

○ The Evergreen State College

○ 1997-1998 Catalog

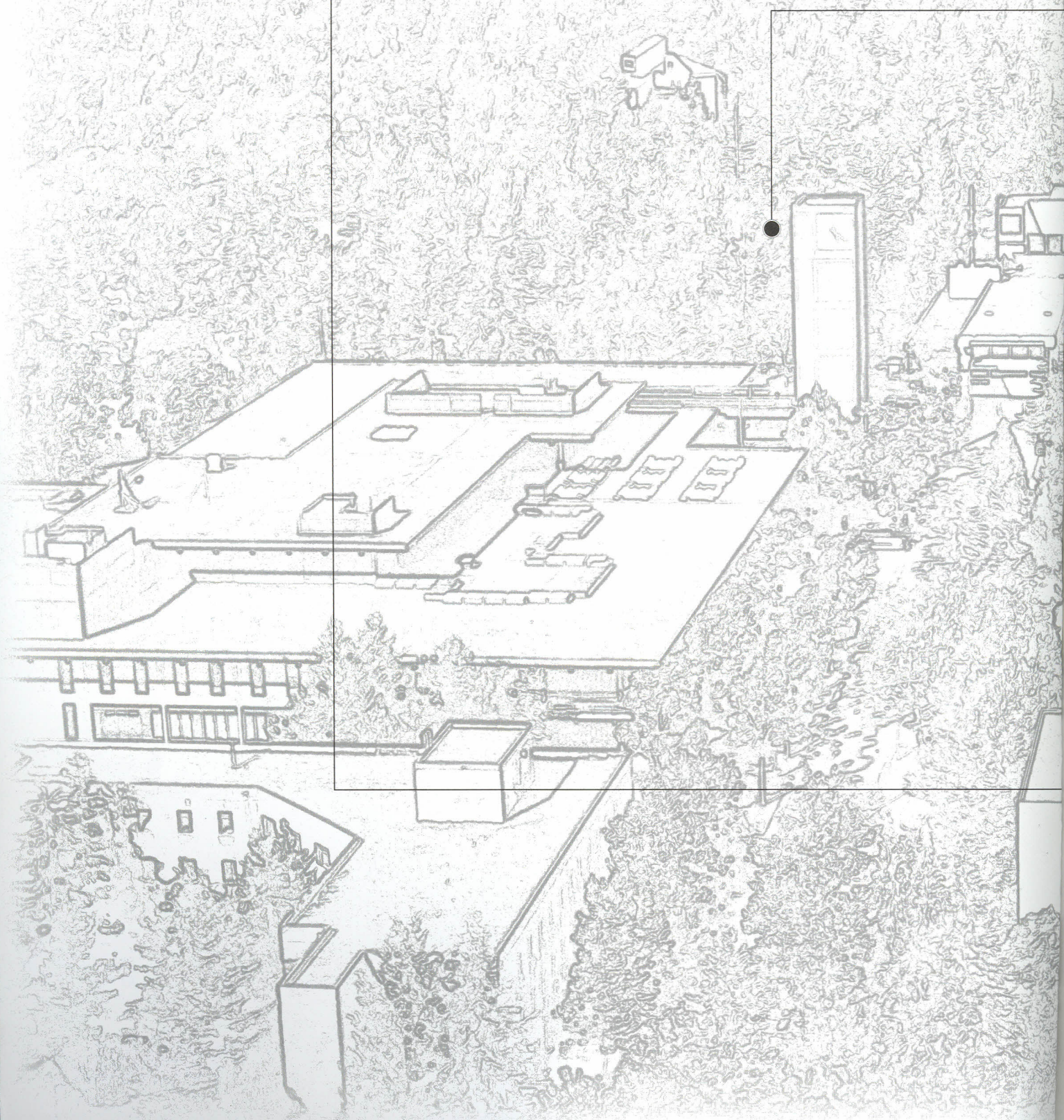


**Archives**

The Evergreen State College  
Olympia, Washington 98505



● The Evergreen State College





●When  
you READ  
this  
CATALOG,

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●you'll get the most out  
of the program descriptions and,  
eventually from your Evergreen  
education if you read pages 2-17  
of the catalog first.



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# Why EVERGREEN?

Every college claims to be different, but few rival Evergreen for creating an educational environment so completely focused on student learning. Evergreen's differences matter, because the entire college is organized around philosophies and ideas about education that really work.

TAKE SOME TIME with these first few pages ... before you thumb ahead to see what's offered in chemistry, literature, history, environmental science or whatever academic area attracts your interest. By first grasping Evergreen's general approach to education, you'll better understand how the college's specific programs will work for you.

## Why Evergreen?

This catalog allows you to answer that question by helping you understand more about Evergreen's general approach to education, while providing details about specific programs offered during the 1997-98 academic year.

Why Evergreen?

- Evergreen is about learning; it is about creating a community that works together to build knowledge, experience and insight. Everything we do is designed to foster **collaborative learning** — among students, among faculty and between students and faculty. Our faculty is dedicated to teaching, to helping students learn to think critically, solve real-life problems and make the connections that lead to greater understanding. Evergreen students are expected to be active participants in this process, to help shape their own education and to contribute to the learning that goes on around them.

This distinctive approach means that the day-to-day experiences of Evergreen students differ in significant ways from the experiences of students at most colleges and universities. For example, education at Evergreen is not sectioned into traditional academic disciplines like math, English and biology. We do not believe in isolating bits of learning and presenting them as if they had no connection to other types of learning. Evergreen offers a wide variety of educational options from which students may choose, but the foundation of our curriculum is constructed from the team-taught, multidisciplinary courses we call **programs**.



Instead of asking students to pick from a smorgasbord of classes on isolated topics, Evergreen faculty members typically work in teams of two, three or four to create these programs, each of which draws on many disciplines to explore a central idea or question. This focus on **interdisciplinary learning** means program participants might look at problems in health care from the points of view of biology, history, philosophy, sociology, drama, economics and literature. Or they might study the physical world through the interplay of physics, chemistry, philosophy and mathematics.

We believe that if both teaching and learning are to be effective, they must draw from many perspectives and include a multiplicity of ideas. This is true for teaching across disciplines; it is also true for what we call **teaching across differences**. Evergreen believes in preserving and articulating differences of ethnicity, race, gender and sexual orientation, rather than erasing them or shoving them to the sidelines, and this belief is reflected in the design and content of our programs.

A single program might last one, two or three quarters. That means the same group of students will learn together as a team with the same group of faculty members for many months. And since students typically dedicate all of their academic time and energy to one program, faculty members can **schedule time as a group**. Though program schedules will generally be the same each week, a program can plan activities without worrying about conflicting with other classes. Program participants are free to meet together or in small groups and students can tackle group projects. Some programs take extended field trips; some even travel abroad.

The faculty members often plan activities of all kinds — writing workshops, labs, lectures and field trips — depending on what they feel offer the best ways to learn. Most Evergreen programs, however, emphasize **seminars**, small groups (typically 22-25 students and one faculty member) in which students learn to reflect on their learning, present their ideas and positions and consider the ideas and positions of classmates.

Seminars and other aspects of Evergreen programs promote **active learning**. We believe it is not enough for students to receive information passively by sitting in front of a television monitor or in a large lecture hall. At Evergreen, students discuss ideas in seminars, write about ideas in collaborative and individual writing assignments, explain ideas to others in presentations to their programs and practice applying ideas in laboratories and workshops. Throughout their education, they challenge their own and others' ideas. They not only learn about a broad range of interconnected subjects and issues, they also develop skills in critical thinking, in writing and in analysis.



Students also learn to apply their ideas and theories and skills in the “real world.” We believe that classroom learning isn’t enough, that people need to apply what they learn to the world outside the college. At Evergreen, students do this sort of learning — we call it **bridging theory and practice** — in a program by applying their study to the program’s central theme or question. They may work with real-world communities as a program assignment or develop an internship that allows learning and the application of that learning to take place within business, a social service agency or a nonprofit organization.

No matter where or how learning takes place, students work closely with faculty members during their entire time at Evergreen. Faculty are drawn to the college because they love teaching — they are interested in the process of teaching and learning, and they want to work in an environment that emphasizes **student-centered learning** and allows them to be lifelong learners, also. Students meet with them in lectures, in labs, in seminars, in writing workshops; in all these formats, faculty members observe and participate in students’ academic development.

Those interactions contribute to another distinctive process central to Evergreen’s educational philosophy — the **narrative evaluation system**. At the end of a program, students discuss their academic progress one-on-one with faculty during an evaluation seminar, and they receive written evaluations of their progress. Students also prepare self-evaluations, discussing their accomplishments, learning environment, new understandings and goals for the future. And they evaluate their faculty. We have found that removing grades from the evaluation process changes the central relationship among students and between students and faculty. Evergreen students don’t measure their success by comparing their performance to that of other students. And after 25 years of using evaluations, we know our noncompetitive system is valued by employers and graduate and professional schools.

Faculty members teach students, learn with them, and evaluate their achievements, but they won’t plan their entire education for them. Working with faculty advisors and the Academic Planning and Experiential Learning staff, Evergreen **students design their own academic pathways**. Whether they are preparing for a vocation, pursuing a specific field of study or learning about a wide array of subjects, students work within a flexible framework to structure their own sequence of study and define their own academic areas of concentration. There are no prefabricated majors and few requirements. The only basic requirement for a bachelor of arts degree is that students earn a minimum of 180 credits. For a bachelor of science degree, 72 of those 180 credits must be in science, computer science and mathematics, and 48 of those 72 credits must be in upper-division programs.



Evergreen's distinctive system may seem strange to people familiar with colleges and universities that are divided into departments, that offer structured courses of study and an array of classes exploring discrete bodies of knowledge. But there are a few things Evergreen students and prospective students should always keep in mind:

**1**

First, the difference in how we go about teaching and learning can sometimes mask how Evergreen is similar to other colleges. Students read books, write papers, take tests and strive to complete a variety of assignments in the process of learning about the world and preparing for a lifetime of meaningful work.

**2**

Second, we have been perfecting this mode of education for more than 25 years; we know it works and we also know that schools across the country increasingly look to Evergreen as a model for educational reform and innovation.

**3**

And finally, although our academic system may seem confusing and complicated at first, it is all based on a set of fundamental ideas, **core beliefs** that flow through everything the college does, both inside and outside of the classroom.

Why Evergreen?

5

## • We BELIEVE:

The main purpose of a college is to teach, and good teaching involves close interaction between faculty and students.

Collaborative or shared learning is better than learning in isolation and in competition with others.

Connected learning — pulling together different ideas and concepts — is better than teaching separated bits of information.

Active learning — applying what's learned to projects and activities — is better than passively receiving knowledge.

The only way to thoroughly understand abstract theories is to apply them to real-world situations.

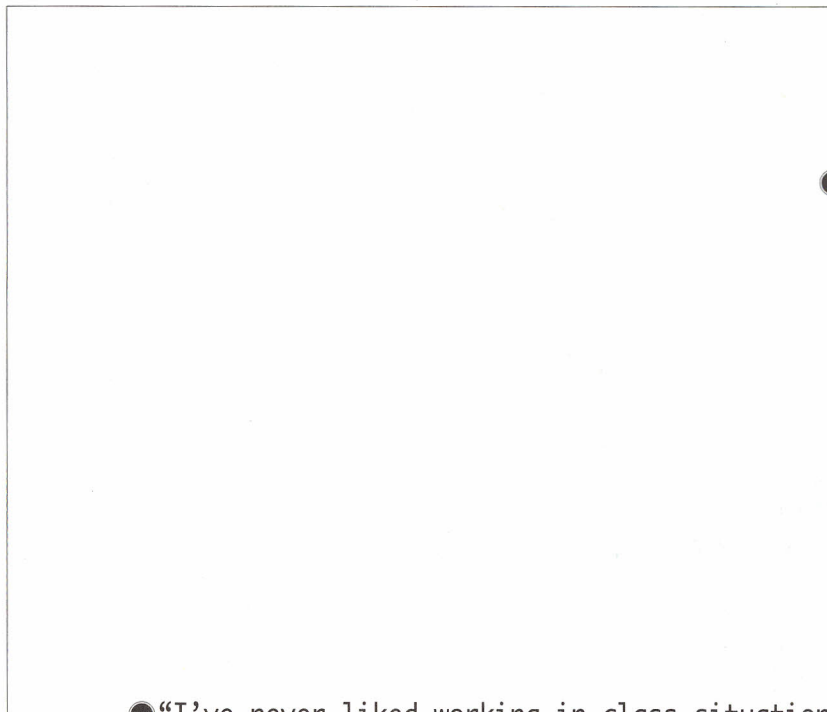
If you are thinking about attending Evergreen and want to understand how these beliefs manifest themselves throughout campus, we suggest you read what students, faculty and staff have to say about the college in the following pages.





● “Because Evergreen faculty work in teams, teach across disciplines and constantly create new programs, they can explore the questions on the tips of their tongues. By promoting active, engaged learning, they encourage students to become partners in this exploration. And the program sizes mean faculty can treat students as real, actual, human individuals.”

BRIAN PRICE, FACULTY MEMBER



● “I’ve never liked working in class situations where the teacher doesn’t care about what I’m working on. But I’ve found at Evergreen that if I was having problems, the faculty could tailor their teaching to my learning, at least some of the time, so I could get individualized attention.”

REYNOR PADILLA, FOURTH-YEAR STUDENT FROM BELLEVUE, INTERESTED IN JOURNALISM

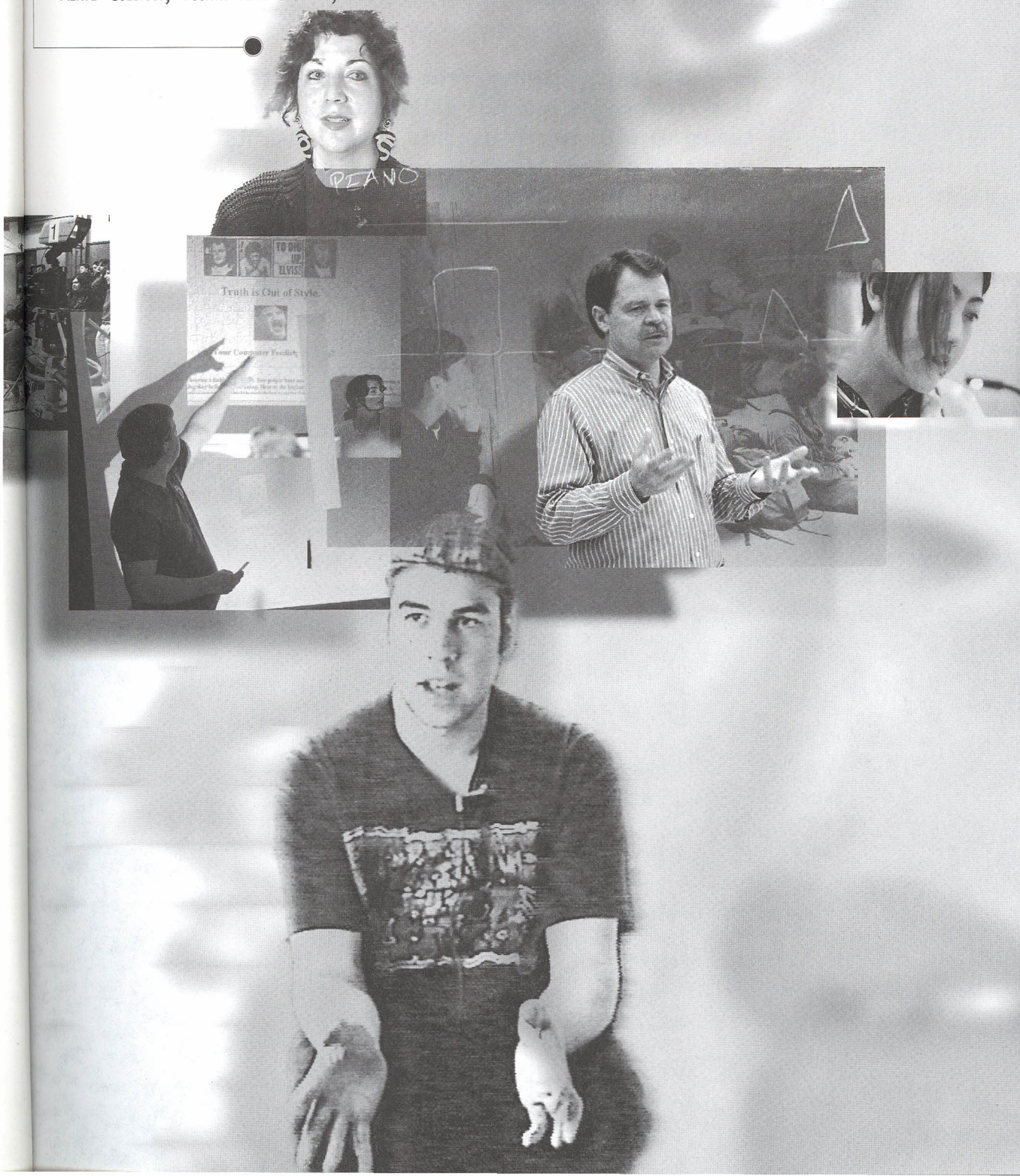


●The main purpose of a college is to teach, and good teaching involves close interaction between faculty and students.

●“The faculty get to know you. They see how you were when you started and how you’ve evolved, all the improvements you’ve made. If you’re having a problem, they notice that, too. They care and they’ll talk to you and encourage you and give you constructive criticism of your work.”

MERYL GOLDMAN, FOURTH-YEAR STUDENT, INTERESTED IN ARTS ADMINISTRATION AND GRAPHIC DESIGN

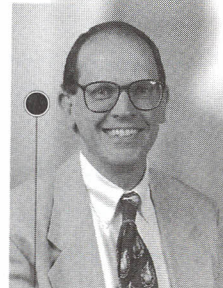
Focus on Teaching ●





●“Because faculty members work intensively with a small group of students, they are able to write in-depth performance evaluations about how well the student achieved the goals and objectives of the program. This system encourages cooperation among students instead of competition.”

ARNALDO RODRIGUEZ, DEAN OF ENROLLMENT SERVICES

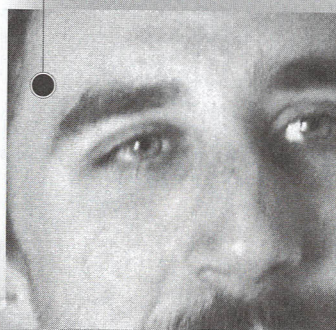


●Collaborative or shared learning is better than learning in isolation and in competition with others.

Collaborative Learning

●“I enjoy learning from other students as much as from reading the book and talking to the professor and coming up with my own thoughts. Other students often key things in me that I hadn’t considered.”

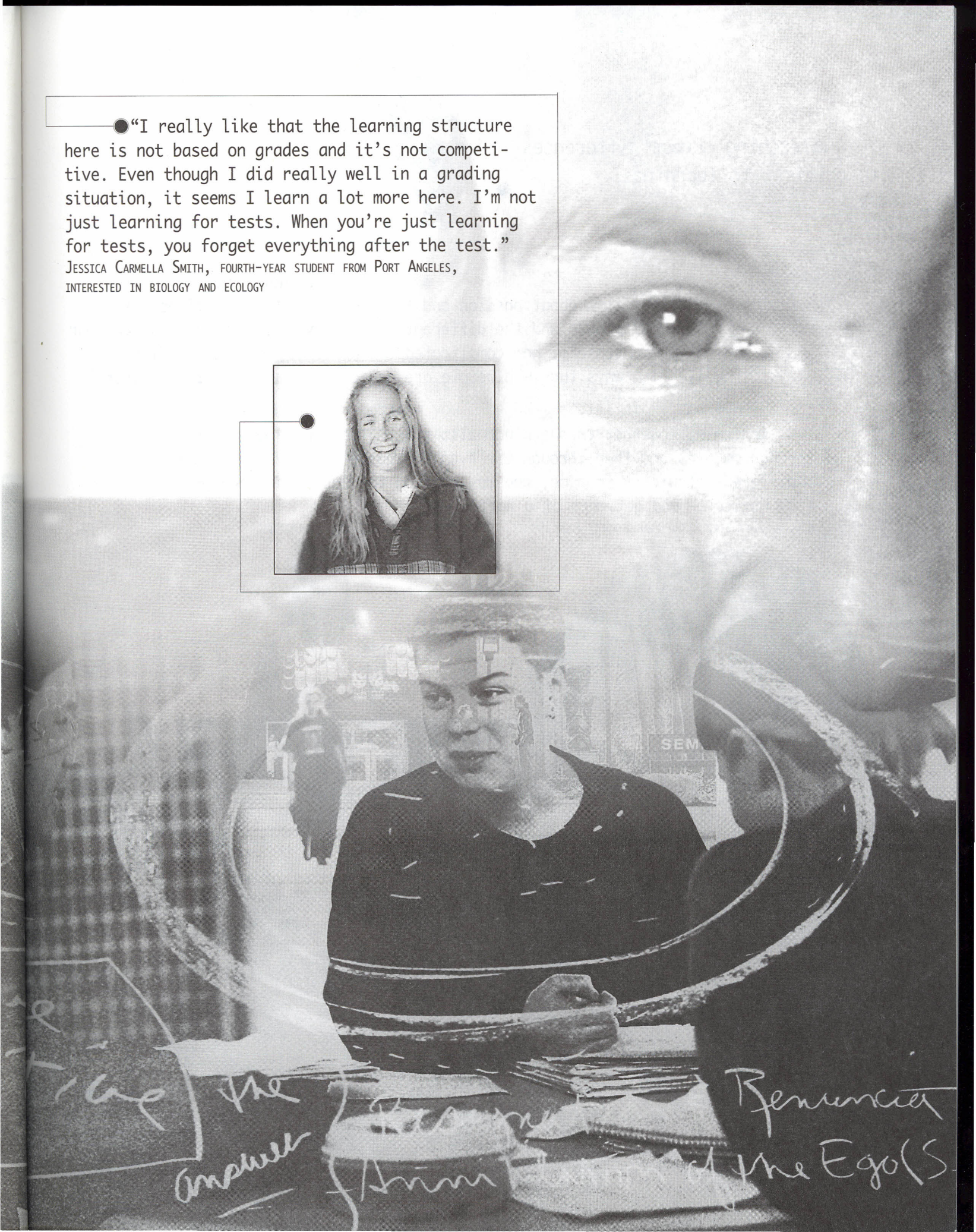
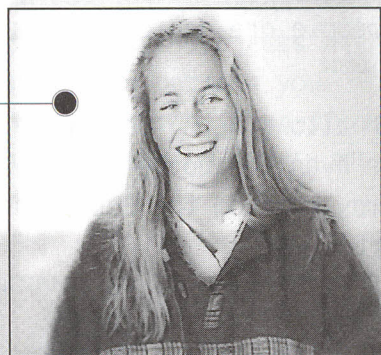
GREG CHAPIN, 1996 GRADUATE, INTERESTED IN PSYCHOLOGY AND RADIO





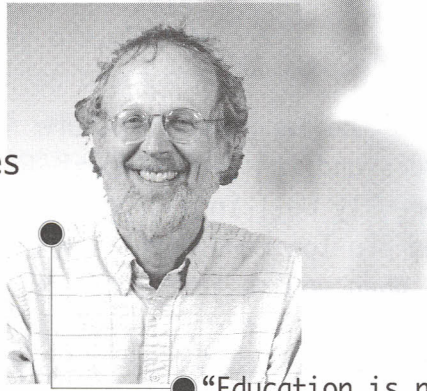
● "I really like that the learning structure here is not based on grades and it's not competitive. Even though I did really well in a grading situation, it seems I learn a lot more here. I'm not just learning for tests. When you're just learning for tests, you forget everything after the test."

JESSICA CARMELLA SMITH, FOURTH-YEAR STUDENT FROM PORT ANGELES, INTERESTED IN BIOLOGY AND ECOLOGY





● Teaching across differences is critical to learning.

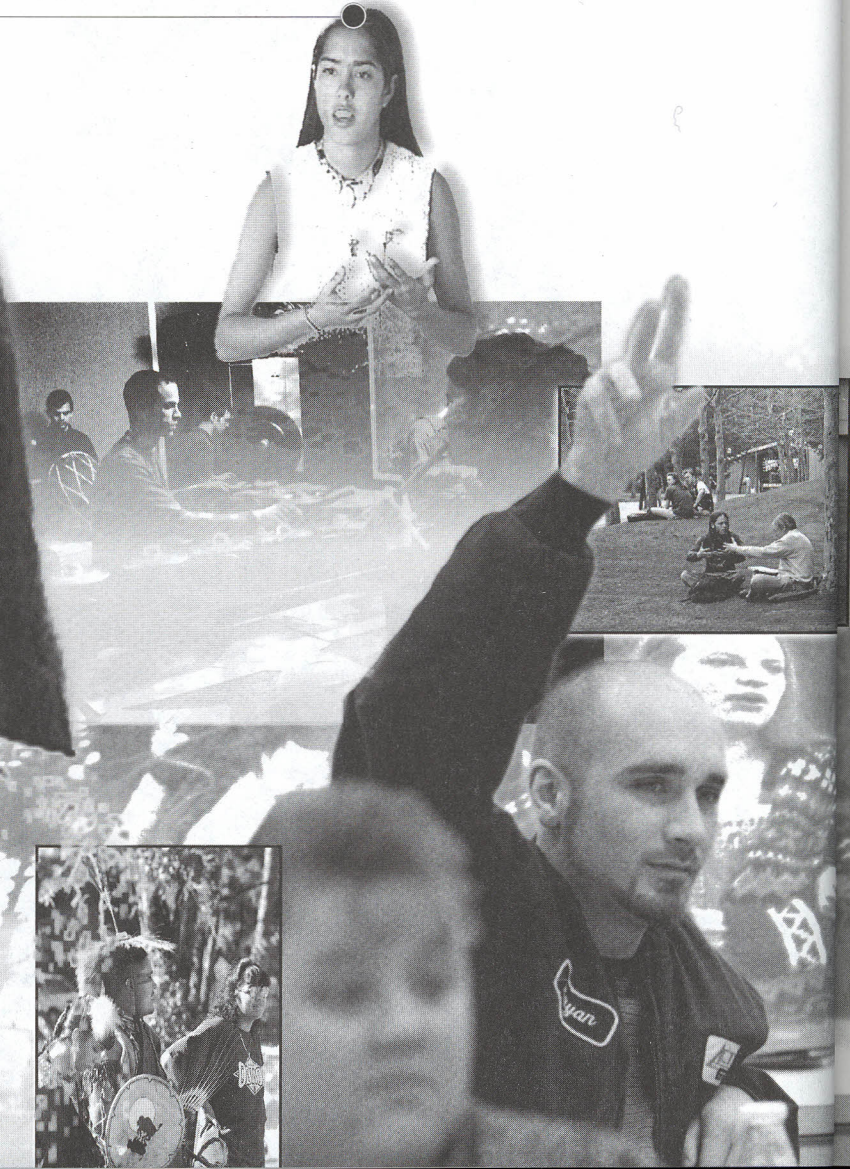


● “Education is not just about ideas, it’s about passion and the complicated interactions between people and the different views they hold. Seminars widen your sense of how complicated the world is, of all the different ways that who people are and what they think fit together.”

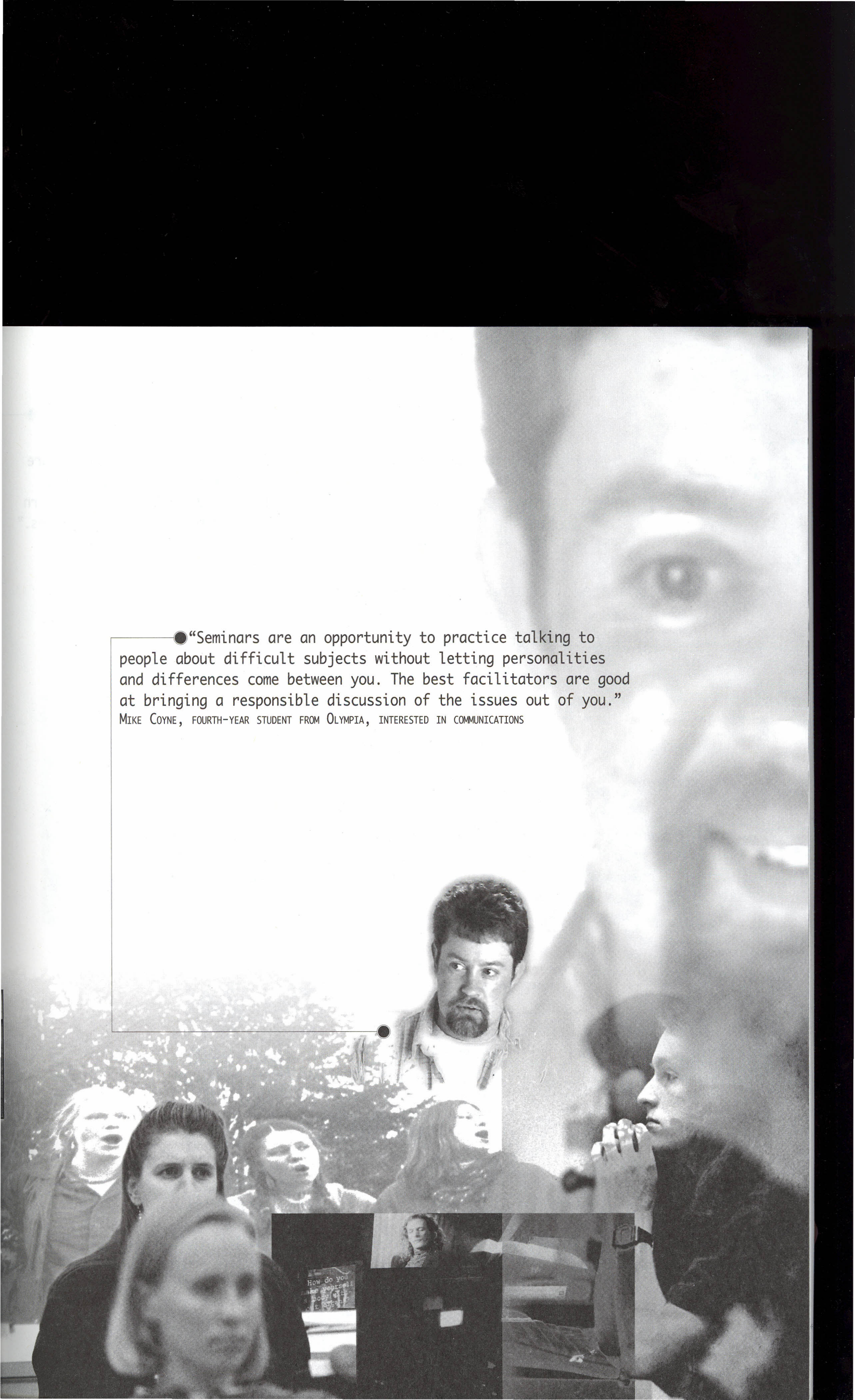
THAD CURTZ, FACULTY MEMBER

● “Coming together in a seminar allows me to look at a common fact through my eyes and then through the eyes of another person — who may be of a different ethnicity than me, who may be from the East Coast, who may be from Mexico — and get more of a worldview.”

KOALANI LAGARETA, THIRD-YEAR STUDENT FROM HAWAII, INTERESTED IN EDUCATION AND COMMUNITIES








●“Seminars are an opportunity to practice talking to people about difficult subjects without letting personalities and differences come between you. The best facilitators are good at bringing a responsible discussion of the issues out of you.”

MIKE COYNE, FOURTH-YEAR STUDENT FROM OLYMPIA, INTERESTED IN COMMUNICATIONS





●“Integrated studies allow you to become aware of how all things are related. You deal with issues you have experience with and that helps you understand things that are not so familiar. You stay grounded, but you learn to recognize that the things you are grounded to can be perceived as biases.”

ARTHUR DENNIS III, FOURTH-YEAR STUDENT FROM LOS ANGELES, INTERESTED IN POLITICAL AND CULTURAL GEOGRAPHY

● Connected Learning

●Connected learning — pulling together different ideas and concepts — is better than teaching separated bits of information.

●“The things you need to understand and the tasks you need to perform in the world, in your life, in your work, are constantly changing. At Evergreen, instead of studying only the basic principles of an academic discipline, you learn through practice how to solve problems by gathering and synthesizing information about a central question or theme.”

