

Evergreen

1985/1986

You probably won't read about another college like Evergreen. It takes a little more time to understand us than...

The Evergreen State College

Olympia, Washington

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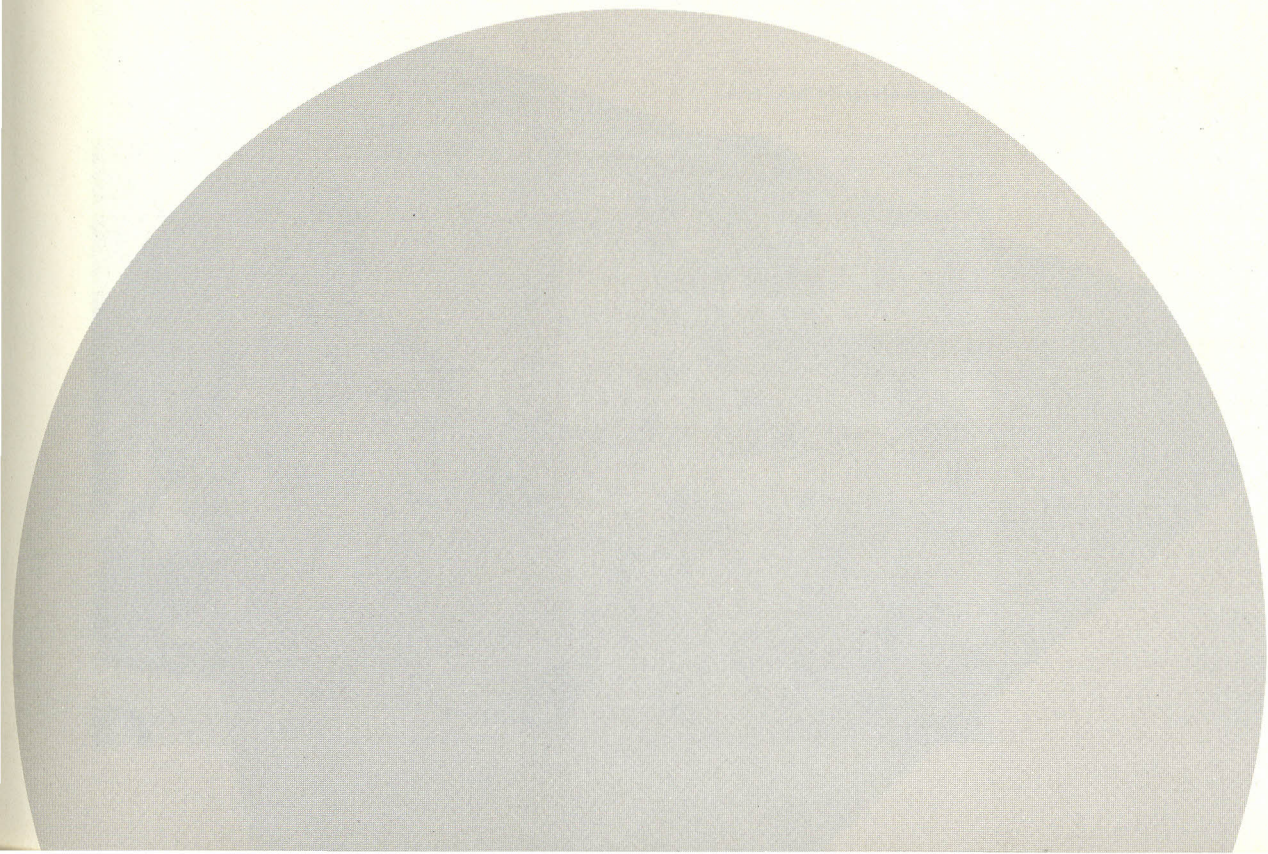
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Accreditation

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

just an ordinary college.
We're organized differently.
Some of our terminology
is unique. Of course, we
think we're worth a few
extra minutes.



EDUCATION WITH A DIFFERENCE

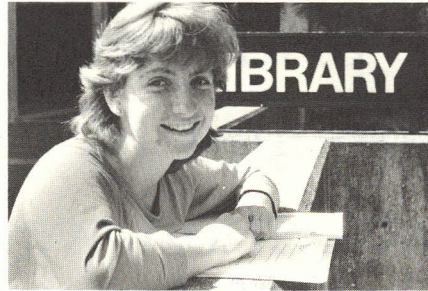
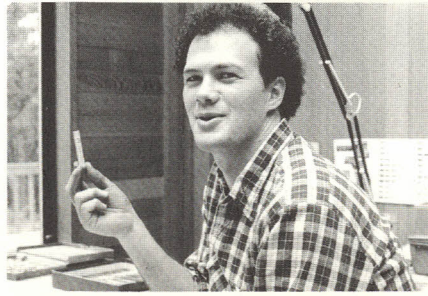
Our Major Innovation

Full-time interdisciplinary study generates everything truly “different” about The Evergreen State College. It is our major innovation, and nowhere else will you find a college curriculum so devoted to the unified and focused programs that are the backbone of interdisciplinary study.

Founding faculty member Rudy Martin.



We pride ourselves on the amount of individual attention we give our students. Right now you'll need to spend some time on us as you read about Evergreen's "Education with a Difference."



Why do we think interdisciplinary study is so important?

Because the complex problems of today's world are best solved by drawing on knowledge from a wide range of fields, subject areas and disciplines. Your ability to *connect* information from a variety of academic disciplines will be of vital importance in tomorrow's world.

At other colleges, students tend to study individual subject areas in isolation, as if there were no connections between the subjects of their different courses. Too often, these connections are left for students to make on their own and, far too often, that doesn't happen until long after they've completed their formal education. An undergraduate education that doesn't show students how to make the connections between bodies of knowledge has failed to provide ways of identifying and solving problems. It's a little like spending four years studying the pieces of an intricate puzzle without ever receiving instruction on how they can be put together.

Learning to make those connections is one of the larger purposes of education at Evergreen. Learning in pieces only takes you halfway toward understanding; the rest is knowing the various ways to fit the pieces together.

At Evergreen you'll find:

Interdisciplinary studies that help you understand the relationships among the arts, humanities, natural sciences and social sciences.

A dedicated faculty committed to undergraduate education and to maintaining a small faculty-student ratio that ensures close interaction between students and faculty.



► Fine arts faculty member Jean Mandeborg (right) examines a ring made by Elisabeth Crandell in the Metal Arts and Ceramics Studio.



Members of the "Evergreen Environment" program pause for an outdoor lecture by faculty ornithologist Steven Herman.



Fitting the Pieces Together

Fitting the pieces together is what Evergreen's interdisciplinary programs are all about. At most colleges, students take three to five courses each quarter; at Evergreen, you can take one interdisciplinary program full-time each quarter, and often for the entire year. You study a range of subjects in detail, but all are integrated within your program. By focusing on your program's central theme from different (inter)disciplinary perspectives, you begin to perceive systems in their entirety, and widen your outlook to a broader view.

Evergreen calls its interdisciplinary programs *Coordinated Studies* because they are the *coordinated study* of a variety of subjects focused on a central theme or subject.

A single Coordinated Study program brings 60 to 80 students together with three or four faculty members from different fields. For example, "The Paradox of Progress," a 1984-85 Coordinated Study program, brought four faculty members with expertise in political science, literature, physics and marine biology together with 80 students to examine the good and bad effects of scientific advancement on society and human values. The program included traditional coursework in biology, physics, mathematics, introduction to computers, English, social psychology and political science, but the study of each was focused through the looking glass of its central theme—the effects of scientific progress on society. Taken together, such divergent topics as Newtonian mechanics, Darwinian evolution, relativity theory, Romantic literature and the rise of capitalism were woven in and out of program lectures, papers and seminar discussions to produce interest, excitement and not a little learning about the "paradox of progress."

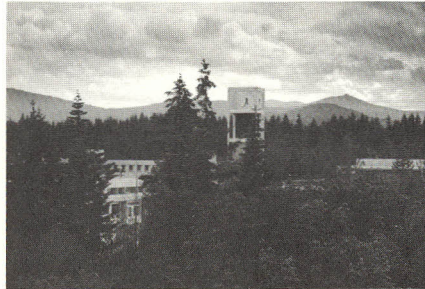
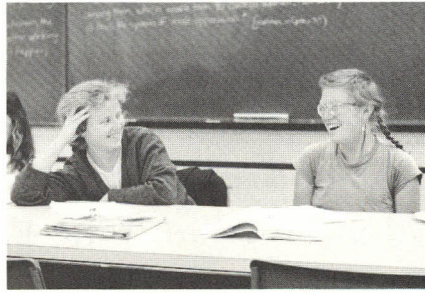
There are other advantages to education Evergreen-style. Because faculty members in a Coordinated Study program are responsible for coordinating all of a student's academic work during the quarter, conflicting assignments are not given. Therefore, Evergreen students are rarely faced with four or five mid-terms and a research paper to hand in on the same day.

There is less separation between academic and social life at Evergreen. Instead of attending isolated courses with a large number of classmates, most of whom you may never come to know, students here study for an extended period of time with 60 to 80 others who are reading the same books, attending the same lectures, and going on the same field trips. Students make lasting friendships in Coordinated Study programs because the community of learning extends beyond the confines of the classroom.



The college campus is situated on 1000 acres of forested, waterfront property only minutes from the heart of state government, and just a short drive from Seattle and Portland, the mountains, and the Pacific Ocean.





Seminars a Central Feature

At the heart of most Evergreen interdisciplinary programs is the seminar, 20 students who meet regularly with their faculty member for extended group exploration of some crucial topic or reading. Although a program may involve as many as 80 students working with four faculty members, much of the class time will be spent in these small group discussions.

Students prepare for seminars by studying a book from the program's reading list, by doing some writing, or by preparing brief reports. With the guidance of their faculty member, students then gather together to help each other understand the book, to critique each other's writing, and to share the results of their research. Seminars give each student a chance to participate actively, analyzing the assigned materials, helping others formulate their thoughts, thinking aloud, and ferreting out meanings and implications.

Such close collaboration with your faculty and fellow students will help you clarify your own ideas. The differing viewpoints expressed in such a group effort lend perspective and depth to your understanding of the subject. You learn to express yourself clearly, and also to work cooperatively—two capacities Evergreen graduates have found particularly helpful in their lives and careers.

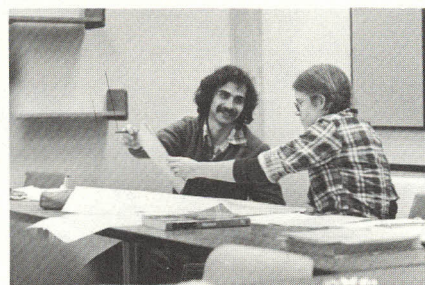
The seminar is used at other schools, but it is generally limited to upper-division or graduate classes. Freshmen often sit in large classes passively listening to lectures, interacting with other students only in smaller discussion groups led by teaching assistants. In contrast, at Evergreen freshmen and seniors alike spend a considerable time in seminar, in direct contact with faculty and fellow students.

Evergreen Works

Interdisciplinary study, unified programs, seminars as the dominant mode of instruction—these are the tools Evergreen uses to fit the pieces of your education together. While other liberal arts colleges may offer these modes, the way they are combined here is Evergreen's major innovation and what makes the college unique.

It is a uniqueness that works. The National Science Foundation has recognized the college as a national model for new kinds of instructional programs in the natural and social sciences and Evergreen leads the nation in the number of Student-Originated Study grants awarded to undergraduates by the National Science Foundation. Evergreen pioneered *writing across the curriculum* years before such efforts became popular throughout the U.S. Student artists win an unusual number of state-wide and national competitions. Graduates have enrolled for further study at more than 200 schools around the country, and several in recent years have won prestigious fellowships at schools like Yale, Harvard, Columbia, and Notre Dame.

Our students succeed in these ways in large part because our interdisciplinary programs and seminars encourage daily use of the skills required for independent study, group research projects, and imaginative systematic analysis.





Jane Gorai, a 1977 graduate, is now a lawyer for Legal Services Smith Fellowship in San Francisco. She recalls, "At law school, I found I wasn't as anxious as many of my classmates were about exams and grades because Evergreen taught me to be confident about what I had learned."

Successful Placement

Evergreen expects faculty and students to integrate academic study with experience in the outside world. This may explain Evergreen's success in competitive employment and graduate school acceptances. Many students have a year or more of near-professional experience through Evergreen internships before they even begin looking for jobs.

The effect is noticeable—94% of Evergreen's graduates over the years have found successful placements in jobs, graduate schools, government agencies, entrepreneurship, and many other pursuits. This statistic is particularly impressive because it is based on a survey sent to *all* graduates from 1972 to 1982, not just those registered with our Career Planning and Placement Office.

You can start your career early by working toward your employment goals with the Career Planning and Placement Office. Staff members will help you identify your career interests, gather information about potential employers or graduate programs, and develop a strategy for your first steps, and first years, into the real world. The office also works closely with first-through fourth-year students on an individual and group basis, offering a number of workshops where professionals pass on the benefits of their experience. Visit the Career Library at Career Planning and Placement and stop by at the beginning of each quarter for your schedule of career and employment information programs.

By making the best of your Evergreen experience, you'll develop a sense of responsibility for the choices you make. You'll also learn how to make better choices, so you'll leave this campus with a stronger sense of what you need for a satisfying life. These qualities are just what employers and graduate schools are looking for in college graduates.

Evergreen certainly is "different." The record shows that it is a difference that works.

Time magazine praised Evergreen for being "one of a few institutions which have tried to keep the faith with liberal arts education which truly liberates the individual."

Student Jim Crawford and faculty biologist Linda Kahan discuss mammal anatomy in the Evergreen Labs.

Five Ways to Study at Evergreen

Evergreen offers you several ways of approaching studies in the arts, humanities, natural, and social sciences. They include Coordinated Studies, Group Contracts, Individual Learning Contracts, Internships, and part-time studies.

Internships, covered briefly here, are discussed in greater depth in the section on Special Forms of Study, page 90. There is also additional information on part-time studies on page 12. For an easy-to-read breakdown of Evergreen's curriculum and structure of study, please turn to page 28.



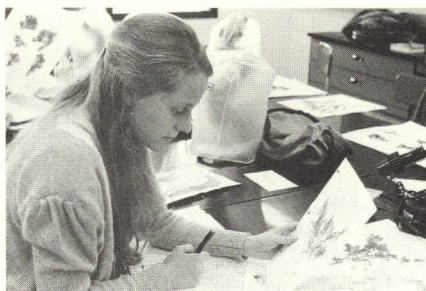
Coordinated Studies and Group Contracts

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

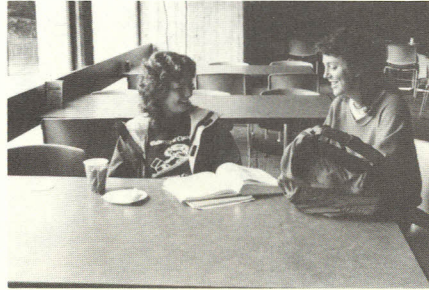
Like any other institution, Evergreen uses lectures, seminars, essays, research projects, field projects and similar educational formats. But each program has the freedom to order these elements in whatever pattern will be most effective.

During a typical week in a Coordinated Study program, you will probably attend several general lectures with all members of your program. You might also spend six hours with one of your faculty and 20 students in a small discussion group or seminar talking about the week's work. It is quite likely that you will spend a 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 you and your seminar faculty. All Evergreen programs involve a great deal of contact in small groups.

All members of a Coordinated Studies program take part in certain activities. The most important of the shared activities is the seminar. Some programs also use structured workshops to train students in essential skills (writing, research techniques, methods of logic) or to clarify central concepts. Science programs organize laboratory work and field trips; programs in the arts organize symposia and offer studio work.



Evergreen teaching combines the extensive use of small group discussions with lectures, laboratory and field work, and internships.



Individual Learning Contracts

An Individual Learning Contract is an individual study plan worked out between you and a faculty sponsor. You agree verbally and in writing to complete specified activities—readings, field studies, internship work, artistic productions, research papers—while the sponsor agrees to provide regular consultation and advice.

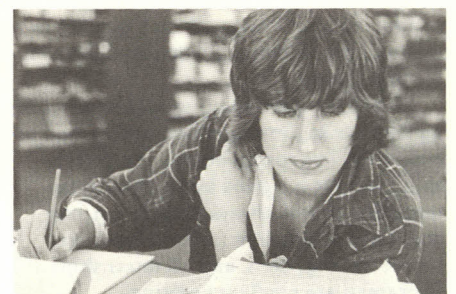
A full-time Individual Contract should receive as much of your energy and attention as a Coordinated Study program, a Group Contract, or full-time studies at any other college. Contracts are best suited to advanced, imaginative, resourceful students who have well-defined goals and can pursue them with a minimum of supervision.

To qualify, you must demonstrate to a prospective faculty sponsor that you have a worthwhile project in mind and that you are capable of working, for the most part, on your own. The contract itself reflects the results of negotiation between you and your sponsor, and it binds both of you to the obligations you specify.

The Academic Advising Office is a good place to begin investigating possibilities for a contract. It maintains lists by subject area of faculty who have contract openings available. Academic Advising also can provide valuable advice in organizing and carrying out your studies under this flexible, but demanding, 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 be given easily. If you cannot 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, a successful Individual Learning Contract can be a milestone in your college career.



New York Times Education Editor Edward Fiske called Evergreen "a hidden gem" in higher education . . . and named the college one of the 16 lesser-known, but best small colleges in the country.

Evergreen senior Erica Johnson (right) makes a point during her spring internship at Arst Buffington Public Relations Inc., of Bellevue, Washington.



Internships

Nationwide, fewer than two percent of college students conduct Internships while they are in school. At Evergreen, however, over half of the students have one or more Internships before they graduate.

Serving as an Intern gives a qualified student—usually a junior or senior—the opportunity to gain practical experience in a supervised professional setting. In other words, it's a chance to take what you learned in the classroom and apply it in the field. With careful planning, an Internship also can be an excellent chance to acquire additional knowledge and explore career options through hands-on experience.

The Internship program at Evergreen is coordinated by the Office of Cooperative Education. *Arrangements for each Internship must be cleared in advance with, and approved by, this office.* Students interested in Internships should contact Cooperative Education at the earliest possible date to begin making plans with a Co-op counselor.

Each Internship is sponsored by a member of the faculty or a staff member who has been approved as a contract sponsor. Activities at the Internship setting are guided by a field supervisor who is selected for his or her qualifications, experience and willingness to serve as a mentor. Field supervisors invariably become valuable resource people to their student interns.

Each Internship is planned, arranged, conducted, and evaluated each quarter in terms of the student's academic objectives for that quarter.

All matters pertaining to each quarter of an Internship are negotiated and agreed to before the Internship begins. An Internship contract is signed by all parties. Internships almost always include a strong academic component (related readings, report writing, etc.), and all internships at Evergreen are credit generating.

Internships may be conducted through a Coordinated Study or Group Contract if Internships are among the options or requirements. An Internship also may be a substantial or a minor part of an Individual Contract.

Internships are conducted in a variety of field settings and geographical locations. While a majority are in southwest Washington, Internships are available throughout the state, outside the state and even in other countries.

Some of the many fields Evergreen students have interned in recently are as follows:

- 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

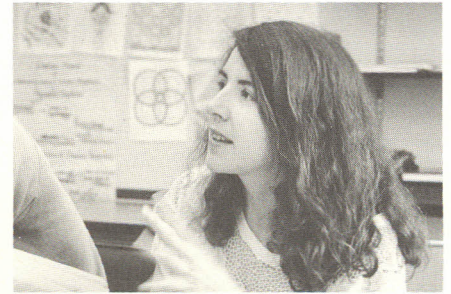
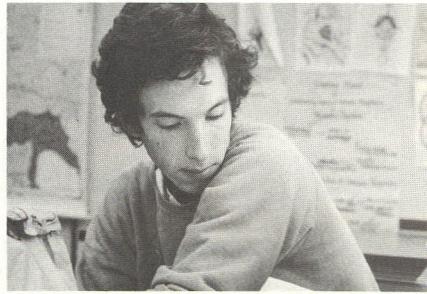
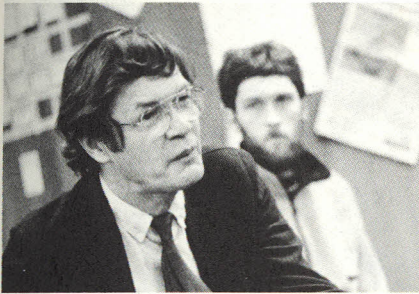
For additional information, write the Office of Cooperative Education, LAB I, The Evergreen State College, Olympia, Washington 98505.

Part-time Study

Although the primary foundation of the Evergreen tradition is the full-time, team-taught interdisciplinary program, the college has made it an important priority to provide part-time options. In this way, you can still share in the unique interdisciplinary education at Evergreen, even if you attend only part of the time.

Every year there are a variety of half-time interdisciplinary programs as well as full-time programs with half-time options. These programs are available for beginning, intermediate and advanced students and meet at times convenient to the working person, usually in the evening or on weekends. A large variety of 4 quarter hour courses is also offered, and a listing of all part-time studies is published for general distribution in the *Evergreen Times* before each quarter.

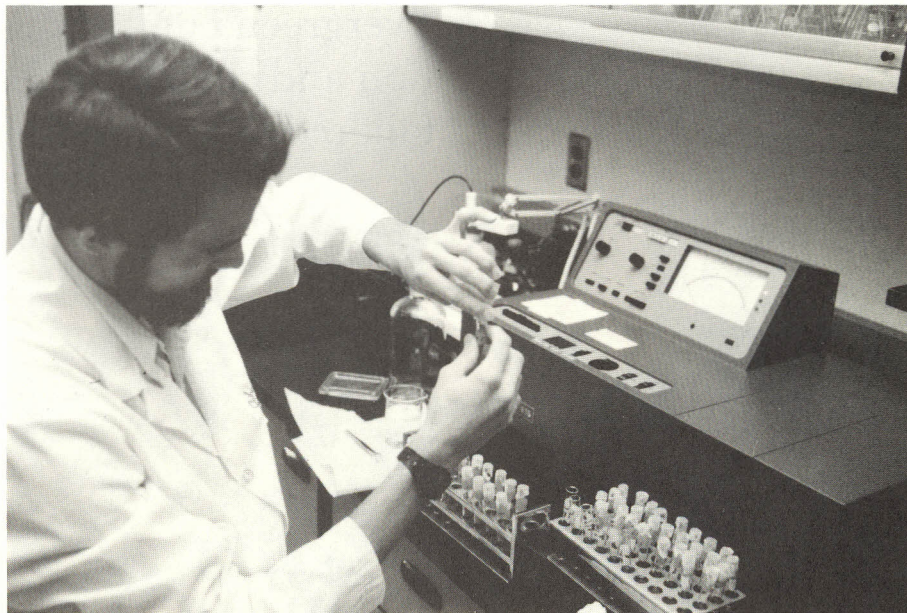
Evergreen emphasizes innovation, cooperation and collaboration to provide learning tailored to your individual needs.



Modes of Study	What It's Like	Level	Example
Coordinated Study	<ul style="list-style-type: none"> ▶ Two to five faculty ▶ Student works with several instructors ▶ Study in different disciplines around a pre-defined broad theme or problem ▶ Broadly interdisciplinary 	Available to freshmen through seniors, particularly advisable for first- and second-year students	<ul style="list-style-type: none"> ▶ <i>Core program:</i> "Society & the Computer" ▶ <i>Specialty Area Program:</i> "Political Economy and Social Change" ▶ "Matter and Motion"
Group Contract	<ul style="list-style-type: none"> ▶ Differs from a coordinated study by having only one or two faculty and a narrower, more disciplinary focus. 	Intermediate and Advanced Work	"German Culture"
Individual Contract	<ul style="list-style-type: none"> ▶ Student-defined plan of study ▶ Usually with a single faculty member ▶ Scope may be narrow or broad 	Mostly intermediate and Advanced Work	<ul style="list-style-type: none"> A study of Twain's writing A study of shorebird habitat A study of passive solar walls
Internships	<ul style="list-style-type: none"> ▶ Students work on-the-job with public agencies and businesses under the guidance of a field supervisor ▶ Academic component with a faculty sponsor ▶ Emphasizes practical experience and learning-by-doing ▶ Could be combined with any other study mode 	Mostly advanced, for juniors and seniors	<ul style="list-style-type: none"> ▶ Legislative liaison assistant ▶ Assistant Gallery Manager ▶ Advertising Account Management Intern
Part-time Courses	Usually taught by one faculty with narrow focus—like a "traditional" college course	All levels provided	Introduction to Computers and BASIC



Evergreen was recently ranked in a survey by the U.S. News and World Report as the top regional liberal arts college in the West and Midwest.



What You Can Study at Evergreen

First-year students usually enroll in one of Evergreen's Core Programs which are specifically designed for entering students. Students move on to Evergreen's Interdisciplinary Specialty Areas for intermediate and advanced work. In addition, students may select offerings from Evergreen's Center for Community Development, the Language and Culture Center, and the Center for the Study of Science and Human Values.

There are also three professional programs at Evergreen: one in Teacher Certification (see page 82) and two graduate programs (see page 88) which lead to a Master's degree in Public Administration and Master's degree in Environmental Studies.

Core Programs:

An Introduction to Evergreen

Whether you enter Evergreen as a freshman or as a second year transfer student, you are strongly advised to enroll in a *Core Program*. It will serve as your academic introduction to the college and as a stepping stone to more advanced studies.

Some transfer students are reluctant to consider a *Core Program*, thinking that such programs are only for beginners and perhaps too easy. While it is true that every *Core Program* is open to any student regardless of preparation, it is also true that the material studied and activities undertaken are often at a remarkably high level. *Core Programs* also provide new and transfer students a chance to better cultivate the essential skills they need to succeed in seminars, independent research, and advanced reading and writing.

In any case, any student new to Evergreen would be wise to consider a *Core Program*, whatever his or her age or past academic experience. Freshmen would be unwise to consider anything else.

Core Programs usually last a full year and their content is broadly interdisciplinary. For instance, "Political Ecology" investigates international politics and environmental trends by drawing on material from the natural sciences, social sciences, and humanities. Other programs combine different disciplines to study their respective central themes. This interdisciplinary approach means studying a situation or an issue as an integrated whole, rather than taking a set of unrelated and isolated courses.

Core Programs also are designed to help you develop the academic skills, self-confidence, and maturity to meet the demands of college. All *Core Programs* are structured to provide you with:

Extensive work on oral and written communication skills;

Small classes and close student-faculty interaction;

Skills in using the library effectively;

Skills in problem-solving and teamwork;

Skills in critical reasoning;

Systematic orientation to the college, its methods and resources;

Regular, personal evaluations between faculty and students; and

Systematic, individualized academic advising.

Evergreen proudly staffs *Core Programs* with its most experienced faculty, women and men who are particularly qualified and eager to work with entering students. Unlike many colleges, Evergreen runs its *Core Programs* at a lower student-faculty ratio than its more advanced programs in the *Specialty Areas*. Your success and self-reliance in future advanced studies will benefit greatly from this close student-faculty interaction.

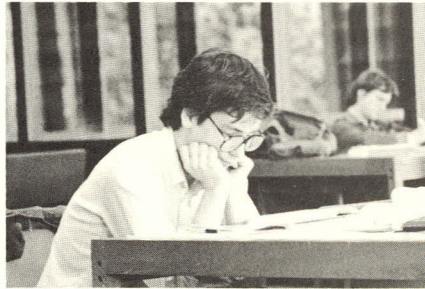
Specialty Areas

After taking one of the *Core Programs*, you may begin taking programs in the various areas of specialization. Evergreen offers eight interdisciplinary areas of specialization called *Specialty Areas* on an ongoing basis. Each area provides you with a complex curriculum ranging from one to three years in length, and with opportunities for a number of different career pathways.

In the *Environmental Studies* specialty area, for example, you will find a multi-track curriculum which allows you to emphasize natural history, energy studies, marine studies, or agriculture. The same variety can be found in most other *Specialty Areas*.

Descriptions for every program in the *Specialty Areas* are listed from page 36-74 in the Academic Offerings section of this catalog. Program descriptions include such information as the faculty member who will coordinate the program, enrollment limit, special expenses, and course equivalencies (the subjects, or disciplines, covered in a program); while suggested courses of study for different career interests are included at the beginning of the *Specialty Areas*.

You'll find the opportunity to develop your critical reasoning and problem-solving skills for effectively dealing with contemporary situations.



Cross Specialty Area Pathways

Many students develop individual plans of study which combine programs in various specialty areas. If you have an interest in arts administration, for example, you might take work in the management area of *Applied Social Theory* and in the *Expressive Arts*. Similarly, if you have an interest in health and human services, you would benefit from such programs as "Human Health and Behavior" in *Science, Technology and Health*, "Management and the Public Interest" in *Applied Social Theory*, and most offerings in *Political Economy and Social Change*.

On page 78, two examples of cross specialty area pathways are provided in communications and management studies. In both of these areas a variety of curricular combinations is available to accommodate different student interests. The pathways draw upon programs in different specialty areas, so consultation with your individual faculty member, Academic Advising and Career Planning and Placement is important if you are to develop an appropriate, as well as practical, plan of study.

Curricular Planning

Evergreen's flexible curriculum can be molded to meet new student and public interests and to utilize new information from scholarly research. Yet there is also continuity from year to year, allowing you to plan your selection of programs and contracts. Core Programs tend to be repeated, as do some offerings in the Specialty Areas.

Evergreen faculty members take the major role in curricular planning, but they encourage student participation. Opportunities for you to participate and comment are provided through Specialty Area meetings prior to the faculty's spring planning retreat.

New programs, usually Group Contracts, are approved each year in response to students' suggestions and proposals. Evergreen encourages this sort of initiative, but new students need to know that each offering must be sponsored by faculty and approved by academic deans. Developing a new Coordinated Study or Group Contract requires a great deal of work and advance planning. Curricular planning routinely begins a full 18 months before the program is offered.

Program Planning and Covenants

Once underway, a Coordinated Study program or a Group Contract is not subject to major replanning. Most programs are fully designed in advance, and students may participate in that process. Faculty are held responsible by the academic deans to stay close to the final plan in the annual catalog.

Faculty also are responsive to student needs and new opportunities as a program unfolds. It has even happened, on occasion, that students have been given large responsibility for planning some segment of a program. But changing the structure or content of a program is undertaken only by consensus of the faculty involved.

In Coordinated Study programs, faculty sign a *faculty covenant* which states the way in which they will conduct the program. In many programs and group contracts a *student covenant*, is prepared by the faculty, outlining students' rights and responsibilities. Among the most important points such covenants usually cover are how credit will be awarded, in what amounts, for what activities in what subject areas, and just what a student must accomplish to earn credit. Faculty responsibilities also are specified. Most Coordinated Studies run smoothly and efficiently, but should a problem arise, these covenants serve as a guide for resolution.



A Typical Week

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

Choosing Your Program

Evergreen recognizes that students differ in maturity and personality as well as interests and capacities. Because the college acknowledges and tries to build upon this diversity, there are no structured majors, or specific required courses for all students.

The alternative to requirements is not random choice of academic courses, but rather highly individualized, carefully thought-out educational plans. Close interaction between you, your faculty, and advisors is a critical ingredient in making such a system work for you. Although responsibility for this educational planning ultimately rests with you, the college has developed many resources to assist you in the planning process, ranging from Core Programs to the Academic Advising and Career Planning and Placement Offices.

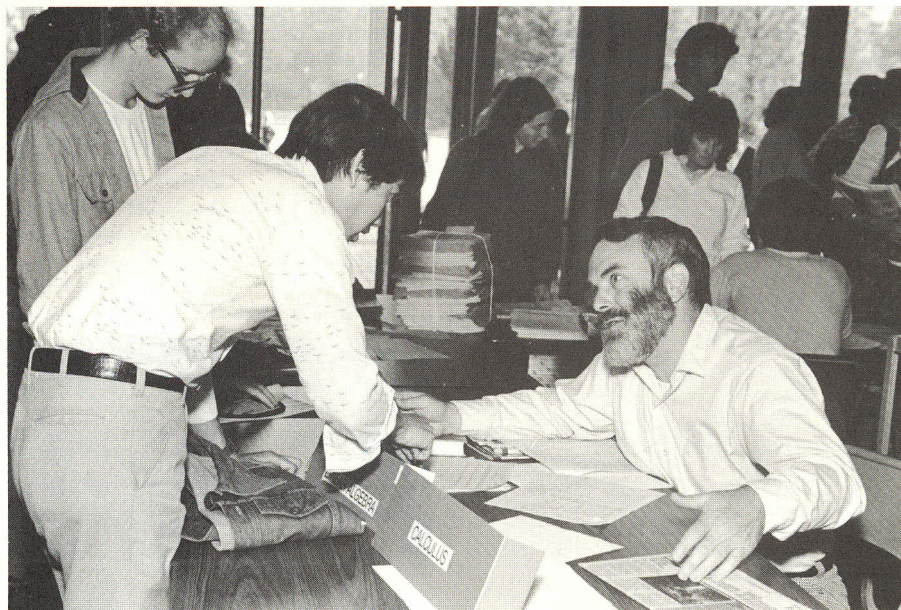
As you plan your program, Evergreen encourages you to develop breadth and depth in your education, to acquire skills in communication, to become a critical thinker, to acquire an understanding of the significance of cultural differences, and to become an effective problem-solver.

In doing these things, you may find, like the majority of Evergreen students, an applied experience, such as an internship or a major research project, an important part of your Evergreen education. You may also want to undertake a senior project as the capstone of your education here.

Academic Advising

Choosing the most appropriate academic program or contract each quarter or year is a serious decision. There are several sources of assistance available to help you clarify your long- and short-range learning goals and make the best program selections. On-going counseling and advising is a natural part of the close and frequent contact you'll have with your seminar leader and current program faculty (this is especially important in Core Programs). Of course, other students who have been here a few years are an excellent source of information, and there are three other sources of help you should take advantage of: your faculty advisor, the Academic Advising Office and Academic Fairs.

Academic Fairs before the beginning of each quarter introduce the faculty and what they'll be teaching. Here, faculty mathematician George Dimitroff, who also teaches statistics and actuarial science, explains the subjects he'll cover to a new student.



New facilities provide state-of-the-art equipment for all students to use in applying their skills and training to practical experiences.

The Academic Advising Office

As the central source of all academic information on campus, Academic Advising coordinates the entire advising program under the direction of an assigned faculty member. The primary functions of Academic Advising include helping each incoming student and each student leaving a Core Program find appropriate advising, conducting advising workshops with the faculty in each Core Program, providing students with current information about programs, answering questions relating to any part of the curriculum, and helping students meet a variety of academic needs. More information on the Academic Advising Office is available in Library 1221.

Your Faculty Advisor

Because Evergreen does not offer departmental majors, many students need some assistance to build academic specializations that match their personal and professional goals. Often the key to planning your academic pathway is finding a faculty member with whom you feel comfortable and whose area of expertise matches your interests and needs. Just as students in Core Programs typically receive a great deal of informal academic advising from their program faculty, so do Evergreen students in general ask for, and receive, advice and direction from their current faculty members. At some point during your career at Evergreen, you and a compatible faculty member may agree to work together in regular advising sessions, regardless of whether you are in the same program. At that time, you should ask the Academic Advising Office to have that faculty member officially assigned to you.

Your faculty advisor's role is primarily that of a resource person. You and he or she will discuss and plan your current program selection, long-range academic goals, and the process of designing the "path" of your undergraduate education. Your advisor will work to ensure that your choices are thoughtful and relevant to your plans for future employment or graduate school. Your advisor will maintain a record of your advising meetings to ensure continuity. He or she also will refer you to other faculty or campus services whose help you might need.

Academic Fairs

Near the end of each quarter—and at the start of Fall Quarter—an Academic Fair is held at which faculty from all programs and from the Individual Contract pool gather in one room, at one time, to discuss their offerings with you and answer your questions. They sit at tables clearly marked with program titles, and they have their program descriptions, schedules, and covenants with them. Personnel from Academic Advising, the Registrar's Office, and the Deans also attend.

This is your best, most direct opportunity to find out how a program you may be considering will be structured, what material will be covered, in what style, and how closely it serves your needs. Students who are puzzled about their options often find clarification, even wholly new directions, from their contacts at Academic Fairs.

Dates and hours of the Academic Fairs are available from Admissions, the Registrar, or Academic Advising.

85% of Evergreen's graduates who have applied to law and medical school have been accepted.



Credit and Evaluation

Faculty members have final responsibility for seeing that their program's curricular plan is carried out. They also bear final responsibility for all matters of academic credit.

In Coordinated Study programs, the criteria for awarding credit are spelled out in program covenants and should also be specified in each individual contract. Although there may be some negotiation between you and your faculty on particular matters, the program covenant, or the contract, always sets the limits. You can and should discuss all this thoroughly with your faculty.

