff is trained to deal with most questions that women and men have about sexual health.

### Student Health Insurance

The college provides the opportunity for students to purchase health insurance for themselves and de-

pendents. Options include either major medical coverage or full health care coverage. Full-time students (registered for 10 credit hours or more) will automatically be enrolled in the major medical plan unless a waiver card or full health care request is received by the 5th class day of each quarter.

### Counseling Services

Evergreen's student and employee counseling service charges no fee to help persons acquire skills to solve their own problems and develop their human potential.

Once a problem has been identified, there are workshops, developmental seminars and other forms of group activity and counseling available.

A coordinator/counselor, a counselor/consultant, two counselors, and student paraprofessionals operate within a developmental framework, blending traditional and new concepts readily adaptable to individual and group counseling as well as occupational and educational information. Cooperation between campus and community further encourages preventive rather than remedial program development.

When funds are available, the college contracts for professional service, such as psychiatric care, and always, counseling relationships are confidential. No information is released without written request from the individual concerned.

### Career Planning and Placement

Start your career and employment planning early.

Evergreen graduates can expect satisfactory employment or graduate school placement, if they define their interests, use the college's advising and academic resources, and plan ahead.

Career services help students

identify career interests, gather information about them, identify potential employers or graduate programs, and develop a strategy for job or graduate school entry. We work with first- through fourth-year students on an individual and group basis.

Visit the Career Library (LIB 1213) and stop by the office at the beginning of each quarter for your schedule of career and employment information programs.

### Veterans Affairs

The Office of Veterans Affairs assists veterans and other eligible persons with all VA-related applications and information to assure maximum use of benefits provided under law. The office also serves as a clearinghouse for information pertaining to veterans and actively recruits veterans within the college's service area.

The OVA provides counseling and referral assistance to veteran students and serves an advocacy role in supporting veterans' issues and concerns.

### Academic Advising

Students are responsible for planning their credit-generating work at Evergreen; however, advice in making curricular decisions is available through the Academic Advising Office. The office will help familiarize students with curriculum, program and contract choices. Changes and additions to curriculum are kept current and readily available.

Student preference is considered when assigning faculty advisors, who remain with students as long as they are at Evergreen. Together, they develop an overall academic plan leading to graduation. Working in collaboration with Cooperative Education and Career Planning and Placement, internship possibilities and career and graduate school options are



**"The Committee is impressed that the Evergreen spirit touches everyone, including all levels of administration and staff. For example, the efforts of the student services personnel are heroic."**

*Evaluation Committee Report for Evergreen Reaccreditation, October, 1979.*

explored.

The Academic Advising Resource Guide (AARG!) is given to students as a personal resource guide, with the office providing information on availability of faculty sponsors for individual contracts, enrollments in programs, and opportunities for student-generated curricular proposals. Faculty members and students frequently develop advisory/guidance relationships which help formulate academic plans.

### **Special Needs and Handicapped Access**

The Evergreen State College supports a policy of independent living for students and employees who have special needs, and has initiated a program to accommodate some special needs of Evergreeners. Students will have the opportunity to volunteer information about their needs during the registration process. Since some kinds of accommodation take time to accomplish, the physically or emotionally limited student may need to contact the college at an earlier date, on an entirely confidential basis. For further information, call or write Special Needs in the Affirmative Action Office, (206) 866-6020, Library 3238.

### **Self-Help Legal Aid**

Paralegal assistants, in cooperation with a local practicing attorney, assist students who are having legal problems. Call the Legal Aid Office in the library, 866-6107, for assistance.

### **Bike Shop**

Student bikers can use tools, get advice and service their bicycles at the Bike Shop in the basement of the CAB. No fee is charged for repair parts and shop hours are posted in the Activities Office, CAB 305.

### **Third World Coalition**

The Third World Coalition welcomes all persons of color and offers them the opportunity and assurance that they have complete access to equal educational opportunities at Evergreen.

The function of the Coalition is to act as an advocate through referral assistance, academic and social advising, educational/political and social advocacy. It also acts as an information center for students of color and provides a comfortable place for persons of color to meet.

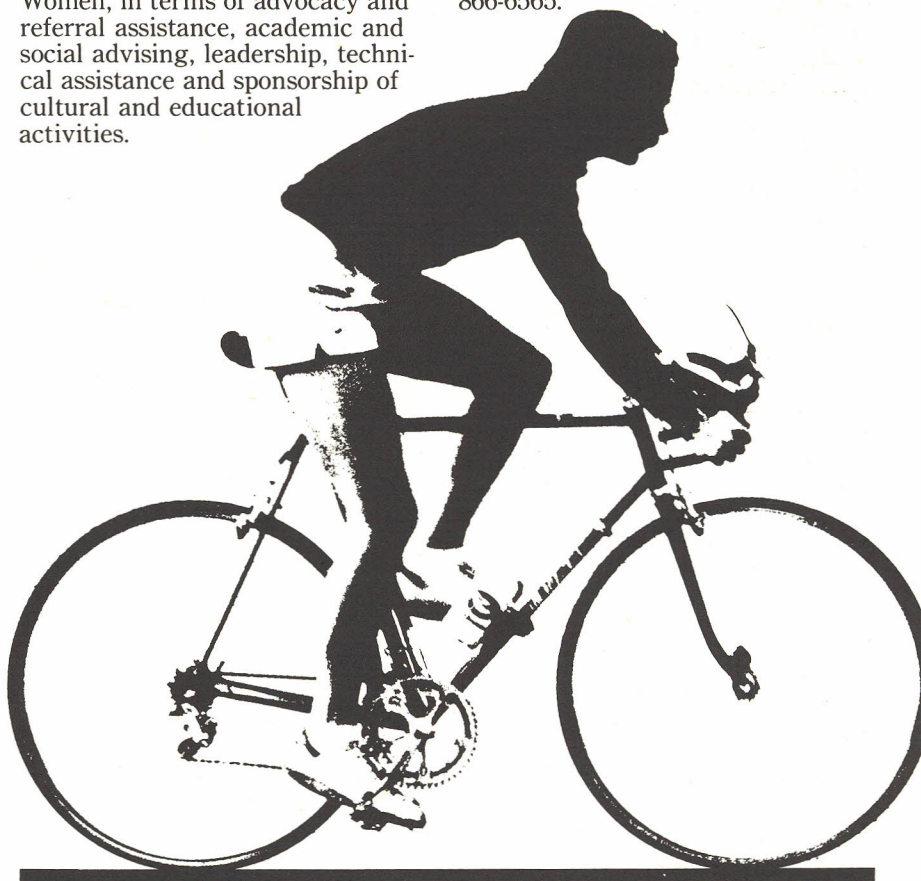
The Third World Coalition also provides assistance to the Asian/Pacific Isle Coalition, Native American Student Association, MECHA, Ujamaa and Third World Women, in terms of advocacy and referral assistance, academic and social advising, leadership, technical assistance and sponsorship of cultural and educational activities.