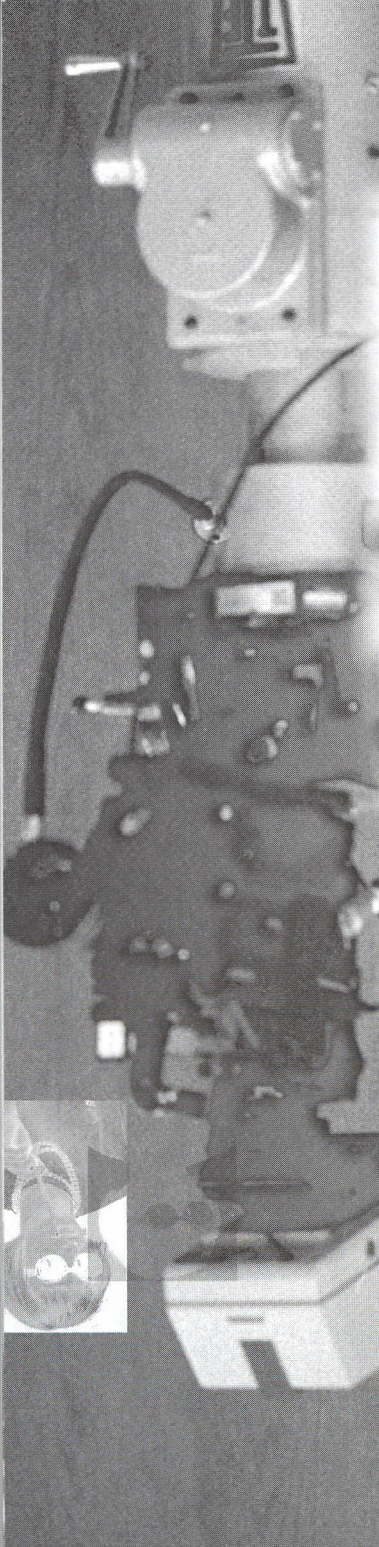
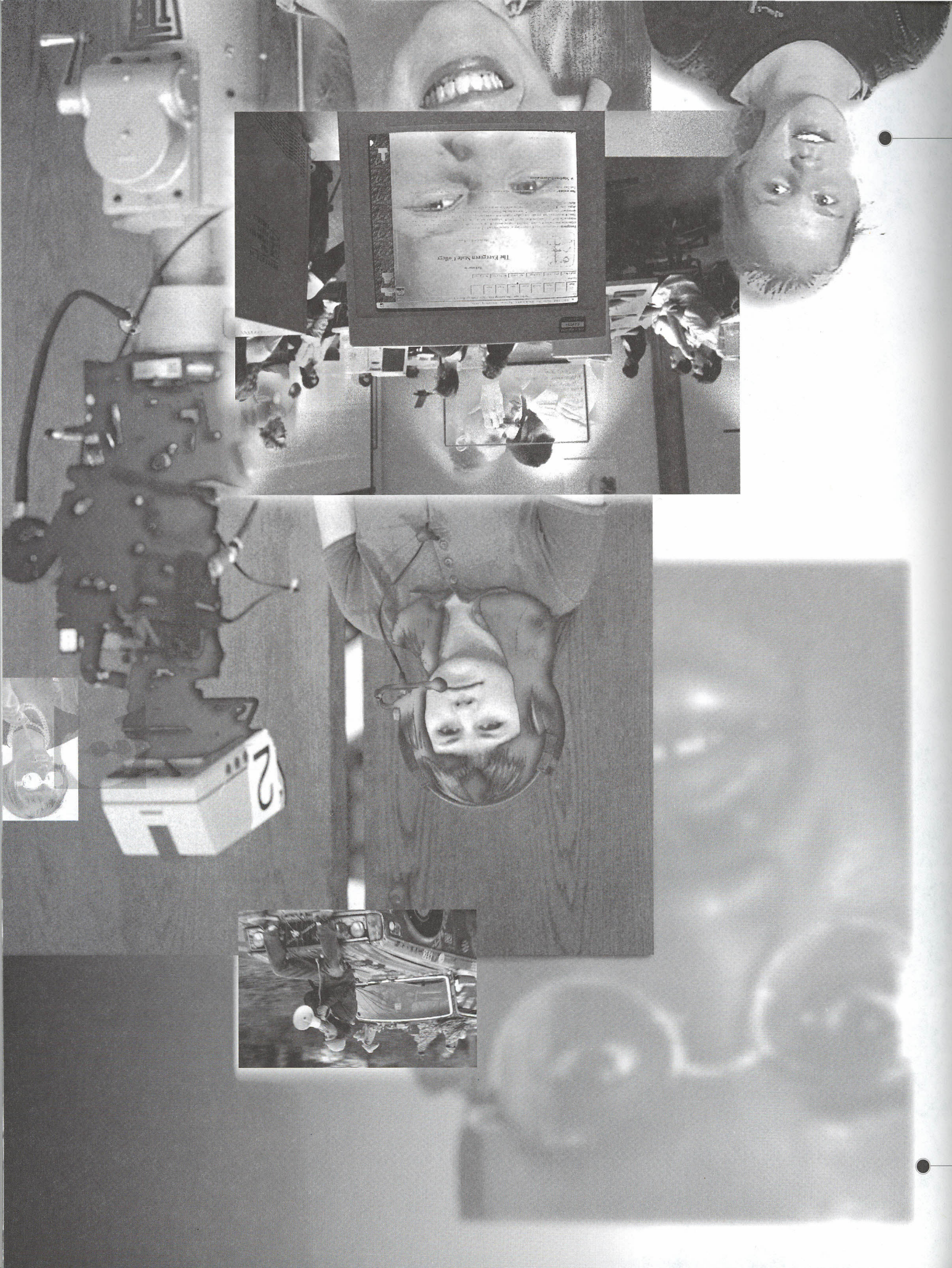
KITTY PARKER, DIRECTOR, ACADEMIC PLANNING AND EXPERIENTIAL LEARNING



●“I love interdisciplinary learning. It makes so much more sense than having the subjects all divided up. You never have anything in real life where everything is separated, so I think it prepares me for real-life experiences and helps me figure out what I want to do in life.”

LAURA K. HERRICK, THIRD-YEAR STUDENT FROM MISSOURI, INTERESTED IN WOMEN'S STUDIES

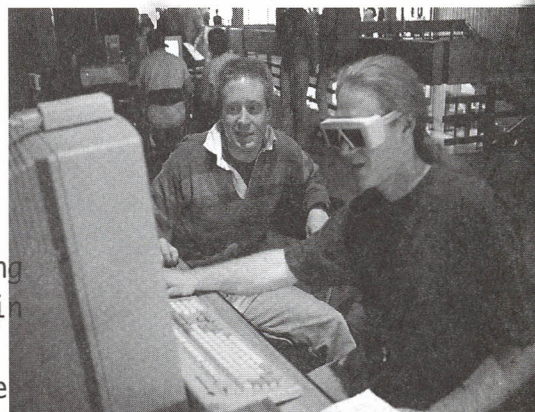




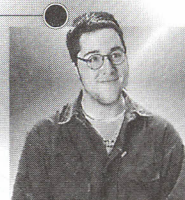


●“Students learn better when it is something they do for themselves rather than something they receive from others. When they are engaged in their own learning, they can shape it to their interests, they can go beyond what happens in the classroom. Learning this way is more challenging, but students learn much more.”

VIRGINIA DARNEY, FACULTY MEMBER AND ACADEMIC DEAN



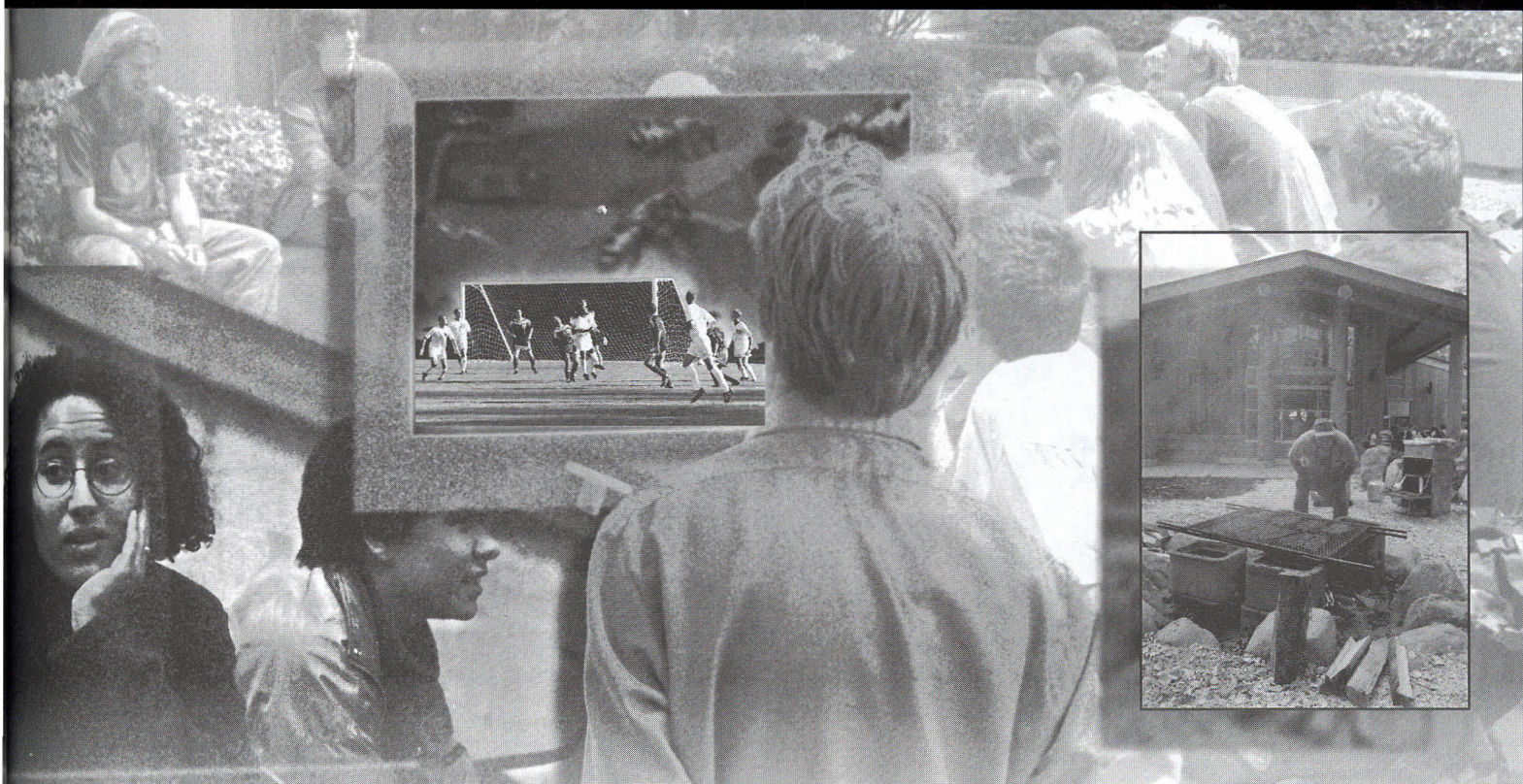
●Active learning — applying what's learned to projects and activities — is better than passively receiving knowledge.



●“The way they teach here is not to feed you information but to make you a skilled problem solver. You're not just learning a lot of formulas and things. They're really trying to teach you how to apply them. They're really trying to help you gain useful knowledge.”

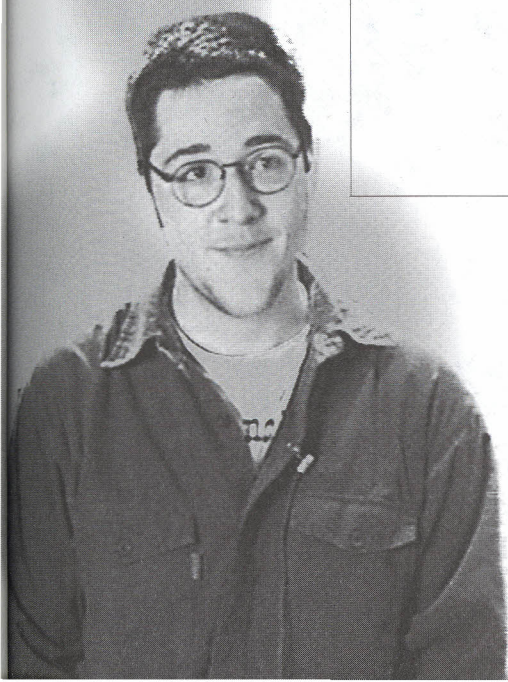
MATT FONTAINE, THIRD-YEAR STUDENT FROM WYOMING, INTERESTED IN MEDICINE





● "I was used to the teacher standing in front of the class telling us how to do this and how to do that, assigning chapter by chapter and telling us when to get it done. Well, it isn't that way here. It took me a while to get used to it but I'm glad I did because I found more things stick in my mind."

FEDILIS A. MARTIN, 1996 GRADUATE OF THE QUINALT RESERVATION-BASED/COMMUNITY-DETERMINED PROGRAM





●The only way to thoroughly understand abstract theories is to apply them to real-world situations.



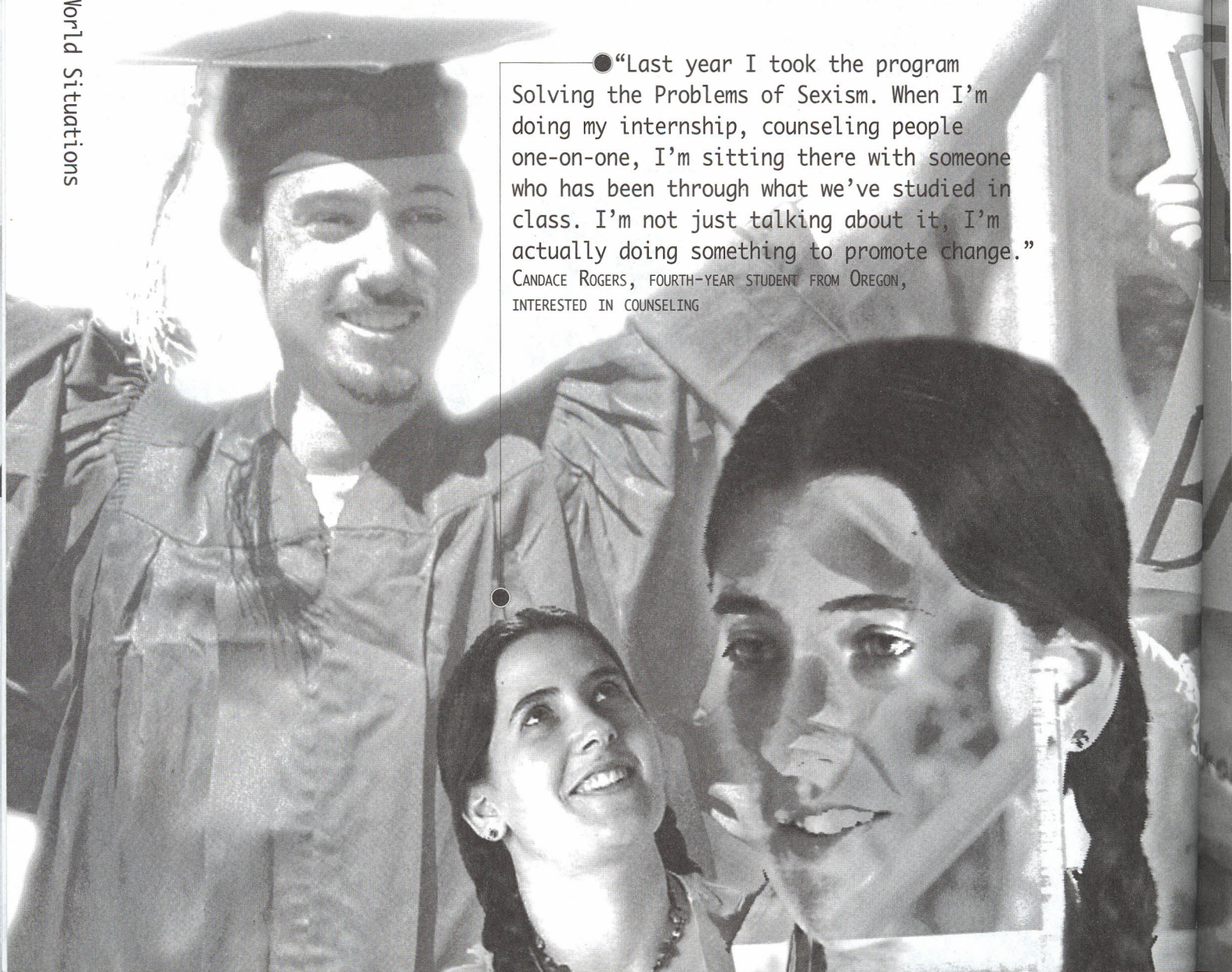
●“On the Tacoma campus, we practice reality-based education, which means we take student interests, supplement them with academic vocabulary, constructs, theories and models, and then share what we’ve learned to help our communities. A student who just discovered their child had sickle cell anemia, for example, might use their research class to explore the causes, use their social sciences class to learn about the social implications and use their applied community studies course to design workshops for other people in the same situation.”

JOYE HARDIMAN, FACULTY MEMBER AND TACOMA CAMPUS DIRECTOR

●Real-World Situations

●“Last year I took the program Solving the Problems of Sexism. When I’m doing my internship, counseling people one-on-one, I’m sitting there with someone who has been through what we’ve studied in class. I’m not just talking about it, I’m actually doing something to promote change.”

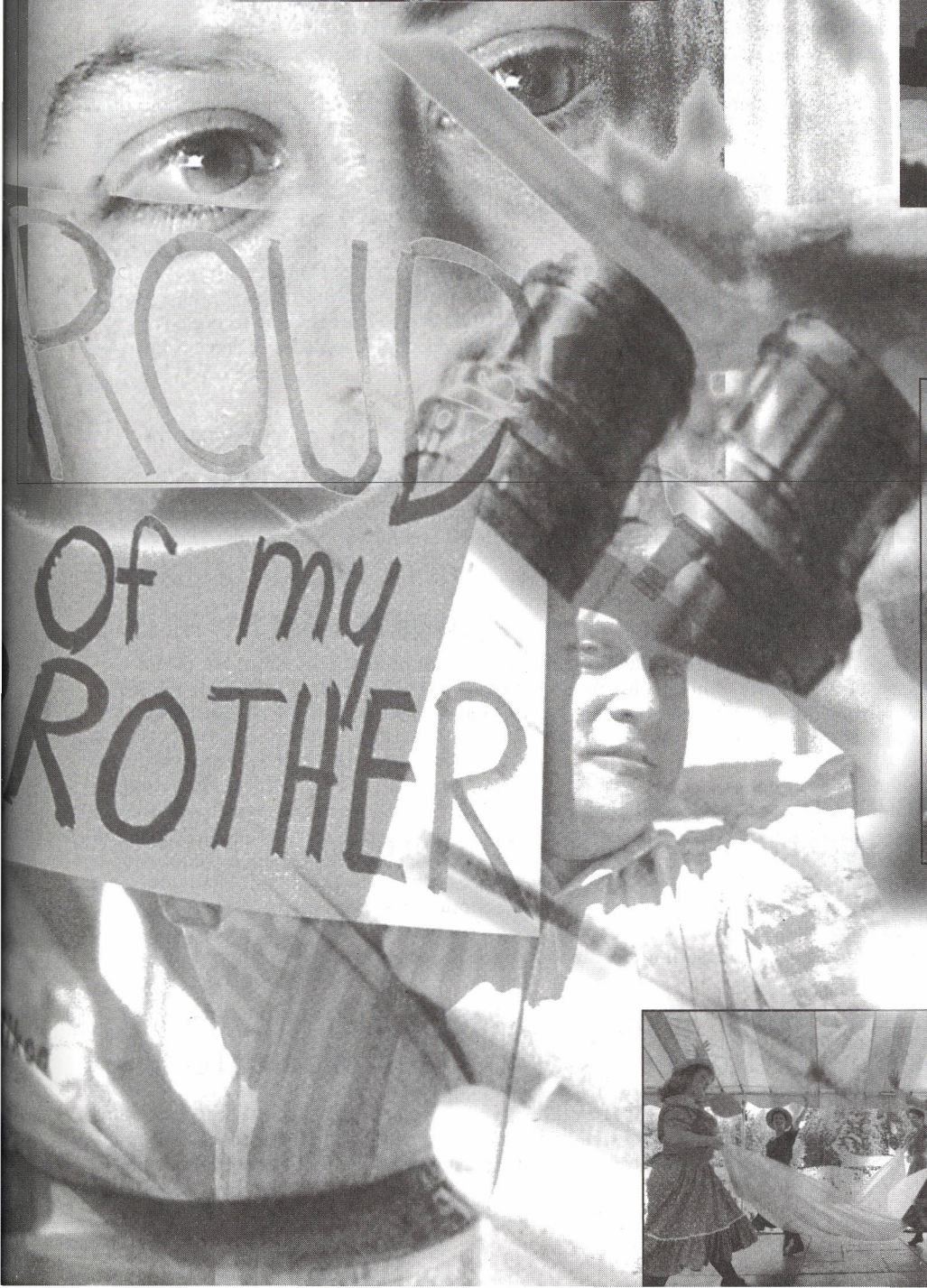
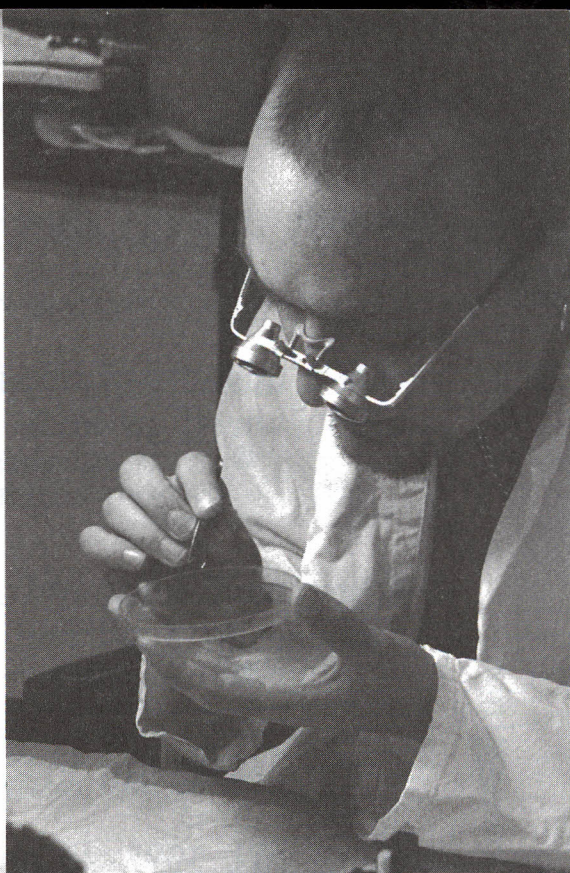
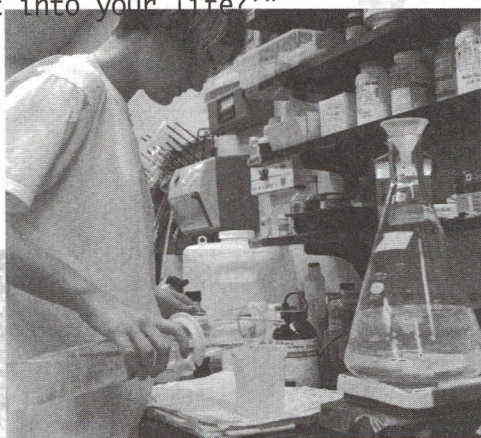
CANDACE ROGERS, FOURTH-YEAR STUDENT FROM OREGON,  
INTERESTED IN COUNSELING





● "Conversations don't stay in the classroom, they extend into my home and into the public sphere. You don't have this separation of academics and life. You have these concepts you're learning and then the faculty ask you, 'How are you going to incorporate that into your life?'"

LINDSY SOLOMON,  
THIRD-YEAR STUDENT FROM  
MARYLAND, INTERESTED IN  
PROMOTING CREATIVE  
SELF-EXPRESSION





# Answers To Some Frequently Asked Questions

## ● What degrees does Evergreen offer?

● The Bachelor of Arts, Bachelor of Science, Master in Teaching, Master of Public Administration and Master of Environmental Studies degrees.

## ● I'm undecided about what I want to study.

### Do I need to know exactly what I want to do?

● No. Although it sometimes helps to know exactly what you want to do, it can be a hindrance if you want to explore. Coordinated studies programs are excellent for pursuing what you want to do or for discovering new, unexpected directions and interests.

## ● How do I know which program to take each quarter?

### Where do I go for help in planning?

● Advisors in the Academic Planning and Experiential Learning (APEL) office, the faculty members in your current program or faculty in other areas that interest you — all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. The section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 40, is a great place to start. The Academic Fair is another great source of information (see pages 35, 106).

## ● Are all 1997-98 programs listed in this Catalog, or are others added later?

● One of the greatest strengths of Evergreen's academic programs is that they change from year to year — ensuring fresh approaches and up-to-date information on issues relevant to today's world. Most full-time programs listed in this catalog were planned more than a year before the 1997-98 academic year. While every effort is made to present accurate information, it's inevitable that some programs and faculty will be revised, revamped, added or deleted. Information about changes is available at the APEL office.

## ● What if I want to attend part time, or enroll in a program part time so that I can also pursue other interests?

● Most daytime academic programs are planned for full-time enrollment, but other options do exist for part-time attendance, including half-time, interdisciplinary, team-taught programs offered evenings and weekends. They are publicized in a campus quarterly called the *Evergreen Times*.

## ● What do I do if I can't enroll in the program I want?

● We make every effort to ensure that students will have their first choice of program offerings, but this is not always possible. If you don't get your first choice, don't be discouraged. Part of your education at Evergreen involves learning to take risks. Be willing to try something you hadn't considered before and remember — APEL advisors and faculty members can help you find out what's available.

## ● Can I take more than one program at a time or take courses in addition to a full-time program?

● Since focused study in one program is part of what makes the college distinctive, taking more than one program or a series of courses at one time is *not* encouraged. Each program description, however, specifies whether additional courses may be substituted for portions of that program if they are more relevant to your academic goals. You can also negotiate this with program faculty, but you must limit the number of credits you take to 16 per quarter.

## ● Where can I learn more about programs, individual and group contracts, internships and other opportunities available at Evergreen?

● Check with the APEL office in the Student Advising Center, first floor, Library Building. More detailed program descriptions, including weekly schedules, are available there, as well as information about program and faculty changes.



## • A Week in the Life of an Evergreen Student

This is just an example of how an Evergreen student enrolled in a coordinated studies program might spend time during the week. The schedule of your program, group contract or internship may differ.

Monday	Tuesday	Wednesday	Thursday	Friday
Lecture 10:30 a.m.-12:30 p.m.	Skills workshop or lab 9:30 a.m.-12:30 p.m.	Library research 8 a.m.-noon	Lecture 10:30 a.m.-12:30 p.m.	Seminar 10:30 a.m.-12:30 p.m.
Individual conferences or study	Seminar 2-4 p.m.	Governance time 1-5 p.m.	Field trip 1:30-6 p.m.	Study, write papers
Governance time 3-5 p.m.				

### Lectures

All students in a program gather to hear presentations by faculty members and other speakers.

### Skills workshop or lab

Students often gain hands-on experience working in science or computer labs or in art or performance studios.

### Individual conferences

Students work in close consultation with faculty, often meeting with them one-on-one.

### Seminars

Much of your scheduled classroom time will be spent in these small discussion groups with 22 to 25 students and a member of your faculty team.

### Field trips

Because students typically take one full-time program, faculty members can easily schedule trips off campus — and often do.

### Governance time

All members of the campus community are encouraged to participate in policy deliberations and decision-making. Time is set aside so that program activities don't conflict with the meetings of committees, boards and task forces.

## Seeking Diversity, Sustaining Community

Evergreen is committed to increasing diversity among both students and faculty. We believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment.

While we are working to create diversity, we are also working to build a strong sense of community. In academic programs as well as in workshops, lectures, group activities and special events, Evergreen faculty and staff work with students to create a welcoming environment ... one that embraces differences ... fosters

tolerance and understanding ... and celebrates a shared commitment to cultural, ethnic and racial awareness.

The work is far from complete. While Evergreen's commitment is real, the college is a microcosm of the larger, imperfect world. Evergreen, like all the rest of the world, has much to learn.

**We invite you to join us in working toward honest and earnest exploration of real issues and problems and in safeguarding the Evergreen community for learners who seek to explore, to grow, to interact and to find meaningful connections in today's world.**

## Graduates Making Important Contributions

The Evergreen environment attracts self-starters and encourages them to work hard to achieve their goals. Our graduates carry their sense of involvement and social responsibility with them in their careers as educators, entertainers, social workers, environmental engineers, lawyers, journalists, artists, administrators, care providers, counselors, entrepreneurs and business people, as well as in their interests and activities outside of the workplace.

The demands on Evergreen students are perhaps both greater and different than on students in traditional college settings, and it naturally follows that the results are greater, too. A recent survey found that both employers and graduate school faculty ranked Evergreen graduates higher in six main areas of preparedness (writing, speaking, critical thinking, blending theory with practice, appreciating cultural differences and integrating information) than counterparts from other schools.



# Student Support Services and Activities

Evergreen's learning environment is profoundly engaging and challenging. Ideally, the education you receive here will bridge the gaps between academic disciplines and enable you to view concepts, problems and solutions in a unified, interdisciplinary manner. It's an experience designed purposely to empower you for your entire life, not just to prepare you for a job.

You will find the experience most valuable if you look carefully at the many decisions you'll be making about your education, if you take responsibility for your own learning and keep your eyes wide open for the rich and varied opportunities Evergreen offers.

Evergreen's commitment to you means more than just making all this available. It also means we're committed to helping you succeed and make the most of your academic career, your social development and your physical well-being. Sound advice, genuine support, good information and easily accessible resources for both work and play are invaluable tools for students entering and making their way through the Evergreen community of learners. We encourage you to take full advantage of these services. For further information, see Campus Services and Resources, beginning on page 112.

## Academic Planning and Experiential Learning (APEL)

Kitty Parker, Director

LIB 1401, ext. 6312

APEL offers information on academic programs and individual and group advising sessions when you need advice, as well as information on degree requirements, individual contracts, internships, credit for prior learning and other academic concerns. You'll find it an excellent resource for all your academic planning.



## Access Services for Students with Disabilities

Linda Pickering, Director

LIB 1407D, ext. 6348; TDD: 866-6834

Evergreen welcomes students with disabilities and is committed to providing a comprehensive and coordinated support system. Please contact the Access Services office as early as possible so we can meet and discuss your needs.

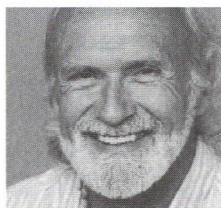


## Recreation, Wellness and Athletics

Pete Steilberg, Director

Campus Recreation Center (CRC 210), ext. 6770

Evergreen has many facilities and programs to serve your recreational interests and fitness needs, including one of the finest recreation and fitness centers in the area; a covered outdoor sports pavilion; four tennis courts; five playing fields; movement rooms, weight rooms and aerobic workout rooms; an 11-lane pool with separate diving tank; indoor (pending completion) and outdoor rock climbing practice walls; a three-court gymnasium; a wide array of leisure and fitness education courses offered every quarter; a new challenge course; an outdoor program featuring sailing, mountaineering, skiing, rafting and kayaking; recreation programs based on student interests such as running, rugby, and ultimate frisbee clubs; the opportunity to participate in varsity swimming, soccer, tennis and basketball; and a Wellness Program that provides a more studied approach to fitness and nutrition.



## Career Development Center

Wendy Freeman, Director

LIB 1407, ext. 6193

The Career Development Center supports students and alumni in their career and life-work planning process. The Center provides a variety of services, including workshops, individual counseling, ongoing groups, career exploration and planning and guidance on resume writing and interviewing techniques. Resources in the Center include: assessment inventories, computerized career-information systems, graduate school information, entrance exam practice testing and a 4,000-volume library on topics such as career exploration, graduate schools, career planning and employer information. An extensive job board, updated daily, lists available state, national and international positions.



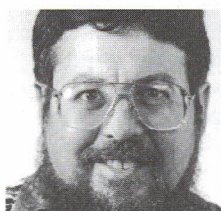
## Health and Counseling Center

David Schoen, Director

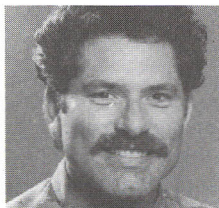
SEM 2110, ext. 6200; Counseling, SEM 2109, ext. 6800

The Health Center is here to meet the primary health needs of currently enrolled, full-time Evergreen students who have paid a mandatory fee of \$35 (subject to change). Students with health concerns will be evaluated and treated appropriately. If necessary, referrals will be made. Clinicians diagnose and treat common medical problems and manage stable chronic illness. The practitioners write prescriptions or dispense from the small, on-site pharmacy.