Both you and the faculty enjoy academic freedom at Evergreen. This means that no student may be denied credit because of political, religious or other beliefs. You will often be required to prove that you understand positions other than your own. But no academic program may require or presuppose acceptance of a particular doctrine or position.

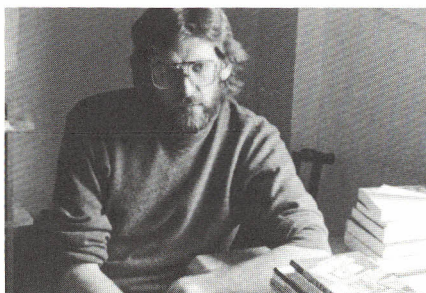
Narrative Evaluations

Evergreen faculty write narrative evaluations of each student's work instead of giving grades. These evaluations describe in detail just what the student planned to do in the program or contract; how well they approached and solved problems, worked with others and expressed themselves in written and spoken work; the student's area of concentration; and how well they succeeded. Narrative evaluations precisely chart the student's academic development and achievement, providing him or her much more meaning and insight than any set of letter or number grades.

The faculty evaluation of student work also lists a set of *Course Equivalencies* that divide the program or contract into its constituent parts to aid other schools or future employers in "translating" the credit earned into approximations of traditional courses. Sometimes these equivalencies are easy to make, i.e., "4 credits—Introductory Psychology, 3 credits—Theoretical Physics"; but sometimes the program work resists simple translation. In either case, these equivalencies are generally indicated at the end of each program description in this catalog, and initial program materials.

Self-Evaluations

Each student also writes a *Self-Evaluation*. You will describe your work in your own words, explaining what was most important to you, and why. You will offer evidence of your comprehension and provide details about your progress and success in the program. The self-evaluation, when done carefully and seriously, often represents a major part of your learning experience, for in it you summarize your experience, putting everything in order and connecting this study to your past learning and future plans. Self-evaluations are often the most revealing documents in a student's transcript.



Evergreen encourages you to have a wide range of interests by combining knowledge from several different academic disciplines.

Student Evaluation of Faculty

Students have the right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the faculty in their own development, and can guide them toward the improvement of their own teaching strategies. Faculty need to know specifically what you think has and has not worked.

Student evaluations of faculty also are used by the academic deans, along with other information, in helping with faculty development, and in determining whether or not faculty are retained. At a school where teaching is the most important commitment, student evaluations of faculty are among the most important documents.

You can complete your evaluation of any faculty member with whom you work *after* they have completed your evaluation. This eliminates any suggestion that their award of credit may have been influenced by your evaluation of them, and allows you to give a frank critique. This is done by turning your evaluation in to the program secretary who gives it to the faculty member after credit has been awarded.

Evaluation Conferences

The final week of every quarter is *Evaluation Week*. It corresponds to the conventional “exam week,” except that it is devoted entirely to writing and discussing student and faculty evaluations.

Each faculty member has somewhat different practices, simply because each has a personal style. But there are some uniformities. Students in programs and contracts should have individual conferences with their faculty to discuss the evaluations. Your self-evaluation, your evaluation of the faculty, and the faculty evaluation of your work are all part of conference discussions.

If differences of opinion exist between student and faculty, they can usually be worked out, face-to-face, during this conference. If not, students may appeal to the faculty’s academic dean.

Many programs also produce “in-house” evaluations of each student’s work—informal, relaxed, and utterly candid assessments, which are meant as private communications between faculty and student. These can come at mid-term, at the end of a term, or at any point in the program where such advice seems appropriate.

These formal and informal written evaluations, along with individual conferences and the many contacts you have with program faculty, ensure that you need never be puzzled for very long about how well you are doing in a program.

Obviously, such an elaborate evaluation procedure is only possible in programs and contracts. Course evaluations are brief, and only rarely involve conferences with the faculty. Even in courses, however, you write self-evaluations and evaluations of the faculty.

Your Transcripts

Student transcripts consist of both faculty evaluations and student self-evaluations, along with detailed program descriptions or actual Individual Contracts. It also contains a cover sheet listing the course equivalencies of your work for readers who want a quick overview. Thus, when you send your Evergreen transcript to another school or future employer, they receive a detailed history and evaluation of your work here, not a set of course titles and letter grades. This transcript is hefty, but written carefully, it can be a highly useful document, lending the weight of substantial evidence in support of your letters of reference. For more details on transcripts, turn to page 23.

ADMISSIONS

Admission Procedure

You, as do 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 Uniform Application. A non-refundable application fee of \$25 must accompany this form. Your check or money order should be payable to The Evergreen State College.
2. Official transcripts of all your previous college work and, (for those applying directly from high school or with less than 45 quarter hours of college work) a record of your completed high school courses, including your rank in graduating class.

A transcript is considered official if (a) it bears the seal of the institution, (b) is signed by an appropriate college/university official, and (c) is sent directly from the college/university to the Admissions Office.

Evergreen seeks to attract a diverse student body. You and all other applicants are considered on an individual basis, and the admission process is conducted without regard to race, color, national origin, sex or handicap. If qualified applications should exceed available space, further admission decisions may take into account a variety of factors to achieve a diverse student body.

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 admission procedures by September 1, December 1 for Winter Quarter, and March 1 for Spring Quarter. Summer Quarter has open enrollment.

Freshman Admission 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, applicants will be considered on an individual basis.

If you do not fall in the upper half of your graduating class, you will need to show evidence of your ability to succeed at Evergreen by submitting test scores, letters of recommendation from persons in a position to give professional judgement, 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 high school applicants' transcripts 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 semesters, preferably seven, of high school work. Applicants considered on this basis must submit a transcript showing the completed high school record and date of graduation before final acceptance by Evergreen.

General Educational Development Tests

Applications also will be accepted from persons 18 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 50th percentile or above in all test categories.

Transfer Students

If you are a transfer student, you will be considered for admission if you made satisfactory progress at your previous college and left in good academic standing. Applicants from other colleges or universities who have completed 45 or more quarter hours of college-level 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 must submit high school transcripts in addition to college transcripts.

As a transfer student, you are required to present an official transcript from each college or university you have 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. If you enter Evergreen Fall Quarter and you are currently enrolled in another institution, you must have an official copy of that record sent to the Admissions Office immediately following completion of the course(s).

Transfer of Credit

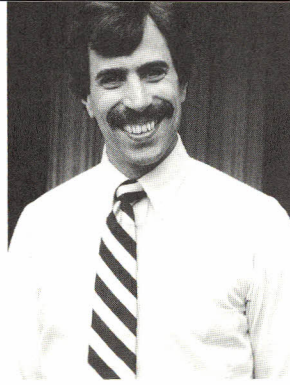
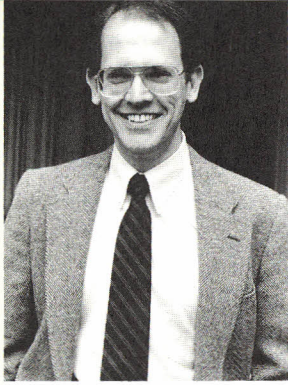
Evergreen has a generous policy on the acceptance of credit from other colleges and universities. The maximum credit that can be transferred is 135 quarter credits or 90 semester hours. The maximum credit that can be transferred from two year-colleges is 90 quarter credit hours.

If you are a transfer student who has completed the appropriate Associate in Arts degree at a Washington state community college, you may receive the maximum of 90 transfer credits. Since the community colleges offer several degree programs, you should consult your 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 admission 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 grade of C- or below, or below 2.0 grade point, was received are not acceptable in transfer. Physical education activity courses, remedial courses and high school equivalency courses are not transferable. Some vocational and personal development courses are transferable, 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 (see also the section on Evaluation of Certificated Learning on page 91). 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 a B.A. degree.



Upside-Down Program

If you hold a vocational or technical Associate degree from a two-year accredited community college, you may be eligible for the Upside-Down Program.

Working with a faculty committee, you earn 90 credits at Evergreen in interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of these 90 credits, the voc/tech degree program will be posted as 90 transfer credits and you will be recommended for a bachelor's degree. Non-completion of the recommended 90 Evergreen credits will result in a course-by-course evaluation of the voc/tech coursework; such an evaluation usually results in less than 90 transfer credits.

Minimum eligibility criteria include the achievement of at least a 2.5 cumulative grade average and satisfactory completion of at least one, preferably two, English composition course(s). Evergreen currently has transfer agreements for the Upside-Down program with the following community colleges:

Lower Columbia Community College (A.T.A. in Early Childhood Education); South Puget Sound Community College (A.T.A.'s in Business Administration, Marketing Management, Accounting, and Data Processing); and Peninsula Community College (A.A.S. in Fisheries Technology).

Evergreen is in the process of completing transfer agreements with other colleges and programs, so please check with the Admissions Office about your eligibility for the Upside-Down Program.

Returning Students

If you were previously enrolled at Evergreen and plan to return after having withdrawn from the college or taking a leave of absence for more than four quarters, you must fill out the Washington State Uniform Application and submit a \$15 non-refundable application fee. You must submit copies of all transcripts from colleges/universities attended since leaving Evergreen. The admission decision will be based on the complete academic record.

The Admissions Recruiting Team: (left to right) Director of Admissions Arnaldo Rodriguez, Coordinator of Community College Relations Christine Kerlin, Coordinator of High School Relations Doug Scrima, and Coordinator of Third World Recruitment Deborah Stansbury.

International Students

If you are a freshman international student who has met the minimum entrance requirements for college in your native country and can provide evidence of proficiency in the English language, as well as financial stability, you will be considered for admission. If you are transferring from a college in your own country or in the United States, you must also meet the regular transfer admission requirements as described above.

All international students should complete and submit:

1. The Washington State Uniform Application and pay the \$25 non-refundable application fee.
2. Official copies of all high school and/or college records.
3. Results of the Test of English as a Foreign Language (TOEFL). Transfer students from local colleges may take an on-campus language assessment instead of the TOEFL.
4. Evidence of having at least \$9,000 (U.S.) to pay all normal expenses for one year's enrollment at Evergreen.

Conditional Admission

The Admissions Committee considers all applicants on an individual basis. Applicants who do not meet the admissions criteria may be asked to submit additional information. The Admissions Committee may offer a conditional admission if the applicant's credentials show that he or she has a reasonable chance for academic success in Evergreen's unique academic programs. Students admitted on a conditional basis are required to accept and fulfill the conditions outlined in their letter of admission.

Special Students and Auditors

If you are a part-time student and do not wish to have academic work immediately applied toward your degree, you do not have to complete the application process outlined under the admission procedure section. Entry into part-time work for non-matriculant 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 narrative evaluation. They may subsequently apply for admission to degree-seeking status as described under the admission procedure section. Upon acceptance, all previous work will be credited toward the degree.

Auditors receive neither credit or 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.

Admission Notification and Enrollment Deposit

Notification of the admission decision will be made after a review of the completed application.

Upon notice of eligibility, the applicant should send an advance deposit of \$50, which is automatically applied to first quarter tuition. Payment will reserve enrollment on a first-come, first-serve 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

Registration

New and Continuing Student Enrollment Process

If you are a continuing student, you should consult registration information that is mailed out each quarter.

If you are a new student, you will come to campus for a check-in appointment. At this meeting, you will discuss your personal interests and concerns, evaluate your basic study skills, and receive advising and registration forms.

If you are accepted for admission before mid-May, you should select a Spring Quarter advising and registration date. All programs are filled on a first-come, first-serve basis, and some require a faculty interview or audition for entry, so early registration will increase your chances of getting into the program of your choice.

When you enroll, you will designate the length of your program or contract by specifying the beginning and ending dates. You also will specify the number of quarter credit hours you'll take per quarter during that period. There will be no need to re-enroll each quarter during this designated period if you continue in the same program or contract. Changes of the beginning or ending dates, or in the amount of credit taken, need to be made as far in advance as possible. Early notification will assure proper assessment of tuition and fees.

Any increase in the number of quarter credit hours for which you are registered must be submitted to the Registrar no later than the fifth day of any quarter.

As a continuing student, you should select your academic programs for the following year during advance registration, conducted in mid-May. Dates for advance registration are shown in the Calendar on page 112.

Special registration periods are held for those desiring to enroll as non-degree seeking Special Students or Auditors. Ordinarily, these special registration periods coincide with the opening dates announced in both on- and off-campus publications.

Throughout the year, important information will be mailed to you, therefore *you are required to keep a current address*—even those of short duration—on file with the Registrar's Office throughout your stay at the college.

(See also Bills and Payment Procedures.)

To Drop Or Change A Program

If you want to drop or change a program, pick up a Change of Registration Form from the Registrar's Office. At that time, you also should check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance.

Withdrawal and Exit Interview

You 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

If you have been regularly admitted and need to "stop out" for awhile, you are eligible for a leave of absence of no more than one year. If you are *not* enrolled in a program or contract by the enrollment deadline, you are considered to be on leave (up to one year for undergraduates and one quarter for graduate students).

Academic Credit

General Policies

You will accumulate academic credit for work well done and levels of performance reached and surpassed. Only if you fulfill academic obligations will full credit be entered on the permanent academic record. Partial credit is not awarded. Credit is expressed in quarter credit hours or no entry is made.

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 you as a full-time student if you are: (1) an undergraduate enrolled for 12 or more quarter credit hours, or (2) a graduate student enrolled for nine or more quarter credit hours. If you enroll for less, you are considered a part-time student.

Maximum full-time enrollment is 16 quarter credit hours (18 for those in the Teacher Certification Program and 12 for graduate students). These maximums include any transfer credit earned during the same period through simultaneous enrollment at another school.

You may accelerate your education only by enrolling for a fourth quarter of study each calendar year (i.e., Summer Quarter).

Veterans

If you are a veteran, be advised that VA standards for full-time training are different from those of the college. The "seat time" rule requires a specific amount of time in classroom situations. Check with the Office of Veterans Affairs to assure that your program, internship, or learning contract meets those standards.

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 your 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. Faculty will announce that policy at the outset of the quarter. Exceptions are made only with faculty approval.

Evaluation

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, the faculty writes a narrative

evaluation which details your work, and takes the place of a letter grade. For a full description of this unique educational process, please turn to page 18.

Record Keeping

Transcript and Portfolio

The transcript and portfolio are the two primary records of your work at Evergreen.

The transcript, maintained by the Registrar's Office, is a record of your academic achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and your own evaluations (when required). Once the evaluation is accepted in the Registrar's Office, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 60 days or until your transcript is sent by request, whichever comes first.

The entire body of information is mailed when a transcript is requested, although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. Transcript processing requires time: please allow two weeks between receipt of your request (and \$10 fee) and mailing of the transcript.

Credit and evaluations are reported only at the end of the program or contract, unless you go on a leave of absence, withdraw or change programs.

You maintain your own portfolio, which includes the official descriptions of the program or contract for all work attempted, descriptions and copies of faculty evaluations, and your own evaluations, including those not on the transcript. You should also include examples of your best work and any other pertinent information.

The portfolio is your academic biography, to be shared with faculty during your learning experience and with graduate schools and prospective employers in future interviews.

Confidentiality of Records

Evergreen complies with the federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at American colleges and universities. Check with the Registrar if you're interested in the details about this legislation.

Retention of Records

Credentials, including original documents submitted in support of an application, become the property of the college and are not returnable or reproducible. Transcripts of students who do not register for the term for which they applied will be held two years before being discarded.

If you require transcripts of work done at other schools, those transcripts must be secured directly from the schools, not from copies in our files.

Academic Standing

Because the college follows a narrative evaluation system, your transcript contains only information 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 his or her 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 warnings. Such warnings urge the student to seek academic advice or personal counseling from a member of the faculty or from the appropriate officers in Student 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 registered credit is required to take a leave of absence, normally for one full year. A waiver of the 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 requirements for awarding either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval of an educational plan by the academic dean.

If you transfer from another college, you must earn at least 45 of the last 90 quarter credit hours as an enrolled student at Evergreen to be eligible for an Evergreen degree. External credit or CLEP tests do not satisfy the 45 quarter hour credit requirement.

If you have a baccalaureate degree from a regionally accredited institution (including Evergreen), and wish to earn a second baccalaureate degree, you must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

An application, exit interview and payment of a \$25 fee are necessary for graduation. Contact the Registrar's Office at least one quarter in advance of the anticipated graduation date.

The B.S. degree requirement also includes 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects.

Concurrent award of a B.A. and B.S. requires a minimum of 225 quarter hours, including 90 at Evergreen, and application at least one year in advance.

F E E S A N D C H A R G E S

Tuition and Fees

Fee calculations are based on three student status indicators: undergraduate or graduate enrollment, state residency (including Southeast Asia Veteran status) and quarter credit hours. These indicators are established and adjusted only by the Registrar.

If you are a full-time resident undergraduate student, your tuition and fees will be \$339 per quarter, and \$1,162 if you are a full-time nonresident student. Of these amounts, \$63 are allotted as Services and Activities fees.

If you are a part-time student, tuition and fees are \$33 per quarter credit hour, up to a maximum of \$339 (resident), and \$116 per quarter credit hour, up to a maximum of \$1,162 (nonresident).

If you are a full-time graduate student, tuition and fees are \$476 per quarter (resident) and \$1,406 (nonresident). For part-time graduate students, the charges per quarter credit hour are \$47 for residents (\$476 maximum) and \$140 for nonresidents (\$1,406 maximum).

These are *projected* tuition and fees for the 1985-86 academic year, and subject to change in future years.

Residency Status for Tuition and Fees

To be considered a resident, you must be domiciled in the state of Washington for at least one year (prior to the first day of the quarter) for other than educational purposes, and either financially independent, or, if financially dependent, have a parent who has been domiciled in the state of Washington for at least one year (prior to the first day of the quarter) for other than educational purposes. Military personnel and their dependents are eligible for resident classification only during the first year of their assignment in Washington.

All others are classified as nonresident for tuition and fee purposes.

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 you feel the requirement has been met. (Allow at least 10 days for processing your application.)

Washington/Oregon Reciprocity

In accordance with a reciprocity agreement between the states of Washington and Oregon, Evergreen was allocated a number of tuition waivers for 1984-85 by the "Memorandum of Agreement" of September 12, 1983. Graduate and undergraduate students both may apply. Legislation in process at the time this catalog went to press could affect the Washington/Oregon reciprocity agreement. Information regarding waivers and procedures for applications may be obtained from the Registrar.

Billing and Payment Procedures

The Student Accounts system assembles all student financial information, both charges and credits, and prepares a periodic statement of account. This makes it possible for you, as a registered student, to submit a single check for tuition and fees, housing, and other charges by mail or night depository. The Cashier's Office is open from 10 a.m. to 3 p.m. Monday through Friday.

Tuition and fees are billed by mail on a quarterly basis if you are "pre-registered." The second class day is the payment deadline if you are "pre-registered." Payments must be in the Cashier's Office by 3 p.m. of the second class day. Failure to pay tuition and fees by the established due date will result in disenrollment. Post-marked payment envelopes received after the due date/time are considered late.

If you register during the "regular registration" period, you must pay your tuition and fees at that time. You have an option to pay at least one-half of your tuition and fee charge by the assigned due date and the balance in full by the 30th calendar day.

Students allowed to register during the second class week must pay a \$15 late registration fee. Students allowed to register after the tenth class day must pay a \$60 late registration fee. Students who are dropped after the 30th calendar day for non-payment of tuition and fees must pay a \$50 reinstatement fee to re-enroll.

The college charges a mandatory \$15 quarterly health fee that is assessed with tuition and fees for all full-time students.

Estimated Academic Year Expenses

These are the *projected* costs for the academic year 1985-86, and are subject to change.

	Residents	Nonresidents
Tuition and Fees (Full-time)	\$1017	\$3486
Books and Supplies	390	390
Housing and Meals	2610	2610
Personal Needs	870	870
In-State Travel	600	600
Total	\$5487	\$7956

Refunds/Appeals

Refunds of tuition and fees are allowed only if you withdraw from school or are called into military service for the United States.

If you follow proper withdrawal procedures at the Registrar's Office, you will be refunded as follows:

Fee/Charge Category	Refunds Applicable
Enrollment Deposit	Applies to first quarter tuition and fees. 100 percent refundable to the fifth class day of the quarter.
Tuition and Fees	100 percent to fifth class day of quarter, 50 percent to 30th calendar day; after that, no refund.
Housing Deposit	\$30 (rental contract) refundable upon end of contract or withdrawal from college. \$50 (unit lease) refundable upon end of contract.

Objections to the application of any financial policy or charge must be presented to the Registrar within 10 days after the first billing.

Miscellaneous Fees

Housing deposit		
<i>Rental contract</i>	\$	60
<i>Unit lease</i>		100
Transcript		10
<i>Extra transcripts ordered at same time</i>		5
ID card replacement		5
Returned check		6
Non-refundable application fee		15
Enrollment deposit		50
Late registration fee		15
Reinstatement/late registration fee		50
Graduation fee		25
Mandatory health fee		15
Lab fee (varies)	10-25	
Leisure Education (varies)	5-100	
Library 2126 Darkroom (student rate)		
<i>Daily</i>		1.50
<i>Quarterly</i>		25.00
WashPIRG (quarterly; refundable)		2.50
Wash. Student Lobby (quarterly)		1.00

Parking

	<i>Motorcycles</i>	<i>Autos</i>
Year	\$27.00	\$54.00
Quarter	11.00	22.00
Daily	.75	.75

Student Health Insurance

The college provides the opportunity for students to purchase health insurance for themselves and dependents. Options include either major medical insurance or full health care coverage. Students registered for less than eight credit hours or as a "special" student are not eligible for insurance coverage. Full-time students (registered for ten credit hours or more) will automatically be enrolled in the major medical plan unless a waiver card or full health care request is submitted to Student Accounts by the fifth class day of each quarter. Contact Student Accounts at 866-6000, ext. 6447, for details concerning the different policies that are available.

WashPIRG and Washington Student Lobby Fee

The Washington Public Interest Research Group fee (\$2.50) is a special refundable fee for a consumer and environmental organization directed by students. The Washington Student Lobby fee (\$1.00) is a special refundable fee. Non-payment of these fees will not block you from enrollment. If you do not wish to support

WashPIRG or WSL, a refund may be obtained on the condition that you request the refund from WashPIRG or WSL during a ten-day period designated by each group.

Financial Aid

If you expect difficulty in meeting the costs of college, you should apply for assistance through the Financial Aid Office.

Evergreen's goal is to provide appropriate financial guidance to all 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.

The Financial Aid Office also offers you financial counseling and maintains a listing of part-time employment opportunities both on- and off-campus.

In addition, the following scholarships are based on merit as well as financial need:

- *Ward Bowden Memorial Scholarship* assists students with financial need in the fields of journalism and political science.
- *Roger Camp Memorial Scholarship* assists students with financial need.
- *Edith K. Draham Scholarship* assists students with financial need and demonstrated ability in fiction writing.
- *Shauna May Memorial Scholarship* is awarded to students based on financial need and merit.
- *Carlton Morris Cooley Scholarship* is awarded to an outstanding senior in English-related studies.
- *Saul and Daydee G. Haas Foundation Award of Merit* is awarded to an outstanding junior or senior in the field of communications.
- *Charles J. McCann Scholarship* is awarded to a senior who has completed at least one full year at Evergreen, shows the capacity to work well with others, and demonstrates ability to design and carry out a plan of study and does it well.

- *Ethel MacPhail Scholarship* is awarded to an upper-division woman concentrating in a business management related field.

- *Foundation Scholarships* are awarded to prospective new full-time Evergreen students who have distinguished themselves with contributions to community, academic excellence, or other demonstrated talent.

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 short term loans of up to \$200. If you need this service, 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 you during the first week of instruction. Exceptions are emergency loans, which are paid as needed, and the on-campus work-study program, which is distributed through the payroll system.

Academic



Junior
Hometown: Chehalis, Washington
Programs and subjects studied: "Energy
Systems," Teacher Certification Program



J O H N M U D G E

OFFERINGS

"My advice to new students at Evergreen is to give yourself permission to make a hash of things for awhile. Gripe, kibbitz, be lazy, overwork, struggle, change your mind a thousand times. Evergreen is a very demanding school, but it's also an excellent place in which to explore. If you spend enough time and energy here, you will eventually do something creative and worthwhile. You don't have to, of course, but Evergreen tolerates the often uncomfortable struggles."

THE CONDENSED CURRICULUM

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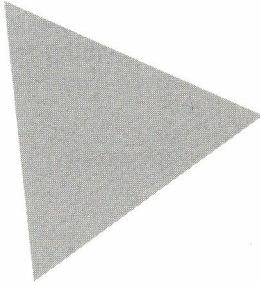
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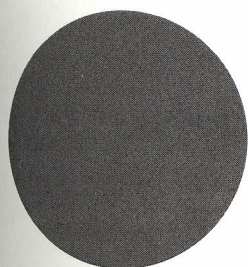
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PICKING YOUR PROGRAM

Seven Easy Steps to Picking Your Program

1. Decide what you want to study.

Consider your career goals, if you already have them. Consider also anything else that interests you and is important to you. It is true that you'll take only one program at a time at Evergreen, but those programs cover many different subjects. So, give yourself the chance to learn broadly.

2. Read the catalog

to find the appropriate program for you.

- *If you are a freshman,* choose one of the Core Programs described on pages 32 to 35.
- *If you are a transfer student,* look up the subjects that interest you in the *Academic Subject Index*, beginning on page 108. This lists all the programs which cover your subjects. Don't ignore *Core Programs*—they may be perfect for you. If a *Specialty Area* is listed under your subject, read over all the offerings in that area.
- Look at the *Curricular Pathways* described in the Specialty Areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.
- Examine also the *planned equivalencies* at the end of each program description to see the full range of subject matter it will cover.
- Browse over a number of possibilities before you settle on one. Try to choose at least three viable alternates before you take the next step.

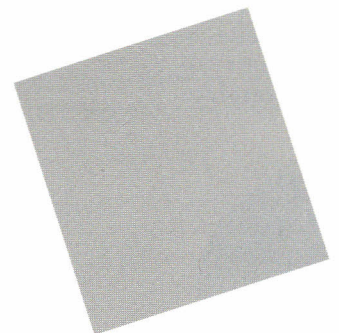
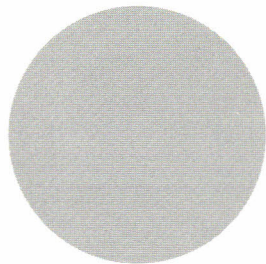
3. Discuss your choices and your goals

with your *faculty*, or with the faculty and staff in the *Academic Advising Office*. The Advising Office keeps program descriptions that will have been expanded and updated from what you read in this catalog. Often, programs which appear only vaguely appropriate in the catalog reveal themselves as exactly appropriate and personally exciting when you read the latest details. The Advising Office can give you leads on additional programs that on your own you might pass over.

4. Attend the Academic Fair,

which is described on page 17. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content and style directly with the program faculty, and pick up a syllabus.

- Ask *all* questions, share your puzzlements and enthusiasms. Don't hesitate to ask for advice. If a program isn't right for you, faculty will direct you to other options.
- ### 5. Choose your program.
- In all these discussions—with the Academic Advising Office, with prospective faculty—*keep your goals in mind and, also, the range of your interests and needs*. Your selection for this one quarter should fit into your overall plans, and it should also lead you to something. On the other hand, you do have time, you do have a wide range of interests, and you probably do not have to do some one thing immediately.
- Ask for whatever help you need in making your choice; if you don't find the help you need in one place, ask for it somewhere else.
 - You'll know you've chosen wisely when enthusiasm strikes you and you begin to fantasize excitedly about the work ahead.
- ### 6. Register.
- ### 7. Pay your tuition.
- And that's it! You're now ready to attend your seminar.



Twelve Questions Most Frequently Asked About Evergreen

Do I need to know exactly what I want to do at Evergreen?

No, but sometimes it helps. Often it's a hindrance. Coordinated Study programs are excellent places for finding directions, or discovering directions that are wholly new and unexpected.

Who will help me decide which program to take each quarter?

Your academic advisor, the Academic Advising Office, your current program faculty, the faculty in areas which interest you. The Academic Fair (page 17) is an unexcelled opportunity to test the waters and figure out exactly which of the upcoming offerings is best for you.

Who will help me plan my degree program?

Your academic Advisor, the Academic Advising Office, your program faculty, the Career Planning and Placement Office. Any or all of the above. When in doubt, ask.

Can I take two programs at the same time?

No. At Evergreen you take one full-time program a quarter.

Can I take courses in addition to a full-time program?

Quite often. Each program description in this catalog specifies whether additional courses are allowed. You can also negotiate this with the program faculty.

Are individual projects or internships allowed?

Yes. Most programs incorporate individual, or small group, projects. Some incorporate internships. Consult the program descriptions, and talk with faculty. Advanced students can arrange full-time independent projects through Individual Contracts and Internships, see page 90.

What is your grading system?

Students receive full, partial, or no credit for the work they've done. The faculty assess the quality of the work done by means of detailed letters of evaluation. Evergreen uses this grading system in lieu of letter and/or numerical symbols. See page 18.

Are all 1985-86 programs listed in this catalog, or are others added later?

Nearly all full-time programs were planned well before this catalog was printed. Information about any changes or additions will be available at the Academic Advising Office. Part-time offerings, which are only described briefly here, appear in full in the quarterly publication, *The Evergreen Times*.

Where can I get more information about programs?

The Academic Advising Office often has more detailed program descriptions, including book lists and weekly schedules. These are also available at the Academic Fairs or directly from program faculty.

What are the areas I can study at Evergreen?

Most of the conventional college subjects, plus a number of specialties. Consult the "Academic Subject Index" (page 108), and browse through the Specialty Area descriptions (pages 36-74). All the many advisors, and the Admissions counselors, can give you detailed information about offerings in the fields that interest you.

What degrees do you offer?

The Bachelor of Arts, the Bachelor of Science, the Master of Public Administration and the Master of Environmental Studies.

What can I do with a degree from Evergreen?

Prepare yourself for living by preparing yourself to enter the work force immediately after graduation, or to attend graduate or professional school. Our graduates undertake all the usual careers, and invent some of their own. See "Evergreen Works" on page 8.

CORE PROGRAMS



Convener: Jovana Brown

Core Programs are designed to give students in their first or second year of college a solid foundation of knowledge and skills as preparation for more advanced studies. *Core Programs* will introduce you 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 you explore a central theme or problem. This interdisciplinary approach means you will study a situation as a whole, not as a collection of unrelated fragments. *Core Programs* reveal the full breadth of the issues that will concern you—the connection of artistic expression to social conditions, for example, or the relations of biological facts to individual psychology.

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

Each of the *Core Programs* listed in this catalog section is an integrated study program that combines a number of different activities: seminars, individual conferences with teachers, lectures, laboratories—whatever is appropriate. In a *Core Program* you learn about the program theme or topic, and at the same time you learn about your own goals, about defining problems and dealing with them, about the college's people and facilities, about how to read critically and write well.

Special note:

Two- and three-quarter long *Core Programs* admit new students at the beginning of each quarter.

Great Books

Fall, Winter, Spring/Coordinated Study
Coordinator: Charles McCann
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

All cultures have important stories. They are transmitted in a variety of forms through time and history and often become guidelines for proper conduct. In each community, tensions develop between codes of proper conduct and the individual responses for or against this conventional wisdom. "Great Books" will examine the similarities and differences of several cultural heritages through their stories, institutions, and individual responses.

Fall Quarter, we will read the stories that have shaped certain major cultures, using Homer, *The Old Testament*, Hesiod and *Chusingura*, for example. Winter, we'll study the codes of behavior of those cultures by carefully examining writers such as Plato, St. Augustine, Dante and Hobbes, and important texts such as *The Koran* and others. In the spring we will see how the ways in which individuals cope with experience can both reflect the original stories and conflict with codes of behavior found in plays, poems, and novels ranging widely in time and place. We will discuss our readings of texts in twice-weekly seminars, and weekly lectures will supplement the readings. Regular writing workshops will assist in improving the paper that students will be expected to submit each week.

Planned equivalencies in quarter hours:

12—expository and creative writing;
12—comparative literature;
12—history and philosophy;
12—folklore and comparative anthropology
48 total

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

Perspectives in American Culture

Fall, Winter, Spring/Coordinated Study
Coordinator: Gail Tremblay
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: \$35 per quarter for field trips and performance tickets
Part-time Options: Permission of the faculty
Internship Possibilities: No
Additional Course Allowed: By consent of the faculty or for work in the Learning Resource Center

Perspectives in American Culture will examine 20th Century American art, literature, and the performing arts as practiced in a society made up of people with diverse cultural perspectives. By studying the arts in a historical context, we will be able to analyze the way in which culture and experience have shaped the work of writers, visual artists, musicians, and performers since the turn of the century.

We will read a wide variety of literature, including works by William Faulkner, Leslie Marmon Silko, Joy Kogawa, Alice Walker, David Henry Hwang, Rudolph Anaya and Estela Portillo Trambley, among others. In addition, we will have workshops in music, performance, design, and creative writing, and in oral history techniques relevant to the topics discussed in this program.

We will also take field trips to attend musical and theatrical performances, and go to museums and galleries, and attend such events on campus. We will meet regularly for book seminars, lectures, films, guest speakers, writing tutorials and various workshops. Members of the program will develop skills in expository writing, critical analysis, oral communication and research techniques, as well as skills developed in the workshops they choose to attend.

Planned equivalencies in quarter hours:

12—20th Century American literature;
8—expository writing;
4—research techniques;
4—contemporary American art history;
4—contemporary American music history;
4—contemporary American theater history;
12—to be specified by the faculty upon evaluation of the student's work based on projects designed in workshops the student elects to take
48 total

Program is preparatory for careers and/or future study in the arts and humanities and for students needing or wanting arts and humanities experience before doing intermediate and advanced work in the sciences, social sciences, or technical fields.

Human Development

Fall, Winter, Spring/Coordinated Study
Coordinator: Sandra Simon
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: Consult Coordinator
Internship Possibilities: No
Additional Course Allowed: Consult Coordinator

"Human Development" might seem to be one of those dry-as-dust terms used by white-coated scientists to dissect life into measurable chunks, but under its rubric are tucked so many questions, assumptions and theories that it becomes an ideal place to begin college studies.

As biologists, we can study the individual as an organism from conception to old age, concentrating on our own relationships as individuals within a single species. As anthropologists we can seek our origins in history on both individual and societal levels. Certainly we can turn to various theories in developmental psychology to explain how early life experience modifies our behavior, and even to clinical psychology to solve problems that arise in an individual's lifetime.

Our program will study not only the biological, anthropological, sociological and psychological aspects of human development, but also moral and ethical issues such as nature vs. nurture, free will vs. determinism, individual growth vs. social cohesion, and mind vs. body.

Another objective of "Human Development" is to help students who wish to prepare a general educational foundation, yet the program will be valuable to students who want to specialize later in human services such as medicine, law, government, social work and religion.

Emphasis will be placed on analytical reading and writing and students will be asked to do a research paper, to master library skills, and to analyze their own learning abilities and disabilities. The program will aim to cultivate students' abilities to interpret their own lives and experiences. Critical thinking, writing and oral expression will be stressed, but so also will group process, autobiographical writing and artistic abilities.

Planned equivalencies in quarter hours:

Distributed among biology, sociology, anthropology, literature, writing, library research skills and psychology
48 total

Program is preparatory for careers and/or future study in most fields.

Science and Human Thought

Fall, Winter, Spring/Coordinated Study
Coordinator: Burton Guttman
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: No

"Science and Human Thought" provides an introduction to basic mathematics and natural science in preparation for more advanced science programs. Scientific knowledge is one aspect of human knowledge in general. We will treat logic and mathematics as major analytical tools that humans use to understand their world.

As in all Core Programs, we will emphasize the development of writing ability, but for our purposes, we will stress writing that is strongly linked to the study of informal and formal logic and the analysis of propositions and arguments. This study will also be a foundation for elementary mathematics that we'll stress as a means of puzzle-solving. We'll develop various mathematical ways of thinking, taking some of the sting out of math and still providing preparation for advanced study.

We will apply these developing abilities to the study of elementary physics, chemistry and biology, all in an historical context and with emphasis on ways of thinking. We will discuss philosophical issues surrounding the matters of perception and thought. This work will necessarily become intercultural as we examine human commonalities and differences.

Some of the books we will use include: Midgley, *Beast and Man*; Neisser, *Cognition and Reality*; Hall, *The Hidden Dimension*; Collingwood, *The Idea of Nature*; and Levi-Strauss, *The Savage Mind*. Students who complete the program will have very good analytical skills; a facility with mathematics; a fundamental understanding of physics, chemistry and biology; and the basic philosophy of modern science. They will also have an appreciation of humans as knowers and perceivers of the world, understanding what is common to all people while appreciating cultural differences in perception.

Planned equivalencies in quarter hours:
15—natural science;
9—mathematics;
12—logic and philosophy;
12—expository writing
48 total

Program is preparatory for careers and/or future study in all areas, but especially in natural science and mathematics.