### **Alumni Association**

The Alumni Association was formed in 1978 to provide an avenue for the pursuit of members' mutual interests and to provide support to the programs and philosophies of the college. The association is governed by a 24-member board, and any graduate or former student is eligible for Alumni Association membership.

The Association works with the college's Alumni Office to offer services to alumni (workshops, reunion, directory, newsletter) and services to the college (admissions assistance, legislative relations, fund-raising).

For information, call the Alumni Relations Coordinator at 866-6565.





### 80 Housing

Living on campus has many advantages, with varying accommodations available through the Housing Office. The choice is yours.

There are 19 two-bedroom duplexes, one ten-story and three five-story buildings.

With living units ranging from one-, two- and five-bedroom apartments, to single and double studios, students are close to classrooms and the main campus facilities with 24-hour security services.

Campus living has the additional advantages of mail delivery, handicap residence units, bicycle and motorcycle shelters, storage lockers, TV-FM cable, color TV and lounges, pool and ping pong tables, laundry facilities, bus service to and from the greater Olympia area, and recreational, social and cultural events.

Students can cook their own meals in most housing facilities in complete kitchens, or buy meals at various campus outlets.

It is "first-come, first-served" basis, for both on-campus and off-campus accommodations, following completion of an application and receipt of deposit. A full refund is given to students not admitted to college; a cancelled application by the date on the contract or lease brings a partial refund.

Forms and more information are available from The Evergreen State College Housing Office, Building A, Room 322, Olympia, WA 98505 (206) 866-6132.

### Food Services

Students have a choice of casual meal plans on a cash or script ticket basis, a snack bar and "deli" services. A full catering and banquet service also is available.

Festive meals are provided periodically during the year, a vegetarian entree line is available and

special diets are prepared when medically required.

### Mail Services

Student mail is delivered to the residence halls six days a week. Campus mail service personnel distribute deliveries to individual mail boxes.

U.S. Postal Service mail drops are centrally located, with stamps and parcel mailing available from a self-service postal unit in the CAB.

Students should give a complete address to correspondents, including residence halls, room number and The Evergreen State College, Olympia, WA 98505.

The college cannot accept financial responsibility for receiving and storage of personal belongings for students. These arrangements should be made with local shipping agencies or at some other local address.

### Organic Gardening

Students can raise crops at the Evergreen Organic Farm on campus, either through an academic program, on the group cooperative farms, or through individual request on community plots.

Requests for use of the farm or solar greenhouse may be directed to the resident caretaker at the Organic Farm.

### Leisure Education Workshops

Because it's fun and enriches your life, students stimulate their creativity with noncredit workshops through the Leisure Education program.

With a kaleidoscope of activities, the program ranges from arts to dance, from martial arts to cooking classes. In past years, the program has presented workshops in pottery, photography, jewelry making, woodworking, spinning

and dyeing, weaving, and dance represented by ballet, jazz, disco and aerobic.

Kung Fu, Ki and Aikido, Tai Chi and Karate were actively pursued, as were skiing, scuba, tennis, parachuting, hang gliding, and mountaineering. The performing arts were represented by community radio and theater.

All of these good times also are available to faculty, staff and the Olympia community.

### Recreational Arts Center/Program

The Metal Arts and Ceramics Studios comprise the Recreational Arts Center, where artists real and would-be practice their craft.

Jewelry making, small metal sculpture, lapidary work, leather and stained glass facilities are found in the 211 Metal Arts Studio, with the "fire arts" (raku, stoneware, porcelain and kiln-fired glass) nearby in 201 Ceramics Studio. There are both electric and kick wheels, three electric bisque kilns, 30- and 60-cubic-foot gas kilns and temporary raku kilns for artists' use.

More advanced students in fine metal and ceramic arts, as well as lapidary, photography, stained glass and leather, may register for open studio use by paying a fee.

A black-and-white photo darkroom is also available to students and community residents who either enroll in a Leisure Education workshop or pay a use fee.

### Sports

Sports for fun, sports for recreation, sports for credit – besides gaining new and special skills for a lifetime of well-being and expertise, sports activities bring recreational variety to college life.

The Evergreen campus abounds in activities, including sports clubs for soccer, basketball,



**“Study as if you were going to live forever; live as if you were going to die tomorrow.”**  
*Marion Mitchell*

softball, volleyball, running, mountain climbing, river running and sailing, most of which offer instruction.

Evergreen's Campus Recreation Center is one of the best equipped facilities in the Pacific Northwest, with an 11-lane swimming pool, separate diving well, sun deck, two sauna baths, showering and locker rooms, a multipurpose room for dance, the martial arts and exercising, weight training rooms, five racquetball-handball courts and a rock-climbing practice wall.

In addition to club sports and informal recreation the college is also embarking upon a program of intercollegiate athletics which began in 1979 with soccer and swimming, and which will include cross country running in 1980-81. Plans also call for the addition of tennis during the spring of 1981, and the gradual expansion to 16 sports for men and women over the next seven years.

The Recreation Equipment Center rents just about anything you'd want for outdoor recreation. They have sailboats, kayaks, skis, backpacking equipment, and for day use, volleyballs, nets and softballs. There are boating facilities, a climbing wall, two horseshoe pits, an archery cage, four lighted tennis courts, and a large playfield for field hockey, flag football, rugby, soccer and/or softball.