The Counseling Center provides professional psychological counseling and peer counseling for mental health issues, as well as workshops and therapy groups. The college's alcohol and drug education program and support services for students in recovery are also located in the Center. Referrals are made to community therapists and other offices when appropriate.





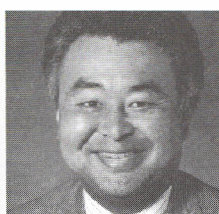


#### **First Peoples' Advising Services**

**Ricardo Leyva-Puebla, Director**

**LIB 1415, ext. 6467**

As a student of color, you bring important life experience to Evergreen's learning environment. You may also face unique challenges. The First Peoples' Advising Services staff works to make you feel welcome and to provide a warm, hospitable environment. Located in the Student Advising Center, First Peoples' Advising offers academic and personal counseling to support you in achieving your academic goals, support from peer counselors, workshops and support groups, a library/lounge/meeting room, advocacy, referrals and community gatherings, events and meetings.

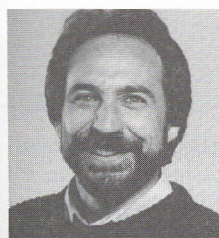


#### **Housing**

**Mike Segawa, Director**

**Housing Office (Building A, Room 301), ext. 6132**

Campus Housing offers a variety of accommodations, including single and double studios, two-person (one-room) apartments, four- and six-bedroom apartments, and two-bedroom, four-person duplexes. In addition, recreational activities and educational workshops are offered by Housing throughout the year. Staff members are available 24 hours a day to serve residents. The Housing Office is available to answer questions and make referrals during regular business hours.



#### **KEY Student Services**

**Bob Cillo, Director**

**LIB 1407, ext. 6464**

KEY (Keep Enhancing Yourself) Student Services is a federally funded support program. You are eligible for KEY if: 1) neither parent has a four-year college degree; 2) you have a physical disability or documented learning disability; or 3) you meet federal guidelines for low-income status. The KEY staff will work with you to provide needs assessment; personal and academic advising; financial aid advocacy; financial management assistance; free tutoring; academic and study-skills development; cultural enrichment; career guidance; referral; and institutional advocacy.

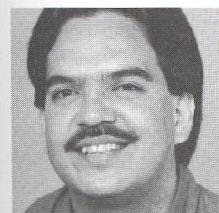


#### **Learning Resource Center, Writing Center**

**Tom Maddox, Director**

**LIB 3407, ext. 6625**

Students who need help with writing other than that given by their faculty can generally find it in one of two places. First-year programs provide peer writing tutors and additional assistance in the form of lectures and workshops given by a writing coordinator, and the LRC is available to any student — enrolled in a program or not — who wants help with writing, reading or mathematics, at a basic or advanced level.

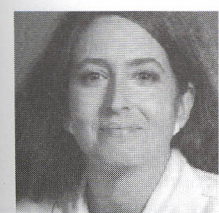


#### **Student Activities**

**Tom Mercado, Director**

**CAB 320, ext. 6220**

At Evergreen, learning doesn't end once you leave the classroom. Students are involved in a wide range of co-curricular activities and services that bring the campus to life. Through this involvement, they gain experience, knowledge and invaluable practical skills such as event planning, budget management, computer graphics, coalition building, volunteer management and community organizing. The extent of your involvement is up to you. You can coordinate the activities of a student organization, such as Asian Students in Alliance, Peace Center, *Cooper Point Journal*, Community Gardens or the Bike Shop, and acquire leadership skills while being paid for your efforts. Or you can attend one of our many sponsored events and just enjoy yourself. Come visit us on the third floor of the CAB and see how you can get involved. Our staff of four professionals can provide orientation and training, guide you in developing and implementing services and activities, and help interpret relevant policies, procedures and laws.

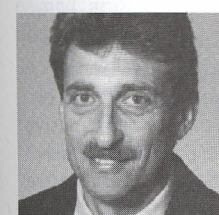


#### **Student and Academic Support Services (SASS)**

**Shannon Ellis, Dean**

**LIB 1414, ext. 6034**

Advice on Evergreen policies and procedures is available in the Office of the Dean for Student and Academic Support Services. The office also offers mediation services, coordinates new student programs and provides referrals to campus and community resources.



#### **Student Affairs Office**

**Art Costantino, Vice President**

**LIB 3236, ext. 6296**

The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Recreation and Housing.



# Evergreen's Social Contract

When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom — freedom to explore ideas and to discuss those ideas in both speech and print; freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. It's this freedom that is so necessary in a vibrant, dynamic learning community.

As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish — conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights ... and our responsibilities ... are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning.

The Social Contract is an agreement ... a guide for civility and tolerance toward others ... a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

## The Social Contract – A Guide for Civility and Individual Freedom

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

**Purpose:** Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

**Freedom and civility:** The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the

responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

**Individual and institutional rights:** Each member of the community must protect: the fundamental rights of others in the community as citizens; the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

**Society and the college:** Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group.

Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

**Prohibition against discrimination:** There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment, or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board.\* Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Chapter 49.74 RCW; RCW 28B.6.100; Chapter 251-23 WAC).

\*The college's anti-discrimination policy is now approved only by the Governor's Affirmative Action Policy Committee (GAAPCOM).



## Student Conduct Code/Grievance and Appeals

Complementing Evergreen's Social Contract is the Student Conduct Code — Grievance and Appeals Process. This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The code also defines the role of the grievance officer and proscribes the processes for informal conflict resolution, grievances and appeals procedures.

Copies of the Student Conduct Code are available at the Office of the Vice President for Student Affairs Office, LIB 3236.

Copies of Evergreen's policy on sexual harassment are available from the Equal Opportunity Office, LIB 3103.

**Right to privacy:** All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

**Intellectual freedom and honesty:** Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

**Open forum and access to information:** All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records.

In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

**Political activities:** The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.



# Admission

Evergreen is committed to fostering individual and collective growth in a democratic society. To that end, we welcome students of diverse cultures, races, ages, previous educational and work experiences, geographical origin and socioeconomic backgrounds.

The college seeks qualified students who possess a spirit of inquiry and a willingness to participate in their educational process within a collaborative framework.

The college desires students who also express an interest in campus or community involvement, a respect and tolerance for individual differences and a willingness to experiment with innovative modes of teaching and learning.

## Application Deadlines

**Fall 1997:** Applications will be accepted from September 3, 1996 through March 3, 1997. All application materials must be received in the Admissions Office by 5 p.m. on March 3, 1997.

**Winter 1998:** Applications will be accepted from April 1, 1997 through October 1, 1997. All application materials must be received in the Admissions Office by 5 p.m. on October 1, 1997.

**Spring 1998:** Applications will be accepted from June 2, 1997 through December 1, 1997. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 1997.

## Criteria for First-Year Students

Students entering directly from high school and high school graduates who have accumulated fewer than 40 transferable quarter credits by the application deadline will be considered for admission on the following basis:

- High school grade-point average (GPA);
- Test scores in the Scholastic Aptitude Test (SAT) or American College Testing (ACT);
- Good standing of college work completed after high school graduation.

Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are African American, Native American/Indian/Native Alaskan, Asian American/Pacific Islander, Hispanic, Vietnam-era veterans, adults 25 and older and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Undergraduate Application.

Washington residents may be given admissions priority.

First-year students are **required** to have completed the following college-preparatory program in high school:

English	4 years
Social studies	3 years
Foreign language	2 years
Mathematics	3 years
Science (at least one lab science)	2 years
Fine, visual and performing arts	1 year
Or college-prep elective from one of the above areas	

**English:** Four years of English study are required, at least three of which must be in composition and literature. One of the four years may be satisfied by courses in public speaking, drama as literature, debate, journalistic writing, business English or a course in English as a second language (ESL). Courses that are not generally acceptable include those identified as remedial or applied (e.g., developmental reading, remedial English, basic English skills, review English, yearbook/annual/newspaper staff, acting, library).

**Social science:** Three years of study are required in history or in any of the social sciences, e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology. Credit awarded for student government, leadership, community service or other applied or activity courses will not satisfy this requirement.

**Foreign language:** Two years of study in a single foreign language are required. A course in foreign language or study in American Sign Language taken in the eighth grade may satisfy one year of the requirement if the second-year course is completed in high school. Two years of study in American Sign Language will satisfy the foreign language requirement. The foreign-language requirement will be considered satisfied for students from non-English-speaking countries who entered the United States educational system at the eighth grade or later.

**Mathematics:** Three years of mathematics are required, at the level of algebra, geometry and advanced (second-year) algebra. More advanced mathematics courses are recommended, such as trigonometry, mathematical analysis, elementary functions and calculus. Arithmetic, prealgebra and business mathematics courses will not meet the requirement. An algebra course taken in the eighth grade may satisfy one year of the requirement if second-year algebra is completed in high school.

**Science:** Two years are required. One full year — both semesters in the same field — of biology, chemistry, or physics must be completed with a laboratory component. The second year of science may be completed in any course that satisfies your high school's graduation requirement in science. Two years of agricultural science is equivalent to one year of science. It is strongly recommended that students planning to major in science or science-related fields complete at least three years of science, including at least two years of laboratory science.

**Fine, visual and performing arts or academic electives:** One year of study is required in the fine, visual and performing arts, or in any of these areas. The fine, visual, and performing arts include study in art appreciation, band, ceramics, choir, dance, dramatic performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory,



orchestra, painting, photography, pottery, printmaking and sculpture.

In addition, students should choose electives that offer significant preparation for a challenging college curriculum. Honors and advanced-placement (AP) courses are strongly encouraged. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs.

Admission can be granted on the basis of six semesters of high school work, though seven semesters are preferred. Before final acceptance by Evergreen, applicants conditionally accepted on this basis must submit a transcript showing the completed high school record and date of graduation. Failure to submit a final transcript that shows satisfactory completion of admission requirements will result in disenrollment.

**Nontraditional high schools** must provide transcripts that indicate course content and level of achievement.

**"Home-schooled" applicants:** Applicants who have completed their secondary schooling through "home-schooling" are evaluated on an individual basis. It is necessary, however, that a recognized state agency, such as the Superintendent of Public Instruction, verify that the applicant has met the academic core requirements. This verification should list subjects and titles of course work, the amount of credit earned and the level of achievement through written evaluations or traditional grades. If verification is not possible, the applicant will be required to submit official GED test scores. Home-schooled applicants are also required to submit official SAT or ACT test results.

**High school students who have earned college credit or who are currently participating in Washington's Running Start program:** These students are considered under the first-year criteria for admission purposes, regardless of the number of credits earned. However, Running Start participants who have earned an Associate of Arts degree prior to the application deadline, as reflected on their official transcripts, will be considered for admission under the transfer students' criteria.

## Criteria for Transfer Students

Transfer students, i.e., those who are not currently enrolled in high school and who have earned 40 or more quarter credits of transferable work at accredited colleges or universities by the application deadline, will be considered for admission on the following basis:

- GPA (minimum 2.0 cumulative);
- Good standing at the last institution attended; and
- Satisfactory completion of a variety of courses in the liberal arts and the sciences.

Course work should include classes in the humanities, social sciences, natural sciences and art.

Because the college seeks a diverse student body, special recognition will be given to applicants who are African American, Native American Indian/Native Alaskan, Asian American/Pacific Islander, Hispanic, Vietnam-era veterans, adults 25 and older and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Undergraduate Application. In addition, special consideration will be given to applicants who (a) have 90 quarter credits of transferable college work; (b) have an Associate of Arts degree from a Washington community college; or (c) have an Associate of Technical Arts degree from a Washington community college with which Evergreen has negotiated an Upside Down Program (see page 28).

Washington residents may be given admissions priority.

Applicants from other institutions who have completed 40 quarter credits of transferable work (see Transfer of Credit section, page 27) need not submit high school transcripts. Transfer students must submit official transcripts from every college or university attended. Currently enrolled students should ensure that the most recent transcript of their work at the current college is sent to Evergreen, then have a final official copy sent immediately upon completion of all course work there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

Students who will not be able to complete 40 transferable quarter credits by the application deadline must submit official high school transcripts, precollege test scores from either the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89) along with official transcripts from every college or

vocational institute attended, regardless of credit earned or nature of the program.

**Note:** Evergreen encourages all transfer students to complete a variety of academic courses in the arts, the humanities, mathematics, the sciences and the social sciences that give the student a solid foundation for intermediate and advanced-level work. We strongly encourage all transfer students to complete the English composition course sequence (including research paper) at their present college, if currently enrolled.

## Other Criteria

### General Education Development Tests

Applications will be considered from persons 18 years of age or older who have not graduated from an accredited high school but who have completed GED tests. Normally, GED test scores should be at the 60th percentile or above in all categories. GED applicants must also submit any college transcripts and scores for the SAT, ACT or WPC (if WPC was taken prior to 6/1/89).

### Returning Students

Former students planning to return to Evergreen after withdrawing or taking a leave of absence of more than four quarters must complete the regular application process and submit transcripts from all institutions attended since leaving Evergreen.

### First-Year Students 25 or Older

Applicants 25 years of age or older who have fewer than 40 quarter credits of transferable work are not necessarily subject to the stated freshman criteria and may be evaluated through alternative criteria. Please contact the Admissions Office for more information.

### International Students

The college will consider applications from international students who have met the minimum entrance requirements for universities in their native country and who can provide evidence of proficiency in English. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+ or 75 percent or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. Applicants must also show evidence of having at least \$16,000 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. Interested international students must request, in writing, specific information about application processes from the Admissions Office by February 1. All application materials for international students must be received in the Admissions Office by April 15.



## ● To Apply for Admission

A substantial amount of time is needed to process and evaluate each application. We strongly recommend you send your application and all other required materials as far in advance of the deadline as possible. To be considered for admission as a matriculated student you must submit **all** of the following items by the stated deadline.

All applicants must submit:

- The Washington Uniform Undergraduate Application;
- \$35 nonrefundable application fee (check or money order **only**).

**First-year students entering directly from high school must** also supply an official high school transcript and official precollege test scores from the SAT or ACT. To meet our fall quarter deadline, you must take the SAT on or before the January 25, 1997 testing session or the ACT on or before the February 8, 1997 testing session.

**First-year students who have taken the GED** must submit an official set of GED test scores along with official precollege test scores from the SAT or ACT.

Students not coming directly from high school who have accumulated fewer than 40 transferable quarter credits (see Transfer of Credit, page 27) must also submit an official high school transcript showing date of graduation, official test scores from the SAT or ACT and official transcripts from each college or vocational institute attended prior to high school graduation and after high school, regardless of credit earned or nature of the program. Transcripts must reflect all course work completed prior to the application deadline. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

**Note:** If you are not sure whether the credits you have earned will be accepted as transfer credits, we encourage you to submit **all** the materials listed above.

**First-year students 25 or older** need not submit precollege test scores from the SAT, ACT or WPC, but should contact the Admissions Office for more information.

**Transfer students who have accumulated 40 or more transferable quarter credits** (see Transfer of Credit section) by the application deadline must supply official transcripts, reflecting all course work completed prior to the application deadline, from each college or vocational institute attended regardless of credit earned or nature of the program. If you are uncertain about whether the credits you have earned will be accepted as transfer credit, we strongly encourage you to submit all the required materials to apply as a first-year student. By taking this precaution, you can avoid unnecessary delays, and reduce the chance of not completing your file on time.

Other credit, such as that earned through the College-Level Examination Program (CLEP), Proficiency Examination Program (PEP), AP or international baccalaureate (IB) work, must be documented through **official** results from the testing company received by the admissions deadline if it comprises any of the initial 40 credits or the associate's degree.

A transcript or test score is **official** if it bears the official seal and signature of the issuing institution and is:

Sent directly by the institution to the Admissions Office; **or**

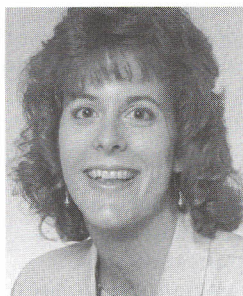
Enclosed in a sealed envelope from the issuing institution and delivered by the applicant to the Admissions Office. If the envelope is opened prior to receipt in the Admissions Office, the transcript is no longer official.

The Admissions Office will try to keep you informed about the status of your application. However, the volume of applications may preclude us from notifying all students in a timely manner. It is the applicant's responsibility to assure that all required materials are in the Admissions Office by the specified deadline. Incomplete files will not be considered.

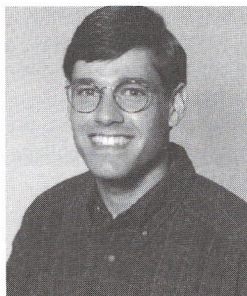
Facsimilies (fax copies) of any of the application materials (the Washington Uniform Undergraduate Application, transcripts or precollege test scores) will not be accepted as part of the application. Original copies must arrive in the Admissions Office by 5 p.m. on the date of the deadline.

**Note:** Students who have already earned a B.A. or B.S. degree need only submit an official transcript from the institution awarding the degree as long as the degree confirmation is indicated on the transcript.

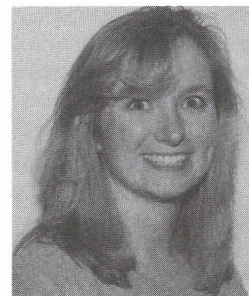
First-year applicants and transfer applicants will be considered for admission fall, winter and spring quarters.



RACHELLE DANIELS SHARPE  
ADMISSIONS COUNSELOR, COORDINATOR OF  
COMMUNITY COLLEGE RELATIONS



DAVID WAGNER  
ADMISSIONS COUNSELOR



CHRISTINE LICHT  
SENIOR ADMISSIONS COUNSELOR



If admitted to the college, high school seniors will need to provide an official, final high school transcript showing that they have graduated, prior to the start of the quarter. High school seniors cannot complete their high school course work as matriculating students at the college.

If, in receiving an application, Evergreen determines that a person's enrollment could present a physical danger to the campus community, the college reserves the right to deny admission.

### Late Applications

The college reserves the right to accept applications after the stated deadlines if space remains available. You are strongly encouraged to submit a timely application. Please contact the Admissions Office for further information before sending an application after the deadlines.

### Notification and Deposit

Target dates for notification of admission are April 1, 1997 for fall quarter 1997; November 3, 1997 for winter quarter 1998 and January 5, 1998 for spring quarter 1998. Upon notice of eligibility you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to assure your place at the college for the quarter of admission. However, admission and deposit do not guarantee your enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

### Eligibility for Admission

Eligible applicants are ranked by means of formulas that combine academic factors, i.e., grade-point average and/or test scores, and diversity factors. Because the number of qualified applicants generally exceeds the number of spaces available in the entering class, we are unable to offer admission to all qualified applicants.

### Transfer of Credit

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). The maximum number of credits that can be transferred from two-year colleges is 90 quarter hours (60 semester hours).

To transfer credit, supply official transcripts of all previous work when you apply for admission. Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable if a minimum 2.0 grade point or grade of C was received. Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable; others are not. Contact the Admissions Office for details and to obtain the Transfer Guide. Evergreen abides by the policies outlined in Washington's Policy on Intercollege Transfer and Articulation.

An evaluation of your official transcript is made after you have been admitted and paid the \$50 nonrefundable advance tuition deposit.

### Other Sources of Transfer Credit

Evergreen accepts credits earned through CLEP, AP, PEP and IB work on a case-by-case basis, as long as the credits do not duplicate credit earned at other institutions, including Evergreen. Other national credit-by-examination options are reviewed on a case-by-case basis. The student must contact the testing company and have **official** test scores sent to the Admissions Office.

Applicants who have completed AP examinations must submit **official** scores directly from the testing company to the Admissions Office for evaluation. A test score of 3, 4 or 5 is required on advanced placement tests to receive credit.

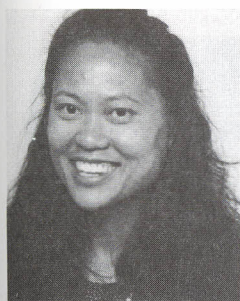
CLEP general and subject examinations may also generate credit. CLEP credit is also accepted as part of an associate's degree in a direct-transfer agreement with a Washington state community college. Students must request that **official** test results be sent directly from the testing center to the Admissions Office prior to the application deadline.

Evergreen recognizes and will award up to 45 credits for IB work, based on a minimum of three higher-level subject marks and three subsidiary-level subject marks with scores of 4 or better. Students without the final IB diploma and with scores of 4 or better on the exams, may be eligible to receive partial credit.

Applicants should contact the Admissions Office for more information.

### Community College Transfer

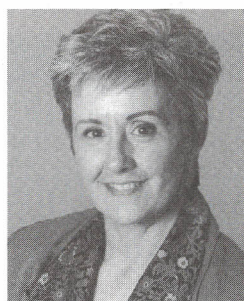
If you are a transfer student who has completed the appropriate academic associate's transfer degree at a Washington state community college, you may receive the maximum of 90 transfer credits. Since community colleges offer several degree programs, you should consult your advisor for more specific information.



DIANE KAHAUMIA  
COORDINATOR  
FIRST PEOPLES' RECRUITMENT



CLARISSE LEONG  
ADMISSIONS COUNSELOR  
FIRST PEOPLES' RECRUITMENT



ILEANA DORN  
ADMISSIONS COUNSELOR, COORDINATOR  
OF HIGH SCHOOL RELATIONS



### Upside Down Program

If you hold a vocational or technical associate's degree from an accredited two-year 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 90 Evergreen credits, 90 transfer credits will be posted and you will be recommended for a bachelor's degree. Noncompletion of the recommended 90 Evergreen credits results in a course-by-course evaluation of your course work, which usually produces fewer than 90 transfer credits.

Minimum eligibility criteria include a cumulative GPA of at least 2.5 and satisfactory completion of one English composition course. Students applying for fall quarter admission *prior to* completion of their technical degree and with fewer than 40 transferable credits by the application deadline must also provide the Admissions Office with official high school transcripts or GED test scores and official precollege test scores from the SAT, ACT or WPC (if WPC was taken prior to 6/1/89). Students 25 or older should contact the Admissions Office for information concerning the necessary criteria. Students applying for admission winter or spring quarter prior to the completion of a vocational or technical degree must have 40 transferable quarter credits by the application deadline.

Generally, associate's degrees in forestry, fisheries, business, computer programming, social services, nursing, education, communications and health services are acceptable for the Upside Down Program. Please contact the Admissions Office about your eligibility, which must be approved no later than the 30th day of your first quarter.

- For more information about admission, call (360) 866-6000, ext. 6170  
E-mail: [admissions@elwha.evergreen.edu](mailto:admissions@elwha.evergreen.edu)

### Attention Housing and Scholarship Applicants

Admission to the college does not assure you a room assignment in college housing. Please contact the Housing Office for information about on-campus housing and observe that office's first-come, first-served application process. You may complete the housing application process even before notification of admission to establish a priority award date.

Scholarship information is available from the dean of Enrollment Services after November 1, 1996. Application deadline for these scholarships is February 3, 1997.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission.

### Retention of Records

Credentials, including original documents submitted in support of an application for admission, 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.

You must request transcripts of work done at other schools directly from those schools, not from copies in Evergreen's files.

### Special Students and Auditors

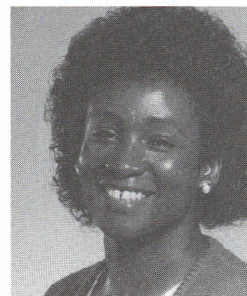
Students wishing to enroll on a part-time basis prior to seeking admission to the college may register as "special students" for a maximum of eight credits per quarter. The educational outreach coordinator for Part-Time Studies assists special students with academic advising and registration information. Please refer to page 36 for further information about the Part-Time Studies program.

Auditing a program or course may be allowed with written permission from faculty. Auditors receive neither credit nor narrative evaluations that could be applied toward a degree if they later apply for admission. The Registration and Records Office can assist students wishing to audit.

### Summer Quarter

Summer quarter enrollment is handled through the Office of Registration and Records and does not require formal admission.

Full-time students who wish to continue their studies into fall quarter can do so only if they have been admitted to the college through the application process described in the To Apply for Admission section. However, if you are interested in the college's Part-Time Studies program, please review the preceding section titled Special Students and Auditors.



WANDA CURTIS  
EDUCATIONAL OUTREACH COORDINATOR  
FOR PART-TIME STUDIES



# Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1997-98 Free Federal Application for Federal Student Aid (FAFSA) to the processor by February 15, 1997 to receive full consideration for all available campus-based financial aid. For more information, please consult the flier called Application for Student Financial Aid, which outlines the application process, priority filing dates and other details.

We encourage financial aid applicants to obtain a FAFSA from the high school or community college they currently attend. If you are not currently enrolled, please write us to request that a FAFSA be sent to you as soon as they become available.

Evergreen's goal is to provide financial guidance to all students and financial aid to those who could not otherwise attend Evergreen. The awarding of grants, loans or employment, or a combination of these, is based on financial need and can only supplement the contribution of the student and the student's family. Priority is given to full-time students seeking a first bachelor's or master's degree.

Financial aid is awarded quarterly by the Financial Aid Office to coincide with tuition and fee payments. In general, all charges are deducted from the quarterly award, with the balance paid to the student during the first week of instruction. Exceptions are subsidized and unsubsidized federal Stafford loans, which have rolling disbursement dates based on remittance by the student's lender, and on-campus work-study earnings, which are distributed through monthly payroll checks.

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

## Emergency Loan Program

Emergency loan funds are contributed by businesses, service and professional organizations, by individuals in the community and by state regulation. This program aids continuing students who have temporary need by providing short-term loans of up to \$300. Apply at the Financial Aid Office.

## Scholarships

A variety of scholarships funded by the college's foundation and private donors are available. Most of these scholarships are awarded on the basis of merit, e.g., high academic achievement, community service, artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services, 866-6000, ext. 6310.

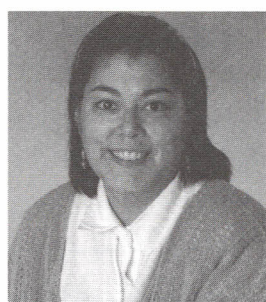
Scholarship information is available from the dean of Enrollment Services after November 1, 1996. Application deadline for these scholarships is February 3, 1997. Scholarship information will also be available on Evergreen's Web site at <http://www.evergreen.edu>.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission.

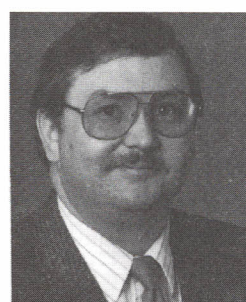
- For more information about financial aid, call (360) 866-6000, ext. 6205  
E-mail: [admissions@elwha.evergreen.edu](mailto:admissions@elwha.evergreen.edu)



GEORGETTE CHUN  
DIRECTOR OF FINANCIAL AID



LAURA GRABHORN  
FINANCIAL AID COUNSELOR



CHUCK WILSON  
FINANCIAL AID COUNSELOR



# Tuition and Fees

## Residency Status for Tuition and Fees

To be considered a resident for tuition and fee purposes, a nonresident must first establish a domicile in the state of Washington in compliance with state laws. You must also establish your intention to remain in Washington for purposes other than education. Once established, the domicile must exist for one year prior to the first day of the quarter you plan to enroll as a resident student.

If you are a dependent student (claimed by a parent for tax purposes), you are eligible for residency only if one or both of your parents or your legal guardian has had a domicile in this state for at least one year prior to the first day of the quarter.

Applications to change residency status must be made no earlier than four to six weeks prior to the quarter in which you may become eligible, and no later than the 30th calendar day of the quarter in which you may become eligible. Applications are available at the Office of Registration and Records.

## Billing and Payment Procedures

The Student Accounts Office assembles most student financial information, both charges and credits, and prepares a periodic statement. This allows registered students to submit a single check for tuition, fees, housing and other charges by mail or night depository.

Tuition and fees are billed quarterly by mail if you are "preregistered." Payments in full must be in the Cashier's Office by 3:45 p.m. on the deadline indicated for each quarter. Cash, check, money order, Visa and Mastercard are all acceptable forms of payment.

In accordance with Section 438 of Public Law 93-380 (Family Education Rights and Privacy Act of 1974), billing information will only be discussed with or mailed to the student. Payment of all

fees is ultimately the responsibility of the student. If the student is dependent on someone else for financial support while attending Evergreen, it is his or her responsibility to make sure that the other party is aware of what payments are due and that the payments are made on time. You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information.

Failure to pay tuition and fees in full by the deadline will result in cancellation of registration. Payments must be received by the deadline; i.e., postmarks are not considered.

Students allowed to register during the second week of class must pay a \$15 late registration fee. Students allowed to register or re-enroll after the second week of the quarter must pay a \$50 late-registration fee.

## Estimated Expenses

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 1996-97 nine-month academic year.

	Resident	Non-resident
Tuition and Fees	\$2,346	\$8,295
Books and supplies	708	708
Housing and meals	4,470	4,470
Personal needs	1,440	1,440
In-state travel	948	948
<b>Total</b>	<b>\$9,912</b>	<b>\$15,861</b>

Note: Full-time undergraduate tuition figures include quarterly mandatory health fee.

## Refunds/Appeals

Refunds of tuition and fees are allowed if you withdraw from college or are called into military service. In addition, if you change your credit load, the schedule below will determine what refund, if any, you will receive. If you follow proper procedures at the Office of Registration and Records, you will be refunded as follows:

### Fee/Charge Category Applicable Refunds

<b>Tuition and Fees</b>	100 percent to Friday of the first week of quarter; 50 percent to 30th calendar day; after that, no refund.
<b>Housing Deposit</b>	Please contact the Housing Office for a copy of the housing contract, which contains complete details on deposits and refund schedules. Appeals of Housing charges must be made to the Housing Office.

For those students whose tuition is paid by financial aid, any refund will be made to the financial aid program, not to the student.

Appeals of tuition and fee charges must be made to the Office of Registration and Records.

Appeals of any financial policy or other charges must be made to the Controller's Office.



● 1996-97 Tuition and Fees

Rates subject to change without notice

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10-16	\$813 per quarter	\$2,875 per quarter
Part-time undergraduate	9 or fewer	\$81.30 per credit; 2 credits minimum	\$287.50 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10 MPA, MES †	\$1,298 per quarter	\$3,942 per quarter
Part-time graduate	9 or fewer	\$129.80 per credit; 2 credits minimum	\$394.20 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

\* Tuition and fees may vary summer quarter, which is not part of the regular academic year.

† For purposes of financial aid, graduate students are considered full time and eligible for financial aid if enrolled for eight or more credits.

● Miscellaneous Fees

Mandatory health fee (quarterly) <sup>§</sup>	\$ 35
WashPIRG (quarterly, waivable) <sup>†</sup>	\$4
Housing deposit/administrative fee	
<i>Rental contract</i>	\$60
<i>Unit lease</i>	\$100
Transcript	\$10
<i>Extra copies ordered at same time</i>	\$5
ID-card replacement	\$5
Returned check	\$15
Application fee (nonrefundable)	\$35
Admission deposit (nonrefundable)	\$50
Late-registration fee	\$15
Reinstatement/late-registration fee	\$50
Graduation fee	\$25
Specialized facility use fee (varies)*	\$5-\$150
Leisure Education (varies)	\$5-\$100

● Parking

	Automobiles	Motorcycles
Daily	\$1	\$1
Quarterly	\$25	\$12.50
Academic year	\$65	\$35
Full year	\$75	\$37

§ Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent at 943-4500.

† The Washington Public Interest Research Group (WashPIRG), is a consumer and environmental organization directed by students. If you do not wish to support WashPIRG, you may waive the \$4 fee.

\* Tuition is intended to cover the cost of instruction, except for supplies, books and consumables. For a few programs there may be a fee for using a specialized facility.



# •Registration and Academic Regulations

## Registration

### New and Continuing Student Enrollment Process

If you are a continuing student, registration information will be mailed to you each quarter. If you are registering for fall quarter of next year, you should select your academic program(s) in mid-May. If you are a new student, you will be asked to participate in an orientation and an academic advising session before you register. The college will inform you about these activities after you have been offered admission.

Entrance into a program is based on your registration priority. Some programs require a faculty interview or audition for entry. Early registration will increase your chances of getting into the program of your choice. As a full-time Evergreen student, you will be enrolled in only one full-time learning activity. 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 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 in the dates or amount of credit need to be made as far in advance as possible to assure proper assessment of tuition and fees.

Special registration periods are held for those desiring to enroll as non-degree-seeking special students or auditors. These special registration periods usually coincide with the opening dates of each quarter, which are announced in both on- and off-campus publications.

## Address Changes

Throughout the year, important information will be mailed to you from a variety of campus offices, therefore *you are required to keep a current address* — even one of short duration — on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures on page 30.)

## To Drop or Change a Program

If you want to reduce credit, or drop or change a program, you must do so by the 30th calendar day of the quarter. Use a Change of Registration form from the Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. (See Refunds/Appeals on page 30.)

## Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Office of Registration and Records. (See the tuition and fee refund schedule on page 30.)

## Leave of Absence

If you have been regularly admitted and registered and have attended at least one quarter, but need to "step out" for a while, 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).

## Veteran Students

The Evergreen State College's programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

## •Enrollment Status

	Full-time	Part-Time
Undergraduate students	12-16 credits	11 credits or fewer
Graduate students	10-12 credits	9 credits or fewer

Full-time enrollment must include any credit earned concurrently at another college for transfer to Evergreen. Maximum enrollment may not exceed the credit totals indicated above.

- For more information about academic regulations, call (360) 866-6000, ext. 6180



## Academic Credit

### General Policies

You accumulate academic credit for work well done and levels of performance reached and surpassed. Credit, expressed in quarter hours, will be entered on the permanent academic record only if you fulfill academic obligations. Evergreen will not accept credit twice for the same course work.

### Partial Credit Options

Some programs will make provisions for partial credit, others will not. That determination rests with the faculty of each particular program or contract. Faculty members will announce their policy at the outset of the quarter. Exceptions are made only with their approval.

### Credit Limit

Students may register for a *maximum* of 16 credits during any given quarter. Students concurrently pursuing course work at another college may register for a *combined maximum* of 16 credits. Credits earned beyond this limit will not be accepted.

### Evaluation

Evergreen's credit system distinguishes between quantity and quality. The quantity of your academic work is recognized by an award of credit based on satisfactory completion of your program, contract or course requirements. The quality of your work is expressed in a written evaluation.

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments, one by your faculty member and one by you. For more about this unique way of grading, see page 4.

## Amending Faculty Evaluations of Students

Any student who feels a faculty evaluation is incomplete, inaccurate or otherwise in error may seek to have the evaluation amended. Within 30 days of the date the student receives the final evaluation, the student must talk with, or write to, the faculty member who signed the evaluation. If satisfactory resolution is not reached, then, in the case of a team-taught program, the student is expected to talk with or write to the program's faculty team. If the evaluation still has not been amended to the student's satisfaction, the student has 30 calendar days to request a hearing from an academic dean. Copies of the form to request a hearing from a dean, as well as copies of the policy for amending student records, are available at the Academic Deans' Office, LIB 2211. Changes cannot be made to an evaluation once it has been sent out as part of a transcript.

### Academic Honesty

Academic honesty is a necessity in a learning community. It makes coherent discourse possible and is a condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes but is not limited to copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.

## Record Keeping

### Transcript and Portfolio

The transcript and portfolio are the main records of your academic achievement at Evergreen. Maintained by the Office of Registration and Records, your transcript will include all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your own evaluations.

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 30 calendar days or until you request your transcript to be sent out, whichever comes first.

Since your self-evaluation becomes part of your permanent transcript, pay close attention to spelling, typographical errors, appearance and content *before* you turn it in. Your self-evaluation *cannot* be removed or revised once it has been received in the Office of Registration and Records.

*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. Please allow two weeks for processing between your request (and payment of the \$10 fee) and mailing of the transcript. Evergreen reserves the right to withhold transcripts from students who are in debt to the institution. If you need more information on this issue, contact the Office of Registration and Records.

You maintain your own portfolio, which should include official descriptions of all your programs and contracts, copies of faculty evaluations, and your own self-evaluations, particularly those not in 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 U.S. colleges and universities. Copies of Evergreen's policies may be obtained from the Office of Registration and Records or the Office of the Dean of Enrollment Services.

### Academic Standing Policy

The academic standing of each Evergreen student is carefully monitored to ensure the full development of his or her academic potential. Any student not making satisfactory academic progress, as defined below, is informed of her or his standing in the college and is advised accordingly.

Faculty evaluation of student achievement formally occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit is so notified in writing at mid-quarter by his or her sponsor. A student making unsatisfactory academic progress will receive an academic warning and may be required to take a leave of absence.

1. *Academic warning.* A student who earns fewer than three-fourths of the number of registered credits in *two* successive quarters will receive an academic warning issued by the dean of Enrollment Services. A student registered for six quarter credit hours or more who receives no credit in any quarter will receive an academic warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.

2. *Required leave of absence.* A student who has received an academic warning, and while in warning status receives either an incomplete or less than three-fourths of the credit for which she or he is registered, will be required to take a leave of absence, normally for one full year. A waiver of required leave can be granted only by the academic dean responsible for academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from Evergreen.

### Graduation Requirements

The minimum requirement for awarding either the Bachelor of Arts or the Bachelor of Science is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval by an academic dean.

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

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

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 awards of B.A. and B.S. degrees require at least 225 quarter hours, including 90 at Evergreen, and application at least one year in advance.

To graduate, you must submit an application form to the Office of Registration and Records and pay a \$25 fee. Contact Registration and Records at least one quarter in advance of your anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate graduate catalog.



ARNALDO RODRIGUEZ  
DEAN OF ENROLLMENT SERVICES



JUDY HUNTLEY  
REGISTRAR



# Selecting Your Program of Study

## Consider what you want to study.

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

## ● Read the Catalog to find the appropriate programs for you.

*If you are a freshman,*

carefully consider the *Core programs* and *All Level programs* described on pages 43-51. Almost any Core program can lead into any area of specialization. Especially well-prepared students may also want to consider other programs that do not list specific prerequisites.

*If you are a transfer student,*

look up the subjects that interest you in the section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 40. This guide lists all programs which cover your subjects. Sometimes a Core program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a Planning Group may be the right choice.

**Look at the academic pathways**

described in the Planning Groups where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field and will help you decide where to begin.

**Examine the planned equivalencies**

at the end of each program description to see the full range of subject matter it will cover. Equivalencies may change as faculty develop the program's theme, but the Catalog description will give you a general idea of content.

**Browse over a number of possibilities**

before you settle on one. Try to choose at least three alternates before you take the next step.

## Discuss your choices and goals.

with your faculty, or with the staff in the Academic Planning and Experiential Learning (APEL) office. APEL keeps program descriptions that may 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 when you read the latest details. APEL staff can also give you information about new or revised programs.

## Attend the Academic Fair.

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, style and requirements directly with program faculty.

Ask *all* questions; share your puzzlement and enthusiasm. Don't hesitate to ask for advice. If a program isn't right for you, faculty will direct you to other options.

## ● Choose your program.

In all of these discussions — with the APEL advisors, with prospective faculty — *keep your goals in mind, and also the range of your interests and needs.*

Ask for any help you need in making your choice.

## Register.

You can register for the full duration of a program, whether it lasts one, two or three quarters.

## Pay your tuition by the deadline,

and that's it! You're ready to attend your first program meeting.



# ● Special Features of the Curriculum

## ● Internships

More than half of Evergreen's students complete one or more internships by the time they graduate. This compares with a nationwide figure of less than two percent. Interns work in businesses, schools, government agencies, or nonprofit organizations in Washington state, around the nation and even in other countries.

Opportunities to conduct internships are built into many academic programs. They also are available for junior/senior-level students through individualized internship learning contracts.

Transfer students are eligible to conduct internships after they have been enrolled at Evergreen for at least one quarter.

Each quarter of an internship is planned, conducted and evaluated based on the student's academic objectives for that quarter. Internships include a strong component of academic activities such as related reading, a daily journal, weekly conferences with faculty and written reports.

Academic Planning and Experiential Learning (APEL) is the central source of current information about internship programs, policies and procedures, available internship positions and internship sponsors. APEL staff members are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting internships.

You are encouraged to plan for your internship at least one quarter ahead of time. For more information, call or write: APEL, The Evergreen State College, Olympia, WA 98505.

## Prior Learning

### From Experience (PLE)

PLE is a structured program for adult students who want to document their precollege experience for potential academic credit. PLE students plan, develop and write an extended paper which discusses the context of their precollege experience, and the resultant learning.

When completed, the document is submitted to a PLE Credit Evaluation Committee for assessment of credit.

Interested students are encouraged to contact the PLE office after they have been admitted to the college.

PLE coordinator: Kate Crowe, ext. 6415.

## ● Longhouse Education and Cultural Center

Evergreen's new Longhouse Education and Cultural Center, opened fall quarter of 1995, is a center for multicultural study and a valuable resource to programs throughout the curriculum. The Longhouse — the only building of its kind on a public college campus in the United States — provides classroom space, supports Native American Studies (see page 96), and attracts conferences and events that educate, entertain and enrich the college and surrounding communities. The building design is based on historic longhouse structures and the traditions of Northwest Native American communities.

## The Evans Chair

Funded by a state grant and donations from many generous people, the Daniel J. Evans Chair in Liberal Arts was established to support Core programs. Each year a distinguished scholar is selected to work with Core programs.

## Part-Time Studies

Fall 1993 marked the beginning of a new experiment for Evergreen: programs offered evenings and weekends for part-time students. Team-taught, interdisciplinary work featuring seminars and narrative evaluations have been the trademark of an Evergreen education. Our new Part-Time Studies program brings these characteristics to evenings and weekends in a half-time, eight-credit format. Unlike our other part-time courses, these evening and weekend half-time programs are designed as coherent programs of coordinated study. The program's primary goal is to respond to adult learners unable to attend full time or during the day. We hope to provide the adult learner with an opportunity to experience Evergreen's best innovation in a format sensitive to the demands of adult life.

The faculty develop programs that maintain a thematic line for the entire year. However, since today's world often requires us to make changes in life schedules, faculty have also designed each quarter to stand alone — allowing students to enter winter or spring quarter if space is available.

Part-time courses (for 2-8 credits) are offered each quarter. Half of these courses are offered to fill specific needs of the full-time curriculum, the other half are designed specifically for students attending in the evening. In general, full-time students are discouraged from substituting several courses in a quarter for participation in a full-time group contract or coordinated studies program.

Up-to-date descriptions of part-time offerings are published quarterly in the *Evergreen Times*, which can be obtained by calling Registration and Records, ext. 6180.

Please call Wanda Curtis, educational outreach coordinator for Part-Time Studies, ext. 6164, for additional information.



International Studies  
and Opportunities  
to Study Abroad

Evergreen offers a variety of ways to study various cultures, both in Olympia and abroad. The curriculum offers a number of programs with an international and/or multicultural theme, both within the various Planning Groups and in the Core curriculum. In some programs, opportunities are available for part-time language study.

Juniors or seniors interested in complementing their broad Evergreen education with some depth in international studies, particularly global area studies, may be eligible to spend a year at the University of Washington's Jackson School of International Studies.

Evergreen students have several options for studying abroad. The Culture, Text and Language Planning Group, in particular, usually offers one or more programs each year in which students and faculty travel abroad spring quarter, most typically to Spain, Latin America, France or Russia. Most years, the Environmental Studies Planning Group offers the Tropical Rainforests program, taught entirely in Costa Rica's Monteverde cloud forest. Other programs with an emphasis on sustainability, community development, agriculture, natural history and conservation provide opportunities for projects and internships in the Third World.

Students who wish to spend a year in Japan can apply to become one of four exchange students chosen each year to study at either Miyazaki University or Kobe University of Commerce. These opportunities usually come with substantial financial assistance.

Evergreen and Washington state's other public institutions collaborate in a unique interdisciplinary program in Ecuador, which allows students to study and experience firsthand not only the language but the environmental, social, political and economic impacts of development in Latin America through classroom and internship study.

Students may also study abroad through individual learning contracts, group contracts or programs offered by other U.S. universities. For information regarding these options, read the relevant Catalog sections and contact Chris Ciancetta, coordinator of international programs and services in the Student Advising Center.

Programs in the 1997-98 curriculum with a strong international focus include:

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# Condensed Curriculum 1997-98

These two pages feature the titles of programs planned in the spring of 1996 for the 1997-98 academic year. The Condensed Curriculum allows you to scan all of the college's academic offerings while determining your pathway through the curriculum. All of Evergreen's programs are organized within Planning Groups, which are topical groupings of academic offerings planned by a group of faculty with similar interests. Within each Planning Group, you will find All Level programs, intermediate programs with a prerequisite of one year of college and no other specific requirements, and advanced programs geared toward junior- and senior-level students and offering upper-division credits. As you plan your educational pathway, you may decide to work for a number of quarters within one Planning Group, or you may move from area to area to broaden your education. Either pattern is appropriate, depending on your academic goals.

Key F — fall quarter; W — winter quarter; S — spring quarter; Su — summer quarter

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Modeling Nature: Simulating Physical, Biological and Environmental Systems	p. 47	F	W	S
Phoenix Rising: East Central Europe Today	p. 48	F	W	
Political Ecology	p. 49	F	W	
Sense of Place	p. 50	F	W	S
Telling Stories: Old and New Images	p. 51	F	W	
All Level				
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Concepts of Computing	p. 45			S
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In Search of Socrates	p. 46			S
Millennium: On the Brink of the New Age?	p. 46	F	W	S
Music and Theater in Cultural Context	p. 47	F	W	S
Out of the Cave: Philosophy of Education	p. 48		W	
Perspectives on Ireland	p. 48	F	W	
Rights and Wrongs	p. 49	F	W	
Romanticism, Modernism and After	p. 50	F	W	S
Stars, Sky and Culture	p. 50			S
Tragedy: The Greeks	p. 51	F		
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In Search of Socrates	p. 57			S
Millennium: On the Brink of the New Age?	p. 58	F	W	S
Music and Theater in Cultural Context	p. 58	F	W	S
Out of the Cave: Philosophy of Education	p. 59		W	
Perspectives on Ireland	p. 59	F	W	
Romanticism, Modernism and After	p. 61	F	W	S
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Ecological Agriculture	p. 55	F	W	S
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English Renaissance Literature	p. 56		W	
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Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures	p. 61	F	W	S
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Maps, Analysis and Geographical Information Systems	p. 69	F		
Pacific Salmon: Biology and Conservation of Salmonid Fishes in the Pacific Northwest	p. 71	F		
Advanced				
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Marine Life: Marine Organisms and Their Environments	p. 69		W	S
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Tropical Rainforests: Ecology, Geology, Latin American Studies	p. 73		W	

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Performing Arts				
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One-Act Play Festival	p. 77		W	S
Perspectives on Ireland	p. 77	F	W	
Shadowlands: In-Betweens, Myths and Performance	p. 79	F	W	S
Student Originated Studies: Performing Arts	p. 79	F	W	S
The Silk Road: A Brief Introduction to Chinese Culture	p. 80	F		
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Visual Arts				
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Matter and Motion	p. 84	F	W	S
Springtime in Science	p. 86			S
Advanced				
Environmental Analysis: Aquatic and Atmospheric Systems	p. 83	F	W	S
Organic Chemistry	p. 85	F	W	
Philosophy of Science	p. 85			S
Science of Mind	p. 85	F	W	S
The Structure of Life: Functional Interrelationships from Molecule to Ecosystem	p. 86	F	W	S
Student Originated Software	p. 86	F	W	S
Undergraduate Research in Scientific Inquiry	p. 87	F	W	S Su
Vital Stuff: The Chemistry and Biology of Food	p. 87	F	W	S

## ● SOCIAL SCIENCE (page 88)

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Images: Physical Speculations on Unknown Conditions	p. 90	F	W	S
Introduction to Social Communication	p. 91	F		
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Political Economy of Inequality	p. 92	F	W	
Rights and Wrongs	p. 93	F	W	
Intermediate				
Black Feminist Thought	p. 89			S
International Political Economy: Understanding the Shape of the 21st Century	p. 91	F	W	
Advanced				
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## ● TACOMA PROGRAM (page 95)

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# Matching Evergreen's Programs to Your Field of Interest

If you are accustomed to thinking about your future study interests in terms of *majors*, rather than the interdisciplinary program titles and the Planning Groups used at Evergreen, this guide can help you match your educational interests with our offerings.

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## • Programs for First-Year Students

DEAN OF FIRST YEAR STUDIES:  
MASAO SUGIYAMA

First-year students typically choose between two types of programs — Core and All Level. Core programs are designed to give first-year students a solid foundation of knowledge and skills in preparation for more advanced studies. They may also be appropriate for sophomore-level transfer students who feel they need more preparation before taking sophomore-level or upper-division programs. All Level programs are designed to serve freshmen alongside students at the sophomore, junior and senior levels — 25 percent of the seats are set aside for first-year students. Some sophomore-level programs may accept a limited number of first-year students who are particularly well-prepared for college-level work.

Core programs will introduce you to the central mode of study at Evergreen — coordinated studies — in which faculty members from different academic disciplines use their knowledge to help you explore a central theme or problem. This interdisciplinary approach means you will study an issue or a topic as a whole, rather than 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 condition, for example, or the relation of biological facts to individual psychology.

Core programs emphasize the development of college-level skills necessary for you to do more advanced college work. For most students this means learning how to write at college level in various modes, read carefully, analyze arguments, skillfully reason quantitatively or mathematically, work cooperatively in small project or discussion groups and use the many resources in the Library and elsewhere on campus. Core programs also provide an opportunity to connect your studies with your own intellectual and personal concerns. You will learn the skills you will need to design your education, both at Evergreen and after. Core programs take the time necessary to develop college-level academic skills, and Evergreen's small student-faculty ratio in Core programs — 23:1 — ensures close interaction between you, your faculty, and other students.

Each of the Core programs listed in this section is an integrated study program combining several activities: seminars, individual conferences with faculty members, lectures, field trips and laboratories — depending on the content and goals of the program. In a Core program you learn about several traditional academic disciplines in relation to the program's central theme or topic, while learning at the same time about your own goals, about defining and dealing with problems, and about the college's people and facilities.

Like Core programs, All Level programs are broadly interdisciplinary coordinated studies. They also combine seminars, individual conferences with faculty members, lectures, field trips and laboratories — depending on the content and goals of the program. Like all Evergreen programs, they assume college-level skills.

Pages 44-51 contain a listing of Core and All Level programs to make the selection process easier for first-year students.



## America 2000: Family, Education, Work at the Turn of the Century

Fall, Winter/Coordinated Study  
Faculty: Stephanie Coontz, Dan Leahy, Rudy Martin  
Enrollment: 69  
Prerequisites: Freshman standing  
Faculty Signature: No  
Special Expenses: \$50 for retreat  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This core program examines trends in family life, the role of youth in society, the nature and function of America's educational institutions, the future of jobs and the organization of work.

We start by reviewing the main concerns and debates over these subjects in contemporary America, then backtrack to trace the social forces and political struggles that shaped these institutions and brought us to our current situation. Our historical review includes attention to variation and interactions of race, ethnicity, class and gender. We then discuss what today's generation of youth is facing as you move through these institutions and how you might change them.

Critical reading, writing and rewriting will be central components of this program and all students will participate in writing workshops as well as lectures and seminars.

Credit awarded in history, sociology, political science, the humanities and expository writing.

Total: 32 credits

Program is preparatory for careers and future study in law, public policy, teaching and social service.

## Celluloid Women and Men: Representations of Genders in Japanese and American Cinema

Spring/Group Contract  
Faculty: Harumi Moruzzi  
Enrollment: 25  
Prerequisites: Two quarters of Core program or equivalent  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Celluloid Women and Men: Representations of genders in Japanese and American Cinema is a group contract designed for the students interested in not only crosscultural exploration of gender issues but also cultivating visual literacy.

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives feel deprived of personal dignity in their communities. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues, particularly gender issues. Thus, in this program we explore the gender images presented in American and Japanese cinema.

At the beginning of the quarter the students will be introduced to the rudiments of film technology and basic concepts of film theory through texts and lectures. With these analytical tools at hand, then, students will examine gender images produced in American and Japanese films through seminars and critical writings.

Credit awarded in gender studies, Japanese culture, American culture, film technology, film criticism, Japanese cinema and American cinema.

Total: 16 credits

Program is preparatory for careers and future studies in gender studies, cultural studies, film studies and humanities.

## Classics in Context

Fall, Winter/Coordinated Study  
Faculty: Nancy Allen, Argentina Daley, Nancy Taylor  
Enrollment: 69  
Prerequisites: Freshman standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Today people live in a world in which there is no one accepted canon — no one list of books it's necessary to read to be considered an educated person. Lists of necessary books are different according to the class, gender, ethnicity and life goals of the people reading them, and many people read downloaded "hard copy" instead of books. To different people, or to the same person at different times, this situation may seem loaded with freedom and promise or fraught with images of chaos and dissolution. In the face of it, what are we to do? How do we become educated people?

This program takes the position that all writings — whether drawn from a canon once thought to be universal or heard as brave voices from the margins — teach us more the more we learn about their surrounding contexts: authors' lives, social history, trends in other arts and information technology. Perhaps it's not the books themselves that sustain us, still less the conferred status of having read them, but the fact that they give us access to a wide range of imagined worlds and constructed realities, that they teach us to imagine and construct our own. As part of this learning community, you should expect to read a number of classics of world literature and a number of exciting contemporary works, in close juxtaposition with material that will help you see them in context. Examples would be reading Cervantes' *Don Quixote* along with an article analyzing the Inquisition's impact on contemporary life, reading Shakespeare's *Macbeth* along with Garry Wills' recent book *Witches and Jesuits*, and reading Sandra Cisneros' *Woman Hollering Creek* while studying the meaning of the Virgin of Guadalupe for Chicana women. There will also be a great deal of writing, in response to the readings, in analysis and critique of the readings and in beginning to construct your own imaginative world.

Credit awarded in literature, literary theory, history, cultural studies and writing.

Total: 32 credits

Program is preparatory for careers and future study in humanities, social science, teaching, intercultural communication and law.



## Concepts of Computing

Spring/Group Contract

Faculty: David W. Paulsen, TBA

Enrollment: 37

Prerequisites: Third-quarter freshman only; high school algebra

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This spring quarter offering will examine the fundamentals of computing and several computing applications. Students will study concepts of computer science along with ideas behind application software that make computers effective tools. Students will experience both the UNIX and Windows environments and study will include introductory programming concepts. There will be hands-on lab work as well as examination of the models, methods and abstract concepts behind software and hardware. Topics may include simple graphics and modeling, the World Wide Web, statistical analysis, algorithms and data structures, computer organization, as well as some aspects of discrete mathematics and logic.

The program is aimed at students who have an interest in computing but limited background in the area. It will be useful for students who want a solid foundation for use of computers in a variety of disciplines — especially in the sciences — as well as those who want to decide whether they are interested in further study in computer science, such as the entry-level program Data to Information.

Credit awarded in computer science and statistics.

Total: 16 credits

Program is preparatory for careers and future study in the sciences, computer sciences and other computer-intensive areas of study.

## Dialogue and Silence: Storytelling in the World

Fall, Winter, Spring/Coordinated Study

Faculty: Bill Arney, Craig Carlson

Enrollment: 48

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: Consult faculty

Internship Possibilities: Yes

Additional Course Allowed: With faculty permission

"It is only the story  
that can continue beyond  
the war and the warrior....  
It is only the story ...  
that saves our progeny  
from blundering like blind beggars  
into the spikes of the cactus fence.  
The story is our escort;  
without it, we weave blind.  
Does the blind man own his escort?  
No, neither do we the story;  
rather it is the story  
that owns us."

— CHINUA ACHEBE

From listening to the stories of others, we learn to tell our own. Stories about travel, work, sex, sports, money, marriage/divorce, death and family — about the stuff that happens all the time that we read about in the newspapers — can reveal the structures and strains of life and the way social facts press on the body. The writer's details have to be right; ideas grow from facts. A writer who makes mistakes, who does not describe a realistic and believable world, will lose the most knowing readers.

A story unfolds in all kinds of directions. That is part of growing up as a writer — to deal with ever greater complexities. Creativity and innovation grow in decisions made at every level of the process — how to research, how to tell the story, what voice to use, when to digress and what to leave out.

The vitality of narrative nonfiction writing — the sort of writing students will do in this program — comes from combining personal engagement with political theory, sociology and anthropology, memoir writing, fiction, history, travel writing and standard reporting. Personal reaction is as powerful and true a storyteller as the best ethnographic research. The journey itself resonates in the writer's life. Without some resonance, the research would be useless and the writing would be flat.

The point is to write as well as Walt Whitman and to find ways to do that in nonfiction prose, essays, letters, and reports. "It's OK to try to write something beautiful and to think of yourself as something more than a carpenter with a box of tools. Instead of making a table, you're making a beautiful table. That's part of the growing into a medium and listening," as Mark Singer says.

The narrative technique can be an empty form if it lacks a solid intellectual content. Voice and story are only tools. The ways in which writers handle research strategy, structure, form, voice, characterizations and symbolic representations reflect their creativity and honesty. Nonfiction writers whose personal experience illuminates social issues — Adrian Nicole LeBlanc on disenfranchised urban kids, John McPhee on Atchafalaya, Mumia Abu Jamal on prison — place themselves as participants or witnesses, rather than as distanced onlookers. Their approach is to cross borders, to fuse ideas from many sources, to revivify our compartmentalized, virtual and wired experience and to make us believe their story.

Tell me a story. Tell me a story. How do we learn our notions of what a story is? What makes a story a unified whole, something complete and satisfying in itself? What relationship do stories have to the world and vice versa? Tell me a story. That is what it still comes down to — storytelling and the real world. Public and private, biography and history meet on the page.

In this program, students will examine the role of the storyteller/writer as social witness through workshops, seminars, readings, performances, travel, research, writing and student originated projects.

Credit awarded in writing, literature, sociology, politics, community studies, social work and media communications.

Total: 48 credits

Program is preparatory for careers and future study in writing, literary journalism, media communications, law and mediation, politics, community work, teaching, social work/helping professions.



## In Search of Socrates

Spring/Group Contract  
Faculty: Don Finkel  
Enrollment: 24  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

No figure in the Western tradition has been more powerful or more enigmatic as a symbol of the teacher, the philosopher or the critic than Socrates. The adjective "Socratic" has come to describe a method of teaching, a style of conversation, a mode of inquiry and a kind of irony. Yet *everything* we know about Socrates derives from what others have written and thought about him. He left us no written words of his own; yet he left an imperishable mark on our thinking. More than 2,000 years after his death, we still puzzle over the meaning of his life, his mission and his ideas. The British scholar W.K.C. Guthrie has concluded that "in spite of the application of the most scientific methods, in the end we must all have to some extent our own Socrates, who will not be precisely like anyone else's." Guthrie adds, "The fact is that no one was left indifferent by this altogether unusual character: everyone who has written about him was also reacting to him in one way or another."

The purpose of this program will be to encounter and react to "this altogether unusual character," Socrates — through the writings of the philosopher who created his reputation, Plato, but also through the works of contemporaries (Aristophanes and Xenophon) as well as writers who never knew him (e.g., Nietzsche, I.F. Stone).

The work of the program will consist of reading, writing and seminar discussion, and will culminate in a final paper on Socrates.

Credit awarded in philosophy and classics.

Total: 16

Program is preparatory for careers and future study in education, philosophy and writing.

## Millennium: On the Brink of the New Age?

Fall, Winter, Spring/Coordinated Study  
Faculty: Kirk Thompson, Rita Pougiales, Matt Smith  
Enrollment: 72  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: Up to \$100 for overnight field trips and retreats  
Part-Time Options: No  
Internship Possibilities: Community Service, Spring quarter  
Additional Course Allowed: With permission of faculty  
Travel Component: Overnight field trips and retreats

What will be the shape of the world in decades to come? Poised on the brink of a new millennium, we are in a world where the old forms do not hold. For the past 300 years, the nation-state has been the primary focus for the organization of political, economic and social loyalties. In the past 20 years the domination of the nation has been challenged from above and below. On the one hand, the re-emergence of ethnic, religious, tribal patterns of social organization and loyalty, coupled with the breakup of the hegemony of the Soviet Union, has re-energized forces below the nation-state. On the other hand, the emergence of global forces of the market, communications and the environment supersede and minimize the role of the state. These developments will transform the world we live in, for better or for worse, in ways we cannot completely control.

This program intends to explore these developments by investigating the following questions: How is the world changing? How are people organized into social structures and institutions? What forces have brought about the particular configuration of today's world? Finally, what tendencies are operating to reinforce or reconfigure these patterns?

Each of us will be challenged as individuals and as citizens by these developments. Each of us will have to decide how we position ourselves in relation to change. In a world where we can assume neither a benign utopian future nor unmitigated chaos, each of us must ask what ethical and spiritual issues are involved in living appropriately, morally and deliberately. We will consult three ethical theorists, Vaclav Havel, Gary Snyder and Martha Nussbaum, as we explore how to be what Snyder calls a "profound citizen," a citizen not of a particular nation-state but of a human community and ecosystem.

We will study social change in many dimensions: global changes in economy, environment and communications; patterns of breakup in the Balkans and the former Soviet Union; changes in American urban life; and the emergence of regionalism, localism and ethnicity in the United States.

We will explore demanding texts, share written work and engage in workshops, lectures and seminars. In spring quarter we will engage in community service to explore the ideas of citizenship and engagement.

Credit awarded in modern history, anthropology, sociology, social theory, political science, economics, geography, ethics.

Total: 48 credits

Preparatory for work and graduate study in environmental studies, politics, law, education, history, social work and life.



## Modeling Nature: Simulating Physical, Biological and Environmental Systems

Fall, Winter, Spring/Coordinated Study  
Faculty: Robert Cole, Jude Van Buren, TBA  
Enrollment: 69  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: Up to \$300 for overnight field trips  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Overnight field trips

How can we describe complex biological, ecological and physical systems? How can we be sure those descriptions are accurate or even useful? This program will attempt to answer these questions. Participants in this program will seek to understand the behavior of complex systems by building simulation models that attempt to describe the behaviors such systems exhibit. We will draw examples from the environmental realm, focusing on physical, biological and ecological systems, their interpretation and the application of those interpretations in public policy making. We will adopt a whole-systems viewpoint with which to study global interactions of terrestrial, maritime and atmospheric dynamics, while stressing the realities and limits of modeling natural systems. We will explore various processes, including global warming, the growth and decline of populations of different species on the planet, agricultural practices embedded in the Green Revolution, renewable energy systems, environmental health, biogeochemical cycles, kinetics, contaminant transport, solute diffusion, risk assessment and others. These models will adopt differing perspectives, ranging from the global vista to intimate examination of the intricacies of the organismal level.

In this program we will develop mathematical, computer and applied science skills for evaluating biological, physical and environmental systems. The program will emphasize critical thinking and communication, both oral and written. Students can expect to collect and use data on current and historical forest and fishery usage, agricultural practices, pollution and waste disposal flows and public health issues. By developing dynamic models of human impacts on ecosystems and environmental impacts on human health, we will investigate a spectrum of policy options that might point toward sustainable futures. The goal of this program will be to evaluate the accuracy, effectiveness and political ramifications of the models we investigate. Activities will include field trips, field work, seminar discussions, science laboratories, computer labs, group projects and interactive workshops. Students will work collaboratively in small groups throughout the program and will be expected to develop substantive group-process skills.

Credit awarded in biology, earth science, environmental studies, mathematics, computer modeling, environmental health and epidemiology, statistics, public policy, laboratory science, field studies and writing.

Total: 48 credits

Program is preparatory for careers and future study in environmental studies, biological or physical sciences, environmental health and public policy, medicine, or mathematical and computer modeling of environmental systems.

## Music and Theater in Cultural Context

Fall, Winter, Spring/Coordinated Study  
Faculty: Sandie Nisbet, York Wong, Terry Setter  
Enrollment: 72  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: \$30 for event tickets, audio tape  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Local events

This is a year-long program designed to introduce students to the fundamentals of music, theater and cultural history, as well as to the practical applications of current techniques employed within these disciplines. It will examine the development of ideas and practices within these arts to understand relationships between them and to understand how each is affected by various societal contexts. The program offers introductory skill building in music and theater arts and will work toward a final production in the spring quarter.

Credit awarded in music history, theater history, cultural history, aesthetics, research techniques and expository writing.

Total: 48 credits

Program is preparatory for careers and future studies in music, theater and cultural studies.



## Out of the Cave: Philosophy of Education

Winter/Group Contract  
Faculty: Don Finkel  
Enrollment: 24  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

In his famous parable of the Cave, Plato implied that the aim of education is to lead people out of a "cave." What is this cave? Is it possible to escape it? Is it possible to lead others out of it? This program will provide an intensive study of the educational philosophies of Socrates (*Early Dialogues of Plato*), Plato (*The Republic*), Rousseau (*Emile*) and John Dewey (*Democracy and Education*) — the four most important educational thinkers in the Western tradition.

The work of the program will consist of reading, writing and seminar discussion and will include a comprehensive, integrative, week-long, take-home exam.

Credit awarded in philosophy of education.

Total: 16 credits

Program is preparatory for careers and future study in education, philosophy and writing.