Society and the Computer

Fall, Winter, Spring/Coordinated Study
Coordinator: William Brown
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: No

American society has a profound faith in the ability of science and technology to transform the condition of human existence. No technology has offered greater promises, one might even say extravagant promises, than those offered by the computer. But the gains with all technologies have never been without cost. What is the impact of this technology on our society? What are the costs? The benefits? What will they be in the future?

The experience which American society is going through today with computers is similar to what other societies underwent during technological change. There has been a continuing process of change since people first appeared on earth. Indeed, what makes human beings different from other animals is, most of all, the human ability to use technology to change their environment, creating what we call "culture" or "civilization." "Society and the Computer" will use books, seminars and papers to examine the impact of technology and the ways the computer revolution is changing contemporary societies. The program will cover the use of the computer in business, science, education, government and the arts.

"Society and the Computer" will also develop college-level skills. Students will learn how to read not only for the "story," but also for biases, use of evidence and argument; will learn to clarify ideas in discussions with other students and faculty and write more clearly. The program will show connections between analyzing arguments and the basic elements of a computer. Students will be introduced to the architecture of a computer, the use of the programming language BASIC to solve problems, and mathematics by self-paced methods.

Planned equivalencies in quarter hours:
16—humanities and social science;
6—writing;
8—mathematics;
14—programming, problem solving and logic;
4—project
48 total

Program is preparatory for careers and/or future study in the humanities, natural and social sciences, mathematics, business, government, and education.

Adult Life Explorations

Fall, Winter/Group Contract
Sponsor: Bill Aldridge
Enrollment: 40 *Faculty:* 2
Prerequisites: None, but prefer students 25 years of age or older
Special Expenses: Retreat expenses, about \$40 each quarter
Part-time Options: Yes: 8 credits, every Saturday and one evening each week; 12 credits, previous schedule plus one afternoon a week; 16 credits, both previous schedules plus special project or additional course
Internship Possibilities: Yes
Additional Course Allowed: Yes

As a person grows beyond the years of adolescence, a variety of changes occur: marriage, children, new homes, death of loved ones, divorce, life-style change, physical and mental aging, and new perspectives on life goals. All of these require some kind of reassessment of one's life. A person's job can be a key factor in such reassessment. Is it satisfying? Does one have the skills to communicate effectively? How can one deal with time demands that compete with personal and family life?

"Adult Life Explorations" will help mature students explore new ways of looking at life situations, as well as new ways of living with and relating to others. It focuses on discovering major themes in the human growth and motivation processes, and the ways these are manifested in the lives of the program's participants.

These objectives will be achieved through reading and discussion, personal reflection and exploration, workshops, and, periodically, lectures and films. The reading will be largely from the humanistic psychologies. Intensive journal writing and dream reflection will help students look at themselves, while workshops will deal with subjects such as movement, interpersonal relationships, decision making, natural history, anger, and stress. Students will develop their reading, writing, and speaking skills and explore possibilities for further college study.

Planned equivalencies in quarter hours:
Distributed among explorations in human relationships, decision making, movement, music, environment and personal growth.
32 total

Program is preparatory for careers and/or future study in all areas and particularly work in the social services and counseling.

Political Ecology

Fall, Winter/Coordinated Study
Coordinator: Jim Stroh
Enrollment: 60 Faculty: 3
Prerequisites: None
Special Expenses: Field trip costs
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

“Political Ecology” examines human understanding of the environment, how humans and the environment have affected each other, and how political/economic institutions affect both our values and environment. To investigate these themes, it will be necessary (1) to learn basic ecological concepts, (2) to examine the cultural, historical and philosophical 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 environmental values, (2) improvement of basic learning and communication skills, and (3) introduction to the natural sciences, social sciences and humanities.

This program presents introductory topics in the natural and social sciences through faculty lectures, guest speakers, workshops, seminars, films, labs, field trips and special projects. There will be a strong emphasis on improving basic academic skills: reading, writing, library research, and critical thinking.

Planned equivalencies in quarter hours:
12—environmental studies;
8—ecology;
8—expository writing;
4—introduction to geology;
32 total

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

American West: Geology, History and Resources

Spring/Coordinated Study
Coordinator: Matt Smith
Enrollment: 40 Faculty: 2
Prerequisites: None
Special Expenses: \$120 field trip
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The history of the West—the clash of native people and Euro-American society, the transformation of frontiers into an industrial society—has been shaped by the western landscape, which has been shaped in turn by geological and hydrologic forces. Arable lands, timber, animals, minerals and water all have been, and are today, cause of bloody battles, new laws, and new cultures. “The American West” program will examine geology, water issues and differing cultural understandings of nature in the West. A major field trip to the Southwest is planned for the second and third week of the quarter. In addition to readings, lectures, seminars and labs, students will be expected to do a media project on a topic developed in consultation with program faculty.

Planned equivalencies in quarter hours:
4—survey of the geology of the western United States;
4—history of the western United States;
4—cultures and resources;
4—either black and white photography or introduction to media production
16 total

Program is preparatory for careers and/or future study in environmental studies, political economy, media, government, public policy, and law.

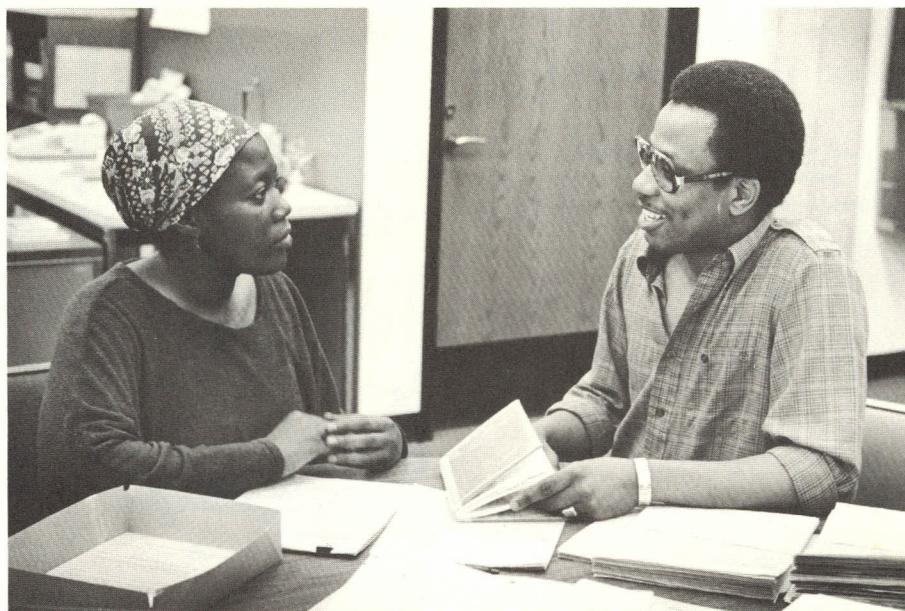
Thinking Straight

Spring/Coordinated Study
Coordinator: Chuck Pailthorp
Enrollment: 40 Faculty: 2
Prerequisites: None
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

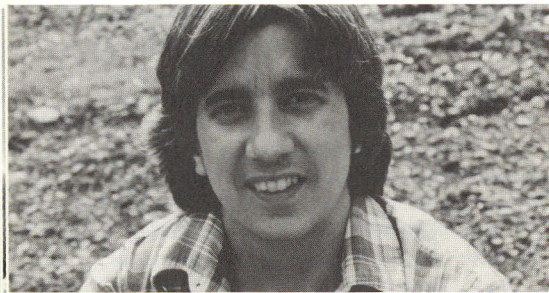
This program focuses on analyzing, criticizing, and inventing rational arguments, and inventing rational arguments. We’ll consider, as a frame for our work, the limits of rationality and its relations to other modes of thinking. The program should help students in science, the social sciences, or the humanities who want to learn to think, talk, and write more effectively about logical arguments, whether in scientific articles or newspaper editorials. About half the program is the steady practice of writing, working in groups, and toiling alone. The other half of the program applies these methods to contemporary issues.

Planned equivalencies in quarter hours:
4—informal logic;
4—English composition;
4—philosophical issues in contemporary culture;
4—contemporary social problems
16 total

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



APPLIED SOCIAL THEORY



Convener: Rita Pougiales

Affiliated Faculty: Guy Adams, Nancy Allen, Thad Curtz, Betsy Diffendal, Don Finkel, Mary Huston, Virginia Ingersoll, Chuck Nisbet, Rita Pougiales, Niels Skov, Greg Weeks, and Irwin Zuckerman

The *Applied Social Theory* specialty area offers year-long integrated work in preparation for careers in *management, education and mass communications*. Coursework will be organized around the application of theories in social science to the realities of work in contemporary America. This area's programs combine training in necessary skills, the opportunity for practical experience through internships, and a thorough education in ways to think about modern life. For long-term satisfaction and success in any of these rapidly changing fields, there is nothing so practical as a good theory.

Career Pathways in Applied Social Theory

Communications

An intensive pathway in communications is offered through the year-long program, "Mass Communications and Social Reality." This program includes extensive applied work in journalism and is compatible with an internship in this area of study. Work in mass communications, psychology, sociology, journalism, and communications is included.

Students with an interest in communications may find work in a number of other specialty areas relevant to their academic pursuits. Language study, photography, creative writing, and the substantive concerns of other specialty areas make a sound base for the study of communications. (See the Communications Section of this catalog on page 78 which describes year-long, cross-specialty curricular pathways in this area.) Evergreen students have also engaged in internships in this area both on and off campus and they have played an active role in the campus media.

Education

In 1985-86, the year-long program "Development: The Aim of Education" will be offered. It will teach developmental and social psychology and philosophy of education from Socrates to Dewey. This program is not a certification program nor does it lead to a Teaching Certificate. It aims instead to help students interested in education develop a framework to think concretely about educational goals, strategies, and settings.

The professional Teachers Certification Program is available for those desiring certification. See page 82.

Management

All the subjects necessary for a career pathway in management are incorporated into the year-long "Management and the Public Interest" program. The essentials of a strong management program are included with work in economics, organizational theory and behavior, accounting, computing, marketing and finance, personnel, and related subjects. Students desiring additional applied experience frequently do an appropriate internship in their final quarters at Evergreen, and take programs in other specialty areas, or do an individual contract in their area of interest.

(Other programs relevant to management are described in the section on cross-specialty curriculum pathways on page 80.)

Mass Communications and Social Reality

Fall, Winter, Spring/Coordinated Study

Coordinator: Rita Pougiales

Enrollment: 48 Faculty: 2

Prerequisites: One year of college or Core Program

Special Expenses: None

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: No

In "Mass Communication and Social Reality" we will study the social, economic, and technical forces that have shaped our communications systems. We will analyze messages produced by this system and consider their impact on individuals, society, and culture. We will think about the powers and limits of print and television while at the same time developing our abilities to work with them by reporting on the various communities to which we belong.

The possible relationships between journalists and communities form the program's central theme. The words and images produced by journalists help shape each social group's understanding of itself and the outside world. In the past 100 years the changes in communications and communities have continually altered how journalists work and what they need to know. In both theory and practice we will concentrate on the proper role of professionals in a world where we talk of society as "a mass," instead of as a number of communities, and in which journalism is mass-produced.

Planned equivalencies in quarter hours:

6—reporting lab;

6—article writing;

6—history of communications;

4—content analysis;

8—sociology of mass communications;

6—mass media criticism;

6—visual anthropology;

6—psychology of communications

48 total

Program is preparatory for careers and/or future study in journalism, mass communications, sociology, the social sciences, and related fields.



Management and the Public Interest

Fall, Winter, Spring/Coordinated Study
Coordinator: Art Mulka
Enrollment: 96 *Faculty:* 4
Prerequisites: "Principles of Accounting" and "Principles of Economics" (both available Fall Quarter)
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

The "Management and the Public Interest" (MPI) program teaches essential managerial skills and concepts to upper-division students. The focus of the program is the private business sector, but attention also is given to the public and not-for-profit sectors.

This program is designed for both full-time and part-time students. Late afternoon and evening components are provided for part-time, working students. The program aims to meet the needs of those seeking job advancement, a management career, or a career change to the business sector. The program sharpens management, analytical, and writing skills.

The core of the MPI program in the first year consists of organizational psychology, managerial accounting, managerial economics, policy and the functions of management. Additional courses in statistics, financial management, marketing, computing for managers, and personnel management are routinely offered.

MPI is a demanding and concentrated effort to prepare students for careers in business, in the public sector, and in service organizations. The program provides a solid preparation for graduate studies in business administration, public administration and law.

Planned equivalencies in quarter hours:
48 credits distributed among organization psychology, managerial accounting, managerial economics, policy, functions of management, marketing, and personnel management, as well as for related course work, such as writing, case studies, and computer science offerings.
48 total

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

Business of International Trade and Ocean Shipping

Spring/Group Contract
Coordinator: John Filmer
Enrollment: 24 *Faculty:* 1
Prerequisites: Permission of instructor; some background in maritime or business matters is desirable, though not essential.
Special Expenses: Approximately \$100 for field trips, including food and transportation
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

International trade has become increasingly important in recent years with over 25 percent of our gross national product and one out of every six jobs dependent upon the flow of foreign goods. A complex ocean transportation network makes it all possible, and its epicenter has shifted to the Pacific Rim. By virtue of our access to Puget Sound, we are in an excellent position to study the commerce to and from the heartland of America.

In this program, we will study a broad spectrum of activities including export/import regulations and strategies, trade documentation and finance, trade leads, product sourcing and marketing, freight forwarding and customs house brokering, terminal operation and management, shipbuilding, modern cargo vessels, merchant fleets, liner and tramp service, intermodalism, transshipment and landbridge concepts.

Sessions will include lectures, waterfront observations, harbor tours, seminars, writing and speaking exercises and individual research projects.

Planned equivalencies in quarter hours:
6—principles of ocean transport;
2—business with Pacific Rim countries;
2—import/export management and logistics;
2—trade documentation and trade finance;
2—case studies and independent research;
2—seaport management and operation
16 total

Program is preparatory for careers and/or future study in business, marine studies, and international studies.

Development: The Aim of Education

Fall, Winter, Spring/Coordinated Study
Coordinator: Don Finkel
Enrollment: 48 *Faculty:* 2
Prerequisites: One year of college or a Core Program, and a year-long commitment to this program.
Special Expenses: \$20-\$25 for program retreat.
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

Understanding the concept of "development" can inform one's choice of activities in a variety of contexts: education, management, social change work, and psychological counseling, among others. We will explore what it means "to develop" in several distinct areas, and in a variety of learning modes. We will focus on issues in *education* because that field provides materials and experiences with which we can confront, test and refine theory.

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

Modes of study include: (a) a practicum, an opportunity to explore the program's ideas by organizing a course for fellow Evergreen students, by teaching young children as an intern, or by engaging in some other supervised practical project or on-the-job experience; (b) a self-reflective group to study group dynamics and to cultivate the role of "participant-observer"; (c) an 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.

Note: This program does not provide teacher certification, nor may the program be used in lieu of the UPSTESC education courses for certification purposes.

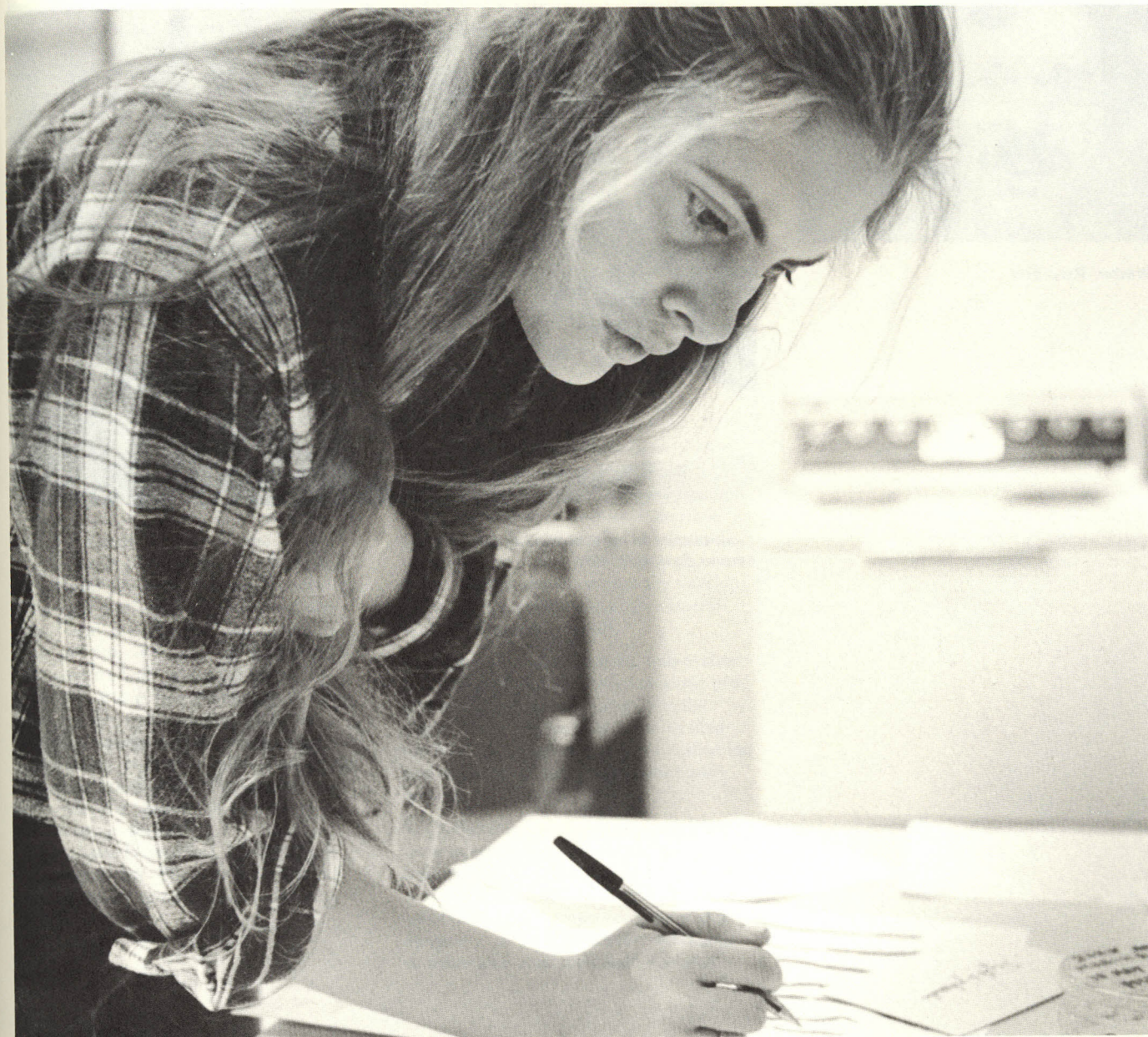
Planned equivalencies in quarter hours:
8—psychology: cognitive development;
8—psychology: personality development;
4—psychology: moral development;
8—social psychology of small groups;
8—philosophy of education;
4—socio-historical context of education;
8—practicum/internship
48 total

Program is preparatory for careers and/or future study in education, psychology, child development, social work, counseling, management and community action work.

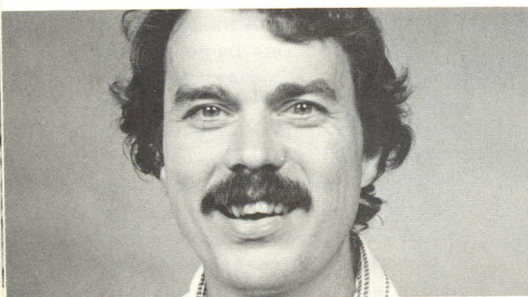
Bridges

“Bridges” is an advanced cluster contract in outdoor education offered in years when there is sufficient student interest. Students enrolled in the contract will design and teach an environmentally-oriented outdoor program during the summer for junior and senior high school students. The contract runs Winter, Spring and Summer Quarters. Students interested in enrolling in “Bridges” should contact Doug Scrima or Rita Pougiales.

Senior Chris Pierce works on project for the “Tropical Biology” program, an on-location study of Hawaii’s ecosystem. Pierce was also a member of the “Bridges” cluster contract, which designs and develops environmentally-oriented programs for high school students.



CENTER FOR COMMUNITY DEVELOPMENT



Director: Russ Fox



College architect Jon Collier (standing) and students plan the renovation of a campus building.

Community Development

Fall, Winter, Spring/Internship (Cluster)

Coordinator: Russ Fox

Enrollment: 5 *Faculty:* 1

Prerequisites: Senior status; one year at Evergreen; strong academic record, including group process and communication skills

Special Expenses: Some field trip and project travel expenses

Part-time Options: Yes, 8-16 quarter hours

Internship Possibilities: Internship status required for participation; paid internships possible for work-study qualified students

Additional Course Allowed: Yes

Advanced students from any specialty area who wish to specialize in community development concepts, skills, and experience may apply for internships with the *Center for Community Development*.

Students will participate in:

1. Seminars on the history, theories, models, and principle concepts of community development. Issues such as empowerment vs. dependency, the role of the professional, the sources of validity of knowledge, the control of information, short vs. long term benefits, and the criteria for the evaluation of community development efforts will be examined. New theories, models, and techniques—such as participatory research—will be analyzed in depth. International and large-scale perspectives and case studies will be included, along with local examples.
2. Skill development workshops: group facilitation, survey design, needs assessment, interviewing, problem diagnosis, graphics presentation, and data management.
3. Research that generates materials for the *Center for Community Development*: bibliographic material, local resource networks, case studies, training materials, assessments of local needs, theories and models of community development, computer applications in community development and the responses of other institutions to community needs.
4. Preparation, presentation, and evaluation of workshops for other academic programs requesting assistance from the *Center*. These will include the skills identified in (2) as well as project identification and design and liaison with community groups.
5. Community development consulting work in response to requests from community groups. Examples could include resource identification, project planning assistance, group process diagnosis and assistance, one or two session workshops, or short-term assistance with research.

6. Individual research relating community development concepts to the student's other academic interests.

Planned equivalencies in quarter hours:

12—theories, models, and techniques of community development;

6—planning and community research skills;

6—advanced group process techniques;

12—community development practicum;

12—individual research in student's area of study

48 total

Program is preparatory for careers and/or future study in management, planning, education, social work, community development, and effective citizenship.

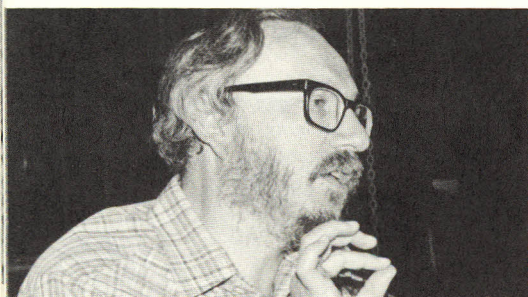
Evergreen offers a unique opportunity for undergraduate and graduate students to work with local communities and community groups in participatory research, community and organizational developments, and community education projects. Our year-long, full-time programs enable students to integrate academic preparation with significant community project involvement. Our emphasis on interdisciplinary content, collaborative analysis and problem-solving, and communication skills in the classroom prepares students for the complexity and active involvement of community project work.

The *Center for Community Development* works with community groups and our academic programs to assist in the identification and preparation of community projects. The *Center* is a clearinghouse to match community requests with academic resources, prepares and organizes resources and training materials, maintains a studio laboratory for students working on community projects, and is a part of a statewide partnership of colleges and universities providing community services.

In addition to assisting academic programs in all areas of our curriculum, the *Center* provides internship opportunities for advanced students who wish to gain experience putting their management, computer studies, community organizing, graphics, community education, social and health policy, political economy, planning, environmental studies, science and technology, or democratic citizenship studies into practice.

The *Center*, located in LAB II 2223, is staffed by Faculty Director Russ Fox, advanced student interns, and community volunteers.

ENVIRONMENTAL STUDIES



Convener: Richard Cellarius

Affiliated Faculty: Michael Beug, William Brown, Richard Cellarius, Larry Eickstaedt, John Filmer, Russ Fox, Steven G. Herman, Pat Labine, Kaye V. Ladd, David Milne, John Perkins, Robert Sluss, Oscar Soule, Jim Stroh, Pete Taylor, and Al Wiedemann

Associated Faculty: Jovana Brown, Rob Cole, Ken Dolbeare, Phil Harding, Rainer Hasenstab, Matt Smith, and Greg Weeks

The philosophy of *Environmental Studies* is that the interaction of human societies and natural systems must be managed in a manner that ensures the prosperous survival of both. It is our primary goal to help people develop the knowledge, skills, and experiences to express that philosophy in many different roles in society.

Specifically, the goals of *Environmental Studies* are:

To understand the nature, development and interactions of terrestrial and marine ecosystems, and human societies;

To learn the richness and the limits of the environmental and social resources available to sustain both human environments and natural systems;

To study the cultural values and philosophies that shape environmental behaviors; and

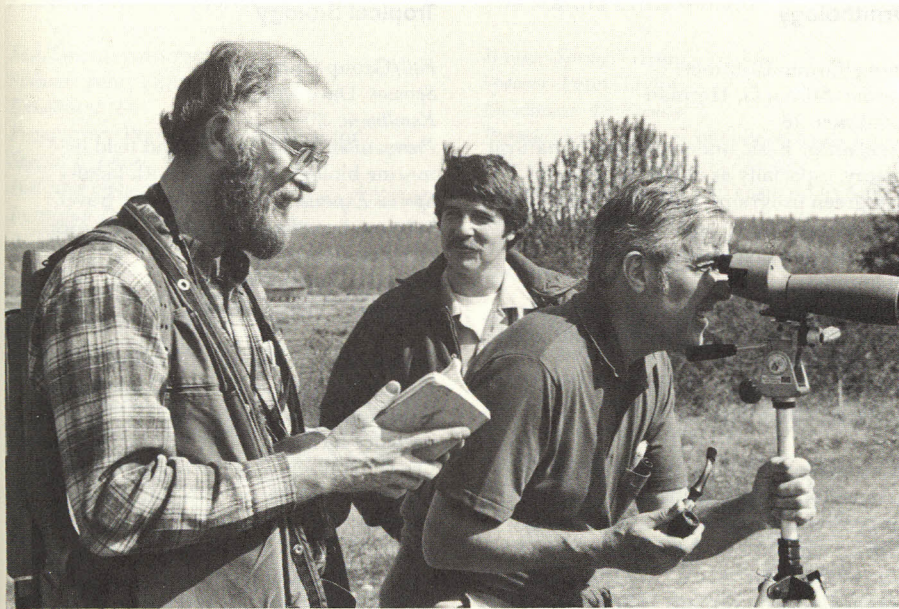
Through applied work, to develop the skills necessary to handle our resources wisely.

Environmental Studies requires students and faculty who are willing to study material from many disciplines—disciplines drawn from the natural and social sciences, from the arts, and from the humanities—and who are willing to break down the boundaries between the disciplines to realize the integration necessary to achieve the goals stated above.

Career Pathways in Environmental Studies

Major curricular pathways in *Environmental Studies* include (1) Field Biology and Natural History, (2) Marine Studies, (3) Ecological Agriculture, and (4) Environmental Assessment and Design. Additional strengths of the *Environmental Studies* faculty include ecological physiology, environmental chemistry, environmental history and philosophy, environmental policy, geology, physical geography, and planning. The faculty are experienced in, and committed to, providing students with practical experience through field work and projects that serve the people and organizations of southwest Washington and the Pacific Northwest.

Environmental Studies has close working relationships with two other Specialty Areas. *Political Economy and Social Change* provides a strong social science component, particularly in environmental politics, economics, and the social impacts of technology. *Science, Technology, and Health* provides additional work in the physical sciences, including chemistry and energy studies, and in the biological sciences, emphasizing molecular and organismal biology. Most faculty in *Environmental Studies* are also affiliated with the Graduate Program in Environmental and Energy Studies. Advanced undergraduates may be able to enroll in a graduate course with the permission of the instructor, if it is appropriate to their curriculum and they have the appropriate prerequisites.



Former Secretary of the Interior Stewart Udall, a President's Symposium speaker, views local wildlife with the help of faculty member Steven Herman (left). Every spring the President's Symposium brings a nationally-known figure from the arts, sciences or government to Evergreen. Former visitors have included Senate Majority Leader Howard Baker and syndicated columnist David Broder.

Students choosing to concentrate their efforts in *Environmental Studies* select from the following:

First Year:

Any *Core Program*; students interested in *Environmental Studies* may want to consider "Political Ecology" and/or "The American West."

Second or Third Year:

Option 1: Fall—"Introduction to Environmental Studies" (8 quarter hours), "Principles of Biology I" (4 quarter hours), and either "Political Economy of Scientific Problems" or "Chemistry I" (4 quarter hours each); Winter/Spring—"Marine Environments." *Note:* "Marine Environments" (1985-86) and "Evergreen Environment" (1986-87), or a similar program focusing on terrestrial natural history, will be offered in alternate years.

Option 2: "Sustainable Communities"

Option 3: "Ecological Agriculture"

Third or Fourth Year:

Advanced work in environmental studies (normally taken in the fourth year), including a senior project. Upper division students should consult with a faculty member in *Environmental Studies* or with the convener for advice on how best to design their academic program to meet their specific needs. Students emphasizing a particular area should consider one or more of the following:

1. Field Biology and Natural History Track: "Tropical Biology," "Mammology," and "Ornithology."
2. Marine Studies Track: "Tropical Biology," "The Business of International Trade and Ocean Shipping," and "Piloting and Seamanship."
3. Ecological Agricultural Track: "Entomology," "Ecological Agriculture."
4. Environmental Assessment and Design Track: "Environmental Design," "Advanced Environmental Studies."

Students interested in adding a physical science emphasis should consider "Matter and Motion" (appropriate for future studies in environmental chemistry, pollution, and hazardous wastes management), or "Energy Systems" in the *Science, Technology and Health* specialty area.

Additional advanced work is available through internships and individual learning contracts.

Introduction to Environmental Studies

Fall/Half-time Group Contract

Sponsor: Peter Taylor

Enrollment: 72 *Faculty:* 2

Prerequisites: Any Core Program or equivalent experience in reading, writing, and analysis.

Special Expenses: None

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: Yes, this is an 8 quarter hour program

In this brief survey, we will study the structure and organization of the natural environment, the structure and behavior of human populations and communities, and the impact of technologies on environment. We'll also examine historical, philosophical, and political views of these subjects all within a format of lectures, workshops and seminars.

Note: Students enrolling in "Introduction to Environmental Studies" are strongly encouraged also to enroll in the related 4-credit course "Principles of Biology" and either "Chemistry I" or "Political Economy of Scientific Problems."

Planned equivalencies in quarter hours:

4—introduction to environmental science;

4—introduction to environmental history, philosophy and politics

8 total

Program is preparatory for careers and/or future study in environmental studies. It is also recommended for students of other fields who want to obtain a basic understanding of the human environment.

Mammalogy

Fall/Group Contract

Sponsor: Steven G. Herman

Enrollment: 18

Prerequisites: Introduction to biology, general understanding of natural history, interest in field work.

Special Expenses: \$100 for transportation and related expenses.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Possibly

"Mammalogy" is an advanced program designed to familiarize students with the Class *mammalia*, emphasizing Washington mammals through lectures, and lab and field work. Students will be required to prepare scientific study skins and research one species of mammal in both the library and the field. There will be at least two overnight field trips, one west of the Cascade Mountains, one east. Most other field work will be local, emphasizing live trapping. Students will maintain field records according to a rigorous technique pioneered by Joseph Grinnell. Required materials will include a curatorial kit, standard field guides, *Mammalogy* by T. Vaughan, and shorter texts as needed.

Planned equivalencies in quarter hours:

12—mammalogy;

4—another course or area of emphasis on mammals

16 total

Students who do well in "Mammalogy" will have an excellent background in the natural history and physiology of mammals, and a thorough working knowledge of the natural history of Washington mammals, including selected marine species. These studies are applicable to career preparation in natural resource work and will be especially helpful for graduate studies in vertebrate zoology.

Ornithology

Spring/Group Contract

Sponsor: Steven G. Herman

Enrollment: 18

Prerequisites: Basic understanding of natural history, especially as taught in several Evergreen programs, e.g. "Evergreen Environments," basic understanding of bird identification and recordkeeping techniques.

Special Expenses: \$500 for field expenses (room and board), \$170 for transportation

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Ornithology" is an advanced program designed to provide students with a comprehensive background in avian biology with an emphasis on field studies. The first four weeks of the quarter are spent learning the basics on campus. The remaining weeks of the program are spent at Malheur Bird Observatory in southeastern Oregon (see page 99). Students will focus on an individual species, and participate in research projects, including regular work on four formal Breeding Bird Census plots. Students should know that hours will be long and work difficult. Required materials include standard field guides, *The Life of Birds*, *The Naturalist's Field Journal*, *Bird Study*, field journal materials and high quality binoculars.

Planned equivalencies in quarter hours:

4—bird ecology;

4—ornithology;

4—bird behavior;

4—bird structure

16 total

Students completing this program as part of a larger scheme of study will be in a position to seek careers or future study in resource management, vertebrate zoology, or environmental interpretation. Persons finishing the program will be competent to study birds successfully at the sub-professional level, and uniquely well qualified for graduate work in the field of ornithology.

Tropical Biology

Fall/Group Contract

Sponsor: Dave Milne

Enrollment: 30

Prerequisites: Basic biology and field or marine biology; interview with faculty

Special Expenses: About \$1300 for travel, lodging, board and incidental expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

On location in Hawaii, "Tropical Biology" introduces tropical terrestrial and marine ecosystems to students whose primary experience has been in the Pacific Northwest. On-campus study at the beginning of Fall Quarter precedes the trip, and comparison of temperate and tropical systems is emphasized. Upon arrival in Hawaii, students conduct field and literature research on representative species and study the history of the Hawaiian biota, the principles of island biogeography and the ecology of introduced plants and animals. Prospective students should meet with faculty well in advance to discuss preparations.

Planned equivalencies in quarter hours:

Distributed among tropical biology and natural history

16 total

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



Piloting and Seamanship

Fall/Group Contract

Sponsor: John Filmer

Enrollment: 24

Prerequisites: Permission of instructor

Special Expenses: Rain gear

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

On board the *Seawulff*, Evergreen's 38-foot all-wooden motor-sailer, students will have a first-hand opportunity to gain the theoretical, as well as practical, skills it takes to handle such a vessel. The main intent is to teach navigational, not sailing, skills needed for position determination and to get from point A to point B in coastal and inland waters. Students will make use of landmarks, compass, charts, navigational aids, dead reckoning and other "piloting" procedures. The material is taught through a combination of lectures and "hands-on" experience. We will study vessel safety, *Rules of the Road*, boat handling, anchoring, tides and currents, and proper use of equipment. Students should plan to be on board one full day per week.

Planned equivalencies in quarter hours:

8—piloting, seamanship and boat handling

8 total

Program is preparatory for future study in marine biology and maritime affairs.

The Marine Environment

Winter, Spring/Group Contract

Sponsor: Peter Taylor

Enrollment: 48 *Faculty:* 2

Prerequisites: One year of college study and college-level introductory biology

Special Expenses: Field trip costs up to \$100

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"The Marine Environment" deals with the sea and its living inhabitants. Topics include oceanography and marine biology; physical, chemical and geological features of the ocean and ocean floor; marine organisms (plants, invertebrates and vertebrates) and their adaptations, habitats, and patterns of life in the sea.

Lectures, readings and seminars will be about the oceans worldwide; field and laboratory studies will emphasize the conditions and marine life of Puget Sound and other local marine areas. There will be several field trips lasting two or more days, in addition to regular, shorter periods of field work.

Planned equivalencies in quarter hours:

8—oceanography;

8—marine ecology;

12—survey of marine organisms;

4—laboratory and field methods

32 total

Program is preparatory for careers and/or future study in marine and environmental studies.

Ecological Agriculture

Fall, Winter, Spring/Coordinated Study

Coordinator: Michael Beug

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program or equivalent; introductory college work in biology, ecology, and chemistry; "Chemistry I" or "Biology I" may be taken concurrently

Special Expenses: Approximately \$75 for field trips

Part-time Options: Yes

Internship Possibilities: Permission of coordinator required

Additional Course Allowed: Permission of coordinator required

"Ecological Agriculture" considers options for viable, small-scale agriculture in the industrialized nations and the developing world. To provide background, seminar readings range broadly over agricultural history and economics, analysis of the world food situation, the growing literature on Third World development, and appropriate technology and small-scale agriculture.

Students can expect technical work in soil science, botany, agriculture, and farm management. There will also be opportunities for individual and group research projects. Students who have not completed a minimum of one quarter of college chemistry prior to enrolling in this program will be expected to take "Chemistry I" during Fall Quarter. Students will work on developing practical skills. They will maintain the demonstration gardens and will run the market garden on Evergreen's Organic Farm. They'll also do plant propagation, study vineyard and orchard maintenance and take extensive field trips to a wide variety of farming operations in the Pacific Northwest.