The college owns 3,300 feet of undeveloped beachfront on Eld Inlet of Puget Sound, and the majority of Evergreeners prefer to leave it in its natural state.

### **Public Events**

Evergreen is the hub of entertaining and educational programs for the community, all year long. Open to both campus and community, for the most part, the events are often free and always interesting.

The Tuesdays at Eight lecture and concert series brings outstanding musicians, lecturers and performers to the campus, with the funding help of Patrons of South Sound Cultural Arts (POSSCA), The Evergreen Foundation and the Evergreen College Community Organization.

Evergreen Expressions, a major performing arts series launched in 1979, offers fine public entertainment in dance, music and theatre.

Ongoing film series include the Academic Film Series on Wednesday evenings, and Friday Nite Films sponsored by Student Activities. In addition to these, the college frequently offers student and program-related public performances which have included student-directed one-act plays, faculty recitals, and evening previews of student-produced films.

Student and professional art work is also regularly featured in Gallery Two and Gallery Four in the library. Admission to both exhibits is free.

The college also presents its own ongoing groups, including the Jazz Ensemble, the Evergreen Singers and a talented cast of student dramatists and dancers.

### **Campus Communications**

Evergreen's communications system includes the Information Center, *Newsletter*, *Happenings* and the campus newspaper, radio station and closed-circuit television network.

### **Information Center**

Coordinated by the Office of College Relations, Evergreen's Information Center serves the academic community as well as visitors to campus. The Center is housed in the main mall of the College Activities Building and is operated by several part-time student employees.

Essentially, the Information Center provides general information and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the college; its function is one of letting all the left hands know what the right hands are doing.

The Information Center's operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday during Fall, Winter and Spring Quarters.

### **Newsletter/Happenings**

Published weekly during Fall, Winter and Spring Quarters by the Office of College Relations, the *Newsletter* provides news and feature stories about Evergreen people, programs, events and problems. The *Newsletter* is distributed on Fridays from the Information Center. The copy deadline is noon on Wednesdays. A companion publication, *Happenings*, provides a detailed weekly calendar of various events occurring at Evergreen. *Happenings* is distributed on Fridays from the Information Center.

### **Newspaper, Radio, TV**

A newspaper, FM radio station and closed-circuit television system operate in response to student interest, not only enhancing campus communications but also serving as learning and recreational resources.

The *Cooper Point Journal* is a student-operated newspaper sponsored by a Board of Publications appointed by the president and including student, faculty, and staff representatives. The *Journal* primarily carries news, features, and commentary concerned with Evergreen and higher education. Student editors are responsible for content.



## "Be True to Your School"

*Beach Boys, 1965*

**82** Radio station KAOS (89.3 FM) airs a wide variety of shows created by the students and volunteer area residents who support and staff it.

Evergreen's closed-circuit cable system – coordinated by the Library – provides for distribution of television programming either through the pick-up of off-campus commercial stations or through the origination of programs on campus.

### Using College Premises

Evergreen's buildings and campus may be used for other than educationally related activities, provided that eligibility requirements are met, suitable space is available, and adequate preparations are made.

Arrangements for conferences and/or other group gatherings, by outside organizations, are made through Conference Coordinator, Evergreen Bookstore, College Activities Building, 866-6216.

TESC students, faculty and staff who want to schedule a special event or the appearance of an outside speaker must contact the Activities Coordinator, CAB 305, phone 866-6220.

Reservations for space and/or facilities are made through the Office of Facilities, Scheduling Section, LAB II, Room 1254, phone 866-6340.

Allocations of space are made first to Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of particular groups of students, faculty or staff members, and finally for alumni-sponsored events. Last priority to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited, without written permission in advance, at on-campus events/meetings.

### Facilities / Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and Thurston County that must be met while on campus. Here are some of them.

#### Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations.

Permits may be obtained through the Dean of Student and Enrollment Services, Library 1200.

Rooms, in dwelling places in the residence halls and residential modular units, are homes, and drinking is legally permissible for students 21 or older.

#### Firearms

Weapons brought to campus, for hunting or sport, must be checked with the Security Office for safekeeping. A special explanation for handguns must be filed.

Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen.

#### Pets

Pets are not allowed on campus unless under physical control by owner and at no time in buildings. Stray animals are held for one day in holding pens and then turned over to the Humane Society.

#### Bicycles

Blocks, to which bicycles can be locked, are to be used for parking. Bicycles should not be placed in, or alongside, buildings.

#### Smoking

Smoking is not allowed in "No Smoking" areas, and any other place where abstinence is requested by the person in charge.

### Parking and Traffic Regulations

All motor vehicles must display valid parking permits, available at these prices:

	<i>Autos</i>	<i>Motorcycles</i>
Annually	\$30.00	\$15.00
Quarterly	12.00	6.00
Monthly	6.00	3.00
Daily	.30	.30

Parking permits are available from the Cashier's Office. The daily rate is paid at the information booth at the campus entrance.

Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle owner/driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Campus speed limits, generally 25 miles per hour or less, are indicated by signs. Drivers must obey all traffic signs posted on campus.

### Security

The Security Office staff is composed of officers and students trained to work with people to handle problems of human interaction, as well as those involving breaches of the college's Social Contract and regulations and state laws. The phone number is 866-6140.

### Personal Property

Although the college cannot assume responsibility for the loss of personal property from campus buildings, the Housing Office provides personal property cards for listing of all personal items of value. The Security Office retains the card for reference in the case of loss or theft.



**“The last temptation is the greatest treason: to do the right deed for the wrong reason.”**

*T. S. Eliot*

## **Affirmative Action Policy**

The college Board of Trustees has adopted a strong Equal Opportunity Policy in order to assure open membership and participation in the academic community for all students and employees.

The Affirmative Action Office is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the Affirmative Action program. This office works with faculty, staff, students and student groups to achieve equal opportunity.

Evergreen's basic policy statement on equal opportunity and affirmative action, as codified in the Washington Administrative Code, follows:

The Equal Opportunity Policy of The Evergreen State College requires that its faculty, administration, staff, students, and persons who develop programs at the college; and all contractors, individuals and organizations who do business with the college; comply with the letter and spirit of all federal, state and local equal employment opportunity statutes and regulations.