## Perspectives on Ireland

Fall, Winter/Coordinated Study  
Faculty: Sean Williams, Charlie Teske, Patrick Hill  
Enrollment: 72  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Field trips to Seattle, Portland

Ireland has been the home of unique forms of religious expression, a rich musical life, several hundred years of colonialism and some of the greatest literary minds of the past 200 years. This two-quarter program will study Ireland through its expressive culture and historical events, from pre-Christian and early Christian periods to the present. Poems, songs, stories, films, dances, plays and aspects of the Irish language all reveal important clues about many different kinds of Irish interactions. Accordingly, program themes center around the relationships between nature-based spirituality and Christianity, orality and literacy, men and women, language and cultural identity and the Irish in relation to others, whether the "others" are the fairies, the English, Americans, Europeans or their own ancestors. Our interdisciplinary work should allow for a variety of approaches, from the sociopolitical to the artistic. We will work to create a supportive environment in which participants can reclaim some of the essential dimensions of being human.

The faculty envision a program in which students grow comfortable with performing publicly, learn the basics of the Irish language, develop their skills in research and critical analysis to explore important theoretical issues verbally and in writing, and participate fully in all activities. Each quarter will include both a comprehensive writing project and a collaborative performance. Faculty will assist students in learning poetry and songs and participating in plays and preparing for intensive discussions of our work during our twice-weekly seminars. Potential texts for the program include Joyce's *Dubliners*, Condren's *The Serpent and the Goddess*, *The Táin*, and poems by W. B. Yeats, Seamus Heaney and others. Each of the three faculty will continue teaching related programs in spring quarter, focusing on Celtic music, the works of James Joyce and the possibility of further study in Ireland.

Credit awarded in Celtic studies, literature, ethnomusicology, history and Irish language.

Total: 32 credits

Program is preparatory for careers and future study in Celtic studies, literature and ethnomusicology.

## Phoenix Rising: East Central Europe Today

Fall, Winter/Coordinated Study  
Faculty: Patricia A. Krafcik, Art Mulka, Stephanie Kozick  
Enrollment: 69  
Prerequisites: Freshmen only except for upper-division students who have taken the 1996-97 Russia program  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: A 4-credit module in Beginning Polish  
Internship Possibilities: No  
Additional Course Allowed: Yes, Polish language or other mod

This program focuses on East Central Europe's vast and varied literature and cultures and how they reflect the tumultuous historical and political experience, with emphasis on the Czech Republic, Slovakia, Poland and Hungary.

During fall term we explore the roots of East Central Europe's cultures and countries, especially as they emerged in the 19th and early 20th centuries, bolstered by Enlightenment philosophy, the growth of nationalism and the crumbling of the great European empires. We will consider the role of the major religious traditions of this region and the great classical and nation-conscious music of Chopin, Dvorak, Liszt and Bartok as well as the enormous immigrant movement from East Central Europe.

Winter term's work concentrates on East Central Europe from World War I to the present. We examine how changing borders and regimes, totalitarian rule and its demise and the emergent democracies in the wake of the Revolution of 1989 are reflected in the literature, film and music of these countries. We will explore the role and status of women and the experience of minorities, including the Gypsies.

Readings include works by Andric, Hasek, Ciger-Hronsky, Timrava, Havel, Kundera, Mickiewicz, Esterhazy and others. Students receiving upper-division credits will do additional and advanced work under the guidance of one of the faculty.

Credit awarded in literature, culture, history, political history, women's studies, expository writing. Upper-division credits will be awarded to upper-division students who complete some additional and more advanced work assignments.

Total: 24-32 credits

Program is preparatory for careers and future study in European history, teaching Slavic studies, Slavic languages and international studies.



## Political Ecology

Fall, Winter/Coordinated Study  
Faculty: Tom Rainey, Pat Labine, John Perkins, Ralph Murphy  
Enrollment: 92  
Prerequisites: Freshman standing  
Faculty Signature: No  
Special Expenses: \$75 for overnight field trips  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Field trips

Individuals, cultural groups and nations are all shaped by and dependent on ecological processes for their survival, prosperity and happiness. In turn, human impacts on the environment have reshaped the earth and affect virtually all species. Political Ecology aims to understand interactions between humans and the rest of the environment.

During fall quarter, the program will focus on the creation of the United States as a player in political ecological events of North America, from pre-colonial times to about 1920. We will be especially interested in how the new American nation was shaped by and shaped the natural resources of North America. We will also examine how control of natural resources related to the development of structures for the exercise of political power. Students will begin a group research project on how a specific group of people interact with a specific natural resource.

During winter quarter, the program will focus on the United States' role in world affairs, from about 1920 to the present. America's global development of natural resources has been a powerful agent changing the contemporary world. A conservation philosophy that emerged during the early 1900s slowly changed to an environmental philosophy by the late 1900s. Accompanying this change was a debate about the exercise of power, both within the U.S. and between the United States and the rest of the world. During the second quarter, students will complete group research projects and celebrate with a public presentation of their findings.

Program activities will be of three sorts: a series of theme lectures each quarter; discipline-based skill-development sessions (e.g., based on history, political science, economics, biology, ecology, toxicology and statistics); attend action-based skill-development sessions (e.g., based on library and field research, speaking, community action, and group collaboration).

Credit awarded in history, political science and economics, biology, statistics, research project.

Total: 32 credits

Program is preparatory for careers and future study in environmental policy, biology, ecology, political economy and history.

## Rights and Wrongs

Fall, Winter/Coordinated Study  
Faculty: José Gómez, Russ Lidman, Pris Bowerman  
Enrollment: 72  
Prerequisites: Sophomore or freshman standing; intermediate algebra and college-level writing skills  
Faculty Signature: No  
Special Expenses: \$70 for retreat  
Part-Time Options: With faculty permission  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Overnight retreat

Many Americans regard the political and civil liberties guaranteed in the U.S. Constitution and its Amendments as the foundation of American democracy. Yet these rights are highly contested today. Freedom of speech is confronted by those who advocate censoring rock music lyrics and TV broadcasts. Schools hassle over "creationism" in the classroom and waffle between secularizing religious holidays or celebrating the holidays of all world religions. Search and seizure laws and guarantees against self-incrimination are under fire.

Furthermore, Americans may be denied the ability to exercise their rights because of our political institutions, economic practices and our interpretation and implementation of governmental policies. Campaign finance laws can enable many or just the rich to run for office. Election districting can prevent or assure election of candidates of certain ethnic backgrounds. The right of free speech may mean little to the citizen facing the concentration of ownership of the media or to the artist facing the concentration of wealth. And what does freedom of religion mean if social policies contradict one's beliefs and family practices or if religious education is available only to the well-to-do?

Many constitutional contests have arisen from tensions inherent in a document that protects both individuals and collective entities and that provides for majority rule while shielding the minority from the tyranny of the majority. These contests continue to define the boundaries between liberty and the legitimate authority of government.

This program will examine the evolution of rights in the U.S. We will study the emergence of thinking about rights in Europe, the writing of the U. S. Constitution and the Amendments to that Constitution which establish rights, and the controversies over rights from the Founding Period to the present. We will study some of today's contests over specific rights and some U.S. policies, like welfare, and their effects on the exercise of rights. Through a study of micro- and macroeconomic principles students will learn the principles and analyze how market ideologies address, promote and deny rights. We will study research and statistical methods central to evaluating and implementing policies with regard to their influence on people's rights and central to studying topics generally in the social sciences.

Credit awarded in economics, history, public policy, political thought, statistics.

Total: 32 credits

Program is preparatory for careers and future study in social sciences, public service, law, and business.



## Romanticism, Modernism and After

Fall, Winter, Spring/Coordinated Study  
Faculty: Hiro Kawasaki, Charles Pailthorp, Egon Verheyen  
Enrollment: 65  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: With approval

Romanticism, Modernism and After offers a study of rapid cultural change through art, music and literature at the turn of three centuries: 1800, 1900 and 2000.

The theoretical focus will be how the arts (both artistic creativity and audience response) reflect cultural change and how the experiences of creator and audience advance or retard cultural change. To study cultural change through the arts, particularly in the 19th and 20th centuries, is to study changes in the life of feeling of those living through that change. It is a premise of this curriculum that *feeling* is as much a construct in our experience as *thinking*. As Clifford Geertz put it, "Not only ideas, but emotions too, are cultural artifacts." This curriculum, therefore, will study changes in the life of feeling in relation to broader cultural change.

Our initial study of Romanticism, at the turn of the 19th century, will be mainly European-focused, with some attention paid to the United States. The turn of the 20th century marked the emergence of Modernism, which we will study using materials that are still largely European and North American. As we address our own time and the turn of the 21st century, we will raise the question of whether such *regionalism* still makes sense. Perhaps we have entered an era of *world culture*. We will examine whether we have entered a period of *Postmodernism*.

Innovative, or avant garde, art will necessarily take center stage in this study, and we will seek examples freely, including literature, music, 2-D and 3-D visual arts, film, media ... drawing on whatever serves our inquiry. High art, counter-cultural art and popular art will be relevant to our study.

This program emphasizes the skills involved in critical and perceptive reading, listening and seeing. Writing will be emphasized throughout the year. Above all, this curriculum aims at the intelligent interpretation of cultural change through an examination of the arts.

Credit awarded in history, art history, philosophy, aesthetics (both music and fine arts), literature, writing and cultural studies.

Total: 48 credits

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

## Sense of Place

Fall, Winter, Spring/Coordinated Study  
Faculty: Frederika Bowcutt, Marilyn Frasca, TBA  
Enrollment: 69  
Prerequisites: Freshman standing  
Faculty Signature: No  
Special Expenses: \$100 per quarter for overnight field trips  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Field trips

Nature writers like Annie Dillard and Barry Lopez argue that to counter the modern American penchant for mobility and rootlessness, it is important to investigate, understand and work with responsibility for the place in which one lives. You will be living in Thurston County, in South Puget Sound, in the Pacific Northwest for the next four years. Developing a meaningful sense of place is important for grounding one's life and one's learning. This program will investigate and practice ways modern humans are developing a sense of place by coming to terms with nature — nature writing, field natural history, ecology and landscape drawing and painting.

Common to these practices is the work of observing and describing one's observations with great care. We will spend time outdoors learning to see, learning to use identification books to name what we are seeing, learning natural history field techniques and fundamental ecological principles to understand the interactions among flora and fauna we are naming, learning careful natural history journal techniques to describe what we are seeing in writing and learning drawing and painting techniques to describe what we are seeing in visual, aesthetic terms.

We will simultaneously read works by and about great American nature writers, natural historians, ecologists and artists, learning with them and from them the significance of having a sense of place and the importance of living one's responsibility toward place. We will also read a great deal about environmental issues in the Pacific Northwest.

Our intention is to develop skills so you will be able to undertake significant research in our area of the Pacific Northwest by the start of spring quarter. Accordingly, you should expect our program to be rigorous, disciplined, time-consuming (at least 30 hours each week outside of classroom time studying) and challenging, as well as fun.

Credit awarded in natural history, literature, art, environmental studies, writing.

Total: 48 Credits

Program is preparatory for careers and future study in any of the liberal arts, especially natural history, environmental studies, literature and writing, and the visual arts.

## Stars, Sky and Culture

Spring/Group Contract  
Faculty: Llyn DeDanaan  
Enrollment: 24  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: \$50-\$75 for overnight field trips  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Overnight field trip

Though the Hubble Telescope vastly increases the information we have about the universe, amateurs with binoculars still find new comets. Indeed, human beings have studied the sky for thousands of years. Ancient buildings, pecked symbols and other artifacts bear witness to this interest in knowing the sky and assigning meaning to the movement of heavenly bodies. We will study the astronomical and cultural significance of historical sites such as those in the Southwestern United States and Meso America and the history and significance of navigational and surveying devices such as the chronometer and sextant. Participants will be expected to develop display projects that demonstrate a deep understanding of one culture's relationship to and symbolic representation of the sky.

Credit awarded in anthropology and archeology.

Total: 16 credits

Program is preparatory for careers and future study in anthropology and archeology.



## Telling Stories:

### Old and New Images

Fall, Winter/Coordinated Study  
 Faculty: Meg Hunt, Setsuko Tsutsumi, TBA  
 Enrollment: 69  
 Prerequisites: Freshman standing  
 Faculty Signature: No  
 Special Expenses: \$25-\$35 per quarter for performance tickets, audio and video supplies  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: Yes  
 Travel Component: Possible in-state or Portland

In this program we will look at traditional and modern ways of telling stories and conveying images through fiction from several cultures, through traditional forms such as Kabuki and the classical arts of India and through new media such as contemporary dance, music, film, video and electronic imaging. We will examine the cultural contexts in which the works are created and viewed.

Students will spend fall quarter concentrating more on theory, aesthetics and techniques (the latter in short-term skills workshops); in the winter quarter they will create collaborative short works using music, movement, dance, video, installations and other media. Throughout both quarters we will examine and discuss works of art and literature. In the skill-building workshops of the program, the emphasis will be on using the various media as tools rather than on becoming a technical professional.

The program will be 12 or 16 quarter credit hours; students will have the option of a workshop in the program or a course outside it. Courses in an art form, a language or further expository writing are appropriate for those choosing that option.

Fall quarter: expository writing, performance theory, video/film theory (the nature of the moving image), aesthetics (Japanese, Euro-American, other), short-term skills workshops (choreography, musical improvisation, video and electronic imaging).

Winter quarter: expository writing, creative projects and cultural studies.

Credit awarded in performance theory, moving image theory, Japanese studies, dance, music, film/video and expository writing.

Total: 24 or 32 credits

Program is preparatory for careers and future study in media arts, performing arts and cultural studies.

## Tragedy: The Greeks

Fall/Group Contract  
 Faculty: Don Finkel  
 Enrollment: 24  
 Prerequisites: None  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: No

Few writers, artists, or performers, if any, have rivaled the Greek tragedians in their ability to stir human emotion. What was distinctive and new about Greek tragedy? Why have these plays survived for so long? Why do they still move us? In this program we will undertake together an intensive study of almost all of the extant Greek tragedies of Aeschylus, Sophocles and Euripides. We will also read Homer, Aristotle's *Poetics* and some secondary sources. We will read a large number of tragedies and see what we make of them, play by play, and as a new and developing way of representing human experience through the medium of theater.

The work of the program will consist of reading, writing and seminar discussion, and will culminate in a final paper on Greek tragedy.

Credit awarded in classics and literature.

Total: 16 credits

Program is preparatory for careers and future study in literature and theater.

## World War II

Fall, Winter, Spring/Coordinated Studies  
 Faculty: Tom Foote, Dave Hitchens, Gil Salcedo  
 Enrollment: 72  
 Prerequisites: None  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: With faculty approval (e.g., languages)

Americans faced a challenge in World War II that seemed clear and direct — the nation believed it was fighting the archetypal battle between good and evil. Immediate post-war revelations about the Holocaust reinforced this belief and the essence of the conflict has generally come down in contemporary times as the last "good" war. Uncertainties and insecurities spawned by the Cold War and threats of thermonuclear annihilation made many Americans yearn for the seeming simplicity of the war and its apparently logical dichotomy between right and wrong. Consequently, World War II took on a legendary status that may or may not correlate with the realities of what caused the conflict; what happened during the conflagration; what the results were and what they mean.

World War II had a deep impact on race, class and gender in American society. Nineteen million American women worked in industry and volunteered for military service; Blacks, Hispanics and Native Americans helped swell the ranks of the armed services beyond 10 million able bodies and demands on scientific and industrial production generated new products and processes that profoundly affected people after the war. The war had an equally profound influence on art, literature, cinema, music, news production and dissemination, drama, entertainment, propaganda, education and poetry.

The World War II program will examine the origins, impact, and affects of the conflict. Students will work in small groups to prepare quarterly symposium presentations on aspects of our collective study and findings. We will use media sources and documentaries to supplement lectures, readings and symposia. Students can expect to be challenged, to conduct individual research projects and to actively participate in their learning.

Credit awarded in the relevant areas of American studies, cultural studies, history, literature, popular culture, political philosophy and writing.

Total: 48 credits

Program is preparatory for careers and future study in American Studies, literature, history, political science, popular culture, international studies, ethnic studies, social anthropology, teaching, law and philosophy.



# Culture, Text and Language

## PLANNING GROUP COORDINATORS:

RITA POUZIALES

BILL ARNEY

## AFFILIATED FACULTY:

Nancy Allen  
William Ray Arney  
Marianne Bailey  
Craig B. Carlson  
Caryn Cline  
Thad B. Curtz  
Argentina Daley  
Virginia Darney  
Llyn DeDanaan  
Betty R. Estes  
Susan R. Fiksdal  
Don Finkel  
Thomas H. Foote  
Thomas Grissom  
Rainer G. Hasenstab  
Patrick J. Hill  
Virginia Hill  
David Hitchens  
Ernestine Kimbro  
Stephanie Kozick  
Patricia Krafcik  
Mark A. Levensky  
David Marr  
S. R. Martin, Jr.  
Harumi Moruzzi  
Arthur Mulka  
Alice A. Nelson  
Charles T. Nisbet  
Charles N. Pailthorp  
Sarah Pedersen  
Rita Pouziales  
David L. Powell  
Thomas B. Rainey  
Sara Rideout  
Evelia Romano de Thuesen  
David Rutledge  
Gilbert G. Salcedo  
Therese Saliba  
Samuel A. Schrager  
Leon R. "Pete" Sinclair  
Nancy Taylor  
Charles B. Teske  
Kirk Thompson  
Setsuko Tsutsumi  
Sarah Williams  
York Wong

Culture, Text and Language

Charles McCann, the founding president of the college, spoke about teaching and learning at Evergreen in the following way:

"This college has collected scholars who, insofar as they inquire in their fields of interest, will by their presence here together form a living link between our present society and the past, a source of power with which to help us all meet the future.

Students will work as colleagues with faculty and others, and together these people will TRY

(that word is emphasized because it involves all of the college's people in continual change)

to create a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world."

The faculty members in the Culture, Text and Language area share these views and offer programs in which faculty and students alike engage in scholarly inquiry into our social world. Programs in this area focus on questions related to knowledge and interpretations of the social world. Those questions are explored with content and strategies from the humanities, integrating perspectives from the social sciences, practices in the arts and the natural and physical sciences.

The faculty members in Culture, Text and Language invite students to join them in the programs they offer and together create a "living link" between our present society and the urgent questions before us and the past. This area is distinguished in that its members' backgrounds and interests span the full breadth of the liberal arts, including humanities, sciences, arts and social sciences. As such it offers intermediate and advanced interdisciplinary programs relevant to all students at the college.

Culture, Text and Language offers programs in language and culture, area studies, cultural studies, philosophy and psychology. In the language and culture offerings students have an opportunity for intensive, challenging, interdisciplinary study. The study of language at Evergreen is integrated fully with the study of culture. Because we believe that learning languages is the key to understanding other cultures (and vice versa), we teach them together. That is, we teach language through the study of history, literature, philosophy and art; and culture through the study of language.

Spanish and/or Latin American cultural studies are offered each year. Programs of Japanese and Russian studies occur on an alternating two-year cycle, as do programs centered on French-speaking cultures of Europe, Africa and the Caribbean. Latin or Greek is also offered every two years in the program The Classical World. Programs in Irish studies, German studies and sociolinguistics are offered periodically.

The area also offers programs in cultural studies with emphases in anthropology, sociology and psychology. The focus of these programs includes ethnography, popular culture, media studies and cultural theory. In these programs current issues, events and practices offer foci for exploring relevant historical and philosophical traditions.

The area regularly offers programs that inquire critically into European history and philosophical traditions. Programs are organized around rigorous study of key texts such as Plato's *Republic* or Hannah Arendt's *The Human Condition*. Program emphases include philosophy, history, political theory and literature.

**Note:** For students interested in part-time language studies, modules are offered, mostly in the evening, in French, Japanese, Spanish and Russian at the first- and second-year levels. In addition, summer programs are available for intensive language study. Evergreen also participates in several study-abroad programs that encourage language fluency. Please see the International Studies and Opportunities to Study Abroad section on page 37.



## American Studies: Transcendental Visions

Spring/Group Contract

Faculty: David Marr

Enrollment: 25

Prerequisites: Junior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

American Studies: Transcendental Visions is a group contract in American literature, history, thought and culture in the 19th century. Our aim is to explore the possibilities for creativity in literature and philosophy during the Age of Emerson (1830-1890). We will read works by Ralph Waldo Emerson, Margaret Fuller, Nathaniel Hawthorne and Mark Twain, among others. We will also gain an overview of American social history. Topics in literature, history and philosophy include: writing as a vocation, origins of the new nation and of modern America, transcendentalism and pragmatism. A student will be expected to write short papers in preparation for seminars and to complete a term paper on a well-defined topic.

Credit awarded in American literature,<sup>†</sup> American history<sup>†</sup> and American philosophy<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future study in law, teaching, and graduate study in literature and history.

## Bilingual Education and Teaching

Fall, Winter/Group Contract

Faculty: Evelia Romano deThuesen

Enrollment: 25

Prerequisites: Junior or senior standing.

Previous course work in linguistics. Previous or concurrent study of a foreign or second language.

Faculty Signature: Yes

Special Expenses: \$100 for overnight field trips

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Overnight field trips.

During fall quarter we will explore several theoretical issues related to, and preparatory for, the study of bilingual education and teaching. In order they are: first and second language acquisition; the relationships of language, culture and society; and a historical introduction to bilingual education and the politics of bilingualism. A three-hour workshop each week will be devoted to the study of second-language teaching, with particular consideration of different theories and methodologies.

During winter quarter, we will study the historical, political and social connotations of bilingualism in the United States and language policy as it relates to the concept of the nation-state. Students will be introduced to bilingual education in elementary and high schools, program design and assessment. We will visit bilingual classrooms throughout the state and conduct ethnographic observations during field trips. We will continue with the weekly workshops on teaching methodologies, emphasizing connections between theory and practice. Some students will have the opportunity to go out into the community (elementary schools, high schools, etc.) to acquire practical experience and apply some of the theories discussed in class.

This program is aimed at upper-level students and will require full-time dedication. Requirements include two short response papers and a comprehensive midterm exam each quarter, plus a two-quarter research project culminating in an oral presentation.

Note: During spring quarter, students from the program who are interested in furthering their practical knowledge and experience may develop internships.

Credit awarded in bilingual education theory<sup>†</sup>, history and policy, linguistics, multicultural education<sup>†</sup>, ESL teaching methodology and practice, second or foreign language<sup>†</sup>, teaching methodology and practice.

Total: 24 credits

Program is preparatory for careers and future study in education, master in teaching, linguistics, ESL and second or foreign language teaching.

## Celluloid Women and Men: Representations of Genders in Japanese and American Cinema

Spring/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 25

Prerequisites: Two quarters of Core program or equivalent

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Celluloid Women and Men: Representations of genders in Japanese and American Cinema is a group contract designed for the students interested in not only crosscultural exploration of gender issues but also cultivating visual literacy.

It is often said that American and Japanese cultures represent the mirror images of human values. For instance, while American culture emphasizes the importance of individuals over groups, Japanese culture dictates group cohesion; while Japanese women are valued most as wives and mothers, American housewives feel deprived of personal dignity in their communities. Certainly, the reality is not as simple as these stereotypes indicate; nevertheless, this dichotomized comparative cultural frame presents an interesting context in which we can explore many human issues, particularly gender issues. Thus, in this program we explore the gender images presented in American and Japanese cinema.

At the beginning of the quarter the students will be introduced to the rudiments of film technology and basic concepts of film theory through texts and lectures. With these analytical tools at hand, then, students will examine gender images produced in American and Japanese films through seminars and critical writings.

Credit awarded in gender studies, Japanese culture, American culture, film technology, film criticism, Japanese cinema and American cinema.

Total: 16 credits

Program is preparatory for careers and future studies in gender studies, cultural studies, film studies and humanities.



## Dialogue and Silence: Storytelling in the World

Fall, Winter, Spring/Coordinated Study

Faculty: Bill Arney, Craig Carlson

Enrollment: 48

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: Consult faculty

Internship Possibilities: Yes

Additional Course Allowed: With faculty permission

"It is only the story  
that can continue beyond  
the war and the warrior....  
It is only the story ...  
that saves our progeny  
from blundering like blind beggars  
into the spikes of the cactus fence.  
The story is our escort;  
without it, we weave blind.  
Does the blind man own his escort?  
No, neither do we the story;  
rather it is the story  
that owns us."  
— CHINUA ACHEBE

From listening to the stories of others, we learn to tell our own. Stories about travel, work, sex, sports, money, marriage/divorce, death and family — about the stuff that happens all the time that we read about in the newspapers — can reveal the structures and strains of life and the way social facts press on the body. The writer's details have to be right; ideas grow from facts. A writer who makes mistakes, who does not describe a realistic and believable world, will lose the most knowing readers.

A story unfolds in all kinds of directions. That is part of growing up as a writer — to deal with ever greater complexities. Creativity and innovation grow in decisions made at every level of the process — how to research, how to tell the story, what voice to use, when to digress and what to leave out.

The vitality of narrative nonfiction writing — the sort of writing students will do in this program — comes from combining personal engagement with political theory, sociology and anthropology, memoir writing, fiction, history, travel writing and standard reporting. Personal reaction is as powerful and true a storyteller as the best ethnographic research. The journey itself resonates in the writer's life. Without some resonance, the research would be useless and the writing would be flat.

The point is to write as well as Walt Whitman and to find ways to do that in nonfiction prose, essays, letters, and reports. "It's OK to try to write something beautiful and to think of yourself as something more than a carpenter with a box of tools. Instead of making a table, you're making a beautiful table. That's part of the growing into a medium and listening," as Mark Singer says.

The narrative technique can be an empty form if it lacks a solid intellectual content. Voice and story are only tools. The ways in which writers handle research strategy, structure, form, voice, characterizations and symbolic representations reflect their creativity and honesty. Nonfiction writers whose personal experience illuminates social issues — Adrian Nicole LeBlanc on disenfranchised urban kids, John McPhee on Atchafalaya, Mumia Abu Jamal on prison — place themselves as participants or witnesses, rather than as distanced onlookers. Their approach is to cross borders, to fuse ideas from many sources, to revivify our compartmentalized, virtual and wired experience and to make us believe their story.

Tell me a story. Tell me a story. How do we learn our notions of what a story is? What makes a story a unified whole, something complete and satisfying in itself? What relationship do stories have to the world and vice versa? Tell me a story. That is what it still comes down to — storytelling and the real world. Public and private, biography and history meet on the page.

In this program, students will examine the role of the storyteller/writer as social witness through workshops, seminars, readings, performances, travel, research, writing and student-originated projects.

Credit awarded in writing, literature, sociology, politics, community studies, social work and media communications.

Total: 48 credits

Program is preparatory for careers and future study in writing, literary journalism, media communications, law and mediation, politics, community work, teaching, social work/helping professions.

## Discovering Greece: Exploring Aegean Civilizations

Winter, Spring/Group Contract

Faculty: Bob Haft, Gordon Beck

Enrollment: 50

Prerequisites: Sophomore standing; faculty interview and signature.

Faculty Signature: Yes, interview week before Academic Fair (December) to assess writing skill, reading skill, degree of interest.

Special Expenses: \$3,200 for spring quarter travel to Greece

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Spring quarter travel to Greece

This is a program of exploration and discovery. We search for origins of Western society in the reputed site of its birth: the eastern Mediterranean. We will explore both ancient and modern texts; we will also read texts of bone, ash, stone, ivory and paint. Additionally, we will study the scientific developments in recent geological and archaeological discoveries. In the course of our search we will work toward cooperative explorations and personal discoveries. This work will involve research, interpretation of evidence, speculative reasoning and carefully drawn conclusions.

Our search will use the academic tools of history, archaeology, art history, literature, mythology, folklore, religion and cosmology. Our readings will include ancient historians, poets, philosophers, playwrights, scientists as well as modern interpreters.

Some major texts we will use: Bernal's *Black Athena: Afroasiatic Roots of Classical Civilization* and *Greece: Aryan or Mediterranean? Archaeological and Documentary Evidence*, Biers' *Archeology of Greece*, Graves' *Greek Myths*, Knox's *Norton Book of Classical Literature*, Richter's *Handbook of Greek Art*, Pollitt's *Art and Experience in Classical Greece*, Philip Slater's *Glory of Hera* and Woodford's *Introduction to Greek Art*.

Our goal is to develop an understanding of this ancient world and its specific influence on our lives today. Our winter quarter investigations will involve a great deal of library research, careful interpretation of evidence, intensive research writing and speculative reasoning.



Spring quarter trip to Greece: In the spring quarter our study and research will switch to the reality of the earth, sea and skies of Greece. Our speculations will be tested on the actual remains of the ancient world; our discoveries will occur at Delphi, Athens, Corinth, Epidauros and many lesser known sites including the islands. Our researches will be based on the realities of what still remains in Greece as well as on the fragments of the lost Greek artifacts and civilizations.

We will explore the sites of history, myth, events and archaeological discoveries (both past and present). Our itinerary is still in the developmental stage but will include some sites in other parts of Europe.

Special spring quarter expenses: The costs for travel and living in Europe are estimated to be \$3,200. Detailed estimates will be available in December 1997.

Credits will be awarded in classical history, literature, archaeology, art history, mythology and ancient civilizations.

Total: 32 credits

Program is preparatory for further study in humanities, art history, art and social sciences.

## Ecological Agriculture

Fall, Winter, Spring/Coordinated Study  
Faculty: Michael Beug, Sarah Williams, Pat Moore

Enrollment: 55

Prerequisites: Sophomore standing, college chemistry plus economics and/or political science recommended

Faculty Signature: No

Special Expenses: No

Part-Time Options: With faculty permission

Internship Possibilities: Spring quarter

Additional Course Allowed: By arrangement with faculty

The Ecological Agriculture program provides a broad, interdisciplinary study of agriculture from a critical perspective of social, cultural and ecological sustainability. In fall seminar we will examine the history and present predicaments of American agriculture. During winter quarter we will consider alternatives and possible futures. In spring quarter we will focus on the role of agriculture and biocolonialism in Third World and global development. In addition to seminar work, we will undertake substantial study in the natural and social sciences (soil science, agricultural ecology, community studies, anthropology, cultural studies). We will emphasize critical reading and expository writing including journaling and microtheses, and develop Internet and visual literacies using film screenings and analyses, Web searches and discussion lists.

Students will also have the opportunity for practical experience in food production at the college's Organic Farm. Students wanting more extensive training in agricultural production may take the program The Practice of Sustainable Agriculture spring quarter as part of their work in Ecological Agriculture. Other student projects and internships will also be options spring quarter.

Credit awarded in agricultural ecology, soil science, anthropology, cultural studies, political economy of American agriculture, community studies, gender studies, agriculture and development in Third World and global perspective, film studies, expository writing, research methods, farm practicum.

Total: 48 credits

Program is preparatory for careers and future studies in environmental studies, anthropology, cultural studies and agriculture.

## Elizabeth and William

Spring/Coordinated Study

Faculty: Tom Rainey, Nancy Taylor

Enrollment: 50

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: \$200 for possible field trip to Ashland Shakespearean Festival

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Field trip to Ashland, Oregon

Elizabeth I, Queen of England, gave her name to the most creative period of English cultural history — the era of William Shakespeare.

This program will explore the history, literature and culture of this period. We will study the literature as works of art, as moral statements and as historic documents and set them into historic context. We will study political, economic and social history using primary as well as secondary documents. Readings will include works by Shakespeare, Jonson, Marlowe, Bodin, Sydney, Machiavelli and More, as well as primary and secondary historical materials. There will be equal attention given to history and literature. Activities will include critical reading, research and writing, intelligent conversation, performing of reader's theater and viewing of Elizabethan drama (film or live performances).

Credit awarded in Elizabethan literature and drama and English history 1485-1625.

Total: 16 credits

Program is preparatory for careers and future study in teaching, law, graduate studies in history and literature, any profession that requires intelligent, cultural conversation.



## English Renaissance Literature

Winter/Group Contract  
Faculty: Charles McCann  
Enrollment: 25  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: Discuss with faculty  
Additional Course Allowed: Discuss with faculty

We will read the major writers of the English Renaissance period: plays by Marlowe, Shakespeare, Jonson, Webster; poetry by the above and Spenser, Sidney, Donne, Milton, Herrick, Herbert; prose by Sidney, Bacon, Burton, Walton; and as background, a history of the period.

Students will participate in morning and afternoon seminars on Mondays and Thursdays. Each student will be responsible for a weekly 10- to 15-minute presentation on some aspect of the reading for the day, and each, during the quarter, will concentrate in depth on a major figure. Some aspect of that concentrated study will be addressed in a 20-page paper at quarter's end.

Credit awarded in 16th-17th century drama, poetry and history.

Total: 16 credits

This program is preparatory for any career and future study in the humanities.