Planned equivalencies in quarter hours:

4—social science;

4—farm management;

4—botany or entomology;

4—organic farming practices and research methods;

12—farm practicum;

12—seminar on American and Third World agriculture and development;

4—agricultural ecology;

4—"Chemistry I" or "Biology I"

48 total

Program is preparatory for advanced work in ecological agricultural research, market garden management, and a variety of internships in urban agriculture, marketing, community service and small-scale agriculture.



Sustainable Community Design

Fall, Winter, Spring/Group Contract

Sponsor: Robert S. Cole

Enrollment: 24

Prerequisites: Sophomore standing

Special Expenses: \$100 field trip expenses

Part-time Options: Yes

Internship Possibilities: Yes, with sponsor signature

Additional Course Allowed: Yes

This program will explore the possibilities of creating sustainable communities that do not need to destroy or deplete their environment in order to survive. As background we will examine the historical forms of community design in several cultures, the social and environmental values they reflect, and the sources of their inherent sustainability or unsustainability. We will study the relationships between community support systems (water, food, energy, shelter, transportation) and the physical form of the community. The nature and limits of environmentally appropriate technologies will be studied, along with their implications for economic organization, work patterns, housing and education. We will critically examine the growing literature on bioregionalism and decentralist planning, and visit several communities that are attempting to implement such schemes. We will pay close attention to the environmental perceptions of different cultures and the physical and social structures those perceptions create. Throughout "Sustainable Community Design," we will be attempting to identify those characteristics of community design that reflect an awareness for, and compatibility with, the natural world.

During Winter and Spring Quarters we will apply these concepts to a detailed study of the Olympia community. Students will engage in group projects analyzing the sustainability of our local community, and participate in designing alternatives to existing systems, as well as designing new communities. Students may expect work in visual analysis of environmental settings, freehand drawing, model building, and team participation skills. Qualified students may engage in group projects coordinated through Evergreen's Center for Community Development.

Planned equivalencies in quarter hours:

Distributed among urban history and theories, community design studies, environmental psychology, freehand drawing and environmental design

48 total

Program is preparatory for careers and/or future study in planning, environmental design or community studies.

Energy Systems

Fall, Winter, Spring/Coordinated Study

Coordinator: Byron L. Youtz

Enrollment: 48 Faculty: 2

Prerequisites: Precalculus math; 6-8 hours of college-level physical science

Special Expenses: Above average textbook costs; drafting supplies; field trip expenses

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Energy issues and decisions are complex, involving not only technical skills but economic, socio-political and environmental knowledge as well. The goal of this year-long program is to develop a broad understanding of energy issues and energy technology in our society, and to build the range of skills needed to analyze energy systems in detail, especially in small-scale applications.

Fall Quarter: We will survey energy sources, conversion technologies, distribution systems and storage schemes. We will study economic and policy issues, and students will be expected to participate in the "Political Economy of Scientific Problems" course (see page 66). Mathematics, elements of heat transfer, conservation, and technical drawing will complete the quarter's work.

Winter Quarter: We will study thermodynamic processes, solar energy applications and, in some detail, currently relevant energy alternatives in order to acquire technical depth. The study of mathematics will continue, as will seminar readings in energy issues.

Spring Quarter: We will focus on small-group research projects or individual internships involving alternative energy policy formulation, economic analysis, or feasibility design of specific systems. The work of this quarter will have hands-on emphasis and every effort will be made to produce serious and useful results. The program will end with an Energy Symposium in which the results of the quarter's work will be shared.

Planned equivalencies in quarter hours:

4—fundamentals of energy systems;
4—thermodynamics;
8—calculus or differential equations;
2—graphics;
2—readings in energy policy;
8—energy systems analysis and design;
8—project research or internship;
12—"Political Economy of Scientific Problems"

48 total

Program is preparatory for careers and/or future study in applied energy, architectural design and energy policy. This program is appropriate for "3/2 Engineering."

Year-Long Course Related to Environmental Studies

Principles of Biology

Fall, Winter, Spring/Course

Instructor: Bob Sluss, fall and winter; spring instructor to be announced

Enrollment: 80-100 Faculty: 1-2

Prerequisites: None, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra strongly recommended.

Special Expenses: Laboratory kit

Part-time Options: No, this is a series of part-time courses

Internship Possibilities: No

Additional Course Allowed: Yes, this is a series of 4 quarter hour courses.

A sequence of three courses covering the structure, function and interrelationships of cells, organisms, and ecosystems. Fall topics: biological organization, bioenergetics, ecology, evolution. Winter topics: cellular biology, genetics. Spring topics: development, physiology, behavior. Introduction to different groups of organisms will occur throughout the year. Laboratory exercises will illustrate principles and important biological techniques. Three hours of lecture and one three-hour lab each week.

Planned equivalencies in quarter hours:

4—Principles of Biology I;
4—Principles of Biology II;
4—Principles of Biology III
12 total

Course is preparatory for careers and/or future study in biology, environmental studies or medical fields.

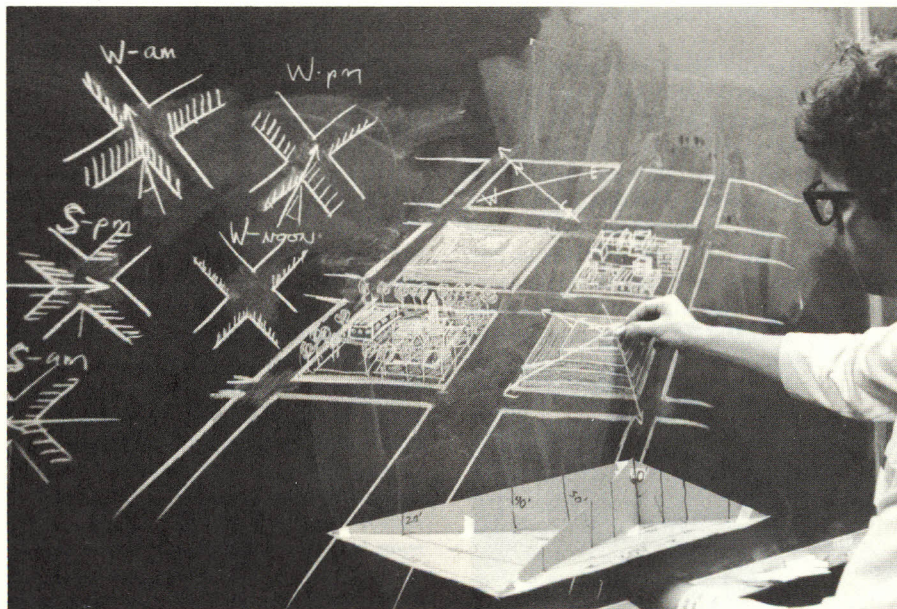
Other Study Opportunities in Environmental Studies

The *Senior Project or Thesis* option is available for variable credit under the sponsorship of individual faculty in *Environmental Studies*.

For guidance on the procedures for setting up a senior project, please consult the convener of *Environmental Studies*.

Internships are available in a variety of different agencies, businesses and private and public organizations. Advance planning is imperative for students intending to undertake an internship. Students should begin by talking with the Office of Cooperative Education early in the quarter preceding the internship. Consult with the *Environmental Studies* convener for advice on possible faculty sponsors and areas of interest.

Individual contracts are available to advanced students with well-defined plans of individual study. If you are interested in doing an individual contract, you should begin planning your program of study early in the preceding quarter. The possibility of specific studies under the individual contract mode depends upon faculty and equipment availability each quarter. Students may contract for no more than one quarter at a time. If you are interested in pursuing an individualized program of study and need advice on a faculty sponsor, consult with the convener of *Environmental Studies*.



Utilizing what he's learned in the "Environmental Design" program, a student uses a 3-D model to outline city blocks that will give each building equal exposure to sunlight for solar collection.

EXPRESSIVE ARTS



Conveners: Bud Johansen (above) and Craig Carlson

Affiliated Faculty: Susan Aurand, Craig Carlson, Don Chan, Sally Cloninger, Tom Foote, Marilyn Frasca, Meg Hunt, Bud Johansen, Jean Mandeberg, Pat Matheny-White, Ruth Palmerlee, Lynn Patterson, Paul Sparks, Charles Teske, Ainara Wilder, and Bill Winden

Associated Faculty: Richard Alexander, Lovern King, Rudy Martin, Mary Nelson, David Powell, Pete Sinclair, Sandra Simon, and Gail Tremblay

You are invited to join the *Expressive Arts* faculty each year in the study of a variety of exciting personal and historical themes. These themes will be studied by *doing creative work* in visual art, music, dance, theatre, film, video, photography, or creative writing; you will support and enrich your creative work by *doing historical research* on the nature and uses of creative work in various cultures and times. The themes studied each year are drawn from the faculty's own work as professional artists, directors, choreographers, composers, performers, designers, writers and historians. As the questions central to the faculty's work change, the programs offered evolve. Thus, the *Expressive Arts* curriculum continues to be vital and informed by the new insights and enthusiasm of the faculty.

A student in *Expressive Arts* should not expect to focus his/her creative work in one area of art. In keeping with the college's philosophy and the increasingly collaborative nature of contemporary art, we offer an interdisciplinary, collaborative curriculum in the arts. All students are encouraged and expected to study in more than one art area and to undertake collaborative work with other students working in a variety of art forms.

Each year, the offerings in *Expressive Arts* include:

A sophomore-level Coordinated Study program (for 1985-86, "Performance Arts: From Ritual Roots to the Present");

Junior- and senior-level, work-based Group Contracts, for example, the "Power of Theatre," "Musical Composition" and "Performance;"

Opportunities for individual contracts (advanced students only) and internships in arts management; and

Skill-development courses to supplement your work in your program or group contract.

All students enrolled in *Expressive Arts* Group Contracts will participate in the Evergreen Arts Symposium, an exciting, all-arts weekly series of lectures, performances and exhibitions. Each symposium is a forum for sharing works-in-progress by students and faculty, for seeing new works by a variety of visiting artists and performers, and for the lively discussion of key issues in the arts today.

Senior Thesis

Students may complete a Thesis Project in their senior year. The Thesis Project demonstrates to a committee of *Expressive Arts* faculty that the student has (a) become competent in the skills and concepts of a visual or performing discipline; (b) used those skills and concepts to investigate a personal, cultural, or historical question or theme; and (c) acquired an understanding of the historical development and social uses of their disciplines. The Thesis Project may take a variety of forms, for example, a one-person exhibition, the performance of an original work, or a senior recital. To prepare a Thesis Project, you should identify a faculty member in the spring of your junior year to serve as your Thesis Project Advisor and begin to plan your project with him or her.

Career Pathways in Expressive Arts

Study in the *Expressive Arts* area is preparatory for careers in the visual and performing arts, art history, arts management, and humanities.



Performance/Art: From Ritual Roots to the Present

Fall, Winter, Spring/Coordinated Study

Coordinator: To be announced

Enrollment: 72 *Faculty:* 3

Prerequisites: One year of college or Core Program

Special Expenses: Audio and video tape

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, during winter and spring, but not encouraged.

“Performance/Art” is the recommended entry program for study in the Expressive Arts. With three faculty members representing the fields of performance art, audio/music, and film/video, the program offers skill-building in photography, film, video, audio, movement, acting, and script and journal writing. In addition, students study theory, history, and development of arts performance within various historical and cultural contexts. Students will learn how to document performance, analyze cross-cultural components of performance art, and evaluate theories of performance from aesthetics to semiotics. They will be introduced to skills and theory through discussions.

Fall Quarter, all students will participate in general technique development workshops. These workshops will prepare students for group and/or individual projects/productions in the Spring, which will focus on collaborative efforts and original materials.

Planned equivalencies in quarter hours:

Fall:

- 2—photography;
- 2—audio recording;
- 2—film/video;
- 2—acting and movement;
- 6—art history;
- 2—writing;

Winter:

- 8—technical workshop in either audio, film/video, or theater arts;
- 4-8—aesthetics and criticism;

Spring:

- 12—performance production;
 - 4—production management
- 48 total**

Program is preparatory for careers and/or future study in liberal, fine and performing arts.

University of Washington faculty artist Michael Spafford discusses his work with Evergreen student artists during a visit to campus where he addressed the President's Symposium.

The Power of Theatre: From Drama to Performance

Fall, Winter/Group Contract

Sponsor: Ruth Palmerlee

Enrollment: 48 *Faculty:* 2

Prerequisites: Junior standing; experience in the performing arts; portfolio review, faculty signature

Special Expenses: To be announced

Part-time Options: No

Internship Possibilities: Yes, Spring Quarter

Additional Course Allowed: No

Students in "The Power of Theatre" will be involved in an in-depth study of all the elements which make theatre a powerful art form. We will study its origins in ritual, its present political and social relevance, and its future as a vital art form. Students will also investigate theory of production, develop a knowledge and understanding of varying cultural views and experiences, and examine the political and social responsibilities of performing artists.

Fall Quarter: We will focus on the origins of theatre, drawing connections between old and new myths, exploring a wide range of theatrical forms (improvisation, mime, Third World theatre, Agit-Prop theatre, European trends) and doing research and performance projects.

Winter Quarter: We will focus on 19th and 20th Century political and social trends in theatre. We will study artists such as Wagner, Brecht, Valdez, Brook, Grotowski and others, and theatre companies such as the Moscow Art Theatre, Group Theatre, Bread and Puppet Theatre, El Teatro Campesino, and others. Winter Quarter will culminate in a celebration of theatre presented for the public. Field trips to productions in Seattle and Portland are planned for Fall and Winter Quarters.

Spring Quarter: Faculty will sponsor projects and internships in theatre that students have planned during Winter Quarter.

Planned equivalencies in quarter hours:

- 4—acting/directing performance;
- 4—technique of acting and directing;
- 4—movement for the actor;
- 4—theory of production;
- 4—production criticism;
- 4—cultural perspective of theatre;
- 4—theatre and politics;
- 4—research methods

32 total

Program is preparatory for careers and/or future study in arts, humanities and graduate work in theatre arts.

Fact/Fiction

Fall, Winter, Spring/Group Contract

Sponsor: To be announced

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program and junior standing; basic media skills preferred but not required; portfolio review, competence in writing; faculty signature required

Special Expenses: Lab fee each quarter, expenses for media projects

Part-time Options: Yes, Spring Quarter

Internship Possibilities: No

Additional Course Allowed: Yes, Winter and Spring Quarters

"Fact/Fiction" is designed to reveal forms in film and video which transcend traditional fact/fiction boundaries and to provide a context for students to create their own synthetic media work. Beginning with the assumption that there is no pure dramatic or documentary film, but a constant interchange, we will analyze those works that belong in between. We will view their manifestations in recent avant garde, documentary, and narrative films.

A basic question underlying our activities is, how do we perceive reality and mold phenomena into effective, moving, visual media? We will scrutinize the collection, structuring, and transmission of information in forms such as folklore, documentary, and dramatic film. We will investigate how storytelling works in its many forms and how we can produce original, effective messages. At all times, we will test documentary director Jill Godmillow's statement that "We will go nowhere (in film/video making) unless we mess with the language."

Students will also create their own film or video. In the fall, students will choose a topic to research, present in several styles, and build into a final work. Students will collect material through oral history interviews, print research, visual explorations and/or introspection. The project will metamorphose into a variety of forms during Winter Quarter. This will be accomplished through workshops in script-writing, practice in documentary and dramatic recording, and an introduction to experimental techniques. During Spring Quarter students will work in groups to realize their final projects, encompassing a spectrum of styles from pure documentary to pure narrative.

Planned equivalencies in quarter hours:

- 16—production;
- 8—literature;
- 12—film history;
- 8—research/writing/design;
- 4—communication theory

48 total

Program is preparatory for careers and/or future study in media, literature, folklore or communications.

Hidden Treasures

Fall/Coordinated Study

Coordinator: Lovern King

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program and some arts or humanities

Special Expenses: Admission to museums, theatres, and films

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

This program will study "hidden treasures" in the arts, little known but important artists in such fields as literature, theatre, dance, film and music. One such artist is Madame Vestris, who lived in the early 19th Century and invented a new approach to theatre staging that led to modern set design. Despite her contributions as the first woman director and one of the first to construct historically accurate costumes, Madame Vestris's name is barely mentioned in history texts. Our study will focus on, but not be limited to, women and people of color. We will study biography and literature as well as aesthetics and communication. "Hidden Treasures" also will delve into artistic creation and its sources of inspiration and reasons why history records artistic accomplishments. The program's format includes a film series, lectures, seminars, and workshops. We will also participate in the *Expressive Arts Symposium*.

Planned equivalencies in quarter hours:

- 4—biography and art;
- 4—aesthetics;
- 4—comparative literature;
- 4—visual communications

16 total

Program is preparatory for careers and/or future study in art, media, theatre and fields of communication.

Collaborations

Winter/Group Contract

Sponsor: Ainar Wilder

Enrollment: 24

Prerequisites: Core Program

Special Expenses: Project material

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

The function of this program is to help students in the arts develop the skills that are necessary for collaborative work.

Projects will be undertaken by teams of students representing different areas of the arts. Projects envisioned are short scripts brought to the stage, journals made into a script or novel form, novel adaptations converted to script form, book illustrations generated from book contents, sound enforcement, music, dance and others.

The program format includes workshops, seminars and collaborative project labs. Collaborators will share reading and seminar materials. Books will focus on the lives and works of established artists and their techniques of artistic excellence.

Planned equivalencies in quarter hours:

4—theory of production;

4—research methods;

8—collaborative project

16 total

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

Studio Project

Fall, Winter/Group Contract

Sponsor: Marilyn Frasca

Enrollment: 24

Prerequisites: Core Program, interview, and faculty signature. Students who have done previous work in visual art must present a portfolio.

Special Expenses: Art supplies and a quarterly lab fee.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

“Studio Project” is a two-quarter program of intensive studio work in the visual arts. Students will learn about the process of working and making visual images, and about the images themselves. The program is open to beginning through advanced students who have a genuine desire and interest in making images. It is conceived of as a working studio, a working community of people. Everyone will have the responsibility for being both teacher and student to everyone else.

Each week students will work in the studio a minimum of four hours per day on an intensive visual study of some topic, participate in a work discussion seminar, and attend a seeing workshop. The images made by the students and faculty will form the basis for detailed investigations into questions of seeing, knowing and believing. Students will have the opportunity to work in two-dimensional media (drawing, painting, possibly printmaking). Some basic work in skills and techniques will be done, but the strongest emphasis will be on the development of ideas and personal imagery.

Planned equivalencies in quarter hours:

16—studio work (level and medium will vary with the student);

8—aesthetics and criticism;

4—art history;

4—composition and design

32 total

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

Musical Composition and Performance

Fall, Winter, Spring/Group Contract

Sponsor: Donald Chan

Enrollment: 24

Prerequisites: Junior standing and experience in music performance

Special Expenses: To be announced

Part-time Options: Yes, consult faculty

Internship Possibilities: No

Additional Course Allowed: With permission of faculty

Students in “Musical Composition and Performance” will be able to work on the following areas of musicianship: improvisation, composition arranging, performance practices (i.e., jazz ensemble, chamber music, the business of music, and performance organization), and music theatre (conducting skills, audition techniques, and music preparation).

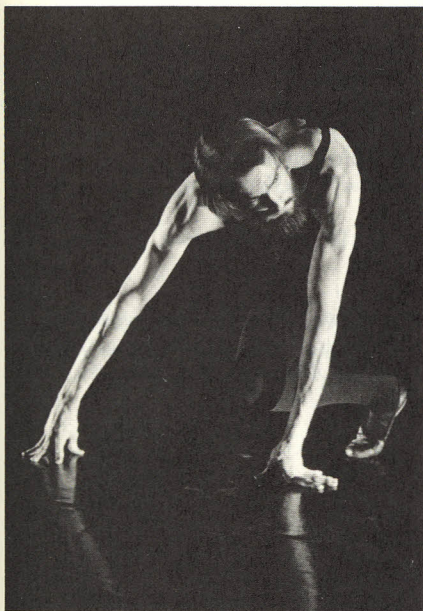
During the course of the year, students will be given the opportunity to compose, arrange/orchestrate, and have their works performed. There will also be an opportunity to work in large performing ensembles, such as the Jazz Ensemble, Chamber Singers, or Olympia Symphony. So that the student will be better prepared, some time will be devoted to the business of music, i.e., resume preparation, contracts, copyrights, audition techniques, and more. The object is to give the student enough survival skills to face the realities of the outside world.

Students may join this Group Contract for Fall, Winter or Spring Quarters. All will participate in the *Evergreen Arts Symposium*.

Planned equivalencies in quarter hours:

Will vary individually

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



Point of View

Spring/Group Contract

Sponsor: Paul Sparks

Enrollment: 48 *Faculty:* 2

Prerequisites: Junior standing or permission of instructor

Special Expenses: Photography materials, field trips and speakers

Part-time Options: Half-time in either writing or photography *for half-time students only*

Internship Possibilities: No

Additional Course Allowed: No

The life we live hones each of us into a living lens. Each of us has a point of view that has been developed by our experiences and perspectives, a point of view that might be useful to others. Many biographies and autobiographies are monuments to persons who have had unusual experiences or great perspectives. But autobiography that looks through a life to the world is also interesting and useful. In "Point of View," we'll make autobiographical works in which our world and time, not ourselves, is the subject. We will use Boswell's *Journals*, Pepys' *Diary*, Least-Heat Moon's *Blue Highways*, newspapers, news magazines, and *The New Yorker*.

Planned equivalencies in quarter hours:

8—photography;

8—writing

16 total

Program is preparatory for an examined life.

Techniques of Visual Anthropology

Spring/Group Contract

Sponsor: Sally Cloninger

Enrollment: 24 *Faculty:* 1

Prerequisites: Two years of college-level work, presentation of portfolio, and faculty signature

Special Expenses: \$165 lab fee (includes ½" and ¾"VT, 16mm raw stock, processing and editing); in addition, students must supply film and processing for still photographic exercises

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Students with previous production training may, with faculty approval, substitute one arts course for in-program production workshops

"Techniques of Visual Anthropology" will provide a foundation in non-fictional, culturally-informed image making. Students will be trained in field production techniques for visual anthropology, encompassing still photography, basic 16mm sync production, and location video and sound recording. Exercises in still and moving formats will insure development of technical control, critical awareness, observational and reflexive styles, and facility in the design of ethical and culturally-relevant media documents. Students will study the art of ethnographic reporting, and culture, and will analyze documents in print and film by anthropologists. All students will participate in the *Evergreen Arts Symposium*.

Planned equivalencies in quarter hours:

5—visual anthropology: theory;

5—visual anthropology: techniques (field production);

6—ethnographic reporting and the study of culture

16 total

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

Related Offerings in Other Areas—

Art as Cultural Expression

Fall, Winter, Spring/Coordinated Study

Coordinator: Mary F. Nelson

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program or equivalent; signature required

Special Expenses: Field trips; art supplies; museum fees

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes, 4 credits, if related to program

"Art as Cultural Expression" will provide opportunities to examine art as an expression of culture, beginning with an examination of one culture and its art, the Native American. This will be done through lectures, films, slide series, readings, field trips, special exhibits, and demonstrations by visiting artists. Beginning this way establishes a basis for examining not only this culture, but other cultures.

Fall Quarter: An intensive "historical" study of Native American art, ritual, and story. The role of art as cultural expression will be studied within the time categories of traditional, transitional, and contemporary.

Winter Quarter: Cross-cultural comparisons using materials and questions presented during the fall as a basis for further investigations. Comparisons will be made between Native American, Asian American, Black American, and Mexican American cultures.

Spring Quarter: Individual or group research projects using a variety of formats for reporting results of investigations (slides, paintings, petroglyph-pictograph research, papers, etc.).

Planned equivalencies in quarter hours:

Fall:

8—Native American art and culture;

4—introduction to Native American anthropology/archaeology;

4—creative writing;

Winter:

8—cross-cultural studies;

8—research methodology;

Spring:

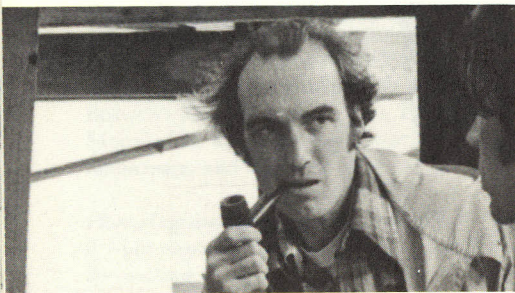
16—special research project

48 total

Program is preparatory for careers and/or future study in arts, anthropology, archaeology, education, Native American studies, and multicultural studies.



HUMANITIES



Convener: Pete Sinclair

Affiliated Faculty: Richard Alexander, Gordon Beck, Stephanie Coontz, Virginia Darney, David Hitchens, Richard Jones, Hiro Kawasaki, Eric Larson, Mark Levensky, Charles McCann, David Marr, Rudy Martin, Art Mulka, Chuck Pailthorp, Mark Papworth, David Powell, Thomas Rainey, Gil Salcedo, Pete Sinclair, Nancy Taylor, and Kirk Thompson

The *Humanities* specialty area is a group of faculty from the fields of literature, history, philosophy, anthropology, archeology, psychology, and religion. We are committed to these subjects, and concerned within them about the following themes:

The nature and value of written, visual, musical, and oral texts;

Connections between language, thought, value, behavior, and society;

Conceptions of the nature of a person or people;

Evaluations of the relationships between a person or people and other men and women, private and public institutions and the gods; and

Attempts to imagine and make new relationships, and new societies.

We do some work on one or more of these themes in each of our programs. In addition, we design each of our programs to:

Emphasize great texts and/or artifacts and their relations to our specialty area themes;

Encourage discussion in seminar groups;

Help each student improve his or her writing;

Promote cooperative, interdisciplinary study; and

Do work at a level as advanced as the knowledge and skill of the majority of students allows.

Career Pathways in Humanities

Our curriculum of Coordinated Studies, Group Contracts, and Courses is varied but connected. New *Humanities* programs begin each quarter. Students who complete one *Humanities* program have an opportunity to join another, complementary program in the *Humanities* area. We have laid out no prescribed pathways, as a student who progresses carefully among these offerings, guided by developing personal interests, and devotes the senior year to advanced work will emerge with a strong concentration in the *Humanities*. *Humanities* area faculty also will teach part-time noon, evening, and weekend courses and sponsor individual contract projects.

Work that a student does in the *Humanities* specialty area helps prepare him or her for future undergraduate and graduate work in the humanities or social sciences and, in general, for a significant, adult, reflective life.

War

Fall, Winter, Spring/Coordinated Study

Coordinator: Rudy Martin

Enrollment: 72 *Faculty:* 3

Prerequisites: One year of college work

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Fall: "Behavior and War" will be a comparative study of the roots of violence in the animal kingdom and human cultures. The literature we will study will emphasize human aggression and the traditional ways war has been represented throughout history. We will read the classical literature on war in the western world from the Greeks to the 20th Century. Faculty members will be Robert Sluss, Rudy Martin and Mark Papworth.

Winter: "Armies and Society" will concentrate on military sub-cultures and the larger society of which they are a part. We will focus on Roman and German history and will draw comparisons to our own situation. We will read the great works romanticizing war and rationalizing its place in human affairs. Faculty will be Tom Rainey, Martin and Papworth.

Spring: "Industrial War" will explore the changes in our ability to wage war and our assumptions concerning our control over technology and our own destinies. We will examine current attitudes from dove to hawk as expressed in art, literature and politics. Faculty members will be Martin and Papworth.

"War" will use video and computer games, films, and "participant experience" in a variety of ways. We will present a detailed study of how the experience of war touches the significant dimensions of human beings—from inter-band feuds to *Star Wars*. We will *not* study peace—but rather let peace speak for itself as an eloquent alternative to things as they are.

Planned equivalencies in quarter hours:

Fall:

- 4—animal behavior/ethology;
- 4—classical views of human behavior;
- 4—behavioral psychology;
- 4—anthropology of conflict;

Winter:

- 4—Roman history;
- 4—history of German militarism;
- 4—man and aggression;
- 4—war and romanticism;

Spring:

- 4—war in the modern world;
- 4—the arts and war;
- 4—war in modern literature;
- 4—modern perspectives on war.

48 total

Program is preparatory for further work in the humanities and social sciences, careers in inter-cultural relations.



Dark Ages

Fall, Winter/Group Contract

Sponsors: Pete Sinclair, Stephanie Coontz

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program or the equivalent

Special Expenses: Some texts are not available in paperback

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

The troubled 14th Century in England was the time of the cross-over from the medieval to the modern world. Out of that time of ruinous war, revolts and the Black Death came—in the work of Geoffrey Chaucer—the birth of English literature and the rise of the English language. Students in “Dark Ages” will join the faculty in examining the truths presented in literary and historical stories, along with learning how to use stories as evidence. Chaucer’s major works will be our primary sources supplemented by secondary sources in literature and history and talks by the faculty. Students and faculty will meet on Monday, Tuesday and Thursday for class discussion, seminar, lecture, workshops and a weekly colloquium.

Planned equivalencies in quarter hours:

16—late medieval history;

16—late medieval literature

32 total

Program is preparatory for careers and/or further study in literature and history

Cultural Studies:

Anthropology, Literature, History

Fall, Winter/Group Contract

Sponsors: Gil Salcedo, Eric Larson

Enrollment: 48 *Faculty:* 2

Prerequisites: Some college work in the humanities or social sciences

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

“Cultural Studies” is an interdisciplinary (humanities and social science) evening Group Contract with options for full-, part-, and quarter-time students. Subject areas emphasized are anthropology, history and literature of both western and non-western peoples in selected regions of the Pacific Ocean, Japan, Sub-Saharan Africa, the Middle East and southwestern Europe.

The anthropology segment will concern the cultural analysis of social organization, technology, language and thought patterns. The aim is to study the diverse folkways people have adopted and the relationship between social customs and physical environment.

The history segment will inquire into the rise and fall of civilizations (Islam, Spain, Pre-Columbian Mexico) as a dynamic and inexorable pattern of change from roughly the 7th Century to the 18th Century. The study of literature (both oral and written traditions) will be an integral part of the curriculum. Program themes will be approached through primary source material and “classic texts.” The development of visual arts will be addressed through films and slide presentations.

Planned equivalencies in quarter hours:

8—history;

8—anthropology;

8—literature;

8—research topic

32 total

Program is preparatory for further studies in humanities and social science.

Peace Studies

Spring/Group Contract

Sponsor: Dave Hitchens

Enrollment: 24

Prerequisite: Core Program or equivalent

Special Expenses: None

Part-time Options: See sponsor

Internship Possibilities: No

Additional Course Allowed: With permission of sponsor

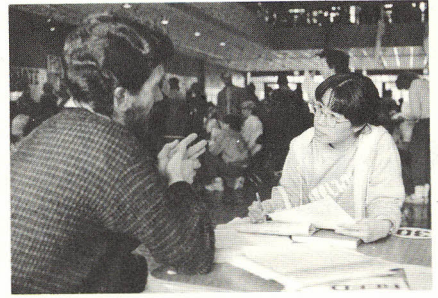
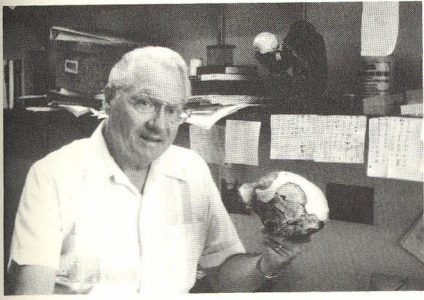
The first American societies dedicated to peace were founded in the aftermath of the War of 1812. During the 19th Century, the movement grew and gained international prominence. Before 1900, America was infrequently disturbed by international crises, but the League of Nations, the Washington Naval Conference, efforts to outlaw war, World War II, and the United Nations placed America at the forefront of a “Concert of Nations” striving to preserve a status quo.

During the first part of “Peace Studies,” we will survey the history of American peace efforts, including present day efforts. In the latter part, students will conduct research and present papers, which will provide a basis for textual analysis, criticism, and work in writing and historiography. Related offerings in other specialty areas include “German Culture,” “Japan and the West,” and “Spanish Forms in Life and Art.”

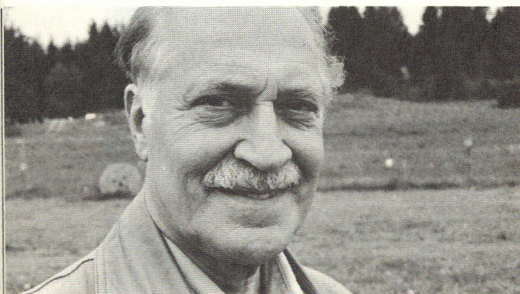
Planned equivalencies in quarter hours:

Distributed among American history, peace studies and American foreign policy
16 total

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



LANGUAGE AND CULTURE CENTER



Director: Andrew Hanfman

In order to provide students opportunities to study foreign languages and cultures, Evergreen has the *Language and Culture Center*. The Center plans and coordinates year-long programs and courses in the area of foreign languages and international studies. It also serves as a source of academic advice for students who have an interest in language and culture studies. The Center's director, Dr. Andrew Hanfman, is a full-time Evergreen faculty member in language studies, specializing in Russian-Soviet Area Studies.

The Center coordinates study abroad programs and counsels students on studies at foreign or local universities with expanded area offerings. The Center may also sponsor individual contracts involving language or culture studies in foreign countries.

In the academic year 1985-86, three year-long language and culture programs are being offered under the auspices of the Center: "German Culture," "Japan and the West," and "Spanish Forms." In addition, "Rabelais to Proust and Beyond" (Intermediate French) is offered Fall Quarter.

For many students, part-time language study is highly appropriate. To serve these needs, Evergreen offers a predictable series of part-time courses. Most of these courses are offered during evening hours. Students interested in careers in business, journalism, education, anthropology, and human services will want to consider such language study. The Director of the Center will advise students on the appropriateness of various types of language study to their individual goals. In the 1985-86 academic year, courses in first-year college Spanish, French, Japanese, and German will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1988:

1985-86

"Japan and the West," Fall, Winter, Spring; study abroad the following year.

"Spanish Forms," Fall, Winter, Spring.

"Rabelais to Proust and Beyond" (Intermediate French), Fall.

"German Culture," Fall, Winter, Spring; possible study abroad in summer.

1986-87

"French Culture," Fall, Winter, Spring; study abroad to be announced.

"Classical World" (Greek and Latin), Fall, Winter, Spring.

1987-88

"Russia/USSR," Fall, Winter, Spring; summer trip to Soviet Union.

"Japan and the West," Fall, Winter, Spring; study abroad to be announced.

**The Jackson School
of International Studies:
A Partnership Program with
the University of Washington**

Evergreen students who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies, or international political economics as special students in the University of Washington's Jackson School of International Studies. Along with Harvard, Stanford, and a small number of other universities, The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies.

The School of International Studies offers interdisciplinary curricula organized to emphasize both regional and topical studies. Students may concentrate their study on a major world area within the context of the humanities and the social sciences; they may specialize in topical studies, or they may pursue a more general course of study within the program.

Major areas available through this program include the following:

- Chinese Studies*
- Japanese Studies*
- Korean Studies*
- Latin American Studies*
- Middle Eastern Studies*
- Russian and East European Studies*
- South Asian Studies*
- Comparative Religion*

It is also possible to integrate the international or regional study with an emphasis on business, health, or political economy. The study of a foreign language is an integral part of the program at the School of International Studies.

Application to participate in a year at the School of International Studies should be made through the Director of the *Language and Culture Center*, Andrew Hanfman. Application must be made before April 1 of the year preceding admission to the University of Washington. For advice on this program, contact Andrew Hanfman as early as possible.



Japanese dancers, a kimono fashion show, an authentic tea ceremony, traditional music and such delicacies as sushi, tempura, and teriyaki chicken—all this and more is featured every January when Evergreen hosts a Tribute To Japan, a free, half-day celebration that drew over 1200 college and community members to campus last year.

Japan and the West

Fall, Winter, Spring/Coordinated Study
Coordinator: Richard Alexander
Enrollment: 48 Faculty: 2
Prerequisites: One year of college work
Special Expenses: To be determined for 1985-86; for the year in Japan 1986-87 over \$3000
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

It has never been more important for Americans to understand the Japanese experience accurately, appreciate its accomplishments, and also its radical difference from our own culture. For years the Japanese have been learning from us but have they really become Western? And have they exhausted the lessons we have for them? What do they have to teach us, and is it possible for us to learn their lessons? Is it possible to blend the radical oppositeness of our two cultures?

During Fall Quarter we'll study Japanese history and culture from its origin to the day when Perry sailed his black ships into Tokyo Harbor. Winter Quarter, we'll take up the Meiji Restoration, the modernization of Japan, the reassertion of the military, and World War II, concluding with the atomic bombing of Hiroshima and Nagasaki. Spring Quarter proceeds through the American Occupation and to the most recent developments in Japanese life and in American relations.