The college expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status or the presence of any sensory, physical or mental handicap unless based upon a bona fide occupational qualification. This policy requires recruiting, hiring, training and promoting persons in all job categories without regard to race, sex, age, religion, national origin, marital status or the presence of any sensory, physical or mental handicap unless based upon a bona fide occupational qualification. All decisions on employment and promotion must utilize only valid job-related requirements.

The college requires that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, college-sponsored training, education, tuition assistance, social and recreation programs, and that all student recruiting and admissions, student services (such as financial aid, placement, counseling, housing, student activities, physical recreation), except for assignment in college housing facilities consistent with Chapter 145, Laws of 1975, first Extraordinary Session, and facilities usage, be administered without discrimination based on race, sex, age, religion, national origin, marital status or the presence of any sensory, physical or mental handicap unless based upon a bona fide occupational qualification.

Evergreen is committed to an Affirmative Action program – a goal-oriented program through which it makes specific additional efforts to recruit, hire, train and promote non-whites and women; and to recruit, admit and educate non-white and women students. The Affirmative Action program is designed to overcome and prevent the effects of systemic institutional discrimination and benign neutrality in employment and educational practices.

The college will take affirmative action to solicit bids on goods and services contracts from non-white and women vendors and contractors.

## **Governance**

The Evergreen system of governance must rest on open and ready access to information by all members of the Evergreen community as well as on the effective keeping of necessary records. Decisions and methods to be used for their implementation must be handled at the level of responsibility and account-

ability closest to those affected by a particular decision. Decisions are to be made only after consultation and coordination with students, faculty and staff who are both affected by and interested in the issues, except on those occasions in which circumstances do not allow for formal consultation to occur between those affected.

The Evergreen Administrative Code names the Evergreen Council as the body responsible for discussing general and continuing issues affecting the college, and for advising the college on ways of addressing those issues. The Council consists of the president (or designee); representatives from exempt and classified administrative staff; faculty; and students – all selected by their respective constituencies. The Administrative Code also specifies that most specific problems or issues requiring attention shall be addressed by Disappearing (i.e., ad hoc) Task Forces, rather than standing committees and governing councils. Disappearing Task Forces are formed as needed and are charged with researching and gathering information on the issue before them, and for preparing recommendations, position papers and advice to the college. Meetings of the Council and task forces shall be public, with notice of meeting times and locations announced in advance.

The grievances and appeals system at Evergreen is designed to provide a campus adjudicatory apparatus, the authority and thoroughness of which should promote the resolution of disputes within the college. Students, faculty, and staff who come into conflict with one another should make a determined effort to resolve those problems among themselves before relying on informed mediation procedures. If third-party mediation is unsuccessful, a disputant



**“Think you, if Laura had been Petrarch’s wife, he would have written sonnets all his life?”**

*Lord Byron*

**84** who wishes to pursue resolution of a dispute may choose to petition the president for a formal hearing.

*Governance and Decision Making*, part of the Evergreen Administrative Code is available at the college Information Center and describes the ways in which this vital process works. New students are urged to obtain a copy and review it for their own information and reference.

### **Social Contract General Conduct**

WAC 174-124

#### **Basic Purposes; Individual Responsibility of Members of the College Community.**

WAC 174-124-020

**1.** The Evergreen State College is an association of people who work together as learners and teachers. Such a community can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degrees and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform, but all must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration. In its life as a community The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules.

**2.** The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the

general law, to protect its property from damage and unauthorized use and its operating processes from interruption. At the same time, it also must guarantee the right of the members of the community to voice their opinions with respect to basic matters of policy and other issues.

**3.** As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the president or presidential designees to intercede whenever sound judgment points to a clear and present danger to these concerns.

**4.** Each member of the community must protect: (a) the fundamental rights of others in the community as citizens, (b) the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen’s curriculum or resources in people, materials, equipment and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

#### **Individual rights of members of the Evergreen Community.**

WAC 174-124-030

**1.** Members of the Evergreen community recognize that the college is part of the larger society as represented by the State of Washington, which funds it, and by the community of greater Olympia, in which it is located. From this state

of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

**2.** Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

**3.** There may be no discrimination at Evergreen with respect to race, sex, sexual orientation, religious or political belief, or national origin in considering individuals’ admission, employment or promotion. To this end the college has adopted an affirmative action policy (reference: Evergreen Administrative Code WAC 174-148, Equal Opportunity Policies and Procedures – Affirmative Action Program.)

**4.** Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

**5.** The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college.

**6.** All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

**7.** Evergreen does not stand in loco parentis for its members.

**8.** The right to use the mediation and adjudication process is enjoyed by all members of the Evergreen community. (reference: WAC 174-108-06001 Mediation and Adjudication of Disputes, Grievances and Appeals).



**"You can't always get what you want, but if you try sometime, you just might find you get what you need."**  
*Mick Jagger*

**Conditions of Learning; Freedom; Privacy; Honesty.**  
WAC 174-124-040

1. Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying full freedom to explore ideas and to discuss their explorations in both speech and print without let or hindrance. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.

2. All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or by the institution. Meetings of public significance cannot be properly held in secret.

3. All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

4. Honesty is an essential condition of learning. Honesty includes the presentation of only one's own work in one's own name, the full consideration of evidence and logic, and the recognition of biases and prejudices in oneself.

5. Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view.

6. Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full oppor-

tunity for expression will Evergreen provide bona fide opportunities for significant learning.

7. All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group.

**Institutional Rights and Obligations.** WAC 174-124-050

1. As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

2. The college has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

3. Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities.