## Gambling: America's New Addiction

Spring/Group Contract  
Faculty: Chuck Nisbet and Jerry Lassen  
Enrollment: 50  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program studies gambling in America. Historically, Americans have been of two minds about gamblers and gambling. They condemned the participants as sinful, wasteful and pathological and at the same time emulated and idealized winners as risk-takers, courageous and even macho. But in the past quarter century legalized gambling expanded into state after state and became more respectable than ever, even becoming family fun.

Through lectures, videos, texts, book seminars and independent research projects we will review the long history of the gambler and gambling and pay particular attention to how the explosion of legalized gambling in the '90s altered contemporary society. We will investigate how social, political and economic forces turned the tide in favor of legalized gambling. We will study the statistical basis of gambling decision-making. We will explore the private costs and benefits of gambling and gamblers, the rise of tribal casinos and the hidden social costs of gambling. Finally, in a module, *The Fiscal Crisis of the State*, we study the changing pattern of spending and taxation policies in the past quarter century to understand the states' eagerness to authorize gambling and their growing dependency on gambling revenues.

Seminar readings include: *Gambling*, by Current Controversies Series; *People of Chance: Gambling in American Society from Jamestown to Las Vegas*, by John Findlay; *Selling Hope: State Lotteries in America*, by Charles Clotfelter and Philip Cook; *The Luck Business: The Devastating Consequences and Broken Promises of America's Gambling Explosion*, by Robert Goodman; *The Psychology of Gambling*, by Michael Walker; *The Gaming Industry: Introduction and Perspectives*, by the International Gaming Institute; Raymond and Vincent Eade (eds.); *The Fiscal Crisis of the State*; by James O'Connor.

Credit awarded in sociology, political economy, social science research and American studies.

Total: 16 credits

The program is preparatory for careers and future study in law, public policy, economics and sociology.

## Images: Physical Speculations on Unknown Conditions

Fall, Winter, Spring/Coordinated Study  
Faculty: Gail Tremblay, Yvonne Peterson, TBA  
Enrollment: 75  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: Up to \$50 for materials  
Part-Time Options: With faculty permission  
Internship Possibilities: With faculty permission  
Additional Course Allowed: Yes

Images are among the most subtly nuanced forms human beings create to describe their experience and sense of things. This program will combine focused study of Native American culture, including an analysis of the effects images and representations of that culture have on indigenous people and the general American consciousness, with project work. In designing projects, students are expected to create images and visions of use to them to address realities that need addressing to benefit their communities. To design these projects, students are asked to reflect on: What do I need to do? How do I propose to do it? What do I plan to learn? What difference will my work make? All students will answer the four questions and propose an individual or group project by Monday of the third week of each quarter.

Students will share common activities: reading, viewing and discussing texts, films and slides that represent images of indigenous culture. This material will combine studies in indigenous history, policy, literature, art history and education, as well as discussion of human beings/relationships in the natural world. These studies are expected to raise issues for students and provide context as they formulate projects.



Individuals and groups will discuss projects with faculty and colleagues so people can share expertise and help one another maximize their learning. The program will allow people from a variety of communities to learn about the culture and issues important to indigenous people and to create intercultural understanding.

The program is designed for students wishing to prepare for careers in Native American policy, education and art, as well as people interested in Native American law, in cultural studies and in literature. People wishing to do project work to gain endorsements for their teaching credentials in English, art or social studies or those planning careers in elementary education, particularly those interested in teaching in diverse classrooms and on reservations, are encouraged to enroll.

Credit awarded in Native American policy, Native American art history, Native American studies; credits tailored to student's projects.

Total: 36-48 credits

Program is preparatory for careers and future study in Native American studies, art, education, tribal policy, cultural studies and American Indian law.

## In Search of Socrates

Spring/Group Contract

Faculty: Don Finkel

Enrollment: 24

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

No figure in the Western tradition has been more powerful or more enigmatic as a symbol of the teacher, the philosopher or the critic than Socrates. The adjective "Socratic" has come to describe a method of teaching, a style of conversation, a mode of inquiry and a kind of irony. Yet *everything* we know about Socrates derives from what others have written and thought about him. He left us no written words of his own; yet he left an imperishable mark on our thinking. More than 2,000 years after his death, we still puzzle over the meaning of his life, his mission and his ideas. The British scholar W.K.C. Guthrie has concluded that "in spite of the application of the most scientific methods, in the end we must all have to some extent our own Socrates, who will not be precisely like anyone else's." Guthrie adds, "The fact is that no one was left indifferent by this altogether unusual character: everyone who has written about him was also reacting to him in one way or another."

The purpose of this program will be to encounter and react to "this altogether unusual character," Socrates—through the writings of the philosopher who created his reputation, Plato, but also through the works of contemporaries (Aristophanes and Xenophon) as well as writers who never knew him (e.g., Nietzsche, I.F. Stone).

The work of the program will consist of reading, writing and seminar discussion, and will culminate in a final paper on Socrates.

Credit awarded in philosophy and classics.

Total: 16

Program is preparatory for careers and future study in education, philosophy and writing.

## Kafka/Prague

Spring/Group Contract

Faculty: Mark Levensky, Marianne Bailey

Enrollment: 50

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, with faculty permission

In this upper-division group contract we will work toward an understanding of the writings of Franz Kafka, including his novel trilogy and his shorter narratives. To this end, we will draw primarily on literary criticism and philosophy, and secondarily on cultural history, architecture, psychology and the arts. Our work will include the following: intrinsic analysis of the texts (individually and as a body) as a unique interconnected language system; consideration of Franz Kafka, his family and life; and exploration of Kafka's particular time and place. The Prague of Kafka's lifetime (1883-1924) was a crossroads of east and west and a center of the Austro-Hungarian Empire, a nexus of arising intellectual and artistic modernism, a labyrinth of medieval architecture and occultism.

What was Kafka's involvement in such currents of his époque as depth psychology and aestheticism, realism and expressionism? What was the influence of his work on artists and writers after his death? Weekly supplementary readings will help us respond to these questions.

Students in this program will participate weekly in: 1) lectures by program faculty and guests, 2) faculty-directed and smaller, student-directed book seminars, and 3) small group, student presentations on the life, times, language and/or influences of Kafka. Also, students will 4) complete writing assignments.

Credit awarded in philosophy, literature, humanities and social sciences.

Total: 16 credits

This program is preparatory for further study in philosophy, literature and German studies.



## Millennium: On the Brink of the New Age?

Fall, Winter, Spring/Coordinated Study  
Faculty: Kirk Thompson, Rita Pougiales, Matt Smith

Enrollment: 72

Prerequisites: None

Faculty Signature: No

Special Expenses: Up to \$100 for overnight field trips and retreats

Part-Time Options: No

Internship Possibilities: Community service, spring quarter

Additional Course Allowed: With permission

Travel Component: Overnight trips, retreats

We live on the brink of a new millennium, in a world where the old forms do not hold. What will be the shape of the world to come? For 300 years, the nation-state has been the focus of political, economic and social loyalties. But in the past 20 years, the primacy of the nation has been challenged. The re-emergence of ethnic, religious, tribal patterns of social organization and loyalty, coupled with the breakup of the Soviet Union, has re-energized forces below the nation-state. From above, the global forces of the market, communications and the environment supersede and minimize the role of the state.

This program intends to explore these developments by investigating: How is the world changing? How are people organized into social structures and institutions? What forces have brought about the configuration of today's world? Finally, what tendencies reinforce or reconfigure these patterns?

Each of us will be challenged by these developments. In a world where we can assume neither a benign utopian future nor unmitigated chaos, we must ask what ethical and spiritual issues are involved in living appropriately, morally and deliberately. We will consult three ethical theorists, Vaclav Havel, Gary Snyder and Martha Nussbaum, as we explore how to be what Snyder calls a "profound citizen," a citizen not of a particular nation-state but of a human community and ecosystem.

We will study social change in many dimensions: global changes in economy, environment and communications; patterns of breakup in the Balkans and the former Soviet Union; changes in U.S. urban life; and the emergence of regionalism, localism and ethnicity in the United States. In spring quarter we will engage in community service to explore ideas of citizenship and engagement.

Credit awarded in modern history, anthropology, sociology, social theory, political science, economics, geography, ethics.

Total: 48 credits

Preparatory for work and graduate study in environmental studies, politics, law, education, history, social work and life.

## Music and Theater in Cultural Context

Fall, Winter, Spring/Coordinated Study  
Faculty: Sandie Nisbet, York Wong, Terry Setter

Enrollment: 72

Prerequisites: None

Faculty Signature: No

Special Expenses: \$30 for event tickets, audio tape

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Local events

This is a year-long program designed to introduce students to the fundamentals of music, theater and cultural history, as well as to the practical applications of current techniques employed within these disciplines. It will examine the development of ideas and practices within these arts to understand relationships between them, and to understand how each is affected by various societal contexts. The program offers introductory skill building in music and theater arts and will work toward a final production in the spring quarter.

Credit awarded in music history, theater history, cultural history, aesthetics, research techniques and expository writing.

Total: 48 credits

Program is preparatory for careers and future study in music, theatre and cultural studies.

## On Interpretation: Foundation Work in the Humanities and Interpretive Social Sciences

Fall, Winter, Spring/Coordinated Study  
Faculty: Thad Curtz, Betty Ruth Estes

Enrollment: 25/Fall; 50/Winter; 50/Spring

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: 12 credit option, 4 credit course

Internship Possibilities: No

Additional Course Allowed: Yes

Travel Component: Fall quarter field trip to Seattle or Portland Art Museum

What does it mean to understand a poem, or a picture, or what happened a hundred years ago, or why somebody keeps acting in a stupid way? Is it just a matter of your opinion, or somebody else's guess? Do some people really see and know a lot more than other people about such things? These three one-quarter programs involve ongoing practice in trying to understand questions like these better, as well as careful exploration of different theories about what (if anything) can be known about what someone else's actions mean.

All three programs are intended to prepare students for sophisticated advanced interdisciplinary work in both the humanities and the interpretive social sciences (fields like anthropology, history and some sorts of psychology). Such disciplines all attempt to understand individual human acts — slips of the tongue and religious rituals, sonnets and political choices, cartoons and painted church ceilings. They therefore all involve the same fundamental intellectual process — interpreting situations that have multiple sources of meaning, including the intentions of the actor, what some audience makes of those actions and several other contexts as well. We'll pay close attention to the methods and tools of various disciplines, to ideas about the functions and values of art and to analyzing and critiquing philosophical arguments about what's involved in claiming to understand somebody else's actions. The programs are designed to function as a coherent sequence, but students are welcome to take one or more of them. In each, students can choose to undertake a significant independent project or a separate course for four of their credits.



**FALL — Poetry and Pictures (On Interpretation I):** This program involves interpretation in two senses. First, lots of practice in talking and writing about the details of two kinds of works — short poems and pictures. Second, interpretation as performance, in the sense that somebody playing a piece of music from a score interprets it. (In our case, we will fool around with various exercises about exploring images and about reading texts out loud, all together and individually.) We will also work through some philosophical pieces, mostly short, about why art matters (or doesn't) and what it might mean to understand a work of art. Part of the program (probably centering on work in art history) will be open to other students as a course and will probably meet in the late afternoon or evening.

**WINTER — Narrative Knowledge (On Interpretation II):** This program focuses on narration of all sorts — from fairy tales to history books. We'll concentrate on who's telling the story, how they tell it, who they seem to tell it for and what happens to both audience and narrator between the beginning and the end. Material will include historical writing, short fiction, ethnographies, myths, newspaper articles and dreams. Particular attention will be paid to historiography and psychological modes of interpretation, including varieties of psychoanalytic, archetypal and feminist interpretation. Part of the program (probably centering on work in psychological and feminist theory) will be open to other students as a course and will probably meet in the late afternoon or evening.

**SPRING — Public Acts (On Interpretation III):** We have two ways of referring to plays in our language — as theater, which originally meant a place for people to see something, and as drama, which originally meant a particular kind of action or struggle. In this quarter we will work on interpreting a range of actions in public, before assembled groups — political speeches, architecture, plays of all sorts, religious rituals, how people behave in groups, television, film and all sorts of mass media. We'll pay special attention to interpretation that focuses on the historical and social contexts of actions, including Marxist analysis, the new historicism and various kinds of media criticism. Part of the program (probably centering on work in film history) will be open to other students as a course and will probably meet in the late afternoon or evening.

Credit awarded in: (fall) literature, art history, philosophy; (winter) literature, psychology, history, anthropology; (spring) literature, media and social science.

Total: 36-48 credits

Program is preparatory for further study in humanities, social sciences, and careers involving interpretation, like law and counseling.

## Out of the Cave: Philosophy of Education

Winter/Group Contract

Faculty: Don Finkel

Enrollment: 24

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

In his famous parable of the Cave, Plato implied that the aim of education is to lead people out of a "cave." What is this cave? Is it possible to escape it? Is it possible to lead others out of it? This program will provide an intensive study of the educational philosophies of Socrates (*Early Dialogues of Plato*), Plato (*The Republic*), Rousseau (*Emile*) and John Dewey (*Democracy and Education*) — the four most important educational thinkers in the Western tradition.

The work of the All Level program will consist of reading, writing and seminar discussion, and will include a comprehensive, integrative, week-long, take-home exam.

Credit awarded in philosophy of education.

Total: 16 credits

Program is preparatory for careers and future study in education, philosophy and writing.

## Perspectives on Ireland

Fall, Winter/Coordinated Study

Faculty: Sean Williams, Charlie Teske, Patrick Hill

Enrollment: 72

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Field trips to Seattle, Portland

Ireland has been the home of unique forms of religious expression, a rich musical life, several hundred years of colonialism and some of the greatest literary minds of the past 200 years. This two-quarter program will study Ireland through its expressive culture and historical events, from pre-Christian and early Christian periods to the present. Poems, songs, stories, films, dances, plays and aspects of the Irish language all reveal important clues about many different kinds of Irish interactions. Accordingly, program themes center around the relationships between nature-based spirituality and Christianity, orality and literacy, men and women, language and cultural identity and the Irish in relation to others, whether the "others" are the fairies, the English, Americans, Europeans or their own ancestors. Our interdisciplinary work should allow for a variety of approaches, from the sociopolitical to the artistic. We will work to create a supportive environment in which participants can reclaim some of the essential dimensions of being human.

The faculty envision a program in which students grow comfortable with performing publicly, learn the basics of the Irish language, develop their skills in research and critical analysis to explore important theoretical issues verbally and in writing, and participate fully in all activities. Each quarter will include both a comprehensive writing project and a collaborative performance. Faculty will assist students in learning poetry and songs and participating in plays and preparing for intensive discussions of our work during our twice-weekly seminars. Potential texts for the program include Joyce's *Dubliners*, Condren's *The Serpent and the Goddess*, *The Táin* and poems by W. B. Yeats, Seamus Heaney and others. Each of the three faculty will continue teaching related programs in spring quarter, focusing on Celtic music, the works of James Joyce and the possibility of further study in Ireland.

Credit awarded in Celtic studies, literature, ethnomusicology, history and Irish language.

Total: 32 credits

Program is preparatory for careers and future study in Celtic studies, literature and ethnomusicology.



## Philosophy of Knowledge and Belief

Fall, Winter/Group Contract

Faculty: Mark Levensky

Enrollment: 25

Prerequisites: Junior or senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, with faculty approval

Philosophy of Knowledge and Belief is a two-quarter, advanced, undergraduate program for students interested in classical Greek philosophy, modern European philosophy and contemporary American philosophy and who want to study theory of knowledge. During fall quarter, each student will write an essay a week on a passage or theme in an assigned reading and participate in a weekly writing workshop, prepare for and participate in three book seminars a week, including one small, student-directed seminar and work with a small group of other program students to research, design, write and act out a presentation on the life, times or influences of the author of a book seminar reading.

During winter quarter, each student will write an extended research essay on a program reading, theme or topic of his or her choice, prepare for and participate in a writing workshop and book seminar each week and meet with the program faculty member for individual conferences concerning the student's work on his or her research essay.

Topics for reading, writing, research and discussion during fall and winter quarters will include the general nature of human knowledge and belief; truth and falsehood; good and bad reasons for a belief; valid and conclusive arguments; ignorance, opinion and certainty; perception; innate ideas; knowledge with and without foundations; intuitive knowledge; memory; apriori and aposteriori knowledge; universals; feminist theory of knowledge; skepticism; contextual knowledge; and philosophy.

Readings for fall quarter: Plato, *Theaetetus*; Descartes, *Discourse on Method*; Russell, *The Problems of Philosophy*.

Readings for winter quarter: Susan Haack, *Evidence and Inquiry*. Additional readings will be assigned and suggested.

Credit awarded in theory of knowledge, essay writing, research in humanities and social science.

Total: 32 credits

Program is preparatory for careers and future study in humanities, social sciences, and philosophy of science.

## Philosophy of Science

Spring/Group Contract

Faculty: Gonzalo Munevar

Enrollment: 25

Prerequisites: Junior/Senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will examine the nature, significance and limits of science. It is suitable for students interested in the sciences or the humanities. The program will begin with a critique of standard philosophy of science (the notion of scientific method, induction, falsification) and will move on to the revolution spearheaded by Kuhn and Feyerabend. An analysis of the problems created by this revolution will lead to a consideration of alternative approaches to the understanding of science (e.g., evolutionary epistemology). We will pay particular attention to new attempts to solve the problems of realism and of the rationality of science. We will also examine interesting philosophical aspects of physics, biology and other sciences. Once we have a better grasp of issues concerning scientific knowledge, we will begin to consider the relationship between science and morality, society, art and culture.

The material will be presented and discussed in lectures, seminars, small group discussions, editing groups, research groups and research presentations, as well as in a series of essays required from the students.

Credit awarded in philosophy of science<sup>†</sup>, history of science<sup>†</sup>, writing<sup>†</sup>

Total: 16 credits

Program is preparatory for careers and future study in philosophy, humanities and science.

## Popular and Alternative Communication in Latin America

Winter, Spring/Coordinated Study

Faculty: Anne Fischel and Jorge Gilbert

Enrollment: 50

Prerequisites: Sophomore standing

Faculty Signature: Yes, interview at the Academic Fair, on December 3, 1997; transfer students may phone or send letter of application prior to Academic Fair  
Special Expenses: up to \$2000 for travel spring quarter

Part-Time Options: Spanish module

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Field school in Chile spring quarter

This program will look at contemporary cultural, political and economic developments in Latin America. In particular it will examine the role of popular and alternative modes of communication as forms of expression created to challenge and resist authoritarian governments and repressive social conditions from the early 1960s to the present. The program will pay particular attention to the history, politics and culture of Chile during the period of resistance to Pinochet's regime and today. It will raise questions about the model of economic and cultural development currently being followed in a number of Latin American nations, including Chile.

Our winter quarter studies will prepare students for travel to Chile in the spring quarter. Spring quarter studies are designed to deepen understanding of the ways in which Chile's model of development impacts communities at different economic levels and in different areas of the country, and to offer students an opportunity to participate in researching and producing a series of video documentaries with those communities. Students will be offered training in participatory research techniques and documentary video production, as well as the history and culture of Chile and Latin America.



Popular and Alternative Communication in Latin America has three general objectives. First it provides participants with an interdisciplinary curriculum that will allow them to study, research and experience firsthand a wide range of issues and concerns affecting Chile and South America at the end of the 20th century. Secondly, the program provides practical opportunities for intensive language study. Students will attend regular classes geared to their skill level with the goal of developing or deepening their knowledge of Spanish. Third, the travel component of the program immerses participants in the cultural, socio-political and economic reality of a country struggling to overcome its condition of underdevelopment. Students will have the opportunity to participate in workshops, conferences and discussions with political and community leaders and grassroots organizations and to study the social, artistic, folkloric and intellectual life of the country.

In spring, Popular Alternative Communication in Latin America will focus on the production of a series of video documentaries on Chilean life. The subjects of the documentaries will include poverty, popular culture, the status of women, artistic expression, environmental concerns of the people and the particular struggles and issues facing different sectors of the population under Chile's current neoliberal model of economic development. The video productions will involve research, observation and close collaboration with communities and groups.

Credit awarded in film and television documentary production, Latin American studies, cultural studies, mass media, social communication, sociology.

Total: 32 credits

Program is preparatory for careers and future study in film/video, communication, Latin American studies, journalism, social science (sociology, anthropology, demography, population).

## Romanticism, Modernism and After

Fall, Winter, Spring/Coordinated Study  
Faculty: Hiro Kawasaki, Charles Pailthorp, Egon Verheyen  
Enrollment: 65  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: With approval

Romanticism, Modernism and After offers a study of rapid cultural change through art, music and literature at the turn of three centuries: 1800, 1900 and 2000.

The theoretical focus will be on how the arts (both creativity and audience response) reflect cultural change and how the experience of both creator and audience advance or retard cultural change. Particularly in the 19th and 20th centuries, to study cultural change through the arts is to study changes in the life of feeling of those living through that change. It is a premise of this curriculum that *feeling* is as much a construct in our experience as *thinking*. As Clifford Geertz has put it, "Not only ideas, but emotions too, are cultural artifacts." This curriculum, therefore, will study changes in the life of feeling in relation to broader cultural change.

Our initial study of Romanticism, at the turn of the 19th century, will be mainly European-focused, with some attention paid to the United States. The turn of the 20th century, and the emergence of Modernism, will also be studied using largely European and North American materials. As we address our own time, however, and the turn of the 21st century, we will question whether such *regionalism* still makes sense. Perhaps we have entered an era of *world culture*. We will examine with care whether we have entered a period of *Postmodernism*.

Innovative, or avant garde, art will necessarily take center stage in this study, and we will seek examples freely, including literature, music, 2D and 3D visual arts, film, media ... drawing on whatever serves our inquiry. High art, countercultural art and popular art all will be relevant to our study.

This program emphasizes the skills involved in critical and perceptive reading, listening and seeing. Writing will be emphasized throughout the year. Above all, this curriculum aims at the intelligent interpretation of cultural change through an examination of the arts.

Credit awarded in history, art history, philosophy, aesthetics (both music and fine arts), literature, writing and cultural studies.

Total: 48 credits

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

## Sacred Monsters: Insiders and Outsiders in French-Speaking Cultures

Fall, Winter, Spring/Coordinated Study  
Faculty: Marianne Bailey, TBA  
Enrollment: 50  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: Optional travel to France (approximately \$3,400)  
Part-Time Options: French language study for 8 credits fall and winter quarters  
Internship Possibilities: No  
Additional Course Allowed: Yes  
Travel Component: Optional trip to France

We plan an intensive study of the literature, history, arts, religion, philosophy and language of France and French-speaking cultures of Africa and the Caribbean.

Inside/Outside will serve as our structuring metaphor for examining, in context, selected works from the medieval period through the 20th century. The dialogue between Insider and Outsider is a motive force in culture; each culture seems to hold its Outsiders in mingled awe and horror. Between a medieval city and the troubadours, madmen and saints wandering the roads; between the doubter Pascal and his Church; between decadent artists and a positivist 19th century; between France and her (former) colonies, exist troubled dialogues.

We will study Montaigne, Villon and Voltaire, who contest the reigning structures of God and King, and negritude poets, surrealist painters, romantics and feminist-philosophers, who contest reason's primacy and its language.

Medieval to Modernist: Fall quarter's work will range from the 12th century writings of Marie de France through the first flashes of modernism in Rimbaud, Cézanne and Jarry.

Dada and Deconstruction: Winter quarter's work will move from primitivism in visual arts, Dadaist spectacles, through such theorists of dismantling as Derrida and Bataille.

This program integrates study of culture and language. At least half of the instruction will be in French. Language study will be offered at beginning, intermediate and advanced levels; seminars and their reading lists and discussions will be in English.

During spring quarter, students may elect to travel to France for study and family stays in Brittany, Paris and Lyon. In spring, only four-quarter-hour enrollment in French language classes is possible on campus.

Credit awarded in French language, literature, cultural history and art history.

Total: 20-48 credits

Program is preparatory for careers and future study in international business or agencies, French and general literary and historical and cultural studies.



## Self-Determination: Puerto Rico, Ecuador and Chile

Fall, Winter, Spring/Coordinated Study  
Faculty: Alice Nelson, Tom Womeldorff  
Enrollment: 50  
Prerequisites: Junior/senior standing or sophomore with significant studies in social science or literature  
Faculty Signature: No  
Special Expenses: Up to \$100 for overnight field trip; approximately \$3,500 for spring quarter study abroad in Ecuador (optional)  
Part-Time Options: No  
Internship Possibilities: Spring quarter only  
Additional Course Allowed: No  
Travel Component: Optional spring quarter work in Ecuador

The history of Latin America can be viewed as a struggle for self-determination, from its conquest to its present-day efforts to achieve equal economic footing. Latin American countries' local experiences, however, may differ dramatically. Our study of Puerto Rico, Ecuador and Chile will illuminate the region's cultural diversity while highlighting connections between personal and national politics.

This program will focus on the historical and contemporary realities of the countries using frameworks from the humanities and social sciences. Students will learn to interpret literary texts in their social contexts and use political economic models to understand Latin American societies. Because culture and language are inseparable, Spanish language study will be an integral part of the program.

The first two weeks we will review the three countries' history, geography, economy, natural environment and literary and social movements. This will provide a common context for exploring self-determination as manifested in relationships of class, gender and ethnicity at the individual, national and international levels. During the fall and winter, we will study specific struggles for self-determination that have emerged in these countries, such as Chilean women's resistance in the Pinochet period, Puerto Rico's quest to reconcile U.S. citizenship with its autonomous Caribbean identity and Ecuador's efforts to preserve the natural environment in the face of pressures from multinational businesses.

During spring quarter, students may study on campus or in Ecuador. Both options will emphasize Spanish language acquisition and experiential learning about Latin American cultures, whether in Ecuador or through part-time internships in local Latino communities.

Credit awarded in Latin American history and literature, international economics, political economy and Spanish language.

Total: 48 credits

Program is preparatory for careers and future study in literature, Latin American Studies, international relations, and economics.

## Social Psychology

Spring/Group Contract  
Faculty: Justino Balderrama  
Enrollment: 25  
Prerequisites: Core program or equivalent  
Faculty Signature: No  
Special Expenses: No  
Internship Possibilities: No  
Additional Course Allowed: No

Social psychology is an interdisciplinary space connecting psychology and sociology. This group contract has two concerns: (1) We will study the social construction of social psychology through an historical tracing of the significant assumptions, theories and research that inform the evolution of social psychology as an academic discipline; (2) We will apply this theoretical foundation to the practice of everyday life in the U.S.A. culture. We will focus on social relationships by examining simple conversation (talking-listening), small group behavior and collective social movements. The approach is interdisciplinary and multicultural.

Credit awarded in social psychology, cross-cultural psychology, sociology, social work and human services and cultural studies.

Total: 16 credits

Program is preparatory for careers and future study in social work and human services, multicultural studies, social science, small group behavior and social psychology.

## Stars, Sky and Culture

Spring/Group Contract  
Faculty: Llyn DeDanaan  
Enrollment: 24  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: \$50-\$75 for overnight field trips  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Overnight field trip

Though the Hubble Telescope vastly increases the information we have about the universe, amateurs with binoculars still find new comets. Indeed, human beings have studied the sky for thousands of years. Ancient buildings, pecked symbols and other artifacts bear witness to this interest in knowing the sky and assigning meaning to the movement of heavenly bodies. We will study the astronomical and cultural significance of historical sites such as those in the Southwestern United States and Meso America and the history and significance of navigational and surveying devices such as the chronometer and sextant. Participants will be expected to develop display projects that demonstrate a deep understanding of one culture's relationship to and symbolic representation of the sky.

Credit awarded in anthropology and archeology.

Total: 16 credits

Program is preparatory for careers and future study in anthropology and archeology.



## Student Originated Studies: Japanese Studies

Fall, Winter/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 25

Prerequisites: Junior/senior standing; approved proposal detailing objectives, methods, significance to career goal or field of study, as well as a reading list; one year Japanese language. Students who pass the placement exam may enter the language component of this program winter quarter. Students may pick up exam at APEL after January 1, 1997.

Faculty Signature: Yes

Special Expenses: No

Part-Time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Student Originated Studies: Japanese Studies is a group contract for upper-level undergraduate students who want to do independent research/study projects in Japanese studies while learning intermediate Japanese language as a group contract. The optional language component of the program will constitute eight of the 16 credits awarded for a quarter. All students in the program (unless they choose not to take the language component) will participate in language classes four times a week. The independent projects constitute the remaining eight credits per quarter. Students may work individually or with a small group of other students for their independent projects. For example, one student may choose to study classical Japanese literature alone, while another student may choose to study Japanese business practice with a number of other students.

Students, as individuals or as a group, should submit a written proposal to the faculty before being admitted to this program. Faculty signature is required.

Credit awarded in Japanese language and other appropriate fields of Japanese studies.

Total: 16-32 credits

This program is preparatory for further study in education, international affairs, Japanese studies.

## Text and Culture in America 1945-1985

Fall, Winter, Spring/Group Contract

Faculty: David L. Powell

Enrollment: 24

Prerequisites: 2 years college; faculty signature; submit expository essay to faculty for consideration.

Special Expenses: None

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This 40-year period was a time of great growth and change for us as a people, as we became undisputed world leaders, embarked on a period of unprecedented technological and financial expansion, challenged our own values and assumptions, explored many kinds of freedom (including sexual), publicly attacked and privately shored up our basic racism, became divided as never before over a war that nevertheless made us even richer and more technologically dependent, had a president resign under threat of impeachment, made queens and kings of our entertainers and sports stars, broadened our awareness of what being an American must be on the basis of minority status, gender or sexual orientation, moved in six short years from the largest creditor nation in the world to the largest debtor nation, enshrined greed and self-service as personal and therefore national goals, formed picket lines in front of abortion clinics, made the term liberal a political liability and swung the political pendulum so far to the right that comparisons with the 1880s seem almost too obvious.

During all this time there was another event going on that Americans did not vote on at the ballot box, but did make choices about, that powerfully affects us as Americans; this was a vast outpouring of creative statements about what our world was really like behind all those too public issues, about what we feel and know as humans. This huge creative output of publicly available texts is our reason for studying this period, for a culture is as surely shaped by the things it chooses to tell itself and to read about itself as it is shaped by public political acts.

It would, of course, be absurd to suggest that we could (in one short academic year of 30 weeks) even make a gesture toward coverage of this vast, incredibly rich body of texts; what we will do is look with care and intensity at some clusters of texts centered around common themes, certain issues, similar artistic forms, like shapes of expression, relative lifestyles or cultural backgrounds, comparative gender perceptions, etc. What follows are some of the writers we will consult clustered by very vague categories of form.

Poetry: Elizabeth Bishop, Allen Ginsberg, Robert Lowell, Marianne Moore and selected contemporary poets.

Contemplative Writing (Philosophy): Annie Dillard, Susan Langer, Barry Lopez, Robert Pirsig, William Irwin Thompson, Alan Watts.

Fiction: Saul Bellow, Mary McCarthy, Eudora Wealty, Norman Mailer, Richard Wright, Thomas Pynchon, Oscar Hijuelos, Ken Kesey, Cormac McCarthy, James Welch, Toni Morrison, Tom Spanbauer, Larry McMurtry, Tom Robbins, Louise Erdrich, etc.

Drama: Arthur Miller, Truman Capote, Loraine Hansbury, Sam Shepard, August Wilson.

Please note: (1) the readings will be both extensive and demanding; the participatory class demands and the reading/research/study/thoughtful reflection time required for this program indicate that each student (as well as the instructor) will need at least fifty (50!) hours per week on program work to keep up, though mileage will vary from person to person; (2) these unexpurgated texts will include expressions on the total scale of language from the prudish to the explicit to the charming to the ugly to the seductive to the offensive. If you are more likely to be offended than excited by others' views of their world and their choices of expression — don't enroll.

A program covenant will be discussed and signed the first day of class. Activities include: student only study seminars, full group seminar, lecture, drama readings, class presentations, research project (spring quarter).

Regular writing assignments will end each quarter with a take home exam/essay; in spring there will be class presentations, final research/project papers and evaluations to write.

Credit awarded in American literature, minority literature, American cultural studies and specific credits based on each student's research project and paper.

Total: 48 credits

Program is preparatory for careers, graduate school, life.



## The American Family in Crisis: Myth and/or Reality?

Fall/Group Contract  
Faculty: Chuck Nisbet  
Enrollment: 25  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This group contract studies the family and the environment within which it evolved in post-war America. The family changed more rapidly since 1950 than during any equivalent period since the founding of the colonies. The country witnessed a dramatic increase in divorce rate, participation rate of married women in the labor force, rate of illegitimate births to teenagers, number of foster children and percentage of families headed by women, plus a decline in children raised both by father and mother. Since the early 1970s there has been growing economic inequality among families. The lower 50 percent of working Americans on the income scale experienced decline in the average real income. In absolute terms and relative to whites, real wages fell for African Americans.