All students will study practical, conversational Japanese, and we will begin studying written Japanese early. Students who drop the language can substitute an independent research project.

Each student will be required to cultivate some Japanese art, craft, or sport. Each student will be urged to cultivate some area of concern. It is possible for one student to concentrate on Japanese business developments, and another to concentrate on Japanese painting.

During the 1986-87 academic year, a small group of "Japan and the West" students (no more than 18) will travel to Japan for two quarters to live with Japanese families and work on "internships" with businesses and craftspeople. Only students who have earned full credit in the program and who have mastered the elements of the language will be considered.

- Planned equivalencies in quarter hours:*
- 12—Japanese language;
 - 12—Japanese history;
 - 12—Japanese art, literature, etc.;
 - 12—individual projects
- 48 total**

Program is preparatory for further study in Japanese culture, and useful in a variety of other areas from business management to psychology and child development.

Rabelais to Proust and Beyond

Fall/Group Contract
Sponsor: Susan Fiksdal
Enrollment: 24
Prerequisites: Second-year French
Special Expenses: None
Part-time Options: Eight quarter hours of third-year French
Internship Possibilities: No
Additional Course Allowed: Yes

This Group Contract is for advanced students of French (third and fourth year) who would like to improve their skills in speaking, listening, reading and writing French. We will survey French literature and painting from medieval times to the present in order to investigate the relationship between these forms of expression. Weekly reflective papers, oral reports and one term paper will be required. All our communication will be in French.

Planned equivalencies in quarter hours:
4—third-year French;
4—fourth-year French;
8—survey of French literature and art
16 total

Program is preparatory for careers and/or further study in French, literature, international business and international law.

Spanish Forms in Life and Art

Fall, Winter, Spring/Group Contract
Sponsor: Nancy Allen
Enrollment: 24
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: Half-time studies in language or half-time history/culture
Internship Possibilities: No
Additional Course Allowed: Not if student is full-time in "Spanish Forms"

Since Spain's imperial rivalry with England in the 16th Century, when England circulated the "black legend" of Spain's violence and superstition, outsiders have approached Spain with a mixture of awe, romance and ignorance.

We will study the originality of Spain's cultural and social forms in relation to their social contexts, from the 15th Century "novel in dialogue," *La Celestina* to Gaudi's cathedral in Barcelona, and from Islamic irrigation systems to anarchist experiments during the Spanish Civil War.

Fall Quarter, we'll concentrate on the rich cultural interactions among Christians, Muslims, and Jews in medieval Spain, and the militant Christian ethic which produced the "Reconquest" and conquest of America. Student groups will research such topics as women in medieval Spain, monastic life, and pre-Columbian civilizations.

During most of the winter, we will read our way slowly through *Don Quixote*. Students will learn and develop skills in literary analysis and an understanding of this great work as a statement about the history of Spain. Around the middle of the quarter, we'll spend a week on *Saint Teresa's Life*, which demonstrates another kind of Christian heroism. Each student will research some individually-chosen form from medieval Spain or the Golden Age.

Spring will be devoted to the 20th Century: the cultural analyses attempted by the "Generation Gap of '98," the Civil War, and post-Franco Spain.

Intensive classes (8 hours per week) in beginning and intermediate Spanish are offered every quarter. Students whose Spanish is at a higher level will read Spanish selections from the literary material. By the end of the year, intermediate and advanced students will be able to hold seminars in Spanish.

Planned equivalencies in quarter hours:
24—beginning, intermediate or advanced Spanish;
12—Spanish literature in translation;
12—social and cultural history of Spain
48 total

Program is preparatory for further study in the languages, the humanities, or the social sciences.

German Culture

Fall, Winter, Spring/Group Contract
Sponsor: Andrew M. Hanfman
Enrollment: 24
Prerequisites: Interview with faculty
Special Expenses: No; possible study abroad in summer
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

"German Culture" is subdivided into three one-quarter units which can be taken separately. Each quarter deals with an important period of German political and cultural history, which provides a framework for studying cultural components. The language component can be taken separately and is open to outside students.

Fall Quarter: "*The Reformation and Its Aftermath*," 16th & 17th Centuries. The study centers on the rise of Protestantism, the division of Germany into Catholic and Protestant states, Martin Luther, poets and polemic writers, German Renaissance Art, Baroque-style artists, and the Faust chapbook. In studying the Reformation, the emphasis will be on the Thirty Year War as seen through such literary works as *Simplizissimus* and the poetry of German mystics.

Winter Quarter: "*Storm and Stress/German Classicism/Romanticism*," 18th Century. In a framework provided by the Seven-Year War and the rise of Prussia and Germany's reaction to the French Revolution, 18th Century German culture is characterized by contradictions and movements in literature, art, philosophy and criticism aimed at finding a national expression and tradition. Schiller, Goethe and Buchner were part of this, as were Classicism, the Romantic movement, German Neo-Classical art, and the leading German composers.

Spring Quarter: "*The Weimar Republic*," 20th Century. A short review of Bismarck's rule and World War I will define the origins of the abortive experiment in democracy from 1918 to 1933 which preceded the rise of National-Socialism. The Expressionist movement, including drama, theatre and film, the most important German novels, the Bauhaus movement, and socially-oriented dramas such as Bertolt Brecht's will be studied. Musical works by Weill, Berg and Schoenberg will illustrate the departure from traditional forms. German phenomenological philosophy will be studied as a background for contemporary philosophical trends in Germany.

Planned equivalencies in quarter hours:
Distributed among German language, history, literature, music and art.
48 total

Program is preparatory for further undergraduate studies, graduate studies and/or careers in journalism, law, management, education, literature and humanities.



NATIVE AMERICAN STUDIES



Convener: Gail Tremblay

Affiliated Faculty: Lloyd Colfax,
Rainer Hasenstab, Lovern King,
Mary Nelson, Gail Tremblay, Sid White
and David Whitener

Associated Faculty: Betty Kutter,
Betsy Diffendal, and Craig Carlson

The major goal of *Native American Studies* is to provide an open educational opportunity for Native Americans; it is not merely a place to study Native Americans.

However, this interdisciplinary area is designed to serve two specifically different student groups: Native American students who are interested in enriching their unique cultural heritage and developing strategies for self-determination in our pluralistic society; and students interested in learning about traditional Native American cultures and values, including the dynamics of change in a plural society.

Native American Studies includes at least one major program, two auxiliary programs, and one course each year. In addition, the area collaborates and designs symposium components with other specialty areas on topics such as health, science, environmental studies, and art.

Career Pathways in Native American Studies

We tailor the educational experience of each student to his or her particular needs; there are, therefore, no prescribed "pathways" in *Native American Studies*, although there is a general pattern which most students follow.

Work in *Native American Studies* always begins with an interview with one of the Specialty Area faculty. In this interview, student and faculty plan an individualized course of study to insure that study in this area will satisfy that student's personal needs.

Students in *Native American Studies* work to develop (1) Individual Identity, (2) Group Loyalty, and (3) Personal Authority. Having developed these strengths and the particular skills they need, they return to their communities and have a positive impact on the world around them.

Students can use various methods to build strength and skill. For example:

... they can study a year in *Native American Studies* programs (in 1985-86, "Life Composition" or "Art as a Cultural Expression");

... they can combine study in our programs with study in programs outside our area;

... and some students will spend additional time working with the faculty in the central program.

In addition, this area helps advise and prepare Native American Teacher Certification students.

Life Composition: Listen, Perform, Question and Symbolize

Fall, Winter, Spring/Coordinated Study
Coordinator: David Whitener
Enrollment: 72 *Faculty:* 3
Prerequisites: Interview and faculty signature
Special Expenses: Field trip and project materials
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program is an open alternative educational opportunity. It is a student-centered program through which students may integrate self-designed projects into a coordinated studies program. "Life Composition" is open in that students are invited to do work they define as important to their growth as human beings, and they may be certain that they will receive recognition as individuals worthy of respect and full of value.

The program is designed as a parallel education system, which stresses hospitality and inspiration from faculty who offer their own areas of expertise as an educational umbrella for student work to be considered on an individual basis.

We will deal with concepts of learning in terms of individual identity, group loyalty, and personal authority and their relationship to educational and extended life goals. Students will consider and define their roles in a mutually-shared educational setting including the student, the college, and the community. The students will be encouraged to develop skills that suit their own goals and to integrate those goals into a community shaped by the realization that we compose our lives within a plural society.

Planned equivalencies in quarter hours:
8—cross-cultural communication skills;
8—Native American culture and history;
4—philosophy;
4—human resource development;
24—individualized project work
48 total

Program is preparatory for further studies, careers and/or graduate study in cultural exchange, education, social services, community work, environmental planning, the arts, and Native American studies.

Related Offering in Other Area

Art as Cultural Expression

Fall, Winter, Spring/Coordinated Study
Coordinator: Mary F. Nelson
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; faculty signature
Special Expenses: Field trips; art supplies; museum fees
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes, 4 credits, if related to program

"Art as Cultural Expression" will provide opportunities to examine art as an expression of culture, beginning with an examination of one culture and its art, the Native American. This will be done through lectures, films, slide series, readings, field trips, special exhibits, and demonstrations by visiting artists. Beginning this way establishes a basis for examining not only this culture, but other cultures.

Fall Quarter: An intensive "historical" study of Native American art, ritual, and story. The role of art as cultural expression will be studied within the time categories of traditional, transitional, and contemporary.

Winter Quarter: Cross-cultural comparisons using materials and questions presented during the fall as a basis for further investigations. Comparisons will be made between Native American, Asian American, Black American, and Mexican American cultures.

Spring Quarter: Individual or group research projects using a variety of formats for reporting results of investigations (slides, paintings, petroglyph-pictograph research, papers, etc.).

Planned equivalencies in quarter hours:
Fall:
8—Native American art and culture;
4—introduction to Native American anthropology/archaeology;
4—creative writing;
Winter:
8—cross-cultural studies;
8—research methodology;
Spring:
16—special research project
48 total

Program is preparatory for careers and/or future study in arts, anthropology, archaeology, education, Native American studies, and multicultural studies.

Multicultural Learning Environments

Fall/Group Contract
Coordinator: To be announced
Enrollment: 30
Prerequisites: Interest in Teacher Certification Program
Special Expenses: \$10 for field trips
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

Students in this program will develop both academic skills and interpersonal communication skills. They will share their knowledge and develop personal teaching styles for use in the classroom. They will be exposed to a wide range of curriculum materials from a multicultural perspective for reaching students from a variety of cultural backgrounds. In this program, we will do field study by visiting local reservations and schools, use local resource people, explore diverse cultural images in media, and analyze print materials. Students who need to work on fulfilling major requirements may take the program part-time in order to take courses or other part-time programs in their major field. Those interested in a part-time internship option need permission of the program coordinator.

Planned equivalencies in quarter hours:
8—multicultural studies;
8—cross-cultural perspectives in learning.
16 total

Program is preparatory for careers and/or future study in teacher certification.



POLITICAL ECONOMY AND SOCIAL CHANGE



Convener: Priscilla Bowerman

Affiliated Faculty: Bill Arney, Priscilla Bowerman, Jovana Brown, Ken Dolbeare, Betty Ruth Estes, Jeanne Hahn, Gerald Lassen, Russell Lidman, Alan Nasser, Matt Smith and Susan Strasser

Political Economy and Social Change integrates anthropology, economics, history, law, political science, and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus particularly on those problems involving scientific, technological, and environmental applications. We are interested in how such problems evolved, how they are understood, how and why certain decisions are made about them, and what difference all this makes for the quality of human life.

All major problems are deeply grounded in cultural, social, economic and political theories, history, and practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice, democracy) and their meanings today. We look at societies as dynamic, ever-changing systems, compare them to other countries and cultures, and evaluate their impacts on the everyday lives of all affected people.

Career Pathways in Political Economy and Social Change

There are three pathways, or areas of concentration, students can pursue after they take the foundation program, "Introduction to Political Economy and Social Change:"

Government and Public Policy

This pathway includes the structure and decision-making processes of governments at all levels. We also examine what governments have done with respect to public problems and what difference governments have made for people generally.

Economics

This pathway includes economic history, intensive theoretical and practical work in micro- and macroeconomics, critical evaluation of their applications, and a survey of possible alternatives.

Law and Society

This pre-law pathway includes the philosophical foundations and historical development of law and legal systems, their social effects and functions, and the governing role of law and lawyers in the United States today.

Students are encouraged to undertake senior theses or projects, or internships, as integral parts of their academic work. Faculty in the area will make a special effort to prepare students for internships with the state legislature, executive departments, or other agencies and organizations in order to take advantage of the special opportunity offered by our location in the state capital.

Political Economy and Social Change

Fall, Winter, Spring/Coordinated Study

Coordinator: Priscilla Bowerman

Enrollment: 72 *Faculty:* 3

Prerequisites: One year of college or Core Program

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, program is only 12 quarter hours; "Political Economy of Scientific Problems," a year-long course, is recommended Winter and Spring Quarters

Each of these areas will, wherever possible, compare the American experience with that of other countries and cultures. In addition, we offer pathways in collaboration with *Environmental Studies* and *Science, Technology and Health*.

These pathways lead to careers in law, government, business, education, and professional social science. While we assume that most students who undertake studies in *Political Economy and Social Change* are preparing themselves for a basic critical understanding of today's problems, we also shall assure that those who specialize in the area are fully prepared for graduate and professional education in the disciplines represented here.

Pre-Law Preparation

Law schools do not require college credits in any specified subjects. They want students who can read well, write well, and speak well, and who have a broad general education, with perhaps some specialization in a field other than law or politics. For instance, the rapidly developing field of environmental law needs lawyers with some substantive understanding of the environmental sciences.

Many pre-law students concentrate on social sciences, but law schools particularly value work in the humanities—literature, philosophy, history—because of the concentration on language, precise thinking, and understanding of our intellectual heritage and the progress of civilization.

Evergreen's broad interdisciplinary study is well suited to the needs of the pre-law student.

The economic, political, and environmental crises of today have their origins in the development of an industrial, state-centered society. This society arose in Western Europe in the 17th Century—shaped by political, economic, industrial, and scientific revolutions—and has now spread to much of the world. If we wish to comprehend this development independently and judiciously, we must grasp the coherence of these historic transformations, and the interaction of the crucial ideas which shaped, justified, or challenged them.

Fall Quarter, we will begin by examining the nature of the social sciences: the questions asked, the explanations accepted. We will explore the origins of modern society and of "social science" in the 17th and 18th Centuries. We will examine individualism, democracy, liberalism, and conservatism. Winter Quarter, we will focus on the technological and industrial revolutions, the rise of the modern state, and imperialism. Students will be introduced to micro-economic principles, Marxist and positivist social theory, and their interaction with science and philosophy. Spring Quarter, we'll focus on the 20th Century. The development of macro-economic principles and the emergence of global politics and economics will be the central concerns.

Planned equivalencies in quarter hours:

8—European and American history;

5—macroeconomics;

5—microeconomics;

8—political theory;

6—social theory;

4—cultural anthropology

36 total

Program is preparatory for careers and/or future study in law and society, economics, government and public policy.

Political Economy of Scientific Problems

Fall, Winter, Spring/Course

Instructor: Priscilla Bowerman

Enrollment: 120 *Faculty:* 5

Prerequisites: Sophomore standing

Special Expenses: None

Part-time Options: This is a series of 4 quarter hour courses related to "Political Economy and Social Change" programs

Fall: "Foundations of Social Science."

Students will be introduced to the major political-economic theories used by social scientists to analyze the history of the rise of industrial society and the modern state. Special attention will be paid to the roles played by science and technology in the development both of modern society and of modern social science theory. Students may expect to learn how our understanding of contemporary social issues and problems is shaped by knowledge of social history and of social and scientific theory and practice.

Scientific and social theories illuminate society and its problems, but each theory casts light in its own particular way. Each provides some insights, yet proscribes others. We shall evaluate these insights, and other strengths and weaknesses of each approach.

Winter: "19th Century Scientific Problems" will explore two or three major issues or problems that emerged in the industrialization of Western society. We will seek to understand how world views, economic doctrines, and scientific knowledge interacted with the contemporaneous public decision-making to produce particular social and/or political responses. We will also seek to understand how these historical responses both contribute to and limit our understanding of present social issues and problems.

Spring: "Contemporary Scientific Problems." Current social science will be applied to local or regional problems in which science, technology, and the environment play major roles. Some field research will be integrated into the course and the full range of approaches used in current public policy analysis will be employed and evaluated in concrete settings.

Planned equivalencies in quarter hours:

Fall:

4—foundations of social science;

Winter:

4—problems of industrial society;

Spring:

4—public policy analysis

12 total

Course is preparatory for careers and/or future study in environmental studies; science, technology and health; and social sciences.

Science and Social Change

Fall/Group Contract

Sponsor: Betty R. Estes

Enrollment: 24

Prerequisites: "Political Economy and Social Change," or "Political Economy of Scientific Problems," or equivalent

Special Expenses: None

Part-time Options: Consult sponsor

Internship Possibilities: No

Additional Course Allowed: Consult sponsor

The thesis of "Science and Social Change" is that the values and assumptions of 20th Century science cannot be understood in isolation from the values and assumptions of other modern institutions—social, economic, and political, as well as scientific and technological—and that, furthermore, the relationships among these institutions can best be analyzed by a historical study of when they began to assume their modern form. Thus, we'll focus on the history of Western Europe in the Early Modern period, studying its major social changes and how they relate to science. We'll discuss and write about historical studies, modern analyses of the nature of science and its connection to social change, and writings of the period by both scientists and non-scientists.

Planned equivalencies in quarter hours:

6—European history;

5—history of science;

5—philosophy and sociology of science

16 total

Program is preparatory for further studies in the humanities, social sciences and natural sciences.

Philosophy, Society and the Law: Social Dynamics and Legal Reasoning

Winter, Spring/Group Contract

Sponsor: Alan Nasser

Enrollment: 24

Prerequisites: One year of college; "Political Economy and Social Change" or "Political Economy of Scientific Problems" or equivalent; interview and signature of sponsor

Special Expenses: None

Part-time Options: No

Internships Possibilities: No

Additional Courses Allowed: No

A careful and critical analysis of how society works, and sometimes doesn't work, requires an understanding of the nature and function of the law as an instrument of both social control and political legitimacy. An understanding of the law and its function requires a philosophical analysis of the moral, social, and political dynamics of our society. This overlap between the law on the one hand, and moral, political and social philosophy on the other, will be the subject matter of this Group Contract.

Our work will cover four areas: (1) a general introduction to critical reasoning and informal logic; (2) a more specific introduction to legal reasoning, using the book, *Legal Reasoning*; (3) readings from philosophers, lawyers and legal scholars on topics in the philosophy of law, and finally, (4) an analysis of substantive philosophical issues bearing directly on our understanding of the law, such as (a) the connection between mental illness and both moral and legal responsibility, and (b) theories of property and distributive justice.

Students will be asked to write a number of short papers and to read at least two papers to the seminar. Our work will revolve around the careful and rigorous analysis of texts. It will be demanding, and it should be fun.

Planned equivalencies in quarter hours:

8—philosophy;

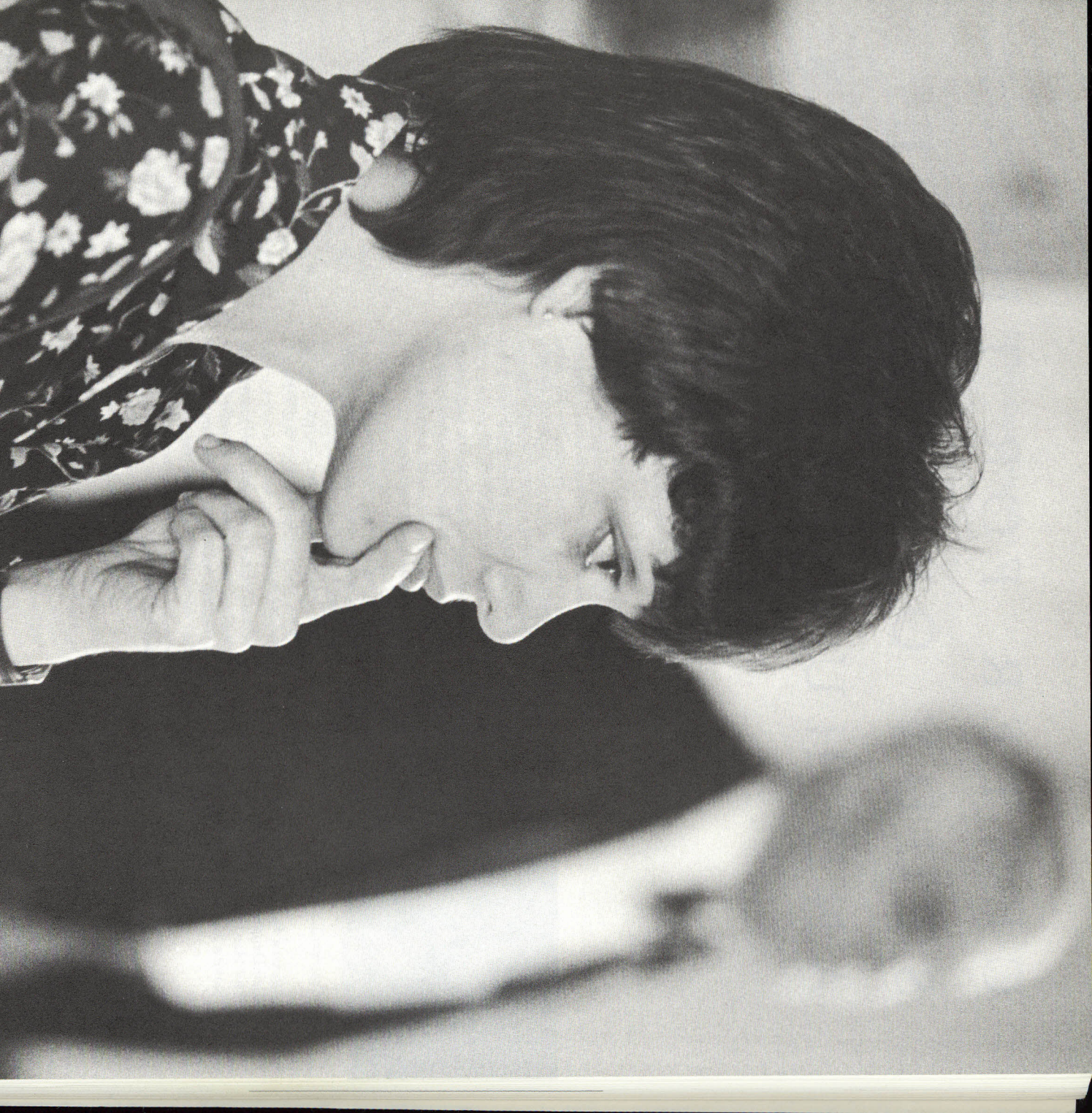
8—political science;

8—economics;

8—psychology.

32 total

Program is preparatory for careers and/or future study in philosophy, law, economics, psychology and political science.



CENTER FOR THE STUDY OF SCIENCE AND HUMAN VALUES



Convener: Carolyn Dobbs

Affiliated Faculty: Beryl Crowe,
Leo Daugherty, Carolyn Dobbs,
Phil Harding, Hazel Jo Reed,
Sandra Simon, and York Wong

The aim of the *Center for the Study of Science and Human Values* is to provide a bridge between science and the humanities. It is based upon three assumptions:

That the purpose of knowledge is to improve the human condition by alleviating suffering and providing ways to live in harmony within our species and within the natural environment;

That the traditional questions asked by the humanities are relevant, and that, when informed by current knowledge in natural, physical, and social sciences, the humanities can help ensure our survival as a species and promote an optimal civilization; and

That citizenship in such an optimal future (not to mention responsible and successful professionalism) requires a moral vocabulary, drawn from the humanistic tradition, that can generate reasoned responses to contemporary problems in the human condition.

The *Center for the Study of Science and Human Values* trains students to be, both professionally and politically, *interpretive* life scientists and *technologically informed* humanists.

The Human Condition: Sociobiology and Human Values

Fall, Winter, Spring/Coordinated Study
Coordinator: Leo Daugherty
Enrollment: 96 *Faculty:* 4
Prerequisites: One year of college
Special Expenses: Approximately \$55 for end-of-year evaluation retreat
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Why do we develop and behave as we do? Sociobiology, a synthesis of evolutionary theory, ecology and the study of animal behavior, is a recent attempt to answer this compelling (and sometimes worrisome) question. Although sociobiology's answers have been mainly biological, they have aroused interest and skepticism of persons in various disciplines since they first gained attention in the 1970s.

First, we will seek to develop an understanding of sociobiological theory, then, attempt a critical examination of the implications of that theory for people, looking especially at human values and institutions. To achieve these objectives, we will employ an historical approach.

We will pay particular attention to social, political and scientific thought in classical Greece, then proceed to 19th Century Europe and America, to study Darwin's evolutionary theory and the diverse social conditions from which it came. Finally, in our century, we will focus on some troubling questions and problems, among them incest, cannibalism, lying, and family violence. Throughout, we will investigate the social conditions which have influenced developments in scientific theorizing, as well as the impact of scientific theories on society itself.

Two focal points throughout will be the *History of the Idea of Nature* (including beliefs about its subset, *Human Nature*) and the implications of sociobiology for linguistics and its theories of language development. A major paper will be required each quarter, and every student will participate in the *Cutting Edge Symposium*.

Planned equivalencies in quarter hours:

- 6—history;
- 6—history of science;
- 6—animal behavior;
- 6—political philosophy
- 6—literature;
- 6—ethics;
- 4—linguistics;
- 8—humanities
- 48 total**

Program is preparatory for further undergraduate studies, graduate studies, and/or careers in social sciences, humanities, human behavior, biological sciences, history of science, literature, philosophy and linguistics.

Cutting Edge Symposium

Fall, Winter, Spring/Symposia
Coordinators: York Wong (Fall); Beryl Crowe (Winter and Spring)
Enrollment: 100, lecture/series; 24 seminar
Prerequisites: None for lectures; intermediate standing for the remainder
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

American glorification of anything new has led us to assume that the latest results of scientific research always lead to human betterment. We forget that science exploits one version of "truth," that there are competing truths, and that scientific advances always have political consequences.

Each quarter, the "Cutting Edge Symposium" will focus on a current scientific advance that re-shapes traditional assumptions. We will explore both the issues it consciously addresses, and those it ignores. We will question the effects of the research on ethical, social and political situations. For example: how has genetic engineering forced upon us moral dilemmas about creating life and political dilemmas about limiting research?

The "Cutting Edge" Symposia are a continuing central part of the curriculum for the *Center for the Study of Science and Human Values*. A lecture series—open to students, faculty, staff, and public—will generate two quarter hours of credit. Students may supplement the lecture series with a seminar on the presentations and additional readings for two or more hours of credit. Students wishing to take up to 16 hours of credit per quarter can negotiate with Symposium faculty or their own specialty area.

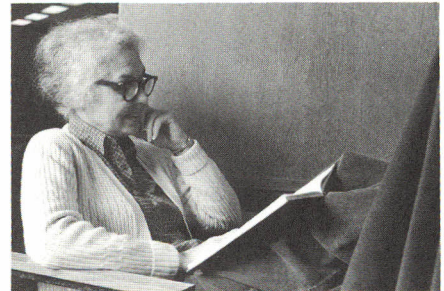
Final selection of "cutting edge" topics will grow out of the scientific literature monitored near the time of the class; therefore specific titles will not be available until the spring before the symposia begin. Topics during the 1984-85 academic year will include artificial intelligence, the fifth generation computer, and evolution.

Ideas for specific "Cutting Edge" symposia and questions about content and structure should be addressed to Carolyn Dobbs, Convener of the *Center for the Study of Science and Human Values*.

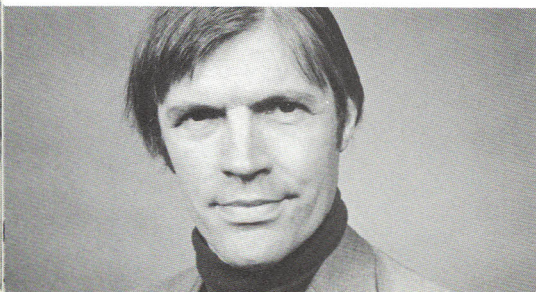
Planned equivalencies in quarter hours:

- Depends on specific content each quarter and studies worked out with sponsor when student chooses the research option
- 2-16 total**

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



SCIENCE, TECHNOLOGY AND HEALTH



Convener: Rob Knapp

Affiliated Faculty: John Aiken, Clyde Barlow, Rob Cole, Diana Cushing, George Dimitroff, Burt Guttman, Will Humphreys, Linda Kahan, Jeff Kelly, Rob Knapp, Elizabeth Kutter, Sig Kutter, Al Leisenring, Earle McNeil, Willie Parson, David Paulsen, Jake Romero, Fred Tabbutt, and Byron Youtz

Associated Faculty: Hazel Jo Reed, Debbie Robinson, and Rita Pougiales

This area is a center for the study of the physical sciences, mathematics, computing, health-related subjects and laboratory biology. These subjects are studied in several ways: for their own sake (theories and experiments), for their applications (e.g., in engineering, information systems, or healing), and for their place in culture and society. It explores this vast field within its own programs, and in partnership with other Specialty Areas.

The area has three main goals: to provide high-quality introductory and advanced work for undergraduates interested in careers or future work in science, technology, or health; to investigate the relationship of science, technology, and health to social and individual human concerns; and to make learning about science, technology, and health available to students with primary commitments to other areas of study.

Academic Pathways: Students may take any of the programs and courses in this area at any time, provided they meet all prerequisites. For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and where we have special strength. Each pathway is composed of a number of regularly-offered programs and courses so arranged that students can easily gain essential prerequisites—arranged also so that students can balance *Science, Technology and Health* with studies in other areas. *We do not want students to spend all their time in a single subject.*

Some pathways are equivalent to the “majors” available in conventional colleges and universities. Others are unique to Evergreen, and take advantage of the college’s special emphasis on interdisciplinary learning. All are designed to give students the knowledge they need to go on to productive work or graduate study in the fields of their choice.

The current *Science, Technology, and Health* academic pathways are:

Computer Studies
Energy Systems
Health and Human Behavior with three sub-pathways—Health Sciences, Human Services, Psychological Counseling
Laboratory Biology
Mathematics
Physical Systems
3/2 Engineering

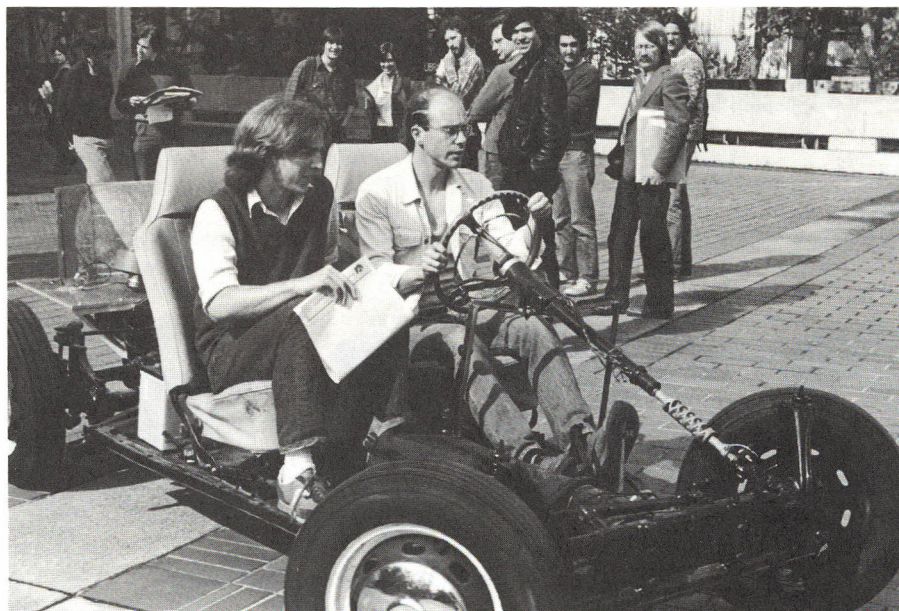
Detailed descriptions of each pathway follow.

Programs and Courses: Much of the academic work in *Science, Technology, and Health* takes place in full-time integrated programs, in which several subjects are taught in a coordinated way that allows the concepts and skills from each to aid the learning of the others. A full-time student typically enrolls in one of these programs for 12 to 16 quarter hours of credit each quarter. Almost all of the descriptions on the following pages refer to programs of this kind.

In addition, we offer a number of courses in which a single subject is taught. These courses typically award 4 quarter hours of credit or about 1/4 of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

Important Note: Students who plan to gain a given prerequisite by taking one of these courses should pay close attention to their timing. We offer most courses only once each year.

Chris Retzler demonstrates hybrid car, powered by a motorcycle engine, an electric motor and six deep-cycle batteries. Retzler, fellow student Paul Kaminski, and Dennis O'Hare, a Tim-water resident, built the car as a project for the "Energy Systems" program.



Career Pathways in Science, Technology and Health

Computer Studies

The Computer Studies Pathway is designed to serve students planning careers or graduate study in the fields of computer science and information systems. The student who completes this pathway will have a solid foundation in computer science and will be prepared for career opportunities in this rapidly expanding area.

The pathway is strongly interdisciplinary and includes partnership programs offered on a regular basis with other specialty areas and disciplines including the arts, communication, education, management and business, and the natural sciences. Much of the Computer Studies Pathway is accessible on a part-time basis and to students outside the pathway.

The structure of the Pathway is as follows:

First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Data to Information"

Second Year

"Data to Information," an entry level program offered each year covering the fundamentals of information systems, programming, and system design. This program participates in the *Science, Technology, and Health Seminars*.

Third and Fourth Year

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1986-87) and another group in odd years (e.g., 1985-86). The programs in each are:

Even years:

"Computability and Cognition" (Fall, Winter, Spring/Coordinated Study)

Odd years:

"Business of Computers" (Fall, Winter, Spring/Coordinated Study)
Future programs in "Computers and Education," "Computers and Artists," and "Information Systems" are planned to be offered as staffing becomes available.

Students intending to follow the Computer Studies Pathway should plan to enroll in "Data to Information" and *one more* advanced program. Students in this Pathway are also encouraged to select at least two quarters worth of programs from other specialty areas related to their interests.

Energy Studies

The Energy Studies Pathway leads to careers in applied energy analysis and development, energy efficient design, and energy policy analysis and implementation. Opportunities for employment exist throughout the industrial and commercial sector, and in numerous local, state, and federal agencies.

The heart of the Energy Studies curriculum is the third-year program, "Energy Systems," which is followed by fourth-year work in either technical or policy areas.

The suggested pathway:

First Year

Any *Core Program*

Second Year

Electives (Introductory calculus and physics are useful though not required for entry into "Energy Systems")

Third Year

"Energy Systems"

Fourth Year

Any combination of senior project or internship, Fall or Winter portions of "Physical Systems," or electives



Health and Human Behavior

The Health and Human Behavior Pathway has three main, often intersecting branches: counseling, human services, and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces affecting human health and behavior.

Each of the three branches needs to develop its own set of tools, but with full appreciation and awareness of the impacts of all three sets of factors and of the complementary roles of the other health and human service professionals. The entry-level program, "Human Health and Behavior," is designed to provide this shared perspective as well as a common language and the skills needed by all. More specialized programs, courses, and internships develop the special skills needed in each area.

Sample career goals and work undertaken by students in each branch include psychological counseling, human services and health sciences.

Psychological counseling provides preparation for paraprofessional work in the counseling and mental health fields, and also prepares students for graduate study in psychology, social work, and counseling. A strong liberal arts and sciences background is recommended, as are "The Study of Lives" or "Psychological Counseling" Group Contracts. Students preparing for a doctoral program are urged to include "Developmental Psychology and Family Structure," "Personality Theory," "Abnormal Psychology," and "Statistics and Research Methodology" in their curriculum.

Human Services provides preparation for careers as advocates, case workers, administrators, planners, or counselors in a variety of settings and for graduate work in many human-service areas. Additional work taken by students in this branch includes "Statistics and Research Methodology," "The Study of Lives" or "Psychological Counseling," "Nutrition," additional studies in economics and public policy (particularly as such factors affect health and human services), and appropriate internships.

Health Sciences provides preparation for paraprofessional jobs such as counseling in nutrition and health, for professional training in dentistry, medicine, veterinary medicine, naturopathic medicine, midwifery, and for graduate work in nutrition, biochemistry, genetics, microbiology, pathology, etc. Students in this branch should expect to study inorganic chemistry (possibly coupled with physics and math in "Matter and Motion"), organic chemistry and "Molecule to Organism." They often select additional work in such programs and areas as "Nutrition," "The Study of Lives" or "Psychological Counseling," health policy planning, computers, and statistics and experimental design.