4. The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to support the right of its community's members to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

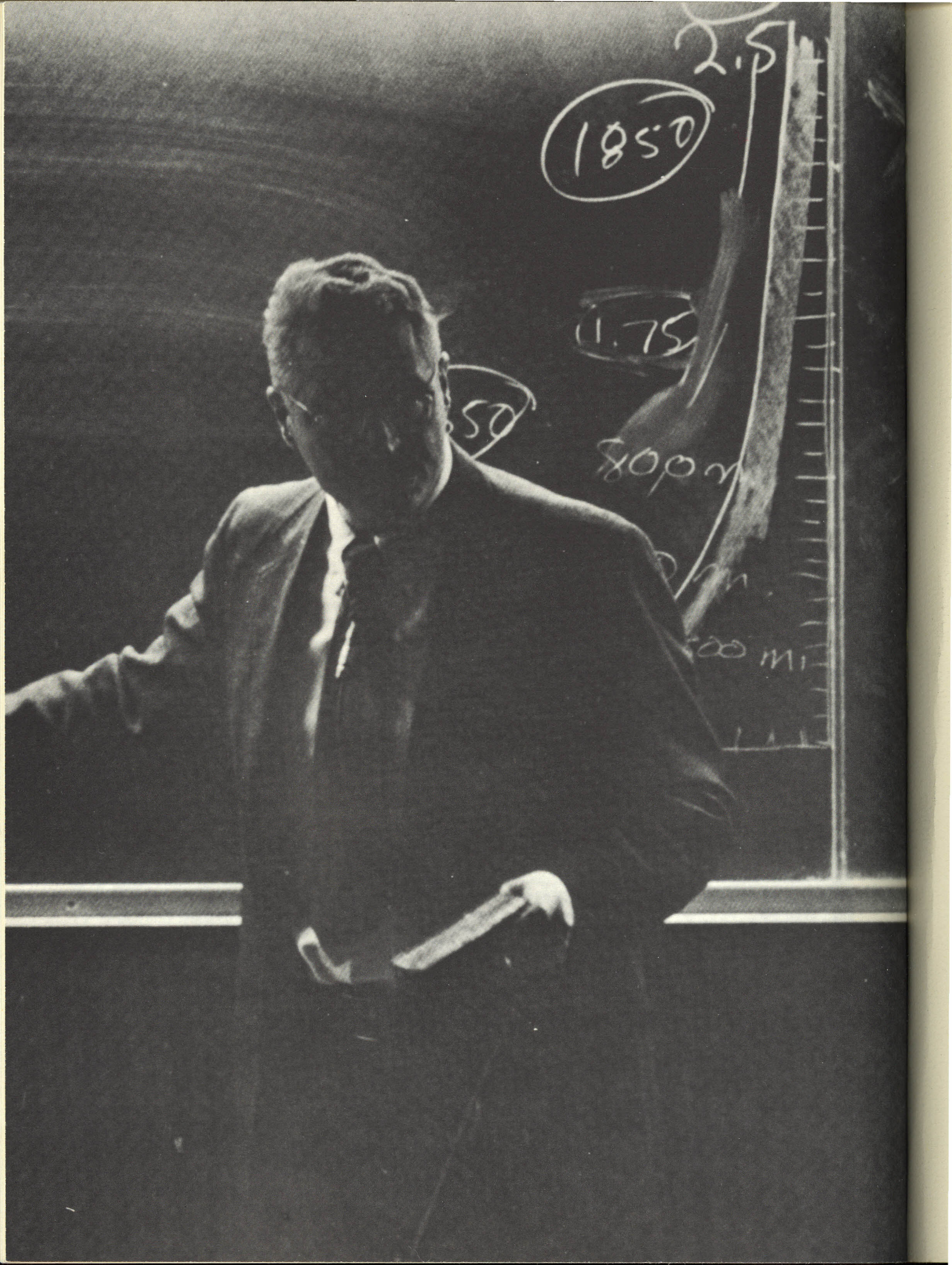
**Procedural Review; Subsequent Modification of the Contract.**

WAC 174-124-120

This document shall be reviewed with each review of the covenant on governance.







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## Faculty

### Humanities-Arts

**Richard W. Alexander**

*English and Literature*, 1970;  
*Assistant Academic Dean*, 1980-Present;  
B.A., English, Emory University, 1956;  
M.A., English, Tulane University, 1961;  
Ph.D., English, University of Illinois, 1966.

**Nancy Allen**

*Literature and Languages*, 1971;  
B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

**Susan M. Aurand**

*Art*, 1974;  
B.A., French, Kalamazoo College, 1972;  
M.A., Ceramics, Ohio State University, 1974.

**Gordon Beck**

*Cinema Arts and Art History*, 1972;  
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

**Craig B. Carlson:**

*Communications*, 1973;  
B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

**Donald W. Chan**

*Music*, 1971;  
B.A., Music, San Jose State College, 1962;  
M.S., Music, Juilliard School of Music, 1964.

**Sally J. Cloninger**

*Film-Television*, 1978  
B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

**Thad B. Curtz**

*Literature*, 1972;  
B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

**Leo Daugherty**

*Literature and Linguistics*, 1972;  
*Academic Dean*, 1975-76;  
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970.

**Peter H. Elbow**

*Literature*, 1972;  
B.A., Williams College, 1957; M.A., Exeter College, 1959; M.A., Oxford University, 1963; Ph.D., Literature, Brandeis University, 1969.

**David Englert**

*Music*, 1979 (visiting)  
B.Mus., Composition, Oberlin College Conservatory, 1973; M.Mus., Composition, Cleveland (Ohio) Institute of Music, 1976.

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Diplome de Langue, Universite de Toulouse-Bordeaux a Pau, 1967; Diplome de Langue et Lettres Francaises, Univesite d' Aix Marseille, 1968; B.A., French, Political Science, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972.

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*Art*, 1972;  
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

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*Fine Arts*, 1978;  
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*Music*, 1972;  
B.A., Music, Yale University, 1948; M.A., Composition, University of California at Berkeley, 1952; D.M.A., Music, University of Southern California, 1958.

**Andrew M. Hanfman**

*Language Studies; Russian-Soviet Area Studies*, 1972;  
Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

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B.A., Literature-Creative Writing, State University of New York at Buffalo, 1968; M.A., Urban Folklore, State University of New York at Buffalo, 1975.

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A.B., Mathematics, Allegheny College, 1961; M.A., History-Philosophy of Science, Indiana University, 1963; M.A., Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.

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**Bernard Johansen**

*Dance*, 1972

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*Art History*, 1976;  
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A., Arts, Clark College, 1962; B.S., Speech, Theater/English, Portland State University, 1966.