Through lectures, films/videos, texts, workshops and independent research, we will seek to identify and examine causes and consequences of these changes. We will investigate social, political and economic forces that have altered the function and meaning of family. We will attempt to determine whether the changes represent family fragmentation and declining child well-being or merely diversification. We will pay attention to the shifting roles of gender, the rise of the global economy, the shift from a nation of factory workers to knowledge workers, the development of a culture of dependency and victimology, the rise of conservatism, the growth in economic anxiety and the widespread disaffection with national welfare policies. Finally, we will look at public policy initiatives that propose to improve conditions for the American family in the next century.

Seminar readings cover a range of perspectives, including works by Stephanie Coontz, Sara McLanahan and Gary Sandefur, Susan Sheehan, Kriisti Luker, Robert Samuelson, Richard Neely and Robert Frank and Philip Cook.

Credit awarded in sociology, economics, American studies and social science research methods

Total: 16 credits

Program is preparatory for careers and future study in law, public policy and social services.

## Tragedy: The Greeks

Fall/Group Contract  
Faculty: Don Finkel  
Enrollment: 24  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Few writers, artists, or performers, if any, have rivaled the Greek tragedians in their ability to stir human emotion.

What was distinctive and new about Greek tragedy? Why have these plays survived for so long? Why do they still move us? In this program we will undertake together an intensive study of almost all of the extant Greek tragedies of Aeschylus, Sophocles and Euripides. We will also read Homer, Aristotle's *Poetics* and some secondary sources. We will read a large number of tragedies and see what we make of them, play by play and as a new and developing way of representing human experience through the medium of theater.

The work of the program will consist of reading, writing and seminar discussion, and will culminate in a final paper on Greek tragedy.

Credit awarded in classics and literature.

Total: 16 credits

Program is preparatory for careers and future study in literature and theater.

## Turning Eastward: Explorations in East/West Psychology

Fall, Winter/Group Contract  
Faculty: Ryo Imamura  
Enrollment: 25  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Western psychology has so far failed to provide a satisfactory understanding of the full range of human experience. It has largely overlooked the core of human understanding — our everyday mind, our immediate awareness of being, with all of its felt complexity and sensitive attunement to the vast network of interconnectedness with the universe around us. Instead it analyzes the mind as though it were an object independent of the analyzer, consisting of hypothetical structures and mechanisms that cannot be directly experienced. Western psychology's neglect of the living mind has led to a tremendous upsurge of interest in the ancient wisdom of the East, particularly Buddhism, which does not divorce the study of psychology from the concern with wisdom and human liberation.

Eastern psychology shuns any impersonal attempt to objectify human life from the viewpoint of an external observer. Instead it studies consciousness as a living reality that shapes individual and collective perception and action. The primary tool for exploring the mind is meditation or mindfulness, an experiential process in which one becomes an attentive participant-observer in the unfolding of moment-to-moment consciousness.



We will take a critical look at the basic assumptions and tenets of the major currents in Western psychology, the concept of mental illness and the distinctions drawn between normal and abnormal thought and behavior. We will then investigate the Eastern study of mind that has developed within spiritual traditions, particularly within the Buddhist tradition. We will take special care to avoid the common pitfall of most Western interpretations of Eastern thought — the attempt to fit Eastern ideas and practices into unexamined Western assumptions. Lastly, we will address the encounter between Eastern and Western psychology as possibly having important ramifications for the human sciences in the future.

Credit awarded in personality theory, abnormal psychology, Buddhism and Asian psychology.

Total: 32 credits

Program is preparatory for careers and future study in psychology, counseling, social work, religious, cultural studies and Asian studies.

## User Friendly: Unmasking the Communications Revolution

Fall, Winter, Spring/Group Contract

Faculty: Virginia Hill

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: Spring quarter

Additional Course Allowed: No

Many are celebrating the so-called communications revolution in which Americans have been sometimes unwitting participants for the past 40 years. In the midst of those celebrations of a global village, instant access and 500 channels of video enjoyment, it is important to ask some fundamental questions. For instance, what difference does it make when many of the images we see, the stories we enjoy and the sounds we hear come not from the people around us but from sources behind a screen or a stereo speaker, from people and institutions divorced from our day-to-day lives? What difference does it make when those images, stories and sounds are shaped not by natural communication processes in a face-to-face community but by the instruments of the communications revolution: television, the computer, synthesized sound? What difference does it make when these sources make images, stories and sounds not necessarily to express the human condition but to make money or to garner political power? This program will address these questions as it examines the worldwide communications revolution underway since television became widespread in the late fifties. The program will provide skill training in basic reporting, as well as making visual images to help students appreciate how media technologies shape communications. There will be workshops on the Internet, as well as opportunities to explore it. We will also examine organizations that provide mass communications to understand the impact of economics and politics on the production of mass communicated images, stories and sounds. In spring quarter students will do internships in mass communications to experience concretely the processes and situations they have been studying.

Credit awarded in mass communications<sup>†</sup>, journalism<sup>†</sup>, media production<sup>†</sup> and public policy<sup>†</sup>.

Total: 48 credits

Program is preparatory for careers and future studies in mass communications, sociology, law and public policy.

## World War II

Fall, Winter, Spring/Coordinated Studies

Faculty: Tom Foote, Dave Hitchens, Gil Salcedo

Enrollment: 72

Prerequisites: None

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: With faculty approval (e.g., languages)

The American people faced a challenge in World War II that seemed clear and direct — the nation believed it was fighting the archetypal battle between good and evil. Immediate post-war revelations about the Holocaust reinforced this belief and the essence of the conflict has generally come down to contemporary times as the last “good” war. The uncertainties and insecurities spawned by the Cold War and threats of thermonuclear annihilation made many Americans yearn for the seeming simplicity of the war and its apparently logical dichotomy between right and wrong. Consequently, World War II took on a legendary status that may or may not correlate with the realities of what really caused the conflict; what really happened during the conflagration; what the real results were and what they mean.

World War II had a deep impact on race, class and gender in American society. Nineteen million American women worked in industry and volunteered for military service; Blacks, Hispanics and Native Americans helped swell the ranks of the armed services beyond 10 million able bodies and demands upon scientific and industrial production generated new products and processes that would have a profound affect on people after the war. The war had an equally profound influence on art, literature, cinema, music, news production and dissemination, drama, entertainment and the creation of propaganda, education and poetry.

The World War II program will examine the origins, impact, and affects of the conflict. Students will work in small groups to prepare quarterly symposium presentations on aspects of our collective study and findings. We will make full use of media sources and documentaries to reinforce and supplement lectures, readings and symposia. Students can expect to be challenged, to be required to carry out individual research projects and to actively participate in their learning.

Credit awarded in the relevant areas of American studies, cultural studies, history, literature, popular culture, political philosophy and writing.

Total: 48 credits

Program is preparatory for careers and future study in American Studies, literature, history, political science, popular culture, international studies, ethnic studies, social anthropology, teaching, law and philosophy.



# Environmental Studies

PLANNING GROUP COORDINATOR:  
MICHAEL W. BEUG

AFFILIATED FACULTY:

Michael W. Beug  
Frederika Bowcutt  
Jovana J. Brown  
Paul R. Butler  
Richard A. Cellarius  
Gerardo Chin-Leo  
Robert Cole  
Russell R. Fox  
Martha Henderson  
Steven G. Herman  
Pat Labine  
John T. Longino  
David H. Milne  
Carol Minugh  
Ralph W. Murphy  
Nalini Nadkarni  
Lin Nelson  
Dean Olson  
Peter Pearman  
John H. Perkins  
Brian Price  
Matthew E. Smith  
Oscar H. Soule  
Gabriel Tucker  
Alfred M. Wiedemann  
Thomas Womeldorff

Environmental Studies

Environmental Studies at Evergreen offers broadly interdisciplinary academic studies within and across three distinctive thematic areas. In any year, each of the three thematic areas will explore some of the specific topics listed in each category.

- (I) *Human Communities and the Environment*—addresses environmental policy, ethics and human relations with, and ways of thinking about, the natural world. Includes community studies, ecological agriculture, political economy, geography, environmental economics, environmental health, history and planning.
- (II) *Natural History*—focuses on observation, identification, and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. Includes ecology, ornithology, mammalogy, herpetology, entomology, botany and mycology, with exploration of issues in biodiversity.
- (III) *Environmental Sciences*—deal primarily with the study of the underlying mechanisms and structures of natural systems, both living and non-living. Environmental sciences often involve significant laboratory and field work. Include chemistry, biology, geology, hydrology, oceanography, climatology, physiological ecology, evolutionary biology, forest ecology, biogeochemistry, marine biology and oceanography.

Each of these three thematic areas will be consistently available in the curriculum. Students wishing to focus on a particular theme will find program offerings with substantial thematic content available every year. These three themes, however, are not mutually exclusive, but overlap significantly. Programs will be interdisciplinary between themes, as well as within a particular theme. Students should also consider offerings in political economy, physical science and mathematics, including but not limited to Political Economy and Social Change, Introduction to Natural Science, Matter and Motion and Molecule to Organism.

Students in Environmental Studies may elect either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree (see page 34).

Please note that if you intend to pursue graduate studies in Environmental Studies or Science, a minimum of one full year of undergraduate study in biology, chemistry, and statistics is strongly recommended. These subjects may also be prerequisites to some of the upper-division science programs in all three of the themes.

To aid you in making your program choices, the program descriptions in the following pages list the significant content and credits in each of the three thematic areas within Environmental Studies. Additionally, all Environmental Studies faculty, in their role as advisors, are well-equipped to help you determine appropriate routes through the curriculum. The faculty, particularly the Environmental Studies Coordinator, will also be aware of changes and additions to the catalog which occur because of the two-year lag between the creation of the catalog and the actual offerings.



## Climate and Climate Change

Spring/Group Contract  
 Faculty: William H. Brown Jr.  
 Enrollment: 24  
 Prerequisites: No  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: No

For more than a century, scientists have contended that the rising level of carbon dioxide is responsible for a steady increase in global atmospheric temperature. Only in recent times has this change been taken seriously as a major environmental threat. International conferences on issues that impact changes in climate have revealed, among other problems, a major conflict between industrial nations, which are responsible for most of the increase, and the developing and low-lying island nations most immediately threatened by changes in climate. Through seminars, lectures and workshops, students in this program will study the nature of climate and climate change, and the potential consequences of human practices that affect this natural process.

Credit awarded in meteorology and climatology, climates of the Pacific Northwest, physical geography, climate change/political and social implications.

Total: 16 credits

Program is preparatory for careers and future study in environmental planning and climatology.

## Ecological Agriculture

Fall, Winter, Spring/Coordinated Study  
 Faculty: Michael Beug, Sarah Williams, Pat Moore  
 Enrollment: 55  
 Prerequisites: Sophomore standing, college chemistry plus economics and/or political science recommended  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: With faculty permission  
 Internship Possibilities: Spring quarter  
 Additional Course Allowed: By arrangement with faculty

The Ecological Agriculture program provides a broad, interdisciplinary study of agriculture from a critical perspective of social, cultural and ecological sustainability. In fall seminar we will examine the history and present predicaments of American agriculture. During winter quarter we will consider alternatives and possible futures. In spring quarter we will focus on the role of agriculture and biocolonialism in Third World and global development. In addition to seminar work, we will undertake substantial study in the natural and social sciences (soil science, agricultural ecology, community studies, anthropology, cultural studies). We will emphasize critical reading and expository writing including journaling and microtheses, and develop Internet and visual literacies using film screenings and analyses, Web searches and discussion lists.

Students will also have the opportunity for practical experience in food production at the college's Organic Farm. Students wanting more extensive training in agricultural production may take the program The Practice of Sustainable Agriculture spring quarter as part of their work in Ecological Agriculture. Other student projects and internships will also be spring quarter options.

Credit awarded in agricultural ecology, soil science, anthropology, cultural studies, political economy of American agriculture, community studies, gender studies, agriculture and development in Third World and global perspective, film studies, expository writing, research methods, farm practicum.

Total: 48 credits

Program is preparatory for careers and future studies in environmental studies, anthropology, cultural studies and agriculture.

## Environmental Analysis: Aquatic and Atmospheric Systems

Fall, Winter, Spring/Coordinated Study  
 Faculty: Fred Tabbutt, TBA  
 Enrollment: 50  
 Prerequisites: Junior standing, two quarters college chemistry, two quarters biology  
 Faculty Signature: Yes  
 Special Expenses: \$60 for overnight field trips  
 Part-Time Options: No  
 Internship Possibilities: Yes, during spring quarter  
 Additional Courses Allowed: No  
 Travel Component: In-state overnight field trips

During fall quarter this program will engage students in the study of biogeochemical cycles and the greenhouse effect, physical, chemical and biological processes controlling nutrient cycling in aquatic environments and isotope chemistry as a tool in environmental analysis. Additional work in physical and chemical oceanography will be undertaken to understand global environmental processes.

During winter and spring quarters, emphasis will shift to atmospheric chemistry. Thermodynamics, chemical kinetics and quantum chemistry will be developed at the intermediate level to explain the environmental chemistry of the troposphere (greenhouse gases, photochemical smog) and the stratosphere (ozone shield).

Methods of analytical chemistry and instrumental analysis will be applied in an advanced lab using techniques of gas chromatography/mass spectrometry, UV-visible and infrared spectroscopy, atomic absorption spectroscopy, scanning electron microscopy and polarography. Students will participate in research on real problems of environmental significance.

Students will learn to use computers for data acquisition, analysis of data (spreadsheets) and the simulation of environmental systems.

During spring quarter, students will undertake either a research project or an internship.

Credit awarded in environmental chemistry, instrumental analysis, oceanography and biogeochemistry.

Total: 48 credits

Program is preparatory for careers and future study in environmental science, oceanography, marine biology and chemistry.



## Hydrology

Spring/Coordinated Study  
 Faculty: Paul Ray Butler, James M. Stroh  
 Enrollment: 25 undergraduate, 18 graduate  
 Prerequisites: Graduate standing or junior/senior standing, good math skills (calculus not required)  
 Faculty Signature: No  
 Special expenses: No  
 Part-Time Options: Yes  
 Internship Possibilities: Yes  
 Additional Course Allowed: Yes  
 Travel Component: Several one-day field trips

Both graduate and advanced undergraduate students are afforded the opportunity to study surface water and/or groundwater hydrology. Each of these options will be offered as a separate four-credit module. In each area of study, the focus will be on the physical processes that determine the distribution and movement of this vital resource. In addition, students have the option of taking another module covering hillslope processes, soils and land use, and/or an independent research component dealing with a local water-related issue.

Credit awarded in surface-water hydrology<sup>†</sup>, groundwater hydrology<sup>†</sup>, hillslope processes<sup>†</sup> and research topics in hydrology<sup>†</sup>.

Total: 4-16 credits

Program is preparatory for careers and future study in hydrology, geology, environmental science and natural resource management.

## Introduction to Environmental Studies

Fall, Winter, Spring/Coordinated Study  
 Faculty: Brian Price, Peta Henderson, Peter Pearman, Jack Longino  
 Enrollment: 96  
 Prerequisites: None  
 Faculty Signature: No  
 Special Expenses: Up to \$100 per quarter for overnight field trips  
 Part-Time Options: Yes, with consent of faculty  
 Internship Possibilities: Spring quarter  
 Additional Course Allowed: Yes, with consent of faculty  
 Travel Component: In-state, overnight field trips

The field of environmental studies involves many disciplines and includes some of the most important applied topics of modern civilization. This program will offer substantive work in biology, ecology, field natural history, quantitative methods, cultural anthropology, political economy, environmental chemistry and environmental literature, history and philosophy. The focus will be on land and water resource issues of the Pacific Northwest. Case studies may be based in Puget Sound, Willapa Bay or the Columbia River system. The program will consist of lectures, seminars, workshops, laboratory and field work. Seminars will offer an opportunity to discuss scientific, social and political literature including historical and current regional issues in environmental studies as well as seminal writings in environmental studies. Building writing skills will be a part of the seminar, lab and field experience.

As the year progresses, students will be increasingly involved in field-based local case studies. Potential topics include forest practices, water resources, wildlife resources, environmental chemistry, human impacts and political economic issues. In the spring quarter each faculty member will offer a group contract as an opportunity for more in-depth study of issues that emerge during the year. Selections will be based on faculty strengths and student needs.

Credit awarded in biology, chemistry, environmental studies and environmental history and philosophy, primarily at the lower-division level.

Total: 48 credits

Program is preparatory for careers and future study in environmental studies, political economy, natural sciences, planning and economic development.

## Mammalogy

Fall/Group Contract  
 Faculty: Steven G. Herman  
 Enrollment: 25  
 Prerequisites: Junior/senior standing; Introduction to Biology; general understanding of natural history and interest in field work  
 Faculty Signature: Yes  
 Special Expenses: \$150 for overnight field trip and related expenses  
 Part-Time Options: No  
 Internship Possibilities: Yes  
 Additional Course Allowed: Possibly

Mammalogy is an advanced program designed to familiarize students with the class *Mammalia*, emphasizing Washington mammals through lectures as well as lab and field work. Students will be required to prepare ten scientific study skins and research one species of mammal in both the library and the field. Our major (three-day) field trip takes us to the east side of the Cascades early in the quarter. Most other field work will be local, emphasizing live trapping. Students will maintain field records using a rigorous technique pioneered by Joseph Grinnell. Required materials will include a curatorial kit, standard field guides, *Mammalogy* by T. Vaughn and shorter texts as needed.

Credit awarded in mammalogy and another course or area of emphasis on mammals.

Total: 16 credits

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.



## Maps, Analysis, Geographic Information Systems

Fall/Group Contract  
 Faculty: James Stroh  
 Enrollment: 50  
 Prerequisites: College algebra, statistics  
 Faculty Signature: No  
 Special Expenses: \$40 for overnight field trip, approximately \$100 for maps  
 Part-Time options: No  
 Internship possibilities: No  
 Additional course allowed: Yes  
 Travel Component: In-state field trip

The class will focus on two subjects: the use and understanding of spatial data, particularly map information; and the fundamentals of geographical information systems (GIS). GIS provides the ability to combine spatial (map) information with databases and modeling. This powerful tool has exceptionally broad analysis capabilities but requires understanding of spatial data first. To facilitate understanding of maps, the class will use *Cartography, Thematic Map Design 4th* by B. D. Dent. This text covers thematic map interpretation and design, especially the latter. For the GIS component, the class will use *Geographic Information Systems, an Introduction*, J. Star and J. Estes for the fundamentals of spatial data manipulation and display. For actual GIS analysis we will use IDRISI for Windows software based on the *IDRISI for Windows Student Manual* by J. R. Eastman. In addition, the class will work on an introductory GIS analysis project. This class will require many hours of work outside of the formal class schedule, especially computer time.

Credit awarded in GIS and related topics.  
 Credit in upper-division science may be awarded.

Total: 8 credits

Program is preparatory for additional work in GIS and related fields.

## Marine Life: Marine Organisms and Their Environments

Winter, Spring/Group Contract  
 Faculty: Dave Milne, TBA  
 Enrollment: 50  
 Prerequisites: Junior/senior standing; at least two quarters of college chemistry and two of biology with labs; an ability to work easily with numbers and equations; experience using a personal computer  
 Faculty Signature: No  
 Special Expenses: \$40 per quarter for overnight field trips  
 Part-Time Options: With permission of instructors.  
 Internship Possibilities: No.  
 Additional Course Allowed: No.  
 Travel Component: Field trips

Marine Life focuses on marine organisms, the sea as a habitat, relationships between the organisms and the physical/chemical properties of their environments, and their adaptations to those environments. Students will study marine organisms, biological, chemical and physical features of marine environments elements of oceanography, field sampling techniques with associated statistics and laboratory techniques. Concepts will be applied via faculty-designed experiments and student-designed research projects.

During winter quarter, the class will study physical features of marine water, nutrients, biological productivity and planktonic organisms. Students will begin design of spring research projects and will read background literature for their projects. The faculty will facilitate identification of research projects, which may range from studies of trace metals in local organisms and sediments to investigations of vertical migrations by local estuarine animals. During spring quarter, the class will focus on the identification of organisms, aspects of the ecology of selected species, and their physiological adaptations to diverse marine environments. Individual work will also be conducted on projects designed during the winter. Data analysis will be facilitated through the use of Excel spreadsheets.

During both quarters, seminars will analyze appropriate primary literature on class topics. Each student will analyze several papers for presentation to the others.

Credit may be awarded in ecological physiology, biological oceanography, organismal biology, biostatistics and marine ecology. Although circumstances may change, we anticipate that all credit will be designated "upper-division science."

Total: 32 credits

Program is preparatory for careers and future study in marine sciences, certain other environmental sciences and policy formulation relevant to aquatic systems.

## Millennium: On the Brink of the New Age?

Fall, Winter, Spring/Coordinated Study  
 Faculty: Kirk Thompson, Rita Pougiales, Matt Smith  
 Enrollment: 72  
 Prerequisites: None  
 Faculty Signature: No  
 Special Expenses: Up to \$100 for overnight field trips and retreats  
 Part-Time Options: No  
 Internship Possibilities: Community service, spring quarter  
 Additional Course Allowed: With permission  
 Travel Component: Overnight trips, retreats

We live on the brink of a new millennium, in a world where the old forms do not hold. What will be the shape of the world to come? For 300 years, the nation-state has been the focus of political, economic and social loyalties. But in the past 20 years, the primacy of the nation has been challenged. The re-emergence of ethnic, religious, tribal patterns of social organization and loyalty, coupled with the breakup of the Soviet Union, has re-energized forces below the nation-state. From above, the global forces of the market, communications and the environment supersede and minimize the role of the state.

This program intends to explore these developments by investigating: How is the world changing? How are people organized into social structures and institutions? What forces have brought about the configuration of today's world? Finally, what tendencies reinforce or reconfigure these patterns?

Each of us will be challenged by these developments. In a world where we can assume neither a benign utopian future nor unmitigated chaos, we must ask what ethical and spiritual issues are involved in living appropriately, morally and deliberately. We will consult three ethical theorists, Vaclav Havel, Gary Snyder and Martha Nussbaum, as we explore how to be what Snyder calls a "profound citizen," a citizen not of a particular nation-state but of a human community and ecosystem.

We will study social change in many dimensions: global changes in economy, environment and communications; patterns of breakup in the Balkans and the former Soviet Union; changes in U.S. urban life; and the emergence of regionalism, localism and ethnicity in the United States. In spring quarter we will engage in community service to explore ideas of citizenship and engagement.

Credit awarded in modern history, anthropology, sociology, social theory, political science, economics, geography, ethics.

Total: 48 credits

Preparatory for work and graduate study in environmental studies, politics, law, education, history, social work and life.



## Natural Resource Policy: The Shaping of Nations

Fall/Group Contract

Faculty: TBA

Enrollment: 50

Prerequisites: Junior/Senior Standing,  
Introduction to Environmental Studies or  
Political Economy or Equivalent

Faculty Signature: No

Special Expenses: \$100 for overnight field  
trips

Part-Time Options: No

Internship Possibilities: No

Additional Courses: No

Natural Resource Policy is an upper-division group contract that examines the history of natural resource issues in the United States to provide a context for understanding current attitudes toward natural resources and Native American communities and to understand current policy and decision making.

Fall quarter will begin by looking at how the displacement of Native Americans and the exploitation of natural resources shaped the nation and many of our cultural attitudes. We will explore the origins of the conservation and preservation movements, then go on to explore the history of how logging, fishing, mining, western water policy and hydropower shaped the communities and people of the Pacific Northwest.

Credit awarded in natural resource policy<sup>†</sup>,  
environmental history<sup>†</sup>, environmental  
studies<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future  
studies in environmental, social and natural  
sciences.

## Natural Resources: Science and Policy in the Pacific Northwest

Winter/Coordinated Study

Faculty: Gerardo Chin-Leo, TBA

Enrollment: 50

Prerequisites: Junior/senior standing,  
Introduction to Environmental Studies or  
Political Economy or equivalent

Faculty Signature: No

Special Expenses: \$100 for overnight field  
trips

Part-Time Options: With faculty signature

Internship Possibilities: No

Additional Courses: With faculty signature

Natural Resources: Science and Policy in the Pacific Northwest is an upper-division coordinated studies program that examines current natural resource issues in the Pacific Northwest with the intent of understanding current public policy and the science behind natural resource issues. We will examine forest policy, Western water law, salmon and hydropower concerns and tribal natural resource policy issues. All of these will be studied in the framework of federal and state laws and policies, treaties and ecological science. Winter quarter each student will work in teams to select a case study and examine it from either the perspective of a natural scientist or a policy analyst.

Class time will be a combination of lectures, seminars, workshops and laboratory. We will go into the field to learn about resource issues first-hand from researchers, fishers, loggers, policy makers and tribal people.

Credit awarded in natural resource policy<sup>†</sup>,  
ecology<sup>†</sup>, environmental studies<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future  
studies in environmental, natural and social  
sciences.

## Natural Resources: Tribal Issues and Reservation Issues

Spring/Group Contract

Faculty: Carol Minugh, TBA

Enrollment: 50

Prerequisites: Junior/senior standing,  
Introduction to Environmental Studies or  
Political Economy or equivalent (Natural  
Resources: Science and Policy or faculty  
signature)

Faculty Signature: No

Special Expenses: \$200 for overnight field  
trips

Part-Time Options: With faculty signature

Internship Possibilities: Yes

Additional Course Allowed: With faculty  
signature

Travel Component: In-state field trips

Natural Resources: Tribal Issues is an upper-division coordinated studies program that examines current natural resource issues in the Pacific Northwest with the intent of understanding current public policy and the role of Native American communities. We will examine how Western forest policy, Western water law, salmon and hydropower concerns are affected by the tribes treaty rights on- and off-reservation and also study natural resource issues on reservations. All of these will be studied in the framework of federal and state laws and policies and treaty rights. Each student will select a case study and examine it from either the perspective of tribal, federal or state governments. Students will be encouraged to work in small groups and intern on a local reservation to assist in a tribal natural resource policy issue or on a restoration project.

Class time will be a combination of lectures, seminars and workshops. Approximately half of the student credit will be generated from in-class activities and half from hands-on field work with local tribal people.

Credit awarded in natural resource policy or  
restoration ecology and environmental  
studies.

Total: 16 credits

Program is preparatory for careers and future  
studies in environmental, natural and social  
sciences.



## Ornithology

Spring/Group Contract

Faculty: Steven G. Herman

Enrollment: 25

Prerequisites: Basic understanding of natural history, basic understanding of bird identification and record-keeping techniques

Faculty Signature: Yes

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. Required materials include standard field guides, texts (*Ornithology*, *The Naturalist's Field Journal*, *Bird Study*), field journal materials and high-quality binoculars.

Credit awarded in avian ecology, ornithology, avian behavior and avian anatomy and physiology.

Total: 16 credits

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. Those who finish the program will be competent to study birds successfully at the sub-professional level, and uniquely well-qualified for graduate work in zoology with emphasis on ornithology.

## Pacific Salmon:

### Biology and Conservation of Salmonid Fishes in the Pacific Northwest

Fall/Group Contract

Faculty: Pete Taylor

Enrollment: 25

Prerequisites: Sophomore standing, eight credits of college-level general biology are required.

Faculty Signature: No

Special Expenses: \$30 for one overnight field trip

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: In-state field trip

This program is about the biology, uses and conservation of the Pacific salmon and their relatives (trouts and chars) in the Pacific Northwest. Because much of the current concern about the decline of these fishes is identified with problems of freshwater habitats, a primary focus will be the freshwater ecology of salmonid fishes, including the interaction of land, streams and aquatic life in watersheds. Also featured are ecologically relevant aspects of their anatomy, physiology, evolution, biogeography and relationships with human cultures. Program activities include assigned reading, lectures by faculty and invited speakers, seminars, labs, field trips and individual research projects.

Credit awarded in salmonid biology and conservation.

Total: 16 credits

Program is preparatory for careers and future study in natural sciences and related environmental fields.

## Rainforest Research:

### Ecology, Latin American Studies

Spring/Group Contract

Faculty: Peter Pearman

Enrollment: 25

Prerequisites: Temperate or Tropical Rainforests or equivalent.

Faculty Signature: Yes, students will be interviewed in February. We will be assessing mastery of general biology and basic quantitative skills. Transfer students can arrange telephone interviews.

Special Expenses: Students should be prepared to finance their own travel and project needs.

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Likely

This program is a logical successor to the temperate and tropical rainforests programs. Students will carry out an independent scientific research project in temperate or tropical rainforest biology. Proposals for projects will have been developed during the earlier rainforests programs or through direct consultation with faculty. Projects will involve extensive field work in Latin America or temperate rainforest sites in Washington.

Credit awarded in tropical field biology<sup>†</sup>.

Total: 12-16 credits

Program preparatory for careers and future study in environmental studies, ecology, conservation biology, Latin American studies.



### Self-Determination: Puerto Rico, Ecuador and Chile

Fall, Winter, Spring/Coordinated Study  
Faculty: Alice Nelson, Tom Womeldorff  
Enrollment: 50  
Prerequisites: Junior/senior standing or sophomore with significant studies in social science or literature  
Faculty Signature: No  
Special Expenses: Up to \$100 for overnight field trip; approximately \$3,500 for spring quarter study abroad in Ecuador (optional)  
Part-Time Options: No  
Internship Possibilities: Spring quarter only  
Additional Course Allowed: No  
Travel Component: Optional spring quarter work in Ecuador

The history of Latin America can be viewed as a struggle for self-determination, from its conquest to its present-day efforts to achieve equal economic footing. Latin American countries' local experiences, however, may differ dramatically. Our study of Puerto Rico, Ecuador and Chile will illuminate the region's cultural diversity while highlighting connections between personal and national politics.

This program will focus on the historical and contemporary realities of the countries using frameworks from the humanities and social sciences. Students will learn to interpret literary texts in their social contexts and use political economic models to understand Latin American societies. Because culture and language are inseparable, Spanish language study will be an integral part of the program.

The first two weeks will review the three countries' history, geography, economy, natural environment and literary and social movements. This will provide a common context for exploring self-determination as manifested in relationships of class, gender and ethnicity at the individual, national and international levels. During the fall and winter, we will study specific struggles for self-determination that have emerged in these countries, such as Chilean women's resistance in the Pinochet period, Puerto Rico's quest to reconcile U.S. citizenship with its autonomous Caribbean identity and Ecuador's efforts to preserve the natural environment in the face of pressures from multinational businesses.

During spring quarter, students may study on campus or in Ecuador. Both options will emphasize Spanish language acquisition and experiential learning about Latin American cultures, whether in Ecuador or through part-time internships in local Latino communities.

Credit awarded in Latin American history and literature, international economics, political economy and Spanish language.

Total: 48 credits

Program is preparatory for careers and future study in literature, Latin American Studies, international relations, and economics.

### Temperate Rainforests

Fall/Coordinated Study  
Faculty: Nalini M. Nadkarni, Lee Lyttle  
Enrollment: 50  
Prerequisites: Junior standing  
Faculty Signature: Yes, submit one-page letter outlining: (a) relevant courses/programs, (b) work/internship experience, (c) reason for taking the program and (d) one or two references — preferably TESC faculty — to either faculty convenor two weeks before the spring academic fair (May 14, 1997)  
Special Expenses: Approximately \$100 for overnight field trip  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: In-state field trip

Temperate rainforests are a poorly understood and highly valued ecosystem in the Pacific Northwest and other parts of the world. They support a complex and interconnected web of life that encompasses a tremendous diversity of biota, including humans. In Temperate Rainforests, we will learn about ways of understanding these ecosystems using a variety of contemporary information-gathering tools and approaches. Our primary focus will be on understanding the ecology of temperate rainforests, with a concentration on the rainforests of the Olympic Peninsula. We will also gather and interpret information concerning the social and cultural aspects of temperate rainforests, particularly the use of forest products and public policies behind decisions that affect temperate rainforest management and sustainability. We will also examine how temperate rainforests have been understood through art, particularly of the native cultures of the forest. Students will be responsible for undertaking an independent study project that will contribute to a variety of databases and information nodes about temperate rainforests that will continue beyond the life of this program and which may lead to publications or other synthetic projects. The program will go on an extended field trip to the Olympics to study biological, social and cultural aspects of temperate rainforests.

Credit awarded in forest ecology<sup>†</sup>, public policy<sup>†</sup>, library research arts<sup>†</sup>.

Total: 16 credits

Program preparatory for careers and future study in forest ecology and environmental studies.