1985-86 Part-time Courses

Continued on page 74

Fall	Winter	Spring
General Science		
General Biology I	General Biology II	General Biology III
General Chemistry I	General Chemistry II	
College Physics I	College Physics II	
University Physics I*	University Physics II*	University Physics III*
Political Economy of Scientific Problems	Political Economy of Scientific Problems	Political Economy of Scientific Problems
Science, Technology and Health Seminar	Science, Technology and Health Seminar	Science, Technology and Health Seminar
Organic Chemistry I, II*	Organic Chemistry III	Organic Chemistry Laboratory II
Mathematics		
Calculus I*	Calculus II*	Calculus III*
Applied Calculus I	Applied Calculus II	Applied Calculus III
Linear Algebra and Multivariable Calculus	Differential Equations and Vector Calculus	Partial Differential Equations*
Advanced Calculus I	Advanced Calculus II Abstract Algebra	Advanced Calculus III

Laboratory Biology

This Pathway focuses on studies of molecular and organismic biology in the lab, using concepts and methods from biochemistry, molecular and cellular biology, genetics, development and physiology. It is distinguished from basic ecological studies (see *Environmental Studies*) that entail more field work.

First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion"

Second Year

"Matter and Motion" or "Human Health and Behavior" ("Biology I, II, III" should be taken during either the first or second year)

Third Year

"Molecule to Organism" or outside studies

Fourth Year

"Molecule to Organism" or individual study

Many students take individualized study through contracts, sometimes involving research projects with faculty members. Past and current students have been involved in projects such as bacteriophage genetics and photosynthesis.

Mathematics

The Mathematics Pathway consists of a variety of courses, integrated programs, and individual contracts that provide students with the opportunity to do intermediate and advanced-level work in mathematics. It is designed to serve those students who are preparing for careers and/or graduate study in mathematics, as well as those students who want a solid background in mathematics for work in related fields.

Students are encouraged to combine their study of mathematics with that of related disciplines, such as computer science, physics, or philosophy. The two Coordinated Studies programs listed below provide the full-time student with an integrated way of doing this. The courses and individual contracts enable both the full-time and part-time students to do more specialized and advanced work.

A recommended Pathway through Mathematics is as follows:

First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion"

Second Year

"Matter and Motion," full-time, or calculus course, part-time

Third and Fourth Year

"Computability and Cognition"—a full-time, integrated program in mathematics, logic, computer science, and philosophy; or courses in advanced calculus, differential equations, abstract algebra, linear algebra, and numerical analysis; individual contract in more advanced topics.

Note: "Computability and Cognition" will be offered in 1986-87, and an advanced calculus course in 1985-86.

Physical Systems

Students interested in professional work or study in physics or chemistry will find that the Physical Systems Pathway will help them build a strong foundation of concepts and methods while providing an unusual opportunity to understand the applications and impacts of these technical subjects.

The suggested academic Pathway for Physical Systems is as follows:

First Year

Any *Core Program*, plus courses if necessary, to meet prerequisites for "Matter and Motion"

Second Year

"Matter and Motion"

Third or Fourth Year

Chemistry emphasis (even-numbered years; next offered in 1986-87: "Chemical Thermodynamics" (half-time, Fall) "Chemical Kinetics" (half-time, Winter), and "Atom, Field and Quantum" (Spring); plus additional courses to fill out Fall and Winter Quarters.

Physics emphasis (every year): "Physical Systems" (Fall, Winter, Spring).

Fall	Winter	Spring
Computer Science		
Introduction to Computers and Programming (BASIC)	Introduction to Computers and Programming (BASIC) (repeat)	Introduction to Computers and Programming (BASIC) (repeat)
PASCAL Intermediate Programming Machine Organization Data Structures	PASCAL Numerical Analysis I Computer Architecture Data Structures (repeat)	PASCAL Numerical Analysis II Operating Systems Advanced Data Structures
Data Communications Computer Graphics		Database Management Systems

Note:

For some students, special circumstances will make the above courses inappropriate. For them, part-time enrollment in a full-time program is sometimes possible. For the following subjects, consult the coordinator or sponsor of the program indicated: Statistics for Decision-making ("Data to Information"); Engineering Statistics, Dynamics ("Physical Systems"); Engineering Thermodynamics ("Energy Systems"). In other cases, consult the Academic Advising Office.

*Offered as part of a full-time program

3/2 Engineering Partnership with University of Washington

Evergreen has joined with the University of Washington in offering a cooperative program in engineering. Beginning at Evergreen, students study interdisciplinary liberal arts and complete a full set of engineering prerequisites and then, if recommended by the *Science, Technology and Health* faculty, transfer directly into professional programs (junior and senior years) in the University's School of Engineering. On completing both parts of the program (three years at Evergreen, two at the University), students receive two degrees, a B.A. from Evergreen and a B.S. in a specific engineering field from the University of Washington.

At present, this program allows entry to five engineering departments at the University of Washington: Aeronautical/Astronautical, Chemical, Civil, Electrical, and Mechanical Engineering. A limited number of places is available, and only students with excellent academic records will be recommended.

The suggested academic pathway for 3/2 Engineering is as follows:

First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion"

Second Year

"Matter and Motion"

Third Year

Either "Energy Systems" (Fall, Winter, Spring) or "Physical Systems" (Fall, Winter), and portions of "Energy Systems" in Spring.

Senior Thesis

The *Senior Thesis* provides students with the opportunity to extend the expertise they have developed in *Science, Technology and Health* to a specific problem or question as would be expected of a professional in the field. Students are encouraged to undertake a *Senior Thesis* so that they might gain experience in the formulation of a problem, the review of previous work, devising experimental or theoretical methods to answer a problem, the interpretation of the results, and the defense of the conclusions. The *Senior Thesis* is undertaken with the supervision of a faculty member. Upon conclusion of the project, the results will be presented in an oral review.

Prerequisites: Senior standing in *Science, Technology and Health*.

Data to Information

Fall, Winter, Spring/Coordinated Study
 Coordinator: To be announced
 Enrollment: 48 Faculty: 2
 Prerequisites: Core Program or equivalent; pre-calculus math; permission of instructor
 Special Expenses: \$15-\$20 for field trips
 Part-time Options: Yes
 Internship Possibilities: Only if student has already completed part of the program
 Additional Course Allowed: Only if student has already completed part of the program

"Data to Information" is the full-time, entry-level program designed for students entering the Computer Studies Pathway. Students completing this program will have the necessary preparation for further work in computer studies at Evergreen.

Fall Quarter, we will introduce information and systems theory. We will learn the organization of a typical computer, and how to program it in assembler language. We will also study the PASCAL language and precalculus mathematics; students who have this background may substitute other work.

Winter Quarter, we will study data structures and computer architecture. We will also study the handling of scientific and social data by statistical and other means.

Spring Quarter, we will continue work in data structures, and broaden our understanding of computer systems by study of operating systems. Students may select an additional four-credit hour course outside this specialty area.

Students enrolled in "Data to Information" for more than 8 credit hours per quarter must participate each quarter in the "Science, Technology, and Health Seminar," or the "Political Economy of Scientific Problems." This seminar component is a critical part of "Data to Information." Those pursuing computer studies must be able to talk about computer science in a wider context—and not just with their computing peers, but also with those who are not so "computer literate."

Planned equivalencies in quarter hours:

- 12—science, technology, and health seminar, or equivalent;
- 4—systems and information theory;
- 4—quantitative methods;
- 4—PASCAL;
- 8—data structures;
- 8—machine organization and computer architecture;
- 4—operating systems;
- 4—elective
- 48 total**

Program is preparatory for careers and/or future study in computer science and information systems.

The Business of Computers

Fall, Winter, Spring/Coordinated Study

Coordinator: To be announced

Enrollment: 48 *Faculty:* 2

Prerequisites: Competence at sophomore/junior level in computer studies and/or management/business and strong motivation to complete a software development group project, as demonstrated by responses to program questionnaire
Special Expenses: About \$30 per quarter for project, supplies, supplemental notes, and field trips

Part-time Options: Yes (8 quarter hours)

Internship Possibilities: Yes

Additional Course Allowed: Yes. Advanced course in computer science or business/management encouraged; "Structured Programming with PASCAL" (Fall Quarter) required for students with no background in PASCAL.

As the price of computer hardware has plummeted, the demand for software (computer programs) for business and personal applications has grown. The computer specialist who successfully fills this need must have an understanding of both technical and business subject matter. Similarly, the business specialist who articulates these needs must have an understanding of the software development process.

In "The Business of Computers," students will research the market for software, design and construct software systems, and explore the marketing of such systems. Working in teams to develop software, students will determine business, educational, or governmental needs for particular kinds of software, and will learn to design and implement such software based on user requirements.

In parallel with these group projects, students will participate in seminars devoted to business, organizational and computer science/software development skills. Reading will include materials in both computer science and business/management.

Students will develop the skills needed to pursue a career in software development.

The program is offered for 12 quarter hours each quarter. However, an 8-credit, part-time option will also be available.

Because of high student demand for this program, interested students are urged to submit responses to a questionnaire by the end of spring quarter. Questionnaire forms are available from the program secretary or advising office.

Planned equivalencies in quarter hours:

24—computer systems design;

12—business functions

36 total

Program is preparatory for careers and/or further study in computer science, and business.

Energy Systems

Fall, Winter, Spring/Coordinated Study

Coordinator: Byron L. Youtz

Enrollment: 48 *Faculty:* 2

Prerequisites: Precalculus math; 6-8 hours of college-level physical science

Special Expenses: Above average textbook costs; drafting supplies; field trip expenses

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Energy issues and decisions are complex, involving not only technical skills but economic, socio-political and environmental knowledge as well. The goal of this year-long program is to develop a broad understanding of energy issues and energy technology in our society, and to build the range of skills needed to analyze energy systems in detail, especially in small-scale applications.

Fall Quarter: We will survey energy sources, conversion technologies, distribution systems and storage schemes. We will study economic and policy issues, and students will be expected to participate in the "Political Economy of Scientific Problems" course (see page 66). Mathematics, elements of heat transfer, conservation, and technical drawing will complete the quarter's work.

Winter Quarter: We will study thermodynamic processes, solar energy applications and, in some detail, currently relevant energy alternatives in order to acquire technical depth. The study of mathematics will continue, as will seminar readings in energy issues.

Spring Quarter: We will focus on small-group research projects or individual internships involving alternative energy policy formulation, economic analysis, or feasibility design of specific systems. The work of this quarter will have hands-on emphasis and every effort will be made to produce serious and useful results. The program will end with an Energy Symposium in which the results of the quarter's work will be shared.

Planned equivalencies in quarter hours:

4—fundamentals of energy systems;

4—thermodynamics;

8—calculus or differential equations;

2—graphics;

2—readings in energy policy;

8—energy systems analysis and design;

8—project research or internship;

12—"Political Economy of Scientific Problems"

48 total

Program is preparatory for careers and/or future study in applied energy, architectural design and energy policy. This program is appropriate for "3/2 Engineering."

Physical Systems

Fall, Winter, Spring/Group Contract

Sponsor: G. Siegfried Kutter

Enrollment: 24

Prerequisites: One year of calculus and of quantitative physics or engineering ("Matter and Motion," "Energy Systems," or equivalent)

Special Expenses: None

Internship Possibilities: Yes

Additional Course Allowed: Yes

This contract is designed to meet the junior-level requirements of students in "3/2 Engineering" (see p. 74) and those concentrating in the physical sciences and engineering.

Fall Quarter: Structure (statics, linear algebra and multivariable calculus; topical discussions of natural and man-made structures.)

Winter Quarter: Dynamics (dynamics, differential equations, vector calculus; thermodynamics [to be taken in "Energy Systems"], topical discussion of dynamic phenomena)

Spring Quarter: Quantum and Field (modern physics, partial differential equations; topical discussion of mod. physics)

Components are as follows: *Statics:* a full introduction to engineering statics. *Linear Algebra and Multivariable Calculus:* introd. to vectors, matrices, determinants, systems of linear equations, eigenvalues and eigen-solutions, partial differentiation, and multivariable integration. *Dynamics:* discussions of Newton's Laws, conservation laws, gravitation, harmonic oscillator, projectiles, Kepler's laws, rocket motion, motion of a rigid body, pendulum, and introduction to fluid dynamics. *Differential Equations and Vector Calculus:* introd. to first- and second-order ordinary differential equations; div, grad, curl, and Laplacian operators. *Modern Physics:* discussion of the development of quantum mechanics; the Schrodinger equation, the harmonic oscillator, and the hydrogen atom. *Partial Differential Equations:* introd. to second-order differential equations of physics; separation of variables; boundary conditions; Fourier series, Legendre and Bessel functions; Sturm-Liouville theory. *Topical Discussions:* qualitative/semi-quantitative analyses of topics chosen to illustrate applications of physical theories.

Planned equivalencies in quarter hours:

Distributed among the above for 10-16 hours each quarter with 4 quarter hours for each except topical discussions, which are 2 hours. More credit may be earned in additional courses or through independent study, projects, or term papers as arranged.

30-48 total

Program is preparatory for careers and/or future study in physics, engineering or energy study. Fall and Winter Quarters provide part of Evergreen's third-year requirements for students in the "3/2 Engineering" Program (see p. 74).

Human Health and Behavior

Fall, Winter/Coordinated Study
Coordinator: Elizabeth Kutter
Enrollment: 72 *Faculty:* 3
Prerequisites: Core Program or one year of college work
Special Expenses: None
Part-time Options: Consult instructor
Internship Possibilities: Yes
Additional Course Allowed: Yes, this is a 12-hour program

In "Human Health and Behavior" we will investigate the biological, psychological and social forces that affect human behavior in order to develop a strong foundation for further work in the areas of health, human services and counseling. Program material will be presented on the basis of two important assumptions. First, behavior and health are mutually influenced by psychological and biological forces. Second, culture defines and influences our understanding and facilitation of health. These assumptions shape the common 12-hour core. Students may take an additional course to develop skills in a chosen pathway.

Drawing particularly from human biology, sociology, anthropology and developmental psychology, the core of the program will examine physiological development, the roles of gender and culture in differentiating human behavior, the central importance of self-esteem and the guiding psychological processes. Emphasis will be placed on cognitive development, nutrition, perception, mind-body interactions, the impacts of social and community structure and sociological and ecological forces influencing mental and physical health. Students will be encouraged to develop analytical skills in reading, writing, discussion and research as well as programs to facilitate their own good health.

Planned equivalencies in quarter hours:

Distributed among social and developmental psychology, human biology, nutrition, sociology, anthropology and health.

24 total

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

The Study of Lives

Fall, Winter, Spring/Group Contract
Sponsor: Kirk Thompson
Enrollment: 36 (F, W); 24 (S) *Faculty:* 2
Prerequisites: Jr. or Sr. standing; "Human Health and Behavior," or sophomore-level psychology; permission of instructor
Special Expenses: None
Part-time Options: Permission of instructor
Internship Possibilities: For seniors only; see below
Additional Course Allowed: See instructor

This program emphasizes the approaches of developmental and clinical psychology, and of literature. "Human Health and Behavior" and some background in the humanities, and psychology, are recommended for this program.

We will focus on the areas of psychology which pertain to individual development and functioning, and to the genesis of both adaptive and maladaptive patterns of behavior. Specific fields studied will be personality theory, developmental psychology, and psychopathology. We will approach these fields in a practical way, with emphasis on counseling skills—every student will be both counselor and client—and on analysis of case materials. The approach will also be interdisciplinary, using illustrations from modern literature.

Each quarter will contain (1) an academic component and (2) a practical component:

Fall Quarter: (1) Personality theory: how have major psychological theorists conceived of human personality? (2) Counseling skills: what is it like to experience psychological inquiry and development as both counselor and client? *Winter Quarter:* (1) Psychopathology: what are the patterns of maladaptive development? (2) Case studies: what patterns of adaptive and maladaptive development are observable in the study of individual lives? *Spring Quarter:* (1) How does an individual develop in the life cycle? (2) Individual project.

Internships: Graduating seniors who have not had an internship are encouraged to plan one. Other students are expected to complete the full program before undertaking internships.

Planned equivalencies in quarter hours:

4—personality theory;
4—learning theory and behavior mod.;
8—modern literature;
4—counseling practicum;
4—introduction to casework;
8—abnormal psychology;
8—adolescent and adult development;
8—individual project

48 total

Preparatory for careers and/or future study in counseling, clinical and educational psychology; mental health care; psychiatric social work.

Psychological Counseling

Fall, Winter/Group Contract
Sponsor: To be announced
Enrollment: 24
Prerequisites: Background in psychology, senior standing, career plans in counseling and mental health, and faculty permission
Special Expenses: Travel to internship
Part-time Options: None
Internship Possibilities: Half-time internship required
Additional Course Allowed: Consult faculty

This advanced group contract offers preparation for paraprofessional jobs in psychological services, and academic and practical experience appropriate for graduate study in clinical psychology, counseling psychology, educational psychology, and psychiatric social work.

The *academic component* is an integrated equivalent to courses on (1) introduction to clinical procedures, (2) structure and dynamics of personality, (3) adolescent and adult development, and (4) abnormal psychology. Students who have taken comparable courses will be expected to teach one or more classes, in order to be engaged at a more advanced level.

Internship component: Students are urged to arrange their internships before Fall Quarter begins, by contacting the Office of Cooperative Education. Internships must be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment in one agency; repeated face-to-face contact with adolescent or older clients; and counseling experience involving psychological adjustment or development.

The academic and internship components will be integrated through workshops, seminars on internship experience, and written assignments involving the relation of theory to practice.

Planned equivalencies in quarter hours:

4—psychology: introduction to clinical procedures;
4—structure and dynamics of personality;
4—adolescent and adult development;
4—abnormal psychology;
16—clinical practicum

32 total

Program is preparatory for careers and/or future study in psychological services, counseling, clinical, and educational psychology, psychiatric social work.

Matter and Motion

Fall, Winter, Spring/Coordinated Study
Coordinator: Clyde Barlow
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; mathematics through trigonometry; high school chemistry or equivalent
Special Expenses: None
Part-time Options: See below
Internship Possibilities: No
Additional Course Allowed: Students who place out of portions of the program may substitute additional courses.

This intermediate program is designed for students with a keen desire to develop a firm physical science and mathematics background suitable for pursuing more advanced work in the sciences. Students should have completed intermediate algebra and trigonometry and have a background in high school level chemistry. Experience with computing in the BASIC language is desirable.

The program will cover differential and integral calculus, topics in general chemistry and physics (including thermodynamics, kinetics, quantum mechanics and bonding, mechanics, waves and oscillations, electricity and magnetism), and the use of computers in experimentation. In addition students will participate in the "Science, Technology and Health Seminar" to examine history, philosophy, and current public policy in science.

The laboratory section of the program will develop basic early lab skills in physics and chemistry so that students can then pursue project-oriented laboratory work. Expertise in the use of laboratory instrumentation and integration of computers with experimentation will be emphasized.

Lectures, workshops, problem sessions, laboratories and seminars are interwoven to help students test and improve their understanding of ideas and techniques being studied, and also to help students develop better skills in presenting ideas and results in both written and oral formats.

Planned equivalencies in quarter hours:

12—university chemistry;
12—university physics;
12—calculus;
12—"Science, Technology and Health Seminar"

48 total

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

Molecule to Organism

Fall, Winter, Spring/Group Contract
Sponsor: Jeff Kelly
Enrollment: 48 *Faculty:* 2
Prerequisites: Precalculus mathematics; one year general inorganic chemistry with lab; physics (mechanics); introductory biology useful but not essential; prerequisites could be filled by "Matter and Motion," "The Paradox of Progress," or "Human Health and Behavior," plus appropriate courses
Special Expenses: Lab fee up to \$30/quarter
Part-time Options: Yes, with faculty consent
Additional Course Allowed: Yes

This program is for students who want to study organic chemistry and biochemistry and who wish to integrate that study with biology at the molecular, cellular and organismic level. Opportunities will be provided to develop good problem-solving skills and laboratory techniques in addition to theoretical knowledge. It is an excellent preparation for the health professions or for graduate school.

Fall Quarter (16 quarter hours) will cover 8 quarter hours of organic chemistry (with laboratory) and an introduction to cells, tissues, and genetic ideas in biology.

Winter Quarter (12 quarter hours) will begin biochemistry and molecular biology with the study of the physical and chemical properties of biological molecules in the context of their function in cells. Biology studies will focus on cell biology and developmental biology.

Spring Quarter (12 quarter hours) biochemical studies will focus on metabolism and physiological chemistry; biological studies will cover vertebrate anatomy and physiology.

There will be a substantial (8-12 hrs. per week) chemistry and biology laboratory component all three quarters. In addition to carrying out traditional exercises in light microscopy and dissection of prepared specimens, students will learn to operate and/or understand modern laboratory equipment.

Students who need 12-16 quarter hours of organic chemistry to meet professional school requirements will be able to take additional organic chemistry courses Winter and Spring Quarters to achieve required equivalencies.

Planned equivalencies in quarter hours:

8—organic chemistry with lab;
10—biochemistry;
8—histology and microtechnique;
6—cellular and developmental biology;
8—anatomy and physiology

40 total

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

Nutrition

Spring/Group Contract
Sponsor: Elizabeth Kutter
Enrollment: 24
Prerequisites: Organic chemistry, extensive biochemistry and/or human physiology
Special Expenses: None
Part-time Options: 12 quarter hours
Internship Possibilities: Yes
Additional Course Allowed: Yes

"Nutrition" will provide students with a knowledge of the fundamental concepts of nutrition and of how these concepts apply to advanced topics. Students will read original research articles and develop an understanding of experimental evidence upon which current fads and nutrition practices are based. The relationship between the American diet and chronic degenerative diseases and between diet and behavior will be the major emphases of 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:

4—human nutrition;
8—advanced topics in nutrition;
4—nutrition research project, internship or related topics
16 total

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

CROSS SPECIALTY AREA PATHWAYS

In addition to the curricular pathways listed under each specialty area, it is possible to pursue cross specialty area pathways in a variety of different ways. Two examples are provided in this section of the catalog: several different pathways in the Communications area and a Management Studies pathway.



Communications

Evergreen offers three major curricular pathways in Communications.

Visual Anthropology, which entails the art of ethnographic reporting and culture.

Mass Communications, which includes studies in journalism and broadcasting, and the ways in which they influence, and are influenced by, our society.

Data to Information, a year-long study in computer science which examines the process that converts data into information through the study of systems and information theory.

In addition to these continuing curricular programs, periodic group contracts ("Fact and Fiction" in 1985-86) and coordinated study programs are offered which are related to Communications. Internships are also available on a quarterly basis both on and off campus.

All the programs in Communications Studies combine theory with practice. Students in *Mass Communications* learn the inside world of journalism through internships in the field. Students in *Visual Anthropology* learn skills in film and photography that enable them to practice ethnographic research and reporting. Similarly, students in *Data to Information* learn programming skills and skills in handling statistical and scientific data.

Communications at Evergreen operate on the belief that it is vital to obtain a critical understanding of how information shapes and is being shaped by our society. Students in these pathways will study how information systems create and transform whole communities.

Techniques of Visual Anthropology

Spring/Group Contract

Sponsor: Sally Cloninger

Enrollment: 24 *Faculty:* 1

Prerequisites: Two years of college-level work, presentation of portfolio, and faculty signature

Special Expenses: \$165 lab fee (includes ½" and ¾"VT, 16mm raw stock, processing and editing); in addition, students must supply film and processing for still photographic exercises

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Students with previous production training may, with faculty approval, substitute one arts course for in-program production workshops

"Techniques of Visual Anthropology" will provide a foundation in non-fictional, culturally-informed image making. Students will be trained in field production techniques for visual anthropology, encompassing still photography, basic 16mm sync production, and location video and sound recording. Exercises in still and moving formats will insure development of technical control, critical awareness, observational and reflexive styles, and facility in the design of ethical and culturally-relevant media documents. Students will study the art of ethnographic reporting, and culture, and will analyze documents in print and film by anthropologists. All students will participate in the *Evergreen Arts Symposium*.

Planned equivalencies in quarter hours:

5—visual anthropology: theory;

5—visual anthropology: techniques (field production);

6—ethnographic reporting and the study of culture

16 total

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

Mass Communications and Social Reality

Fall, Winter, Spring/Coordinated Study
Coordinator: Rita Pougiales
Enrollment: 48 *Faculty:* 2
Prerequisites: One year of college or Core Program
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

In "Mass Communication and Social Reality" we will study the social, economic, and technical forces that have shaped our communications systems. We will analyze messages produced by this system and consider their impact on individuals, society, and culture. We will think about the powers and limits of print and television while at the same time developing our abilities to work with them by reporting on the various communities to which we belong.

The possible relationships between journalists and communities form the program's central theme. The words and images produced by journalists help shape each social group's understanding of itself and the outside world. In the past 100 years the changes in communications and communities have continually altered how journalists work and what they need to know. In both theory and practice we will concentrate on the proper role of professionals in a world where we talk of society as "a mass," instead of as a number of communities, and in which journalism is mass-produced.

Planned equivalencies in quarter hours:

- 6—reporting lab;
- 6—article writing;
- 6—history of communications;
- 4—content analysis;
- 8—sociology of mass communications;
- 6—mass media criticism;
- 6—visual anthropology;
- 6—psychology of communication

48 total

Program is preparatory for careers and/or future study in journalism, mass communications, sociology, the social sciences, and related fields.

Data to Information

Fall, Winter, Spring/Coordinated Study
Coordinator: To be announced
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; pre-calculus math; permission of instructor
Special Expenses: \$15-\$20 for field trips
Part-time Options: Yes
Internship Possibilities: Only if student has already completed part of the program
Additional Course Allowed: Only if student has already completed part of the program

"Data to Information" is the full-time, entry-level program designed for students entering the Computer Studies Pathway. Students completing this program will have the necessary preparation for further work in computer studies at Evergreen.

Fall Quarter, we will introduce information and systems theory. We will learn the organization of a typical computer, and how to program it in assembler language. We will also study the PASCAL language and precalculus mathematics; students who have this background may substitute other work.

Winter Quarter, we will study data structures and computer architecture. We will also study the handling of scientific and social data by statistical and other means.

Spring Quarter, we will continue work in data structures, and broaden our understanding of computer systems by study of operating systems. Students may select an additional four-credit hour course outside this specialty area.

Students enrolled in "Data to Information" for more than 8 credit hours per quarter must participate each quarter in the "Science, Technology, and Health Seminar," or the "Political Economy of Scientific Problems." This seminar component is a critical part of "Data to Information." Those pursuing computer studies must be able to talk about computer science in a wider context—and not just with their computing peers, but also with those who are not so "computer literate."

Planned equivalencies in quarter hours:

- 12—science, technology, and health seminar, or equivalent;
- 4—systems and information theory;
- 4—quantitative methods;
- 4—PASCAL;
- 8—data structures;
- 8—machine organization and computer architecture;
- 4—operating systems;
- 4—elective

48 total

Program is preparatory for careers and/or future study in computer science and information systems.

Fact/Fiction

Fall, Winter, Spring/Group Contract
Sponsor: To be announced
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program and junior standing; basic media skills preferred but not required; portfolio review, competence in writing; faculty signature required
Special Expenses: Lab fee each quarter, expenses for media projects
Part-time Options: Yes, Spring Quarter
Internship Possibilities: No
Additional Course Allowed: Yes, Winter and Spring Quarters

"Fact/Fiction" is designed to reveal forms in film and video which transcend traditional fact/fiction boundaries and to provide a context for students to create their own synthetic media work. Beginning with the assumption that there is no pure dramatic or documentary film, but a constant interchange, we will analyze those works that belong in between. We will view their manifestations in recent avant garde, documentary, and narrative films.

A basic question underlying our activities is, how do we perceive reality and mold phenomena into effective, moving, visual media? We will scrutinize the collection, structuring, and transmission of information in forms such as folklore, documentary, and dramatic film. We will investigate how storytelling works in its many forms and how we can produce original, effective messages. At all times, we will test documentary director Jill Godmillow's statement that "We will go nowhere (in film/video making) unless we mess with the language."

Students will also create their own film or video. In the fall, students will choose a topic to research, present in several styles, and build into a final work. Students will collect material through oral history interviews, print research, visual explorations and/or introspection. The project will metamorphose into a variety of forms during Winter Quarter. This will be accomplished through workshops in script-writing, practice in documentary and dramatic recording, and an introduction to experimental techniques. During Spring Quarter students will work in groups to realize their final projects, encompassing a spectrum of styles from pure documentary to pure narrative.

Planned equivalencies in quarter hours:

- 16—production;
- 8—literature;
- 12—film history;
- 8—research/writing/design;
- 4—communication theory

48 total

Program is preparatory for careers and/or future study in media, literature, folklore or communications.



Management Studies

Management Studies at Evergreen are centered in the year-long "Management and the Public Interest" program. This program requires junior- or senior-level standing. It teaches essential managerial skills and concepts, and includes work in organizational psychology, accounting, economics, statistics, policy and management functions. In 1985 the MPI program will also examine issues in international trade and American relations with Pacific Rim countries.

Advanced work in the Management area can take a number of different directions:

- students can pursue internships in a variety of different settings;

- students can pursue advanced work in international trade by enrolling in the spring program, "Business of International Trade and Ocean Shipping;" and, students may take the program, "The Business of Computers."

Students may also wish to deepen their understanding of international trade and the Pacific Rim by enrolling in the "Japan and the West" program and then taking the MPI program.

Management and the Public Interest

Fall, Winter, Spring/Coordinated Study
Coordinator: Art Mulka
Enrollment: 96 *Faculty:* 4
Prerequisites: "Principles of Accounting" and "Principles of Economics" (both available Fall Quarter)
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

The "Management and the Public Interest" (MPI) program teaches essential managerial skills and concepts to upper-division students. The focus of the program is the private business sector, but attention also is given to the public and not-for-profit sectors.

This program is designed for both full-time and part-time students. Late afternoon and evening components are provided for part-time, working students. The program aims to meet the needs of those seeking job advancement, a management career, or a career change to the business sector. The program sharpens management, analytical, and writing skills.

The core of the MPI program in the first year consists of organizational psychology, managerial accounting, managerial economics, policy and the functions of management. Additional courses in statistics, financial management, marketing, computing for managers, and personnel management are routinely offered.

MPI is a demanding and concentrated effort to prepare students for careers in business, in the public sector, and in service organizations. The program provides a solid preparation for graduate studies in business administration, public administration and law.

Planned equivalencies in quarter hours:
48 credits distributed among organization psychology, managerial accounting, managerial economics, policy, functions of management, marketing, and personnel management, as well as for related course work, such as writing, case studies, and computer science offerings.

48 total

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

The Business of Computers

Fall, Winter, Spring/Coordinated Study
Coordinator: To be announced
Enrollment: 48 *Faculty:* 2
Prerequisites: Competence at sophomore/junior level in computer studies and/or management/business and strong motivation to complete a software development group project, as demonstrated by responses to program questionnaire
Special Expenses: About \$30 per quarter for project, supplies, supplemental notes, and field trips
Part-time Options: Yes (8 quarter hours)
Internship Possibilities: Yes
Additional Course Allowed: Yes. Advanced course in computer science or business/management encouraged; "Structured Programming with PASCAL" (Fall Quarter) required for students with no background in PASCAL.

As the price of computer hardware has plummeted, the demand for software (computer programs) for business and personal applications has grown. The computer specialist who successfully fills this need must have an understanding of both technical and business subject matter. Similarly, the business specialist who articulates these needs must have an understanding of the software development process.

In "The Business of Computers," students will research the market for software, design and construct software systems, and explore the marketing of such systems. Working in teams to develop software, students will determine business, educational, or governmental needs for particular kinds of software, and will learn to design and implement such software based on user requirements.

In parallel with these group projects, students will participate in seminars devoted to business, organizational and computer science/software development skills. Reading will include materials in both computer science and business/management.

Students will develop the skills needed to pursue a career in software development.

The program is offered for 12 quarter hours each quarter. However, an 8-credit, part-time option will also be available.

Because of high student demand for this program, interested students are urged to submit responses to a questionnaire by the end of spring quarter. Questionnaire forms are available from the program secretary or advising office.

Planned equivalencies in quarter hours:
24—computer systems design;
12—business functions
36 total

Program is preparatory for careers and/or further study in computer science, and business.

Business of International Trade and Ocean Shipping

Spring/Group Contract
Coordinator: John Filmer
Enrollment: 24 *Faculty:* 1
Prerequisites: Permission of instructor; some background in maritime or business matters is desirable, though not essential.
Special Expenses: Approximately \$100 for field trips, including food and transportation
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

International trade has become increasingly important in recent years with over 25 percent of our gross national product and one out of every six jobs dependent upon the flow of foreign goods. A complex ocean transportation network makes it all possible, and its epicenter has shifted to the Pacific Rim. By virtue of our access to Puget Sound, we are in an excellent position to study the commerce to and from the heartland of America.

In this program, we will study a broad spectrum of activities including export/import regulations and strategies, trade documentation and finance, trade leads, product sourcing and marketing, freight forwarding and customs house brokering, terminal operation and management, shipbuilding, modern cargo vessels, merchant fleets, liner and tramp service, intermodalism, transshipment and landbridge concepts.

Sessions will include lectures, waterfront observations, harbor tours, seminars, writing and speaking exercises and individual research projects.

Planned equivalencies in quarter hours:
6—principles of ocean transport;
2—business with Pacific Rim countries;
2—import/export management and logistics;
2—trade documentation and trade finance;
2—case studies and independent research;
2—seaport management and operation
16 total

Program is preparatory for careers and/or future study in business, marine studies, and international studies.

TEACHER CERTIFICATION

UPS Education Director: Robert Hostetter
Administrative Assistant: Marilyn Watson
Evergreen Director: Barbara Smith
Faculty Teaching Education Program: Diane Blair, Barbara Schmitt, Sylvia Munson, John English, Norm Heimgartner, Richard Hodges, Mary Ann Kendall, Cheryl Peters, Rita Pougiales, Lovern King, Ray Roussin, Robert Steiner
Evergreen Subject Area Advisors:
Art—Jean Mandeberg
Biology—Burt Guttman, Bob Sluss, Larry Eickstaedt
Chemistry—Fred Tabbutt, Byron Youtz
Drama—Ainara Wilder
Economics—Tom Rainey, Ron Woodbury
English—David Marr, Charles Teske
Foreign Languages—Andrew Hanfman
Government—Ron Woodbury, Barbara Smith
History—Ron Woodbury, Tom Rainey
Humanities—Ron Woodbury, David Marr, Barbara Smith
Mathematics—Hazel Jo Reed
Natural Science—Byron Youtz, Bob Sluss
Physical Sciences—Byron Youtz, Bob Sluss
Physics—Byron Youtz

In cooperation with the University of Puget Sound (UPS), Evergreen has created a highly successful professional *Teacher Certification* program on campus. The program integrates the best of traditional discipline-centered education characteristic of UPS with the Evergreen interdisciplinary curriculum.

At the undergraduate level, students may pursue Elementary or Secondary *Initial Certification* through a sequence of courses in educational philosophy, psychology, and teaching methods. Although people who already have a Bachelor's degree are welcome in the program, it is set up for students to enter in their junior or senior years and simultaneously complete requirements for the Baccalaureate degree from Evergreen. Entry in the senior year is most typical.

Highlights of the program include special requirements of all students for coordinated studies, natural science and writing, and a special emphasis on multicultural education. Education classes begin in Winter Quarter. New students are encouraged to use Fall Quarter to complete Evergreen requirements in writing, coordinated studies, and natural science. Secondary Certification candidates will be able to gain their field experience in Fall Quarter, which is not only the best time for classroom experience, but also provides the best entry into the job market since substituting has become a virtual prerequisite of regular public school teaching contracts.

The program has a strong emphasis on field experience.

Because none of the education classes begins before 1 p.m., students employed as school aides and in other part-time morning jobs find the program especially attractive.