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B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

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*Literature-American Studies*, 1971;  
B.A., English, University of Iowa, 1965; M.A., American Civilization, University of Iowa, 1967; Ph.D., American Studies, Washington State University, 1978.

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*English*, 1968;  
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B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M. (Honorary), Yale School of Organization and Management, 1979.



**The space for rehearsing and performing is outstanding in quality and more than adequate in quantity; the most advanced video, film and audio equipment is readily available."**

*Evaluation Committee Report on Expressive Arts for Evergreen Reaccreditation, October, 1979.*

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**Frank Motley**

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B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

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*Philosophy*, 1975;  
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*Art, Anthropology, Minority Studies*, 1972; B.F.A., Art-Education, Washington State University, 1966; M.A., Art-Anthropology, University of Idaho, 1968.

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B.A. (equiv.), Cinematography, Academy of Music and Performing Arts, Vienna, Austria, 1974.

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**Susan P. Smith**

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**Paul J. Sparks**

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**Charles B. Teske**

*Literature*, 1970;  
*Academic Dean*, 1970-75;  
B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

**Gail Tremblay**

*English*, 1980; (visiting)  
B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

**Andre Tsai**

*Theater Arts*, 1974;  
B.A., English Literature, National Taiwan University, 1957; M.A., Theater Arts, Ohio State University, 1961; Ph.D., Theater Arts, Ohio State University, 1964.

**Sidney D. White**

*Art*, 1970;  
B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

**Ainara D. Wilder**

*Theater and Drama*, 1972;  
B.A., Dramatic Arts, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

**William C. Winden**

*Music*, 1972;  
*Assistant Academic Dean*, 1976-78;  
B.S., Music, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

## Natural Science

**John O. Aikin**

*Computer Science*, 1976;  
*Director of Computer Services*, 1976-present;  
B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

**Lee R. Anderson**

*Physical Science*, 1971;  
B.S., Physics, Stanford University, 1961; M.A., Physics, University of Oregon, 1965; M.S., General Science, Oregon State University, 1967; Ph.D., Physical Science, Oregon State University, 1969.

**Michael W. Beug**

*Chemistry*, 1972;  
B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

**Richard B. Brian**

*Mathematics*, 1970;  
B.S., Physics, Grove City College, 1953; M.A. Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

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*Biophysics and Plant Biology*, 1972;  
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

**George E. Dimitroff**

*Mathematics*, 1973;  
B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

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B.S., Biology, Buena Vista College, 1961; M.S., Zoology-Ecology, State University of Iowa, 1964; Ph.D., Marine Biology-Ecological Physiology, Stanford University, 1969.

**Betty R. Estes**

*History of Science*, 1971;  
B.S., Mathematics, University of Oklahoma, 1957; M.A. Mathematics, University of Pennsylvania, 1960.

**Robert W. Filmer**

*Applied Science and Technology*, 1972;  
B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.



**"Don't let me catch anyone talking about the Universe in my department."**

*Ernest Rutherford*

**Burton S. Guttman**

*Biology*, 1972;  
B.A., University of Minnesota, 1958; Ph.D.,  
Biology, University of Oregon, 1963.

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1970-73;  
B.S., Physical Education, University of Iowa,  
1949; M.S., Physical Education, University of  
Washington, 1950; Ph.D., Zoology, Oregon State  
University, 1956.

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1963; M.A., Biology, Stanford University, 1965;  
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Physical Chemistry, Brandeis University, 1965;  
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B.A., Mathematics, Yale University, 1960;  
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B.A., Physics, Dartmouth College, 1961;  
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*Microbiology*, 1972;  
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B.S., Biology, Southern University, 1963;  
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1968; Ph.D., Microbiology, Washington State  
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*Biology, History of Technology & Environment*,  
1980;  
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Biology, Harvard University, 1965.

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*Mathematics, Spanish*, 1977;  
B.A., Mathematics, Reed College, 1960; M.S.  
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B.S., Chemical Engineering, University of New  
Mexico, 1954; M.S., Chemical Engineering,  
University of Washington, 1957; Ph.D.,  
Chemical Engineering, University of Washington,  
1959.

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*Chemistry*, 1980; (visiting)  
B.S., Chemistry, University of Kentucky, 1967;  
Ph.D., Chemistry, California Institute of  
Technology, 1971.

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*Oceanography*, 1972;  
B.S., Mechanical Engineering, Teknikum, Copenhagen,  
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Oceanography, Oregon State University, 1968.

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*Biology*, 1970;  
B.S., Zoology, Colorado College, 1953; M.S.,  
Entomology, Colorado State University, 1955;  
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B.A., Biology, Colorado College, 1962; M.S.,  
Zoology, University of Arizona, 1964; Ph.D.,  
Ecology-Biology, University of Arizona, 1969.

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*Biogeography*, 1978 (visiting)  
B.S., Agriculture, Cornell University, 1962;  
M.S. Entomology, Cornell University, 1969;  
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*Geology*, 1975;  
B.S., Geology, San Diego State University, 1968;  
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*Chemistry*, 1970;  
B.S., Chemistry, Haverford College, 1953;  
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*Oceanography*, 1971;  
B.S., Biochemistry, Cornell University, 1955;  
M.S., Marine Biology, Scripps Institution of  
Oceanography, University of California at Los  
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M.S., Agronomy, Utah State University, 1962;  
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*Physics*, 1970;  
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## Social Sciences

**Guy B. Adams**

*Public Administration*, 1978;  
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B.A., History, Temple University, 1970;  
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Mexico, 1973; D.P.A., George Washington  
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*Education-Social Psychology*, 1970;  
B.A., Mathematics, Oregon State University,  
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**"That government is best  
which governs not at all."**

*Henry David Thoreau*

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*Geography*, 1974;  
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B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

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*Journalism and Education*, 1973;  
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*Architecture*, 1971;  
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*Environmental Design*, 1974;  
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*Anthropology*, 1974;  
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*History*, 1970;  
B.A., History, University of Wyoming, 1961; M.A. History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.

**Virginia Ingersoll**

*Communications*, 1975;  
B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.

**Winifred Ingram**

*Psychology*, 1972;  
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951.