Multicultural Education Special Emphasis

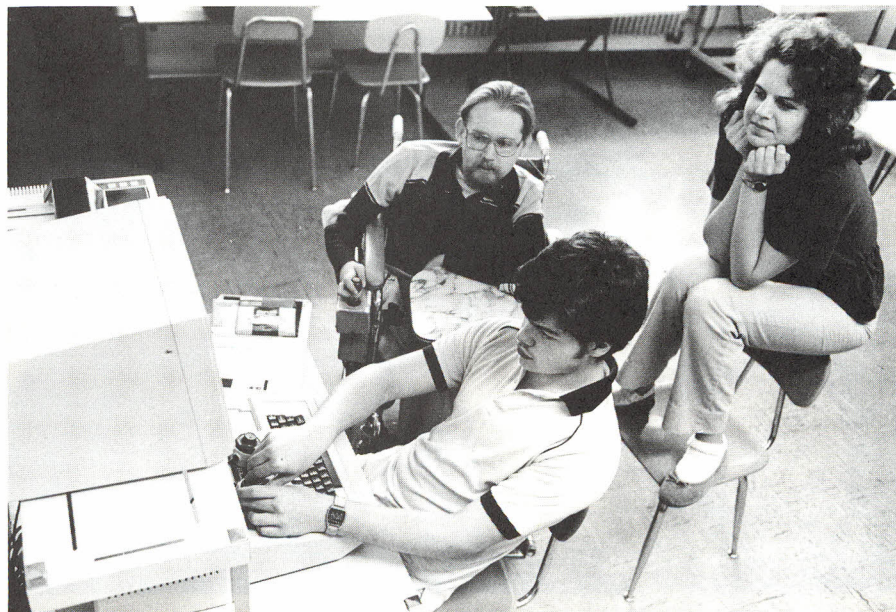
The *Teacher Certification* program includes a special optional emphasis on multicultural education. Students taking this option will complete all other requirements of the program, including their major and minor fields of study. They will also complete at least one full quarter of study in "Multicultural Learning Environments" Fall Quarter.

All students participating in the *Teacher Certification* program should benefit from this multicultural emphasis in the program. The Fall Quarter offering itself will satisfy the *Teacher Certification* program's coordinated studies requirement.

Major and Minor Fields

It is possible to pursue the following majors at Evergreen: art, biology, chemistry, theatre, English, foreign languages, physical science, physics, mathematics, and social science. Minors are available in a variety of fields for secondary and elementary education. See *Guide to Teachers Certification* available from the Admissions Office or Academic Advising for complete descriptions. Additional areas are in the process of being approved. It is not possible to pursue secondary majors in music, home economics, vocational education, physical education and some other areas at Evergreen.

Joe Clements (right), a computer aide intern, discusses a programming problem with Olympia High School student Louis Blowers.



Sequences of Courses TESC-UPS Teacher Certification Program*

Elementary School Preparation (50-52 quarter hours)

Fall I	Winter I	Spring I	Fall II	Winter II
<p><i>New students are encouraged to use Fall Quarter to complete Evergreen requirements in writing, coordinated studies and natural science.</i></p> <p><i>"Multicultural Learning Environments" is offered Fall Quarter. This program fulfills both the optional emphasis on Indian education and the coordinated studies requirement.</i></p>	Introduction to Teaching Ed. 301 5 qtr. hrs.	Context of Teaching Ed. 415 2 qtr. hrs.	Field Experience in Education (September Practicum) Ed. 407** 2 qtr. hrs.	Student Teaching Ed. 401 14 qtr. hrs.
	Educational Psych. Ed. 302 5 qtr. hrs.	Reading Ed. 349 5 qtr. hrs.	Mathematics in Elem. Ed. 350 5 qtr. hrs.	Student Teaching Seminar Ed. 416 2 qtr. hrs.
		Language Arts in Elem. School Ed. 348 3 qtr. hrs.	Science Methods Ed. 365 3 qtr. hrs.	
		Soc. Studies in Elem. School Ed. 345 2 qtr. hrs.	Art Experience for the Educator Art 373 2 qtr. hrs.	
			Music Methods for the Elem. School Music 321 2 qtr. hrs.	

Secondary School Preparation (36-38 quarter hours)

Fall I	Winter I	Spring I	Fall II	Winter II
(same as above)	Introduction to Teaching Ed. 301 5 qtr. hrs.	Context of Teaching Ed. 415 2 qtr. hrs.	Field Experience in Education (September Practicum) Ed. 407** 2 qtr. hrs.	
	Educational Psych Ed. 302 5 qtr. hrs.	Secondary Curriculum Development & Methods Ed. 359 5 qtr. hrs.	Student Teaching Ed. 402 14 qtr. hrs.	
		Secondary Reading Ed. 360 3 qtr. hrs.	Student Teaching Seminar Ed. 416 2 qtr. hrs.	

*This sequence is subject to change.

**This class is not required but *strongly* recommended.

These classes are scheduled in the afternoon. Students may take additional subject area courses during the same quarter.

Admission Requirements

Admission to the TESC/UPS *Teacher Certification* program is highly competitive. Academic excellence is the primary criterion. Students should begin planning their curriculum well before entering the program. All students should develop strong writing skills. Before entering the program, work should begin on the graduation requirement of college-level natural science.

Secondary students should have completed most of their major requirements by the time they enter the program. Strength of work in proposed major and minor fields, as well as letters of recommendation, play a major role in admissions decisions.

Minimum admission requirements include admission to the college, junior class standing at the time of entering the program, and a grade-point average of C + (2.50), with graded transcripts or comparable work on ungraded transcripts.

As part of the admissions process, applicants must also take standard aptitude tests in reading, English, and mathematics. Students scoring at less than the 50th percentile may receive no more than conditional admission to the program. Students may take mock versions of the test in order to assuage any "test anxiety," identify areas of weakness, or just prepare for their first attempt. The mathematics mock test and reading and writing tests are available in the Learning Resource Center (LRC). If necessary, a second test is allowed in the fall.

For further information on the test and when it is given, contact Marilyn Watson, 866-6000, ext. 6146.

Students entering the program with a Bachelor's degree must also already have had either 12 quarter hours of work in a team-taught, interdisciplinary program (including a seminar), or presented a plan to undertake this work, with certification conditional upon its completion; *or* demonstrate equivalent experience in interdisciplinary education.

Students wishing to apply for early admission to this program should complete all admission requirements, including letters of recommendation and the special form from the Admissions Office, prior to *March 15*. Students who are selected for early admission at this time will be notified in writing prior to the Academic Fair in early May. A second application deadline is *May 15*, when those placed on the waiting list after March 15 will be reviewed, along with late applicants.

Full information may be obtained through the Admissions Office. Current Evergreen students will be charged a copying fee for their transcripts. UPS will consider education transfer credit on a case-by-case basis.

Types of Certification

The state of Washington currently issues *Initial Certificates* and *Continuing Certificates* to qualified applicants.

Students who successfully complete this program will be eligible to hold the *Initial elementary (K-8)*, *secondary (7-12)*, or *elementary/secondary (K-12) Certificate*. The requirements for the *Initial Certificate* currently include: (1) a Bachelor's degree, and (2) completion of a state-approved teacher education program which includes meeting initial generic standards as described in the Washington Administrative Code.

By fall of 1985, we expect the initial certification program to be developed into a five-year program. The *Initial Certificate* is valid for 48 months from the date of issuance and may be renewed, upon completion of appropriate requirements, for an additional 36-month period.

The *Continuing Certificate* (elementary/secondary K-12) will be issued to candidates who have (1) completed three years of educational service (at least two years must be in K-12 classroom teaching); (2) completed 45 quarter hours of upper-division or graduate-level study (30 quarter hours of this work must be taken after 180 days of teaching); and (3) must have met the *Continuing* level generic standards as described in the Washington Administrative Code.

For further information, see Bob Hostetter, Lab I 1012, 866-6000, ext. 6146.



Continuation and Graduation in the Certification Program

Criteria for continuation and graduation in the *Teacher Certification* program at Evergreen include:

1. Completion of satisfactory work as evidenced in the student's written transcript evaluations at Evergreen.
2. Maintenance of a 2.50 average in the student's UPS Certification classes.
3. Completion of major and minor field requirements.
4. At least eight quarter hours of college-level natural science.
5. At least 12 quarter hours of work in an Evergreen team-taught, interdisciplinary, coordinated studies program or group contract, including participation in a seminar. This requirement may be fulfilled either in one program or group contract of at least 12 quarter hours or in two quarters of half-time, eight quarter hour, work.
6. Completion of an academic program including substantial work in writing, equivalent to at least 12 identifiable quarter hours.

Students seeking advice on, or a waiver of, any of the interdisciplinary coursework criteria and updated information on major and minor field requirements should see the Academic Advising Office, Dean Barbara Smith, Dean David Marr or the appropriate subject matter advisor.

Job Availability

During a typical year, approximately 35-40 school districts regularly approach UPS for teacher candidates. In addition, the UPS Office of Career Planning and Placement receives written or phone contacts from numerous other districts seeking to fill specific teaching needs.

In 1982-83, the average beginning teacher's salary in the Puget Sound area was approximately \$15,000.

In 1981-82, approximately 55% of the total number of TESC/UPS students completing the certification sequence were employed in regular full-time or substitute teaching positions. Approximately 20% of our graduates did not choose to enter the job market.

Teacher Placement Service

Assistance in securing a teaching position will be given by the University of Puget Sound Career Planning & Placement Bureau. This service is open to all seniors and graduates of the School of Education and to other certified teachers who have taken at least four units of work in residence. Students must complete all necessary forms needed for credential files.

Continuing Certification and Masters in Education

Through an additional cooperative arrangement between The Evergreen State College and UPS, students may also complete some of their coursework for both *Continuing Certification* and a Master's degree in education on the Evergreen campus. Appropriate Evergreen coursework may be applied toward the *Continuing Certificate* if it is taken *after* earning the Initial Certificate.

The University of Puget Sound provides advising for interested candidates on the Evergreen campus. It is important to file a plan of study with UPS when pursuing this work. Registration for UPS coursework in Olympia is done through the UPS Division of Continuing Education. Evergreen work must also be specified in the plan of study and will be registered through the usual Evergreen registration channels.

For further information, contact Bob Hostetter or Marilyn Watson, Lab I 1012, 866-6000, ext. 6146, or at UPS, 756-3384.

OFF-CAMPUS PROGRAMS

Evergreen runs two off-campus programs. One is located in a center in Vancouver, Washington; the other in downtown Tacoma. Both of these off-campus centers provide two-year, upper-division programs. Classes are scheduled at times convenient for working people.

Students wishing to enroll in an off-campus program must have completed 90 quarter hours of college-level work before entering. Detailed information on admission is available at the Tacoma and Vancouver campuses, or through the Admissions Office in Olympia.



Virginia Darney, Director, Vancouver Program

The Evergreen State College-Vancouver

The Evergreen State College-Vancouver campus was founded in 1976 in conjunction with Clark College to provide upper-division work leading to a Bachelor of Arts degree. Reciprocity with Oregon allows students residing in Oregon to enroll at the Vancouver campus and pay resident tuition rates.

The Evergreen-Vancouver campus is designed to provide students with a high-quality liberal arts education in a small college setting. At the present time, three curricular pathways are provided in Management, Health and Human Services, and Community Studies. More specific information can be obtained by calling Vancouver at (206) 696-6011.



Faculty economist Bill Bruner (far left) leads a "Management and the Public Interest" seminar at the Vancouver campus.

Science, Technology and Human Freedom

Fall, Winter, Spring/Coordinated Study
Coordinator: Maxine Mimms
Enrollment: 144 Faculty: 6
Prerequisites: Junior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Courses Allowed: No

Evergreen's Tacoma Campus is a full-time upper-division academic program for students who already have 90 credits or more. The Tacoma Program offers working adults who have accumulated considerable life experience the opportunity to earn a B.A. degree in Liberal Arts by attending day or night classes. Students earn 16 quarter hours per ten-week quarter. Individualized skill-building in areas such as writing, reading and study skills, library research, and computer science also is available in the Tacoma Program.

"Science, Technology and Human Freedom" is the overall theme and title of the 1985-86 Tacoma Program. The faculty team will offer the following classes during the year: "Physics and Mathematics," "Technology of the Human Body," "Preface to Plato: Composition and Performance," "American History and Culture," "Management/Economics," and "Techniques of Expression." One major goal of the program will be to help students develop complementary strategies for living with science and technology. Other goals will be to provide students with a working knowledge of significant ideas in academic disciplines, and to introduce them to some of the major contemporary issues in American society.

Planned equivalencies in quarter hours:

- 6—physics and mathematics;
 - 6—human biology;
 - 6—literature;
 - 6—American history;
 - 6—management/economics;
 - 6—humanities;
 - 6—public policy and education;
 - 6—library research and computer science
- 48 total**

Program is preparatory for careers and/or further study in management, health sciences, education, literature, history and political science.

The Evergreen State College-Tacoma

The Evergreen State College-Tacoma program is designed for working adults over 25 years old who have completed their first two years of college work. Evergreen-Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of good communication skills to work effectively in today's society. More detailed information can be obtained by contacting Director Maxine Mimms in Tacoma at (206) 593-5915.

Faculty member Maxine Mimms leaves the lectern to emphasize a point to the students in her Tacoma program, "Classical Studies: A Cross-Cultural Approach."



GRADUATE STUDY AT EVERGREEN

Graduate Program Procedures

Admissions

The application deadline for early admission is *March 15*. After that date, files will be acted upon as they are completed. Programs will be filled on a first-come, first-serve basis. Individuals interested in receiving a catalog, or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission will be competitive. Admission decisions will be based on a thorough review of the following (see graduate catalog for details regarding these procedures):

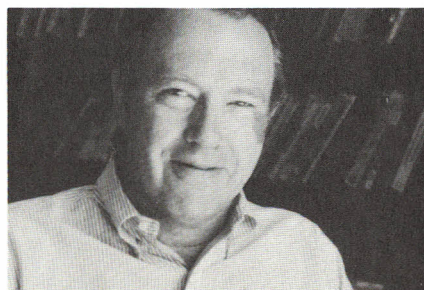
Academic transcripts including certification of receipt of a bachelor's degree

Brief essay by the applicant

Score on the Miller Analogy Test or GRE

Letters of Recommendation

For some who apply, the transcript or some other admissions material may be an incomplete reflection of their interests and abilities. Our admissions process will consider the applicant's academic preparation as well as his or her professional accomplishments or other public activities, and may require an interview with faculty.



Financial Aid

Financial Aid is available in the forms of fellowships, assistantships, scholarships, work-study assistance, and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. *April 1* is the date that the Financial Aid Office begins the award process. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program or the Financial Aid Office, The Evergreen State College, Olympia, Washington 98505.

Master of Public Administration

Director: Kenneth M. Dolbear

The *Graduate Program in Public Administration* reflects Evergreen's commitment to integrated, interdisciplinary studies. The program, which leads to a Master's degree in public administration (MPA), provides a rigorous professional education for students engaged in, or intending to pursue, careers in government or in organizations involved with public issues. The *MPA Program* enrolled its first class in the fall of 1980 and represents the college's first graduate degree offering.

The *MPA Program* is open to both full- and part-time students. Coursework is available during evening hours for those who are employed. Most students enrolled in the program are full-time employees of state or local governments and are pursuing their graduate studies on a part-time basis.

A part-time student can complete the 60 quarter hour degree requirement in eight academic quarters. A full-time student may complete the requirement in five or six quarters. Students lacking significant public sector experience will be expected to complete an internship for at least one academic quarter.

MPA's curriculum consists of a sequence of core programs and a number of courses focused on particular areas of concentration. The core programs are interdisciplinary and collaboratively taught, and to some degree are organized around cases or problems in public administration or public policy. The integrated approach to instruction is particularly well-suited to graduate study in public administration. Extensive and detailed narrative evaluations, as opposed to grades, are used to record a student's achievement.



Graduate students Ginn Kitaoka and Ken Conte at the Washington State Capital Building. An MPA exchange student from Japan, Kitaoka served as an intern for the Department of Commerce and Economic Development, while Conte, an '83 MPA graduate, moved from intern to employee of the State Government Committee in the Washington State House of Representatives.



Master of Environmental Studies

Director: Oscar H. Soule

The *Graduate Program in Environmental and Energy Studies* leading to the degree of Master of Environmental Studies (MES) opened with a class of 25 students in September of 1984. We will admit a second class of that size for September, 1985. The MES program is an integrated and interdisciplinary program. The synthesis of technical and management aspects is designed to produce well-trained graduates in two areas of environmental studies.

The *MES Program* is open to part-time and full-time students. We are looking for people who are interested in the practical application of information in the fields of energy studies and environmental studies. To make attendance easier for employed students, coursework will be concentrated in the evening and late afternoon. Full-time students can take these classes, along with selected daytime offerings to complete their course of study.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have coursework or work-related experience in both the social and natural sciences before entering the *Program*. Those choosing Energy Studies will have specific math and physics requirements as well.

The *MES Program* consists of three parts: (1) a core taken by all students, (2) electives leading to a major, and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is 8 quarter hours and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring, Fall. Two majors will be available: Energy Resources, and Land and Water

The Political and Economic Context of Public Administration

(8 quarter hours)

Managing Human Resources

(8 quarter hours)

Managing Fiscal Resources

(8 quarter hours)

Quantitative Analysis for the Public Sector

(8 quarter hours)

Public Policy and Its Administrative Implications

(8 quarter hours)

Applications in Public Policy and Administration

(8 quarter hours)

Elective Concentration

(12 or more quarter hours)

Instruction beyond, or in addition to, that provided in the core sequence is available in three areas of concentration: Public Policy, Human Resources, and Public Economics. Direct inquiries concerning the program to Dr. Kenneth M. Dolbear, Director, Graduate Program in Public Administration, Library 2102, The Evergreen State College, Olympia, WA 98505; (206) 866-6000, ext. 6049.

Resources. The choice of major leads to a specific track through the electives. For the thesis, all students are required to complete a piece of original, applied research in the form of an individual or small group project.

Students will enroll in the following core sequence:

Societal and Ecological Processes

(8 quarter hours)

Population, Energy and Resources

(8 quarter hours)

Case Studies: Environmental Assessment, Policy and Management

(8 quarter hours)

Quantitative Analysis for the Public Sector: MES

(8 quarter hours)

Electives at this time include

(4 quarter hours each): natural resource economics, environmental policy, ecological methods, methods for energy analysis, energy resources, energy systems, urban growth management, freshwater and estuarine resources, and land resources.

Questions concerning the MES Program should be directed to Oscar H. Soule, Director, Graduate Program in Environmental and Energy Studies, The Evergreen State College, Olympia, WA 98505. Admission forms are available through Evergreen's Admissions Office in January and applications should be completed by *March 1* to be considered for early acceptance.

The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies, faculty, and admissions procedures for both the MPA and the MES Programs.

SPECIAL FORMS OF STUDY



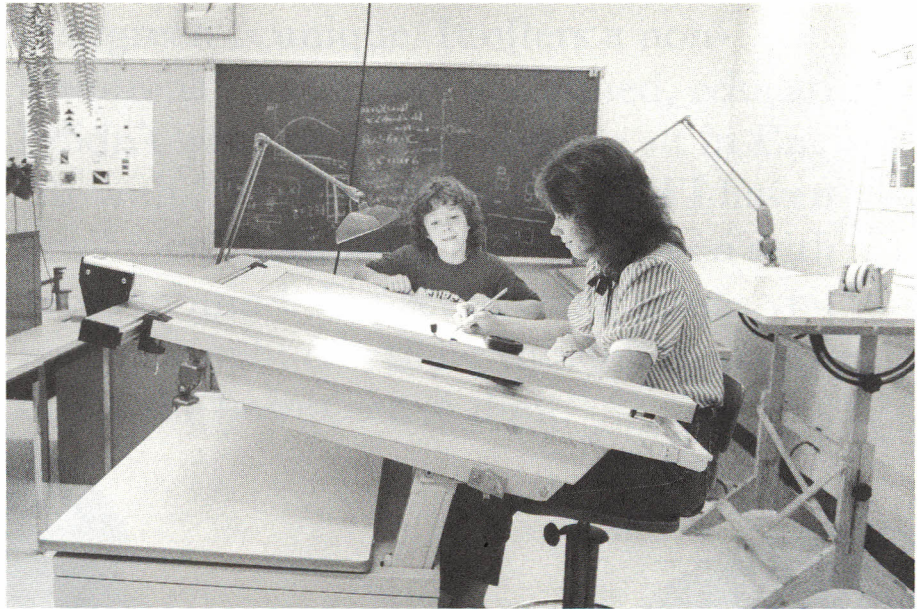
On the job in Washington, D.C.: Evergreen intern Rena Shawver (left) discusses a news release with Sally Heet, press secretary for U.S. Senator and former Evergreen president, Dan Evans. Shawver was offered the D.C. post after completing successful internships as a newswriter trainee in the college's public relations office and as a reporter for an Olympia radio station.

Internships

Over half of Evergreen's students participate in some form of Internship during their stay at the college. Many academic programs offer you the opportunity to work off-campus as an intern as part of their fully integrated program. Separate Internships are also possible and most interns find a place in businesses, schools or government agencies in southwest Washington. In any case, Internships provide an excellent means of testing what you learn in college in the world of daily work and responsibility. For more information on this special form of study, turn to page 12.

Part-time Study

Although the main mode of study at Evergreen is the full-time interdisciplinary program, it is possible to pursue your studies part-time. For further information, please turn to page 12, and be sure to check *The Evergreen Times*, a quarterly college publication which lists part-time offerings.



External Credit Program

If you are an adult student entering or returning to college after some years of work or community experience, you may be able to earn academic credit for what you have learned as a result of this experience. Evergreen's External Credit Program offers you an opportunity to earn up to a year's credit by writing a document which communicates college-level learning you may have acquired through life experience. The learning for which you seek credit must have occurred in non-academic settings and before your first enrollment at Evergreen.

If you have prior learning experience which may make you eligible for the program, contact the Coordinator of External Credit during your first quarter of enrollment for a brochure and more details.

Evaluation of Certificated Learning

If you have taken formal training sequences such as those offered by all branches of the military or through organized personnel training programs, you may have these experiences evaluated for credit by our Registrar. The American Council on Education has prepared a manual for evaluating many organized training programs and courses for college credit.

Credit by Examination

A third option for earning credit for prior learning is offered through nationally recognized examination programs. Students who score three or higher on the Advanced Placement Examination of the College Entrance Examination Board will be awarded college-level credit. Tests prepared by the College Level Examination Program (CLEP) and the Proficiency Examination Program (PEP) are available in a variety of subject areas. Scores must be at, or above, the fiftieth percentile, and subjects may not duplicate other earned credit. Where essay exams are available, they are required. Information on these national examinations is available in the Registrar's office.

Learning Resource Center

The Learning Resource Center is available to you or any Evergreen student if you feel a need for individualized, self-paced help with reading, writing, mathematics or study skills. You may work on a walk-in basis or take a course for credit. Both self-programmed materials and tutorial assistance are available, as well as diagnostic testing to determine your needs. The Learning Resource Center is just one of the Educational Support Programs, see page 100.

Math Skills Center

The Math Skills Center is available to you for help with mathematical and other quantitative skills. You may receive help on a walk-in basis or take a course for credit. Some courses are self-paced while others are delivered by instructors. Diagnostic testing to identify problems is also available. The Math Skills Center is part of the Educational Support Programs.

Self-Paced Learning

Evergreen recognized early in its history that students could study some subjects effectively by 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 you can independently study such diverse areas as science, management, music, mathematics, and languages.

Credit for self-paced studies can be earned either on individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library.

Computer-assisted resources, such as the PLATO system, are housed in the Computer Services terminal room. PLATO is a computer-aided instruction system that offers thousands of hours of instruction in more than 100 different academic fields. You 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 is also welcomed.

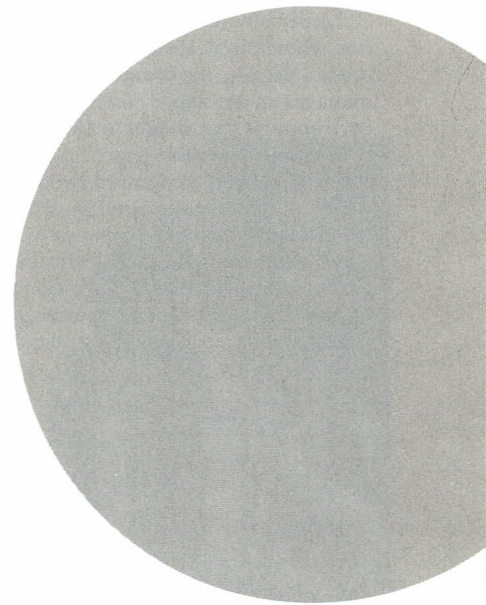


M A R C E L L A S P E N C E

THE PHYSICAL

“Evergreen is unique. It offers a non-traditional, but highly acclaimed, education. I didn’t want to go to college to sit in English 101 with 300 other freshmen, and I haven’t. Freshmen should come to Evergreen with an open mind. Expect to learn things you never thought of. Allow yourself to explore; this is the best place to do it.”

Freshman
Hometown: Issaquah, Washington
Programs and subjects studied: “Movement, Space and Communications”;
writing, acting



Campus

THE PHYSICAL CAMPUS

At Evergreen, hands-on experience begins at the freshman level. As the state's newest college, Evergreen offers all students easy access to some of the most modern equipment and facilities in the Pacific Northwest.

Evergreen's beauty also catches the eye, causing the *Seattle Times* to comment, "...especially remarkable for an institution whose physical existence hardly exceeds a decade, the campus already manages an ambiance of natural and built environment that should be the envy of its much more venerable peers." And a reaccreditation team recognized Evergreen's wealth of tools for the mind by declaring the academic facilities "superior to that which can be found in any institution of which we have knowledge." Following is a brief look at some of the resources available for your academic studies and leisure pursuits.

Daniel J. Evans Library

To complement its extensive resources, the Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but people who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

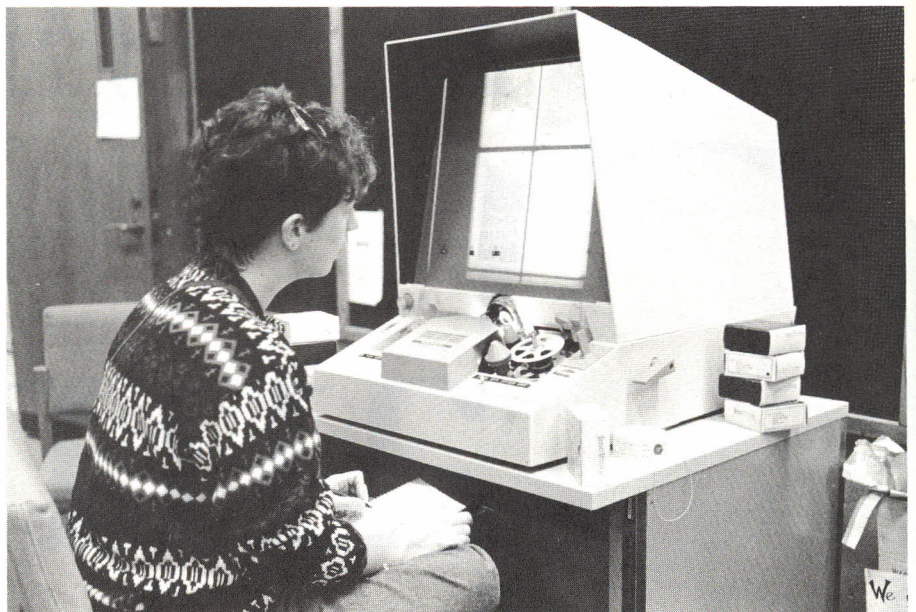
The Library provides you not only with the "what" but the "how" of effective information access and usage. The Library's resources are the extensive and intensive "what," while workshops on locating and using printed, filmed, taped and micro-fiche information; free instruction in the use of media equipment; and courses in library research methods, and basic media are just a few examples of the "how."

"What" you will find in the Library is 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 177,000 books, 27,000 reference volumes, 4 state-of-the-art recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, 2,400 periodical subscriptions and much more. In addition to its

on-hand resources, Evergreen's Library offers you access to books and periodicals through the computerized data base of the Washington Library Network and through on-line database searching. In fact, Evergreen borrows more Interlibrary Loan materials than any other college in the Northwest, and the Evans Library circulates a much larger proportion of its book collection than most colleges—150,000 last year.

More details about the Library can be found in the Information Calendar, which can be picked up just inside the Library's main doors, by calling ext. 6250, or by dropping in and talking to any one of the members of the Library staff.

Over a dozen microfilm viewers are available for access to the Library's 40,000 volumes of microfilm and microfiche. Featuring copies of national and foreign newspapers, magazines, government documents, and historical letters—many of which date back to the 18th and 19th Centuries—the microfilm collection is supplemented by its subscription to 1,500 periodicals.





Library staffer Wyatt Cates covers everything from the basics to the fine points during a workshop in the course, "Media for the Uninitiated." Evergreen's Library offers more than 250 workshops every year on media production, reference resources, information access and retrieval, media loan procedures, and general Library orientation.

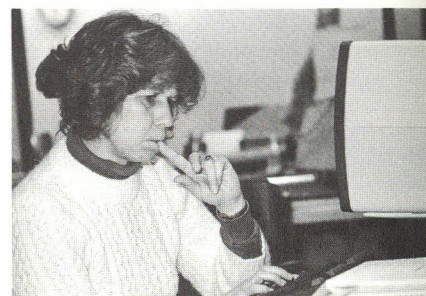


Computer Services

When Evergreen opened its doors in 1971, it was one of the few colleges of arts and sciences in the country with free, unlimited, interactive computing for all students, staff and faculty. Over the years, the college has maintained a unique, free-wheeling computer environment characterized by a user-friendly operating system and a commitment to the non-technical user, and extensive use by the student body.



Evergreen is now planning to bring some level of computer knowledge to over 90% of all students, staff, and faculty. You do not, however, have to be in a class to use the college's computer facilities. Not only is use free to all members of the community, you as a student have a right to obtain an account number and work with a computer just for being at the college. Not only does Evergreen have terminals in other places on campus, one may check out a terminal, take it home just like a book, and use it there.



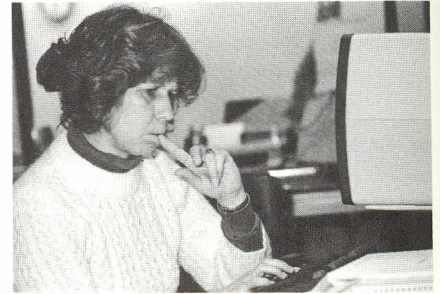
At Evergreen, the computing emphasis is on the student rather than the technology. When you come to the computer terminal room on the second floor of the Library, you will enter an open, newly-remodeled space equipped with a variety of machines. A student consultant will be at a desk to your right, or nearby helping another student. To help you get acquainted, on your left you'll find a photo display of all current consultants.

In the terminal room, you will have access first of all to Evergreen's new Data General MV 10,000 "super-mini" computer which runs several computer languages including FORTRAN, COBOL, and "C" as well as BASIC, PASCAL, and statistical packages such as SPSS. Also available are several types of micro-computers and specialized facilities including plotters, graphics terminals, an analog/digital hybrid system, and a talking terminal for visually-impaired students.





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Computer Services

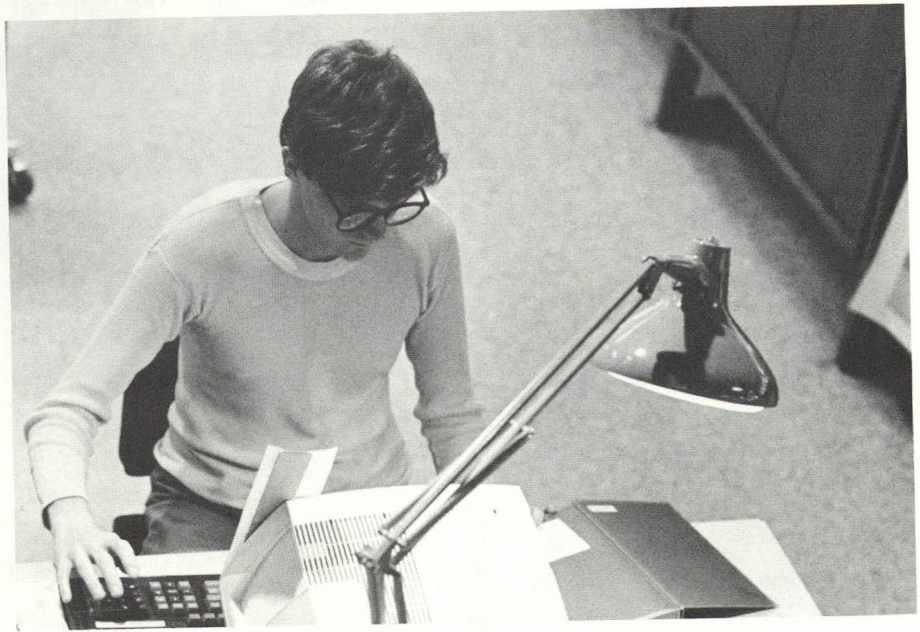
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Evergreen is an important center for computer-assisted instruction through Control Data Corporation's PLATO system. Through PLATO, Evergreen offers instruction in both the BASIC language and PASCAL, both as stand-alone courses and as components of full-time programs such as "Society and the Computer," and "The Business of Computers."

At Evergreen, computers are to provide general instruction and formal study in computer science to improve computer "literacy," and just for fun too. The computer science curriculum is rapidly expanding and Computer Services is expanding with it. Come to the terminal room when you visit Evergreen and feel free to stay and explore the college's exciting interdisciplinary computer offerings.





Arts and Sciences Laboratory Building

The Laboratory Building provides you with a learning environment and facilities to support the arts and sciences. There's space and equipment for large groups to work together in team-taught Coordinated Study programs, small groups to carry out research, and individual students to pursue special projects.

LAB I houses a lab supply store, a number of teaching and research labs, an exercise testing lab, holography lab, electron microscope, advanced microscopy lab, and several instrument labs which feature spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters and other equipment necessary for advanced instruction in the sciences. The balance of space goes to a vivarium of exotic plants, painting and design studios, and various shop and storage areas.

The Annex has a greenhouse, ceramic studio, and a large area for sculpture, shop work, casting, welding, lapidary, spray painting, and sheet metal work.

LAB II houses the Math Lab (see page 91) and large, open studio spaces as well as weaving, batiking, jewelry-making, drawing and design facilities adjacent to general laboratory science space. The Printmaking Studio, one of the best in the state, includes facilities for lithography, serigraphy, intaglio, bookbinding, letterpress printing, papermaking, photo lab work, equipment for registering color lithographs, and producing fine book work.

Communications Laboratory

The Communications Laboratory Building, just north of Parking Lot C, provides a comprehensive instructional, performance, and production facility for audio and video communications, film, theater, speech, music, dance, and two-dimensional design. The structure houses the 200-seat Recital Hall and the black box 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, filmmaking and previewing.

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 for 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 One, and campus events are often scheduled in the facility.

Seminar Building

On the west edge of campus, the Seminar Building provides seminar rooms, faculty and staff offices, and headquarters for graphics, campus security, counseling and health services, and the women's clinic.

College Activities Building

The College Activities Building (CAB) on the east end of the central plaza contains many student and campus headquarters, including the cafeteria, bookstore, information center, deli, radio station and student activities center. A complete postal facility, bike repair shop and conference rooms round out the activities contained in the three-story building.

The CAB provides a quiet place to study, or just meet and talk with people.





Campus Recreation Center

One of the best-equipped facilities in the Pacific Northwest, the Campus Recreation Center sports an 11-lane swimming pool complete with a separate diving well, competition timing system and power lift for the handicapped; sun deck; two sauna baths; showers and locker rooms; multipurpose dance room; martial arts, exercise and weight training rooms, and five racquetball courts.

Downstairs from the swimming pool is the Recreation Equipment Center, where you can rent just about anything you'd want for outdoor activities. Rentals include sailboats, kayaks, canoes, Nordic skis, backpacking equipment and, for day use, volleyballs, nets and softball equipment.

East of the Rec Center is a 20-acre playfield for field hockey, flag football, rugby, soccer and softball. Also in place are four lighted tennis courts, a rock-climbing wall, two horseshoe pits, and an archery cage. Only a 20-minute walk or short drive away, you'll find the boating facility on Evergreen's 3,300 feet of undisturbed saltwater shoreline.

Recreational Arts

The Metal Arts and Ceramics Studios on the east side of campus 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.

A black-and-white photo darkroom is also available to students and community residents who either enroll in Leisure Education or pay a user fee.

Organic Farm

You can raise crops at the Organic Farm on the west edge of campus, either through an academic program or on community plots by individual request. Located at the end of a quarter-mile walk through the woods west of campus, the Farmhouse is used as a meeting place by various academic programs. Direct your requests for use of the farm or solar greenhouse to the Resident Caretaker at the Organic Farm.

The Seawulff

Commissioned in 1978, the Seawulff is a 38-foot sailboat, a portable piece of campus that serves Evergreen as a floating classroom for marine studies and research projects. Built by students, faculty and community volunteers over a six-year period, the vessel now plies the waters of Puget Sound on a regular basis, venturing as far north as the San Juan Islands.

Malheur Bird Observatory

Although Evergreen programs travel to many locations around the Northwest, the Malheur Bird Observatory is perhaps most frequently visited. Located on the Malheur National Wildlife Refuge in eastern Oregon, an area of rich wildlife diversity in the high desert at the northern margin of the Great Basin, the Observatory has complete living facilities, including wall tents and a mess hall, and is an ideal base for field studies. Evergreen and the other colleges in Washington and Oregon often use the Malheur Bird Observatory. It is an important resource for several programs in Environmental Studies.

CAMPUS DIRECTORY

An alphabetical listing of some of the many student services you'll find at Evergreen.

Academic Advising

will help you plan your academic pathway through Evergreen. Turn to page 17 for a full description.

Admissions

will be happy to show you around campus if you've never been to Evergreen before. Just give them a call at 206-866-6000, extension 6170. Complete information on the admissions process is on page 20.

Bike Shop.

You can get tools, free advice and the room to operate on your bicycle here in the basement of the College Activities Building.

Bookstore.

The place to go for textbooks and supplies, the Bookstore also offers general reading and reference books, recreation wear, film processing, greeting cards, gifts and much more.

Bus Service

between campus and the Olympia, Lacey, Tumwater areas is provided Monday through Saturday by Intercity Transit (IT). Buses arrive and depart at the Library loop and campus housing every 30 minutes on weekdays and hourly during evenings and on Saturdays. Evergreen's van service runs an additional evening route to Tumwater and provides service to downtown Olympia all day on Sundays. One may flag down an Evergreen van anywhere on the route in addition to the marked stops, provided there's a safe place to pull over.

Career Planning and Placement

is located across from Financial Aid and Admissions. See page 9 for a full description of services, or stop by the office and pick up the quarterly schedule of activities and workshop flyers.

Computer Services

has more than 75 terminals for student access. See page 96.

Cooperative Education,

in Lab I of the Arts and Sciences Building, is where you'll find out everything there is to know about internships. More about internships on page 12.

Cooper Point Journal,

or CPJ, is a student-run weekly newspaper supported by student fees and advertising. Internships are available.

The Corner

in the residence halls offers evening meals often accompanied by live entertainment.

Counseling Services

helps members of the campus community acquire skills to solve problems and develop their human potential. Workshops, seminars, individual and group counseling are among the activities offered. You'll find them in the Seminar Building.

Day Care

is provided weekdays from 8:30 a.m.-5 p.m. for the pre-school children of students while college is in session. Internships are encouraged. Parents pay on a sliding scale that averages between \$3 and \$10 per day.

Deli

Sandwiches, espresso, sundaes, juice and a full line of other food and beverages can be purchased at the Deli in the College Activities Building.

Educational Support Programs

provide services to students for both their formal academic pursuits and personal needs and interests through the Learning Resource Center (see page 91), and KEY-Special Services and the Third World Coalition, both described in this directory.

Events

of both an academic and entertaining nature occur at Evergreen throughout the year. Highlighting the list are the Evergreen Expressions Performing Arts Series, which brings dance, music and theater to campus; the President's Symposium which hosts the visit of a prominent national figure every spring; and the Colloquium Series which presents a quarterly line-up of experts who speak on topics of current scientific interest. Evergreen also stages two major annual events that attract visitors from around the area: Super Saturday which celebrates the end of the school year and graduation on the first weekend in June, and the Tribute to Japan festival in January.

Facilities

you can use are described on page 94-99.

Financial Aid

information can be found on page 25.

Food Services

gives you the choice of meals for cash or on a scrip ticket basis. Purchasing scrip tickets saves ten percent. Bonus tickets are given at the beginning of each quarter for larger purchases. The cafeteria, located on the first floor of the College Activities Building, offers a large salad bar, a hot food line with a different menu daily, homemade pizza, Mexican bar, snack bar, fresh pastries and much more. Vegetarian items are offered at all meals and special diets can be prepared when medically required.

Gardening

plots are available on campus, see page 99.

"Happenings,"

a weekly publication of the Office of Information Services, provides newsbriefs and a detailed calendar of campus events. A companion publication, "The Newsletter," has news and feature stories about Evergreen people, programs, and events every month. Both are distributed on Fridays from the Information Center.

Health Services/Women's Clinic

is staffed with a professional and paraprofessional medical personnel who are available to discuss health concerns with registered students during Fall, Winter, and Spring Quarters. Diagnosis and treatment is provided for injury, illness and emergency first aid. Laboratory testing is also available at cost, as well as most prescription medication. A \$15 mandatory health fee must be paid by each student at the start of every quarter for these services. A limited number of work-study and internship positions are available.

Women's Clinic provides services addressed specifically to women's health needs. The staff is trained to deal with most questions that women and men have about sexual health. Annual exams, infection checks, S.T.D. screening and treatment, cancer and DES screening, reproductive planning and counseling, and workshops on health issues are all available.



Roundtable talk by Teresa Kane, Jill Dobbins and Jim Hartley in the kitchen of a Housing apartment.

Housing

for about 600 students is provided on campus in four residence halls, which have living units ranging in size from single and double studios to one, two and five-bedroom apartments; and in the "Mods" a cluster of two-bedroom, four-person duplexes. Most units have complete kitchen facilities. Units are available on a first-come, first-serve basis, following completion of an application and receipt of deposit. Forms and more information can be obtained from the Housing Office, Room 322, Building A, The Evergreen State College, Olympia, WA 98505.

Information Center,

operated by part-time student employees, serves the Evergreen community and campus visitors from 8 a.m. to 5 p.m., weekdays during Fall, Winter and Spring Quarters. Check with them if you have any questions about times and places of campus events.

KAOS FM Radio Station (89.3)

airs a wide variety of shows created by students and community volunteers who support and staff it.

KEY-Special Services

is designed to assist students in achieving their educational goals by providing academic advising, career guidance and numerous personal and academic skills development workshops. Appropriately, KEY encourages you to Keep Enhancing Yourself, and you'll find it in Library 3503.

Learning Resource Center

provides help with reading, writing and study skills. See page 91.

Legal Aid

from paralegal assistants in cooperation with a local practicing attorney assists students in need of legal advice. If the need arises, contact Self-Help Legal Aid, Library 3223.

Leisure Education

provides non-credit workshops which are fun, enriching and creative. Each quarter, more than 85 workshops in sports, movement, art, music, aquatics, and others are offered to students, staff and community members. Check the listings in room 302 of the Campus Recreation Center.

Mail Services

delivers student mail to individual boxes in the residence halls six days a week. Mail drops are centrally located and a self-serve postal unit is provided on the first floor of the College Activities Building. If you're a new student moving into Housing on campus, you can send your belongings in advance of your arrival in care of Mail Services, The Evergreen State College, Olympia, WA 98505.

Math Skills Center

offers you the opportunity to improve at your own pace. See the Learning Resource Center.

Recreation and Athletics

offers a full roster of sports clubs as well as intramural activities in soccer, basketball, softball, volleyball, running, mountain climbing, river running, sailing and skiing. In addition, Evergreen's intercollegiate athletics program fields men's and women's teams in soccer, swimming and diving, tennis, sailing and cross-country (walk-ons are welcome!). During the winter, the college offers its popular Ski School that makes twice-weekly trips to the Cascades. See page 99 for details on the Campus Recreation Center.

Registrar

and registration information is on page 22.

Services and Activities (S&A),

administered by a board of students, faculty and staff, takes a portion of tuition fees to fund numerous student organizations and activities.

The Third World Coalition

welcomes all persons of color and works to insure their complete access to equal educational opportunities at Evergreen. The Coalition functions administratively as an advocate and advisor in such areas as curriculum development, faculty hiring, and student recruitment and retention. Direct services to the campus community include the Third World peer support group of students, development of a scholarship fund; sponsorship of educational workshops, cultural events, information and referral assistance; academic and social advising; and educational, political and social advocacy. A Third World library, lounge and a study room is also available to students of color.

The Third World Coalition also provides assistance to the following student organizations: Asian/Pacific Isle Coalition, Northwest Indian Center, MEChA, Ujamaa and Third World Women.

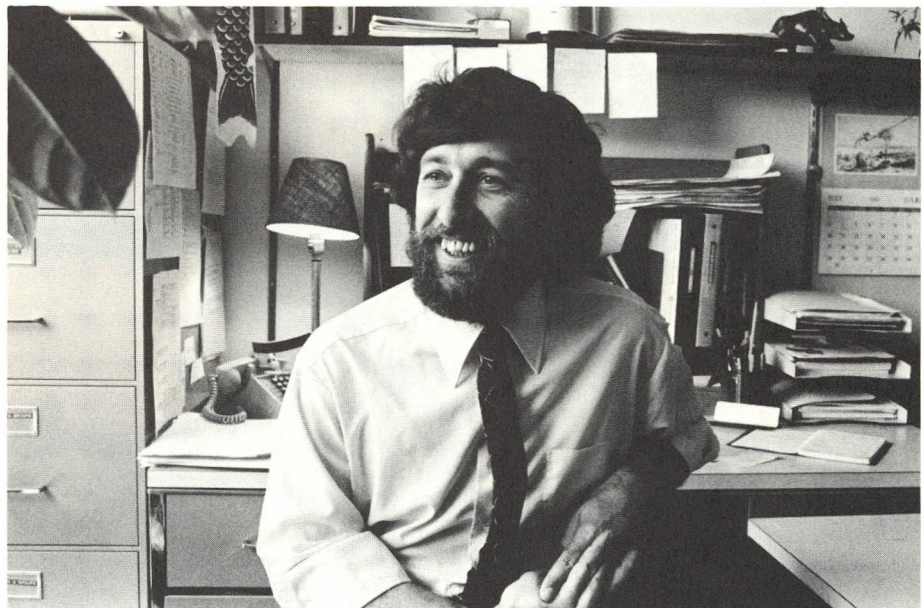
Veterans Affairs,

which is adjacent to the Registrar's office, assists veterans and other eligible persons with information and all VA-related applications to assure maximum use of benefits provided under law. The Veterans Office also provides counseling and referral assistance to veteran students and serves in an advocacy role by supporting their issues and concerns at the college and in the community.

Women's Clinic,

see Health Services.

Director of Student Activities Mike Hall has a lot to smile about. A '74 Evergreen grad and a former owner of a popular Olympia restaurant/night club, he knows the rich variety of entertainment, recreation and services available to Evergreen students.



GOVERNANCE

Governance and the Social Contract

The Evergreen system of governance includes open and ready access to information, but foremost, the system rests on the willingness of all members of the campus community to participate in the spirit of compromise and consensus. Decisions, and methods used for implementation of decisions, must be handled at a level of responsibility and accountability established after consultation with students, faculty and staff affected by the issue.

Evergreen has a system of meetings, committees, mediation, appeals and grievance resolution set out in the Evergreen Administrative Code (EAC), copies of which are available in the Information Center and Business Office. All of these require full community acceptance to be successful.

Another integral part of Evergreen's system of governance is the Social Contract. Rather than a list of prohibitions and negative rules, the Social Contract is a positive document that states the mutual goals and purposes of the college as reflected in the rights and responsibilities of all members of the campus community.

A committee of students, faculty, staff and administrators regularly review and update the Social Contract, which is published in the Washington Administrative Code (WAC 174-107-010) and the Academic Advising Handbook, available at the Academic Advising Office, Library 1221.

Using College Premises

Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through the Conference Coordinator, in the College Activities Building, room 214.

Evergreen 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.

Reservations for space and/or facilities are made through the Office of Facilities, Scheduling Section, Lab II, room 1254.

Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students,

faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events/meetings without written permission from the Activities Coordinator or Conference Coordinator.

Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and Thurston County that must be met. 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 the residence halls and 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 Security for safekeeping. A special explanation for handguns must be filed.

Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen, or to criminal charges.

Pets

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. Bicycles should not be placed in, or alongside, buildings.

Smoking

Smoking is not allowed in "No Smoking" areas, and any other place where such a request is made by the person in charge.



Parking and Traffic Regulations

All motor vehicles must display valid parking permits, available at the following prices:

	Motorcycles	Autos
Annually	\$27.00	\$54.00
Quarterly	11.00	22.00
Daily	.75	.75

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking in, or alongside, roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or 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.

Board of Trustees

September 1984

Herbert Gelman, Chairman
Tacoma
George E. Mante, Vice Chairman
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Seattle
Thelma A. Jackson
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Jane B. Sylvester
Seattle

Security

Security is staffed by officers trained as law enforcement professionals to interact with all members of the campus community in a positive way. While charged with the enforcement of campus regulations, and state and local laws, Security's goal is to resolve problems by using Evergreen's Social Contract rather than the courts whenever possible. Security is socially oriented, and approaches that charge with a high degree of humanism. Security is open 24 hours a day, seven days a week, to respond to campus needs.

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. *Security keeps the card on file in case of loss or theft.*

Office of Handicapped Access and Services

Located in Library 3238, Handicapped Access coordinates services for students with mobility and sensory impairments, and learning or other disabilities. Campus areas modified for greater accessibility include a science lab, photo darkroom, TV studio control room, post office, racquetball court, showers, and swimming pool lift. In addition, Interlibrary Loan at Evergreen acts as a liaison to provide blind and physically handicapped students with books on tape and taping services from the Washington Regional Library for the Blind and Physically Handicapped in Seattle. You can contact Interlibrary Loan in the Reference area of the Evans Library.

Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors, and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available at the Circulation Desk in the Library and in Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, Lovern King, Library 3238.



FACULTY

A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the *Academic Advising Handbook*, available in Library 1221.

Humanities-Art

Richard W. Alexander

English and Literature, 1970;
Assistant Academic Dean, 1980-1982;
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

Art History and Cinema, 1971;
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, Julliard 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.

Doranne Crable-Sundmacher

Literature and Dance, 1981 (visiting);
B.A., English, University of Michigan, 1965; M.A., American Literature, Wayne State University, 1973; Ph.D., English, Wayne State University, 1977.

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.

Judith Espinola

Speech Communication, 1981;
Coordinator of Media Services, 1981-Present;
B.A., Theater and Speech, Emerson College, 1961; M.A., Speech Communication and Literature, University of Oklahoma, 1963; Ph.D., Oral Interpretation of Literature, Theater History and Literacy Criticism, Northwestern University, 1970.

Susan R. Fiksdal

Languages, 1973
Diplome de Langue, Universite de Toulouse-Bordeaux a Pau, 1967; Diplome de Langue et Lettres Francaises, Universite d'Aix Marseille, 1968; B.A., French Political Science, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972.

Marilyn J. Frasca

Art, 1972;
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

Andrew M. Hanfman

Senior Member of the Faculty;
Language Studies; Russian-Soviet Area Studies, 1972;
Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

W. Joye Hardiman

Theater-Communications, 1975;
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.

Patrick J. Hill

Philosophy, 1983;
Academic Vice President and Provost, 1983-Present;
A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

Willard Humphreys

Philosophy, 1970;
Academic Dean 1976-1980;
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.

Margaret I. Hunt

Dance, 1976;
B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

Mary Huston

Librarianship, 1980;
B.A., American Studies, Hamline University, 1971; Master of Library Studies, University of Hawaii, 1972; M.A., Women's Studies, Goddard College, 1977.

Bernard Johansen

Dance, 1972.

Kazuhiro Kawasaki

Art History, 1976;
B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

Stan Klyn

Arts-Engineering, 1972;
B.S., engineering, California State University at San Jose, 1967; M.S., Mechanical Engineering, California State University at San Jose, 1968.

Mark A. Levensky

Philosophy, 1972;
B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.

Jean Mandenberg

Fine Arts, 1978;
B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

David Marr

American Studies and English, 1971;
Academic Dean, 1984-86;
B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

S. Rudolph Martin

English, 1970;
Academic Dean, 1973-1976;
A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.

Patricia Matheny-White

Librarianship, 1978;
B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.

Charles J. McCann

English, 1968;
President, 1968-77;
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.

Frank Motley

Librarianship, 1978;
B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

Alan Nasser

Philosophy, 1975;
A.B. Classical and Modern Languages, St. Peter's College, 61; Ph.D., Philosophy, Indiana University, 1971.

Mary F. Nelson

Art, Anthropology, Minority Studies, 1972;
B.F.A., Art Education, Washington State University, 1966; M.A., Art Anthropology, University of Idaho, 1968.

Charles N. Pailthorp

Philosophy, 1971;
B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

David Paulsen

Philosophy, 1978;
B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy of Science, Stanford University, 1971.

Susan L. Perry

Librarianship, 1978;
Dean of Library, 1981-Present
B.A. History, Wake Forest University, 1963; M.S.L.S., University of North Carolina, 1966.

David L. Powell

Literature, 1972;
B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

Deborah A. Robinson

Librarianship, 1971;
B.A., History (Russian area studies), University of Wisconsin, 1968; M.L.S., Simons Graduate School of Library Science, 1971.

Terry A. Setter

Music and Audio, 1983 (visiting);
B.A., Music, University of California, San Diego, 1973; M.A., Music, University of California, San Diego, 1978.

Sandra M. Simon

English, 1973;
B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.

Leon R. Sinclair

Literature, 1971;
B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

Paul J. Sparks

Art and Photography, 1972;
B.A., Art, San Francisco State College, 1968; M.A. Art-Photography, San Francisco State College, 1971.

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

Creative Writing, 1980;
B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

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.

Natural Sciences

John O. Aikin

Computer Science, 1976-1984;
Director of Computer Services, 1976-1984;
B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

Clyde Barlow

Chemistry, 1981;
B.S., Chemistry, Eastern Washington University, 1968;
Ph.D., Chemistry, Arizona State University, 1973.

Judith E. Bayard

Computer Science, 1982;
B.A., Math and Philosophy, The College of William and Mary; M.A., Philosophy, Brown University.

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.

Richard A. Cellarius

Plant Biology, Biophysics, Environmental Policy, 1972;
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

Robert Cole

Physics, 1981;
B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967;
Ph.D., Physics, Michigan State University, 1972.

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.

Larry L. Eickstaedt

Biology, 1970;
Academic Advisor, 1978-81;
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.

John Robert Filmer

Marine Studies, 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.

Burton S. Guttman

Biology, 1972;
B.A., University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

Steven G. Herman

Biology, 1971;
B.S., Zoology, University of California at Davis, 1967;
Ph.D., Zoology, University of California at Davis, 1973.

Donald G. Humphrey

Biology, 1970; Emeritus, 1984;
Academic Dean, Natural Sciences and Mathematics, 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.

Linda B. Kahan

Biology, 1971;
A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

Jeffrey J. Kelly

Chemistry and Biochemistry, 1972;
B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr.

Physics, 1972;
Assistant Academic Dean, 1976-79;
B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.

Elizabeth M. Kutter

Biophysics, 1972;
B.S., Mathematics, University of Washington, 1962;
Ph.D., Biophysics, University of Rochester, New York, 1968.

G. Siegfried Kutter

Astrophysics, 1972;
B.S., Physics, University of Washington, 1962; M.A., Physics, University of Rochester, New York, 1965.
Ph.D., Physics, University of Rochester, New York, 1968.

Patricia Labine

Ecological Agriculture, 1981;
B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.

Kaye V. Ladd

Inorganic Chemistry, 1975;
B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

Albert C. Leisenring

Mathematics, 1972;
B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.

David H. Milne

Biology, 1971;
B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

Willie L. Parson

Microbiology, 1972;
Academic Dean, 1974-78;
B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968;
Ph.D., Microbiology, Washington State University, 1973.

John H. Perkins

Biology, History of Technology and Environment, 1980;
Academic Dean, 1980-Present;
B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

Hazel J. Reed

Mathematics, Spanish, 1977;
B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.

Jacob B. Romero

Applied Science, 1972;
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.

Niels A. Skov

Oceanography, 1972;
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

Robert R. Sluss

Biology, 1970;
B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

Oscar H. Soule

Biology, 1971;
Director of Graduate Program in Environmental Studies, 1983-Present
Associate Academic Dean, 1972-73;
Academic Advisor, 1983;
B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

James Stroh

Geology, 1975;
B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Frederick D. Tabbutt

Chemistry, 1970
B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.

Peter B. Taylor

Oceanography, 1971;
B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann

Biology, 1970;
B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Youtz

Physics, 1970;
Academic Dean, 1973-74;
Vice President and Provost, 1978-83;
B.S., Physics, California Institute of Technology, 1948;
Ph.D., Physics, University of California at Berkeley, 1953.

Social Sciences

Guy B. Adams

Public Administration, 1978;
Director of Graduate Program in Public Administration, 1980-1981;
B.A., History, Temple University, 1970; M.A., Public Administration, University of New Mexico, 1973;
D.P.A., George Washington University, 1977.

Bill Aldridge

Education-Social Psychology, 1970;
B.A., Mathematics, Oregon State University, 1959;
M.Ed., Guidance, Oregon State University, 1964;
D.Ed., Educational Administration, University of Oregon, 1967.

William Arney

Sociology, 1981;
B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Priscilla V. Bowerman

Economics, 1973;
A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.

Jovana J. Brown

Library and Information Studies, 1974;
Dean of Library Sciences, 1974-1981;
A.B., Political Science, University of California, 1959;
M.L.S., Librarianship, University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library Science, University of California at Berkeley, 1971.

William H. Brown

Geography, 1974;
B.A., Geography, Antioch College, 1959; M.A. and P.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

Bill Bruner

Economics, 1981;
B.A., Economics and Mathematics, Western Washington University, 1967.

Lloyd Colfax

Native American Studies, 1981;
B.A., Native American Studies, The Evergreen State College, 1974.

Barbara Cooley

Health Education, 1981;
Director of Cooperative Education, 1977-Present
B.S., Psychology and Health Education, James Madison University, 1959; M.A., Health Education, Ohio State University, 1965.

Stephanie Coontz

History and Women's Studies, 1974;
B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

Beryl L. Crowe

Political Science, 1970;
A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.

Diana C. Cushing

Psychology, 1978;
B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.

Virginia Darney

Literature and Women's Studies, 1978;
A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College, University of London, 1972; Ph.D., Emory University, 1983.

Elizabeth Diffendal

Applied Social Science-Planning, 1975;
Academic Dean, 1981-85;
A.B., Social Anthropology, Ohio State University, 1965; M.A., Social Anthropology, University of California at Los Angeles, 1968.

Carolyn E. Dobbs

Urban Planning, 1971;
B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

Kenneth Dolbeare

Political Science, 1981;
Director of Graduate Program in Public Administration, 1984-Present

B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965.

Donald Finkel

Psychology, 1976;
B.A., Psychology, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.

Thomas H. Foote

Education-Journalism, 1972;
B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Oregon College of Education, 1967; Ph.D., Education, Oregon State University, 1970.

Russell R. Fox

Community Planning, 1972;
Academic Advisor, 1981-83;
B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.

Margaret H. Gribskov

Journalism and Education, 1973;
Ph.D., Education, University of Oregon, 1973.

Jeanne E. Hahn

Political Science, 1972;
Assistant Academic Dean, 1978-80;
B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964.

Phillip R. Harding

Architecture, 1971;
B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.

Lucia Harrison

Public Administration, 1981;
B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.

Rainer G. Hasenstab

Environmental Design, 1974;
B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.

Peta M. Henderson

Anthropology, 1974;
B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.

David Hitchens

History and Social Work, 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; *Emeritus*, 1981;
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951.

Richard M. Jones

Psychology, 1970;
A.B., Psychology, Stanford University, 1950; Ph.D., Clinical Psychology, Harvard University, 1956.

Lovern Root King

Native American Studies, 1977;
B.A., English, Seattle Pacific College, 1972; M.A., Communications, University of Washington, 1976.

Lowell Kuehn

Sociology, 1975;
Director of Graduate Program in Public Administration, 1983-84;
B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

Jan Lambertz

Recreation and Physical Education, 1982;
Director of Athletics and Recreation, 1982-Present
B.S., Recreation and Physical Education, Colorado State University, 1970; M.A., Education, University of Denver, 1971.

Eric H. Larson

Anthropology, 1971;
B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.

Gerald Lassen

Public Administration, 1980;
B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

Russell Lidman

Economics, 1974;
Director of Graduate Program in Public Administration, 1981-83;
B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Economic Development, Princeton University, 1968; M.A., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.

Earle W. McNeil

Sociology, 1971;
Academic Advisor, 1983-Present;
B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.

Maxine L. Mimms

Social Services, 1972;
B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.

Arthur Mulka

Public Administration, 1979;
B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1963; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.

Charles T. Nisbet

Economics, 1971;
B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.

Ruth Palmerlee

Costume Design and Theater, 1982;
B.A., Theater, California State University at Chico, 1976; M.F.A., Costume Design, University of Oregon at Eugene, 1977.

Mark Papworth

Anthropology, 1972;
B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

Lynn D. Patterson

Anthropology, 1971;
Academic Dean, 1973-76;
B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968.

Rita Pougiales

Education, 1979;
B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Education and Anthropology, University of Oregon, 1981.

Thomas B. Rainey

History and Russian Studies, 1972;
A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

Gilbert G. Salcedo

History, 1972;
B.A., U.S. History, San Jose College, 1970.

Barbara L. Smith

Political Science, 1978;
Academic Dean, 1978-Present;
B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.

Matthew E. Smith

Political Science, 1973;
B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.

Susan Strasser

American History, 1975;
B.A., History, Reed College, 1969; B.A., U.S. History, State University of New York at Stony Brook, 1971; Ph.D., History, State University of New York at Stony Brook, 1977.

Gregory Stuewe-Portnoff

Psychology, 1971;
B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.

Nancy Taylor

History-Education, 1971;
A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

Ernest L. "Stone" Thomas

Sociology, 1984;
Director of Educational Support Programs;
B.A., Sociology, Washington State University, 1971; M.A., Sociology, University of Massachusetts, Amherst, 1976.

Kirk Thompson

Political Science/Psychology, 1971;
Academic Advisor, 1977-78;
B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965.

Gregory Weeks

Economics, 1981;
B.S., Economics, Pittsburgh State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.

David W. Whitener

Native American Studies, 1978;
B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.

York Wong

Management and Computer Sciences, 1975;
Director of Computer Services, 1973-75;
Assistant Academic Dean, 1979-81;
B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

Ronald G. Woodbury

History, 1972;
Academic Dean, 1982-84;
Director of Computer Services, 1984-86;
B.A., Economics, Amherst College, 1965; M.A., Latin American History, Columbia University, 1967; Ph.D., Latin American History, Columbia University, 1971.

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Economics, 1977;
A.B., University of North Carolina, 1941; M.A., Economics, Yale University, 1974.

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Art

Art as Cultural Expression, 52
Expressive Arts, 48
Perspectives in American Culture, 33
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Expressive Arts, 48
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Hidden Treasures, 50
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Perspectives in American Culture, 33
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B

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Biology

Ecological Agriculture, 45
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Human Health and Behavior, 76
Mammalogy, 44
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C

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Master of Environmental Studies, 88
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D**Dance**

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Drawing

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Design Projects

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E**Earth Science**

American West: Geology, History and Resources, 35

Environmental Studies, 42

Master of Environmental Studies, 88

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Ecology

American West: Geology, History and Resources, 35

Ecological Agriculture, 45

Environmental Studies, 42

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Master of Environmental Studies, 88

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French

Language and Culture Center, 58
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G**Genetics**

Human Condition, 69
 Human Health and Behavior, 76
 Molecule to Organism, 77
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Geology

American West: Geology, History and
 Resources, 35
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German

German Culture, 60

H**Health**

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Courses**Logic**

Data to Information, 74
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M**Management**

Business of Computers, 74
 Business of International Trade, 38
 Management and the Public Interest, 38
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Marine Sciences

Business of International Trade, 38
Environmental Studies, 42
 Marine Environment, 45
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 Piloting and Seamanship, 45
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Marketing

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 Courses

Mathematics

Energy Studies, 46
 Human Health and Behavior
 (Statistics), 76
Master of Environmental Studies (Quantitative
 Methods), 88
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Math Skills Center, 91

Matter and Motion, 77
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Media and Mass Communications

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 Techniques of Visual Anthropology, 52

Microbiology

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Music

Musical Composition and
 Performance, 51
 Performance/Art, 49
 Perspectives in American Culture, 33
 Courses

N**Native American Studies**

Art as Cultural Expression, 52

Natural History

Environmental Studies, 42
Master of Environmental Studies, 88
 Political Ecology, 35

Nutrition

Human Health and Behavior, 76
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O**Organic Chemistry**

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Science, Technology and Health, 71
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P**Painting**

Art as Cultural Expression, 52
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Performing Arts

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Philosophy

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S**Sociology**

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Thinking Straight, 35

ACADEMIC PROFILE

► Campus Profile (1984-85)

Faculty	136
Ph.D. or Terminal degree	66%
Percent female	31%
Percent male	69%
Third World	14%
Student/faculty ratio	20/1
Staff	460
Enrollment	2717
Graduate	63 2%
Undergraduate	2654 98%
Female	1407
Male	1310
Third World	9%
<i>Black</i>	4%
<i>Native American</i>	2%
<i>Hispanic</i>	1%
<i>Asian</i>	2%

Full-time	80%
Part-time	20%
18-24 age group	49%
25-29 age group	18%
30-39 age group	20%
40 + age group	13%
Students living on campus	990
Tacoma Enrollment	109
<i>Male</i>	77%
<i>Female</i>	23%
<i>Third World</i>	65%
Vancouver Enrollment	100
<i>Male</i>	39%
<i>Female</i>	61%
<i>Third World</i>	4%
Entering Class	1227
Applicants, degree-seeking	1900

Admitted	85%	1613
Enrolled	62%	1003
Nondegree-seeking enrollment		224
Washington		1044
Region (OR, ID, MT, AK, HI)		92
California		26
Other states		49
Other countries		16
Financial aid		
Full-time student aid		50%
Average award		\$3000
Placement		
1971-81 classes		94%
Employed		75%
Graduate school		16%
Travel, homemaking, etc.		3%
Graduating class (1984)		692

► Academic Calendar

1985-86	Fall	Winter	Spring	Summer	First Session	Second Session
Begins	Sept. 23	Jan. 6	March 31	June 23	June 23	July 28
Ends	Dec. 14	March 22	June 14	Aug. 30	July 26	Aug. 30
Evaluations	Dec. 9-14	March 17-22	June 9-14	Aug. 25-30	July 23-26	Aug. 27-30
Vacations	Fall	Winter	Spring	Summer	First Session	Second Session
	Thanksgiving Nov. 25-31	Martin Luther King Day Jan. 15	Memorial Day May 30	Independence Day, July 4	Independence Day, July 4	—
	Dec. 15-Jan. 5	(no classes) President's Day Feb. 17				

► Contacting Evergreen

All calls to Evergreen go through Directory Assistance at 866-6000. Specific offices and people may be reached by then asking for them by name or extension number.

Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6000, ext. 6170.

General information may be obtained through the Office of College Relations, ext. 6128.

Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

Important offices and their extension numbers include:

Dial 866-6000, then ask for	
Academic Advising	ext. 6312
Academic Deans	ext. 6870
Academic Vice-President	ext. 6400
Admissions	ext. 6170
Alumni Office	ext. 6565
College Relations	ext. 6128
Development Office	ext. 6565
Directory Assistance	866-6000
Housing	ext. 6132
President's Office	ext. 6100
Recreation Center	ext. 6530
Registrar	ext. 6180
Tacoma Campus	(206) 593-5915
Vancouver Campus	(206) 696-6011
Vice-President for Business	ext. 6500

The Evergreen State College reserves the right to make any changes in courses, programs, faculty, calendar dates, tuition and fees, grading policies, admission and graduation requirements, and any other information contained in this publication at any time without notification. Changes become effective when the college so determines and apply to prospective students as well as students currently enrolled at Evergreen.

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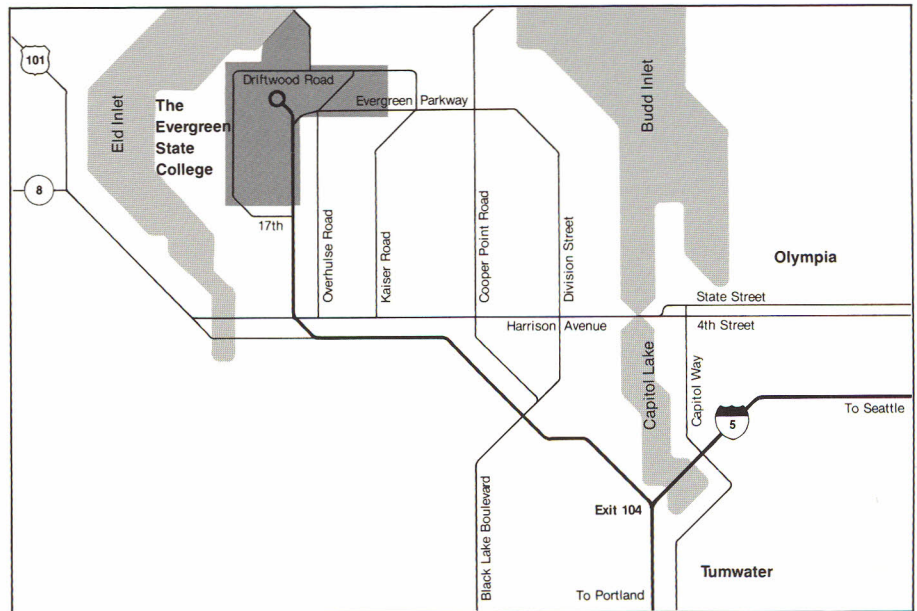
Interior photographs by staff photographer Thomas Anson, Joan Barker '84, student Tomas Black, staff member Mark Clemens, David Current '76, Karen Denman '84, staff photographer Woody Hirzel, freelancer Don Normark, former student Gary Oberbillig, faculty member Oscar Soule, and *Seattle Times* photographer Barry Wong.

Campus and Vicinity

The Evergreen State College and Olympia are just an hour away from the Seattle-Tacoma airport, and also are served by the Greyhound and Trailways bus companies. Evergreen and the State Capital are only a scenic drive from most Washington cities and major points of interest.

How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 for two miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.



Campus

Academic Facilities

1. Communication Lab Building
2. Art Studio
3. Building 201
4. College Activities Building
5. The Library
6. Seminar Building
7. Lecture Halls
8. Arts and Sciences Building II
9. Arts and Sciences Building I
10. Lab Annex

Housing/Recreation Facilities

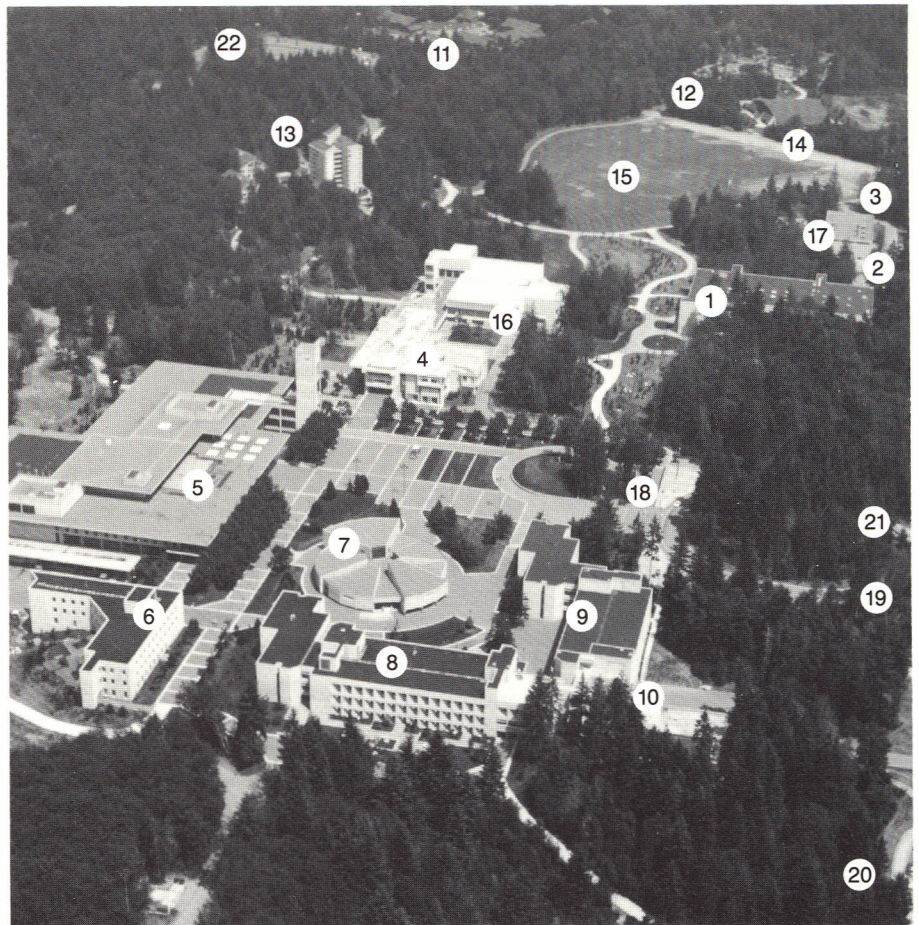
11. Adult Student Housing (ASH)
12. Modular Housing
13. Residence Halls

Recreation Facilities

14. Recreation Pavilion
15. Outdoor Recreation Fields
16. Recreation Center

Services

17. Central Plant
18. Campus Bus Stop
19. Information Booth
20. Parking Lot B
21. Parking Lot C
22. Parking Lot F





The Evergreen
State College
Olympia, Washington 98505



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