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**Seiichi Katayama**

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**Lovern C. King**

*Native American Studies*, 1977;  
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**Lowell Kuehn**

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**"Truth, when witty, is the  
wittiest of all things."  
Augustus William Hare**

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1960; M.A., Economics, University of Wis-  
consin, 1967.

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sity, 1966; M.P.A., Economic Development,  
Princeton University, 1968; M.A., Econom-  
ics, University of Wisconsin at Madison,  
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*International Relations*, 1971;  
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1950; Ph.D., Pedagogical and Curriculum  
Studies, Union Graduate School-West, 1977.

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*Public Administration*, 1979;  
B.A., Sacred Heart Seminary, 1954; S.T.L.,  
Catholic University, 1958; S.S.L., Biblical In-  
stitute, Rome, Italy, 1965; M.P.A., California  
State University, 1975; D.P.A., Public Ad-  
ministration, University of Southern Califor-  
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**Charles T. Nisbet**

*Economics*, 1971;  
B.A., Economics, Kalamazoo College, 1958;  
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Anthropology, University of Michigan, 1958;  
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Brooklyn College, 1964; Ph.D., Social Psy-  
chology, City University of New York, 1976.

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M.A., History, University of Illinois, 1964;  
Ph.D., History, University of Illinois, 1966.

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versity of New York at Stony Brook, 1977.

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ty, 1970.

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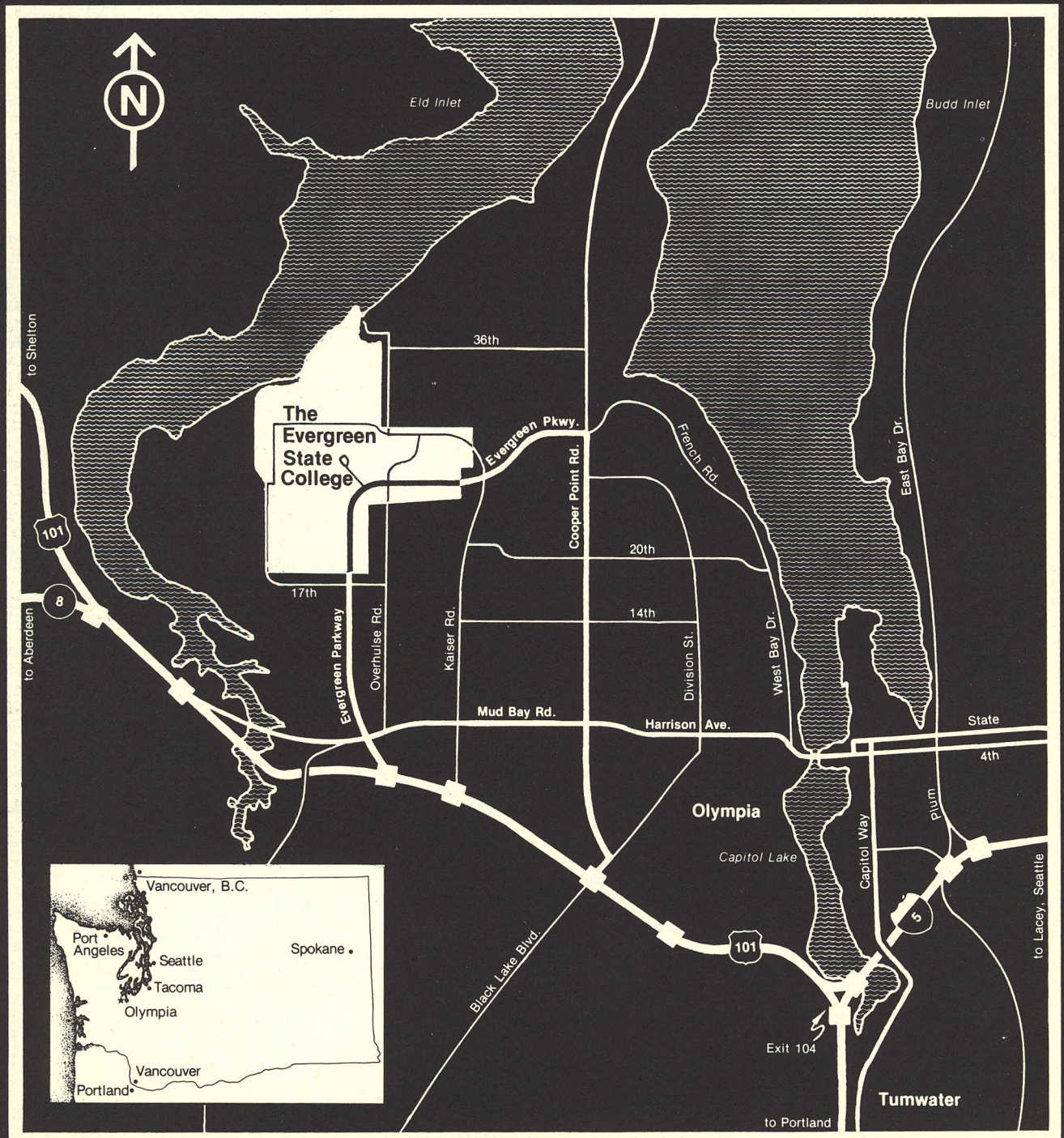
*History*, 1972;  
B.A., Economics, Amherst College, 1965;  
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tory, Columbia University, 1971.

**Irwin Zuckerman**

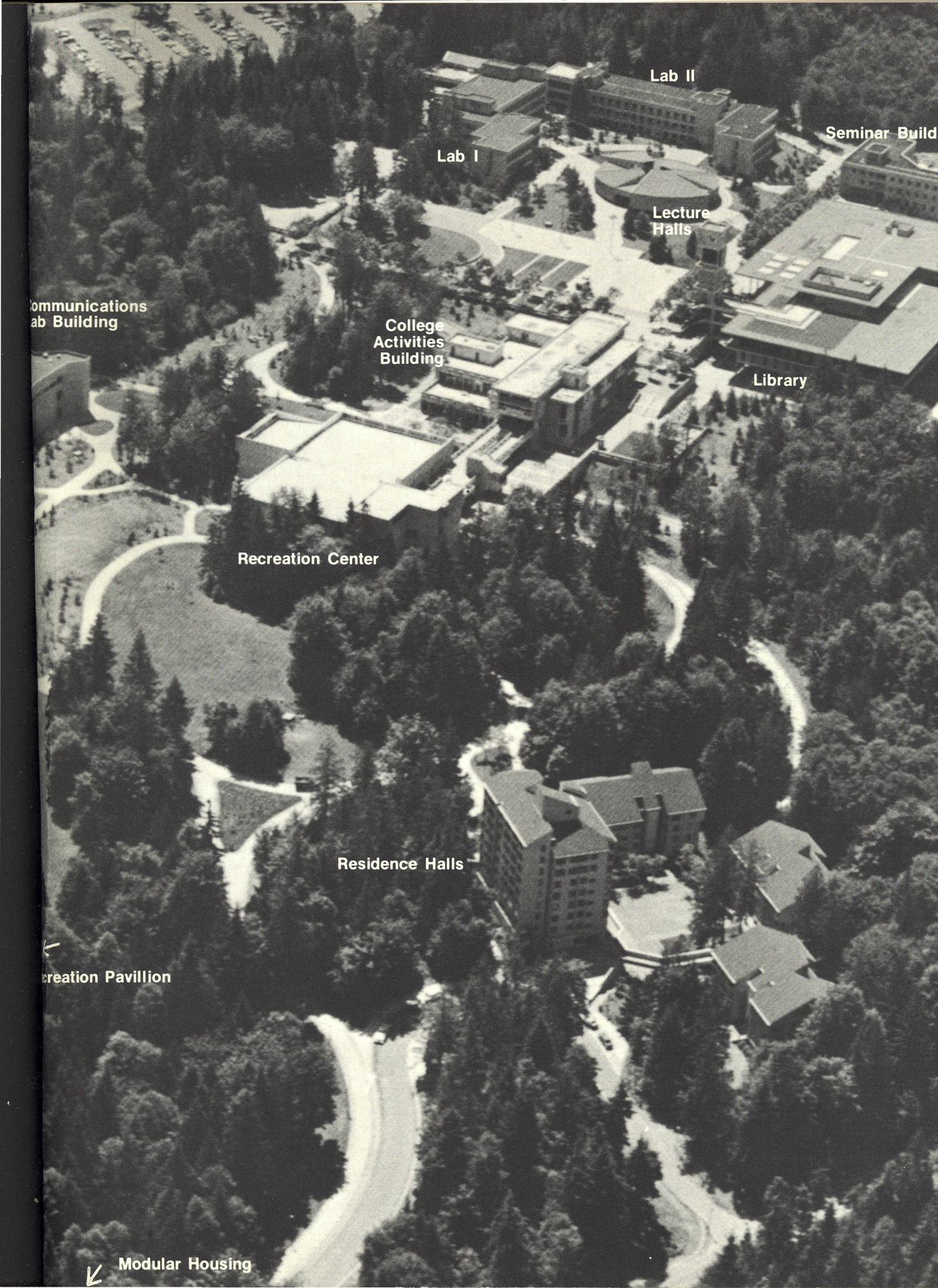
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# Evergreen's Northwest







Lab II

Seminar Build

Lab I

Lecture Halls

ommunications  
ab Building

College  
Activities  
Building

Library

Recreation Center

Residence Halls

←  
Recreation Pavillion

←  
Modular Housing



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## Profile / Calendar / Contacting Evergreen

### 96 Campus Profile (1979-80)

<b>Faculty</b>	<b>124</b>	40+ age group	8%	Winter to Spring	80%
Ph.D. or terminal degrees	66%	Students living on campus	1000	<b>Financial aid</b>	
Student/faculty ratio	20/1	<b>Entering class</b>	<b>1259</b>	Full-time student aid	<b>60%</b>
<b>Staff</b>	<b>248</b>	Applicants, degree-seeking	1944	Average award	<b>\$2150</b>
<b>Enrollment</b>	<b>2514</b>	Admitted (80%)	1552	<b>Placement</b>	
Female	1315	Enrolled (61%)	944	1978-1979 class	<b>93%</b>
Male	1199	Nondegree-seeking enrollment	315	Employed	73%
Full-time	76%	Washington	879	Graduate school	10%
Part-time	24%	Region (OR, ID, MT, AK, HI)	44	Travel, homemaking, etc.	10%
18-24 age group	59%	California	34	1971-1979 classes	<b>93%</b>
25-29 age group	18%	Other states	295	Employed	68%
30-39 age group	15%	Other countries	7	Graduate school	19%
		<b>Retention</b>		Travel, homemaking, etc.	6%
		Fall to Winter	91%	<b>Graduating class (1980)</b>	<b>584</b>

### Academic Calendar 1981-82

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
Work begins or continues	Sept. 28	January 4	March 29	June 21
Project presentation; quarter ends	Dec. 16	March 19	June 11	Sept. 3

### Evaluation Dates

Week of	Dec. 10-16	March 15-19	June 7-11	Aug. 30-Sept. 3
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### Vacation Dates

Quarter break	Dec. 17-Jan. 3	March 20-28	June 12-20	Sept. 4-26
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### Contacting Evergreen

Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, WA 98505 (206) 866-6170, or call toll-free 1-800-562-6106.

General information may be obtained through the Office of College Relations 866-6128.

Direct all correspondence to the appropriate office, The Evergreen State College, Olympia, WA 98505.

Important offices and their phone numbers include:

Academic Advising	866-6312
Academic Deans	866-6310
Academic Vice President	866-6400
Admissions	866-6170
Bookstore	866-6216
Business Office	866-6450
Career Planning and Placement	866-6193
College Relations	866-6128
Cooperative Education	866-6391
Development Office	866-6565

Directory Assistance	866-6000
Facilities	866-6120
Financial Aid	866-6205
Food Services	866-6281
Handicapped Access	866-6020
Housing	866-6132
Information Center	866-6300
Library	866-6250
President's Office	866-6100
Prior Learning Program	866-6072
Recreation Center	866-6530
Registrar	866-6180
Veterans Affairs	866-6254
Vice President for Business	866-6500