### The Geology and Ecology of Land/Ocean Margins

Fall/Coordinated Study  
Faculty: Gerardo Chin-Leo, Paul Butler  
Enrollment: 50  
Prerequisites: Sophomore standing; college-level biology and physical geology  
Faculty Signature: No  
Special Expenses: \$30 for 2-3 day camping trip  
Part-Time Options: No  
Internship Possibilities: No  
Additional Courses Allowed: No  
Travel Component: Field trips and a 2-3 day camping trip

Land/ocean margins are dynamic environments characterized by unique biota and elevated biological productivity. This program will examine the physical forces (tides, waves, earthquakes) acting on coasts and how these forces determine their material composition and morphology. Both high-energy and low-energy systems will be examined. We will also study how coastal organisms have adapted to the stresses associated with wave action, periodic exposure to air and changing salinity. The ecology of areas affected by tides will be examined (sub-tidal, inter-tidal, supra-tidal) including rocky and soft bottom substrates. In addition, the impact of human activities on the coastal environment will be studied. The material will be covered through lectures, lab/field work, seminar and student presentations. There will be field trips to the outer coast and to Puget Sound to illustrate the concepts and to perform field work.

Credit awarded in coastal geomorphology<sup>†</sup> and coastal ecology<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future study in geology, oceanography, marine biology, environmental science.



## The Practice of Sustainable Agriculture

Spring, Summer, Fall/Course  
 Faculty: Pat Moore  
 Enrollment: 18  
 Prerequisites: Junior/senior standing, one letter of recommendation  
 Faculty Signature: Yes  
 Special Expenses: Up to \$30/quarter for overnight field trips and clippers  
 Part-Time Options: This is an 8-credit program in spring and fall and a 12-16 credit program in summer  
 Internship Possibilities: Yes  
 Additional Course Allowed: Yes

This program will provide upper-division students with direct experience in the practice of sustainable agriculture. There will be weekly lectures and occasional field trips, but the major emphasis of this program will be practical skill development in intensive food production at the Organic Farm. Students can expect instruction in soils, plant propagation, greenhouse management, composting, green manuring, the use of manures, equipment combinations, the economics of small farms, livestock management, pest control, weed control strategies, water management, irrigation system design, machinery maintenance, basic horticulture, intensive vegetable culture, marketing, orchard systems and more. We will also examine bio-dynamics, permaculture and radionics.

Continuing students wishing to apply for this program must schedule interviews to assess motivation, maturity, communication skills and background in environmental studies between February 10 and 21, 1997. Prior to January 31, transfer students must mail a description of college courses taken and related work experience, plus letters of recommendation. Pat Moore, faculty, will then conduct a phone interview; be sure to send him a phone number at which you can be reached.

Credit awarded in soil management, weed and pest control, low-input sustainable agriculture methods and plant propagation.

Total: 28-32 credits

Program is preparatory for careers and future studies in agriculture.

## Tribal: Reservation-Based/Community-Determined

Fall, Winter, Spring/ Coordinated Study  
 Faculty: Carol J. Minugh, Lin Nelson,  
 Enrollment: 50  
 Prerequisites: Consult coordinator  
 Faculty Signature: Yes  
 Special Expenses: No  
 Part Time options: Yes  
 Internship Possibilities: Yes  
 Additional Course Allowed: Yes

This community-determined program seeks students who work/live on a reservation and are tribal members or Indian.

The program emphasizes community building within Native American communities where the classes are held. The curriculum is a direct result of students and tribal officials determining what an educated member of an Indian nation who wants to contribute to the community needs to know. The interdisciplinary approach provides an opportunity for students to participate in seminars while also studying in their individual academic interest areas.

Development of the curriculum for the academic year begins with community involvement the previous spring. Students and tribal representatives work to identify educational goals and curriculum topics for the program. A primary goal of this process is the development of students' ability to be effective inside and outside the native community. After suggestions are received, the faculty develop an interdisciplinary curriculum and texts, methods and resources to assist the learning process. Students play a major part in making the learning appropriate to them in their community.

Within the framework of the identified curriculum is the overall premise that an "educated person" needs to have skills in research, analysis and communication. Material is taught using a tribal perspective and issues related to tribal communities are often the topics of discussion.

For program information, contact: Dr. Carol J. Minugh, Program Director, The Evergreen State College, Olympia, WA, 98505 or 360-866-6000, ext. 6025

Credit distribution relates to specific curricular foci and topics adopted in the program.

Total: 36-48 credits

Program is preparatory for careers in human services, tribal government/management, education and community development.

## Tropical Rainforests: Ecology, Geology, Latin American Studies

Winter/Coordinated Study  
 Faculty: John T. Longino, Paul Butler  
 Enrollment: 50  
 Prerequisites: Junior/senior standing; Introduction to Environmental Studies or equivalent; Introduction to Physical Geology; Spanish is highly recommended.  
 Faculty Signature: Yes, students will be interviewed at or before the Dec. 3, 1997 academic fair. We will be assessing mastery of general biology and basic quantitative skills. Transfer students can arrange telephone interviews.

Special Expenses: Approximately \$900 if participating in field trip (does not include airfare).

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Yes, there will be an optional three-week field trip to Costa Rica at the end of the quarter.

The tropics are the cradle of the world's biodiversity. This program will focus on Costa Rica, emphasizing biological richness, geology and soils and conservation. Subject matter will include: 1) tropical biodiversity from the perspective of ecological and evolutionary sciences; 2) the geology and hydrology of Central America; and 3) issues in tropical land use and biodiversity conservation. This program is a successor to Temperate Rainforests, although Temperate Rainforests is not a prerequisite. Faculty will lead an approximately three-week-long field trip to Costa Rica at the end of the quarter. Students who cannot go on the field trip will have the option of carrying out independent research on campus.

Credit awarded in tropical biology<sup>†</sup>, geology<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future study in environmental studies, geology, ecology, conservation biology, Latin American studies.



# Expressive Arts

PLANNING GROUP COORDINATOR:  
SALLY CLONINGER

AFFILIATED FACULTY  
AND AREA OF GRADUATE ADVISING:  
Susan Aurand—Visual Art  
Andrew Buchman—Music  
Sally Cloninger—Film/Video  
Doranne Crable—Performance Studies,  
Literature  
Joe Feddersen—Visual Art  
Marilyn Frasca—Visual Art  
Anne Fischel—Film/Video  
Jorge Gilbert—Latin American Studies  
and Media  
Ariel Goldberger—Scenic Design  
Bob Haft—Visual Art, Photography  
Philip Harding—Design  
Lucia Harrison—Visual Art  
Meg Hunt—Dance  
Rose Jang—Theater  
Bud Johansen—Dance  
Hiro Kawasaki—Art History  
Jean Mandeberg—Visual Arts/Sculpture  
Laurie Meeker—Film/Video  
Sandie Nisbet—Theater  
Ratna Roy—Dance, African American  
Studies, South Asian Studies  
Terry Setter—Music  
Paul Sparks—Visual Art, Photography  
Gail Tremblay—Fiber Arts,  
Creative Writing  
Ainara Wilder—Theater  
Sean Williams—World Music

Expressive Arts

The Expressive Arts Planning Group is primarily concerned with helping students gain skills and experience in the arts and very deliberately focuses on the interplay of theory and practice. In many programs students have the opportunity to work in more than one art form simultaneously, and with collaborative and crossdisciplinary approaches to learning. Program themes are drawn from current aesthetic and ideological interests of the faculty and vary widely from year to year, ensuring that the faculty and curriculum remain vital and relevant. Students should be aware that sequential skills training is not available in most of the arts but a hands-on approach is taken in every program that has Expressive Arts faculty as members of the teaching team. Expressive Arts offerings usually include work in the performing arts (theatre, music and dance), media arts, visual arts and creative writing. In all of these contexts, we are working to create a learning environment that supports a strong multicultural perspective.

The Expressive Arts faculty are committed to the importance of creative work as a central element in liberal arts education. The skills acquired in Expressive Arts programs will contribute to the work students undertake in future academic programs as well as professionally. However, the faculty feel it is vital for students primarily interested in the arts to have a broad range of other academic experiences and often require academic work outside of the area for admission to certain arts programs. In essence, students should not expect to do all their undergraduate work within the Expressive Arts. They are encouraged to move into and out of the area, taking advantage of study opportunities in other Planning Groups at Evergreen. While studying in the Expressive Arts, students are also encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students.

Offerings in the Expressive Arts include annual entry-level programs in media arts (Mediaworks), performing arts (Music and Theatre in Cultural Context) and visual arts (Foundations of Visual Arts) that are designed to provide an introduction to and theoretical foundation for work in one or more arts disciplines. Because of high student demand, often enrollment in some of these programs requires the completion of a written application or a portfolio review. Crossdivisional programs that examine several media and are theme-based are also typical. In addition, the area also offers some junior/senior level programs in which students refine particular skills or create new work in a specialized setting.

Individual contracts and senior thesis projects allow students to do work that suits their own particular needs and abilities. For both these options, eligibility requirements include a minimum of three quarters of prior experience in the Expressive Arts. Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements before submitting proposals. Faculty are also available to support Student Originated Studies contracts for advanced, upper-division students. Students may also enroll in skill-development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for preprofessional work experience.

The Senior Thesis project in the Expressive Arts is a competitive program involving the production of senior-level work in one or more media; participating students are advised by a thesis committee comprised of three faculty or staff. Each spring students may submit proposals; these are reviewed by the Expressive Arts faculty and successful projects are supported by a small stipend.

*Advanced Work in Film/Video:* Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video or mixed-media piece; writing a script or screenplay; or research on media history or theory. To do an independent contract, students must be at the junior or senior level and must demonstrate a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs, courses and modules equivalent to a concentration. Students must have at least three quarters' prior experience in the expressive arts or expect to have taken and successfully completed an entry-level film

and video program, such as Mediaworks. Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive course work in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

*Portfolio for Visual Arts:* The following items should be included in the portfolio students submit when seeking entrance into an advanced program in the visual arts:

(1) At least six examples from a body of work that examines a particular theme or topic. The theme may be explored using a single medium or through the use of several different two-dimensional and three-

dimensional media. Slides, photographs and actual pieces may be included; (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of diverse skills developed; (3) Several examples of written work should be contained in the portfolio. Assigned papers, creative writing and/or self-evaluations would serve this purpose. These materials should be contained in a portfolio that is portable and easily carried from one place to another. They should be arranged in a coherent sequence based on one of the following factors: chronology, medium, theme or the sequences of programs in which the work was completed. Students should contact the relevant faculty or the Academic Planning and Experiential Learning Office for information concerning the times and places for submission of portfolios.



## Art Media Praxis

Fall, Winter/Coordinated Study  
Faculty: Joe Feddersen, Laurie Meeker  
Enrollment: 45

Prerequisites: Junior/senior standing. Students who have completed Foundations of Visual Arts, Foundations of Performing Arts, Mediaworks or the equivalent program will be selected on the basis of a portfolio review at the Academic Fair, portfolio must include both visual and written work (include at least one example of theoretical writing).

Faculty Signature: Yes  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This is an intermediate/advanced interdisciplinary arts program examining current issues in contemporary art, from the crisis in modernism to the expansion of post-modernism and beyond into the post-NEA era. The program will engage both theory and practice (PRAXIS) in the pursuit of a forum for crossdisciplinary collaboration. Students will be expected to be proficient in one medium (i.e., painting, film, printmaking, video, animation, photography, drawing, digital media, sculpture...) and will develop at least one interdisciplinary collaborative project in addition to the opportunity for pursuing individual work. Fall quarter will include periods of intensive study in contemporary art/media theory with readings, film screenings and guest artists. Students will produce a short collaborative work and then develop a larger proposal and research paper to support project work during the remaining 15 weeks of the program (this may be individual work although collaboration is encouraged). Students will be expected to keep a journal documenting the development of creative work. This is an excellent opportunity for an intensive period of theoretical study that will inform the creation of a body of work or a substantial media production.

Students will be selected on the basis of a portfolio review at the Academic Fair. Portfolio should include both visual and written work. Include at least one example of theoretical writing. Students unable to attend the spring Academic Fair must send slides or videotape by May 1.

Credit awarded in art history/theory<sup>†</sup>, film history/theory, studio arts and media production.

Total: 32 credits

Program is preparatory for careers and future study in fine arts, media production and arts administration.

## Discovering Greece: Exploring Aegean Civilizations

Winter, Spring/Group Contract  
Faculty: Bob Haft, Gordon Beck  
Enrollment: 50  
Prerequisites: Sophomore standing; faculty interview and signature.  
Faculty Signature: Yes, interview week before Academic Fair December 3 to assess writing skill, reading skill, degree of interest.  
Special Expenses: \$3,200 for travel to Greece  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Spring quarter travel to Greece

This is a program of exploration and discovery. We will search for origins of Western society in the reputed site of its birth: the eastern Mediterranean. We will explore both ancient and modern texts — and texts of bone, ash, stone, ivory and paint. We will also study recent scientific developments in geological and archaeological discoveries. Throughout our search, we will work toward cooperative explorations and personal discoveries. This work will involve research, interpretation of evidence, speculative reasoning and carefully drawn conclusions.

Our search will use the academic tools of history, archaeology, art history, literature, mythology, folklore, religion and cosmology. Our readings will include ancient historians, poets, philosophers, playwrights, scientists as well as modern interpreters.

Our goal is to develop an understanding of this ancient world and its influence on our lives today. Our winter quarter investigations will involve considerable library research, careful interpretation of evidence, intensive research writing and speculative reasoning.

In spring quarter our study and research will switch to the reality of the earth, sea and skies of Greece, where we will test our speculations on the remains of the ancient world. Discoveries will occur at Delphi, Athens, Corinth, Epidaurus and many lesser-known sites, including the islands. Our researches will be based on the realities of what remains in Greece as well as on fragments of lost Greek artifacts and civilizations.

We will explore the sites of history, myth, events and archaeological discoveries (both past and present). Our itinerary is still in the developmental stage but will include some sites in other parts of Europe.

The estimated costs for travel and living in Europe spring quarter are expected to be \$3,200. Detailed estimates will be available in December 1997.

Credits awarded in classical history, literature, archaeology, art history, mythology and ancient civilizations.

Total: 32 credits

Program is preparatory for further study in humanities, art history, art, social sciences.

## Foundations of Visual Arts

Fall, Winter, Spring/Coordinated Study  
Faculty: Lucia Harrison, Paul Sparks, Susan Aurand  
Enrollment: 50

Prerequisites: Sophomore standing; portfolio containing examples of visual expression and a writing sample due at the May 14, 1997 Academic Fair; transfer students contact faculty.

Faculty Signature: Yes  
Special Expenses: \$200 for art supplies  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

During fall quarter, this program will introduce students to a wide range of drawing methods and materials. It is an opportunity for beginning art students to acquire new skills and form a grounding for future work in the arts. They will develop a visual art vocabulary, refine visual analytic capacity, acquire basic mechanical skills and gain an historical perspective.

Everyone will complete weekly studio projects designed to help students learn how to make creative and personal images in response to difficult visual problems. Each week, students will work in the studio a minimum of four hours per day, and participate in weekly life drawing classes, critiquing sessions and seeing seminars. Elements of aesthetics, basic design, topics in art history, and working from personal themes will form directions for fall quarter.

Winter and spring quarters, students will alternate two sequences. The first will be an introduction to painting and monoprinting, while the second will emphasize sculpture. The first five weeks of each term will be designated for skill-building exercises. This will consist of assignments that deal with content, design or familiarization with equipment. The second half of each quarter will be more student-directed. Students will explore their ideas by creating an extensive body of work and participating in critique sessions, skill-building workshops, lectures, and seminars.

This is a full-time program. Students should expect to work a minimum of 40 hours per week in the studio.

Students wishing to enter FOVA each quarter should bring a portfolio of their work to Lucia Harrison and Paul Sparks at the Academic Fair.

Credit awarded in drawing, painting, printmaking, sculpture, design, art history and an individual project.

Total: 48 credits

Program is preparatory for careers and future study in arts, art education and humanities.

<sup>†</sup>indicates upper division credit



## Images: Physical Speculations on Unknown Conditions

Fall, Winter, Spring/Coordinated Study  
 Faculty: Gail Tremblay, Yvonne Peterson, TBA  
 Enrollment: 75  
 Prerequisites: Sophomore standing  
 Faculty Signature: No  
 Special Expenses: Up to \$50 for materials  
 Part-Time Options: With faculty permission  
 Internship Possibilities: With faculty permission  
 Additional Course Allowed: Yes

Images are among the most subtly nuanced forms human beings create to describe their experience and sense of things. This program will combine focused study of Native American culture, including an analysis of the effects images and representations of that culture have on indigenous people and the general American consciousness, with project work. In designing projects, students are expected to create images and visions of use to them to address realities that need addressing to benefit their communities. To design these projects, students are asked to reflect on: What do I need to do? How do I propose to do it? What do I plan to learn? What difference will my work make? All students will answer the four questions and propose an individual or group project by Monday of the third week of each quarter.

Students will share common activities: reading, viewing and discussing texts, films and slides that represent images of indigenous culture. This material will combine studies in indigenous history, policy, literature, art history and education, as well as discussion of human beings/relationships in the natural world. These studies are expected to raise issues for students and provide context as they formulate projects.

Individuals and groups will discuss projects with faculty and colleagues so people can share expertise and help one another maximize their learning. The program will allow people from a variety of communities to learn about the culture and issues important to indigenous people and to create intercultural understanding.

The program is designed for students wishing to prepare for careers in Native American policy, education and art, as well as people interested in Native American law, in cultural studies and in literature. People wishing to do project work to gain endorsements for their teaching credentials in English, art or social studies or those planning careers in elementary education, particularly those interested in teaching in diverse classrooms and on reservations, are encouraged to enroll.

Credit awarded in Native American policy, Native American art history, Native American studies; credits tailored to student's projects.

Total: 36-48 credits

Program is preparatory for careers and future study in Native American studies, art, education, tribal policy, cultural studies and American Indian law.

## Mediaworks: Experiments with Light and Sound

Fall, Winter, Spring/Group Contract  
 Faculty: Sally Cloninger, TBA  
 Enrollment: 48  
 Prerequisites: Core program; written application available in April at APEL and interview; preference given to juniors and seniors  
 Faculty Signature: Yes  
 Special Expenses: \$250 materials each quarter  
 Part-Time Options: No  
 Internship possibilities: Spring quarter only  
 Additional Course Allowed: None for fall or winter; negotiable spring quarter

Mediaworks is the entry-level moving image program. It is designed to provide students with basic skills in film, video and audio production, as well as background in some aspects of film and video history and theory. All moving image programs emphasize the linkage of media theory and practice, focusing on the development of a critical perspective for imagemaking and the politics of representation.

In the 1997-98 version of Mediaworks we will focus our theoretical work on the historical, aesthetic and ideological approaches and issues that have influenced the work of experimental imagemakers. We will pay specific attention to video/film/sound artists who deliberately mix styles, incorporate diverse aesthetic impulses in their work, move across disciplines, and attempt to broaden both film language and the perceptual sensibilities of their audience. We will also study seeing and listening. Texts may include: Edward S. Small, *Direct Theory: Experimental Film/Video as Major Genre*; Patricia Mellencamp, *Indiscretions: Avant-Garde Film, Video and Feminism*; Doug Hall and Sally Jo Fifer, *Illuminating Video*; and Michel Chion, *Audio-Vision-Sound on Screen*. Media artists may include: Germaine Dulac, Sergei Eisenstein, Maya Deren, Pratibha Parmar, Chick Strand, Man Ray, Bruce Conner, Peter Kubelka, Oskar Fischinger, Isaac Julien, John Cage, Nam June Paik, Bill Viola, Ernie Kovacs and so forth.

During fall quarter, students will be introduced to a wide variety of production skills (including 16mm techniques, basic animation, studio and field video production, pre-production design processes, sound recording and editing). Students will be expected to complete a number of design problems in all media and to demonstrate a readiness to proceed to more advanced work in winter. They will also complete critical writing on media as well as participate in theoretical discussions and critique groups.

During winter, students will continue building skills in new technological arenas, specifically in video synthesis, digital imagery, music technology and motion graphics. They also will be expected to do independent research on a contemporary media artist, presenting it orally and in written form. Their design work will focus on the completion of two major projects in a variety of media.

During spring quarter, students will have the opportunity to produce independent projects in film or video or to pursue internships in the media field.

Students should expect to work collaboratively as well as individually and to design projects consistent with the stated themes of the program. Considerable attention will be given to the process, as well as the product, of media production, with frequent screenings of work in progress and emphasis on group discussion and critique.

Credit awarded in film/video/sound production, animation, media history and theory, visual research and independent film/video projects.

Total: 48 credits

Program is preparatory for careers and future study in media art, visual art and communications.



## Music and Theatre in Cultural Context

Fall, Winter, Spring/Coordinated Study  
Faculty: Sandie Nisbet, York Wong, Terry Setter  
Enrollment: 72  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: \$30 for event tickets, audio tape  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Local events

This is a year-long program designed to introduce students to the fundamentals of music, theatre and cultural history, as well as to the practical applications of current techniques employed within these disciplines. It will examine the development of ideas and practices within these arts to understand relationships between them, and to understand how each is affected by various societal contexts. The program offers introductory skill building in music and theater arts and will work toward a final production in the spring quarter.

Credit awarded in music history, theatre history, cultural history, aesthetics, research techniques and expository writing.

Total: 48 credits

Program is preparatory for careers and future study in music, theatre and cultural studies.

## One-Act Play Festival

Winter, Spring/Group Contract  
Faculty: Rose Jang  
Enrollment: 25  
Prerequisites: Core program or equivalent  
Faculty Signature: No  
Special Expenses: \$50 for theater performance off campus  
Part-Time Options: No  
Internship Possibilities: Yes  
Additional Course Allowed: Yes

This group contract will concentrate on building skills and theoretical knowledge in acting, directing and playwriting for the One-Act Play Festival in the spring. While all students will study the theories and techniques of all three aspects, they will choose only one of them as major concentration for the festival. Students will read many one-act plays with special attention given to theme, character development and dramatic structure. There will be regular workshops on acting, directing and playwriting through sequential exercises on monologue, dialogue interaction and scene work.

Winter quarter will concentrate on skill development and theoretical study, and spring quarter will focus on rehearsal, production work and final critique/review. All the performances for the One-Act Festival will be generated from within the program. Students interested in stage design or technical work are encouraged to take a design module to build skills in that area. The festival will be the culmination of two quarters of concentrated and collaborative studies and will be open to the public.

Credit awarded in theater acting, directing, playwriting, technical theater, theater theory.

Total: 24 credits

This program is preparatory for further study in theater arts, more specifically, acting, directing, playwriting, performance theory and technical theater.

## Perspectives on Ireland

Fall, Winter/Coordinated Study  
Faculty: Sean Williams, Charlie Teske, Patrick Hill  
Enrollment: 72  
Prerequisites: None  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No  
Travel Component: Field trips to Seattle, Portland

Ireland has been the home of unique forms of religious expression, a rich musical life, several hundred years of colonialism and some of the greatest literary minds of the past 200 years. This two-quarter program will study Ireland through its expressive culture and historical events, from pre-Christian and early Christian periods to the present. Poems, songs, stories, films, dances, plays and aspects of the Irish language all reveal important clues about many different kinds of Irish interactions. Accordingly, program themes center around the relationships between nature-based spirituality and Christianity, orality and literacy, men and women, language and cultural identity and the Irish in relation to others, whether the "others" are the fairies, the English, Americans, Europeans or their own ancestors. Our interdisciplinary work should allow for a variety of approaches, from the sociopolitical to the artistic. We will work to create a supportive environment in which participants can reclaim some of the essential dimensions of being human.

The faculty envision a program in which students grow comfortable with performing publicly, learn the basics of the Irish language, develop their skills in research and critical analysis to explore important theoretical issues verbally and in writing, and participate fully in all activities. Each quarter will include both a comprehensive writing project and a collaborative performance. Faculty will assist students in learning poetry and songs and participating in plays and preparing for intensive discussions of our work during our twice-weekly seminars. Potential texts for the program include Joyce's *Dubliners*, Condren's *The Serpent and the Goddess*, *The Táin* and poems by W. B. Yeats, Seamus Heaney and others. Each of the three faculty will continue teaching related programs in spring quarter, focusing on Celtic music, the works of James Joyce and the possibility of further study in Ireland.

Credit awarded in Celtic studies, literature, ethnomusicology, history and Irish language.

Total: 32 credits

Program is preparatory for careers and future study in Celtic studies, literature and ethnomusicology.



## Popular and Alternative Communication in Latin America

Winter, Spring/Coordinated Study  
 Faculty: Anne Fischel and Jorge Gilbert  
 Enrollment: 50  
 Prerequisites: Sophomore standing  
 Faculty Signature: Yes, interview at the Academic Fair, Dec. 3, 1997; transfer students may phone or send letter of application prior to Academic Fair  
 Special Expenses: up to \$2000 for travel spring quarter  
 Part-Time Options: Spanish module  
 Internship Possibilities: No  
 Additional Course Allowed: No  
 Travel Component: Field school in Chile spring quarter

This program will look at contemporary cultural, political and economic developments in Latin America. In particular it will examine the role of popular and alternative modes of communication as forms of expression created to challenge and resist authoritarian governments and repressive social conditions from the early 1960s to the present. The program will pay particular attention to the history, politics and culture of Chile during the period of resistance to Pinochet's regime and today. It will raise questions about the model of economic and cultural development currently being followed in a number of Latin American nations, including Chile.

Our winter quarter studies will prepare students for travel to Chile in the spring quarter. Spring quarter studies are designed to deepen understanding of the ways in which Chile's model of development impacts communities at different economic levels and in different areas of the country, and to offer students an opportunity to participate in researching and producing a series of video documentaries with those communities. Students will be offered training in participatory research techniques and documentary video production, as well as the history and culture of Chile and Latin America.

Popular and Alternative Communication in Latin America has three general objectives. First it provides participants with an interdisciplinary curriculum that will allow them to study, research and experience firsthand a wide range of issues and concerns affecting Chile and South America at the end of the 20th century. Secondly, the program provides practical opportunities for intensive language study. Students will attend regular classes geared to their skill level with the goal of developing or deepening their knowledge of Spanish. Third, the travel component of the program immerses participants in the cultural, socio-political and economic reality of a country struggling to overcome its condition of underdevelopment. Students will have the opportunity to participate in workshops, conferences and discussions with political and community leaders and grassroots organizations and to study the social, artistic, folkloric and intellectual life of the country.

In spring 1998 Popular Alternative Communication in Latin America will focus on the production of a series of video documentaries on Chilean life. The subjects of the documentaries will include poverty, popular culture, the status of women, artistic expression, environmental concerns of the people and the particular struggles and issues facing different sectors of the population under Chile's current neoliberal model of economic development. The video productions will involve research, observation and close collaboration with communities and groups.

Credit awarded in film and television documentary production, Latin American studies, cultural studies, mass media, social communication, sociology.

Total: 32 credits

Program is preparatory for careers and future study in film/video, communication, Latin American studies, journalism, social science (sociology, anthropology, demography, population).

## Romanticism, Modernism and After

Fall, Winter, Spring/Coordinated Study  
 Faculty: Hiro Kawasaki, Charles Pailthorp, Egon Verheyen  
 Enrollment: 65  
 Prerequisites: None  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: With approval

Romanticism, Modernism and After offers a study of rapid cultural change through art, music and literature at the turn of three centuries: 1800, 1900 and 2000.

The theoretical focus will be how the arts (both creativity and audience response) reflect cultural change and how the experience of both creator and audience advance or retard cultural change. Particularly in the 19th and 20th centuries, to study cultural change through the arts is to study changes in the life of feeling of those living through that change. It is a premise of this curriculum that *feeling* is as much a construct in our experience as *thinking*. As Clifford Geertz has put it, "Not only ideas, but emotions too, are cultural artifacts." This curriculum, therefore, will study changes in the life of feeling in relation to broader cultural change.

Our initial study of Romanticism, at the turn of the 19th century, will be mainly European-focused, with some attention paid to the United States. The turn of the 20th century, and the emergence of Modernism, will also be studied using largely European and North American materials. As we address our own time, however, and the turn of the 21st century, we will question whether such *regionalism* still makes sense. Perhaps we have entered an era of *world culture*. We will examine with care whether we have entered a period of *Postmodernism*.

Innovative, or avant garde, art will necessarily take center stage in this study, and we will seek examples freely, including literature, music, 2D and 3D visual arts, film, media ... drawing on whatever serves our inquiry. High art, countercultural art and popular art all will be relevant to our study.

This program emphasizes the skills involved in critical and perceptive reading, listening and seeing. Writing will be emphasized throughout the year. Above all, this curriculum aims at the intelligent interpretation of cultural change through an examination of the arts.

Credit awarded in history, art history, philosophy, aesthetics (both music and fine arts), literature, writing and cultural studies.

Total: 48 credits

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



## Seeing the Light

Fall/Group Contract

Faculty: Bob Haft

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: Yes, students must present academic and photographic portfolio and schedule interview the week before Spring Academic Fair (May 14, 1997), or the week before fall classes start.

Special Expenses: \$150-\$200 for photo materials

Part-Time options: No

Internship possibilities: No

Additional Course Allowed: No

Travel Component: In-state field trips

This is a one-quarter group contract designed for intermediate and advanced-level photography students. Students will work with medium and large format as well as 35mm cameras. Students will study the work of historical and contemporary photographers, view and analyze films and read texts dealing with the history and critical analysis of the medium. In addition to classroom work, field trips will be taken to galleries and museums to view exhibits and/or collections of photographs of particular interest. There will be a series of assigned projects designed to further technical and aesthetic skills. As a final project, students will work in teams to produce a theme-centered document combining images and text. All of the projects will be formally presented and critiqued.

Credit will likely be awarded in intermediate photography, history of photography, aesthetics, art theory and criticism and individual research projects.

Total: 16 credits

Program is preparatory for careers or future studies in art history, photography and the humanities.

## Shadowlands:

### In-Betweens, Myths and Performance

Fall, Winter, Spring/Coordinated Study

Faculty: Doranne Crable, Ariel Goldberger

Enrollment: 50

Prerequisites: Junior-senior standing; one full coordinated studies program (or equivalent one year in arts/humanities for transfers)

Faculty Signature: No

Special Expenses: \$100-\$125 for art materials, makeup, costume supplies

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: Fall module

Travel Component: In-state (fws); international (1/2 winter quarter plus break)

Our work will be guided by the questions posed by the art/work we create.

Fall quarter will be devoted to research, theory and writing. Themes may include:

- Karl Jung's archetype of the shadow, in the individual and collective unconscious.
- Mytho-poetic aspects of light and shadows in performance.
- The imagery of "shadows" in religious and psychological thought.
- Geography of liminal spaces (the spaces where art happens are the in-betweens spaces).
- The power of authentic movement in exploring the shadow and understanding the powerlessness of stereotypes.
- The theatre of visions and the theatre of ritual in performance.
- Light and darkness as themes in movement and sound.

Winter quarter we will continue exploring fall-quarter themes, emphasizing concrete projects and putting ideas into practice. During the second half, students and faculty will explore individual journeys into the world (real and imaginary) of light and shadow. Individuals may arrange travel that is program-related and grows out of extensive research and planning. We will use this period to fully develop individual and/or group material for spring production work.

Spring quarter work will focus on mounting a faculty-directed production in the ninth week. This will be a collaboration based on fall research, winter exploration and design, and spring hands-on work.

Specifics regarding texts, guests, films/videos, schedules, covenants and trips will be mailed to registered students in August 1997.

Credit awarded in comparative literature, performance therapy and technique, theater, design, research and expository writing, myth and cultural studies.

Total: 44 credits

Program is preparatory for careers and future study in theater, performance theory and technique, comparative literature, teaching and grad school, the expressive arts.

## Student Originated Studies: Performing Arts

Fall, Winter, Spring/Group Contract

Faculty: Bud Johansen

Enrollment: 25

Prerequisites: Foundations of Performing Arts program or equivalent experience of college-level work in music, theatre or dance

Faculty Signature: Yes, performance experience will be assessed at an interview with faculty no later than the first week of the quarter.

Special Expenses: Costs for production above program support dependent on role in project, such as costumes, makeup, prop materials.

Part-Time Options: Yes, 4-8 credits for performances (There is a Part-Time option to include performers who are only in the productions; they will receive 4-8 credits for work done in rehearsals and performances.)

Internship Possibilities: No

Additional Course Allowed: Yes

This group contract will help students accomplish their goals in the performing arts by providing an all-program seminar and critique of participating students' works.

Each student will arrange an in-house contract with the sponsor that focuses on some form of performance, i.e., musical theater production, music ensemble, theater production, etc.

The faculty will direct the seminar and critique sessions with strong input by the students; will aid and assist in the productions as needed; will have close contact regarding the creative process; and will critique the projects.

Students will need the skills to work collaboratively on projects, which they will develop and produce. All students will share their works in progress each week for reactions and helpful critiques by the group.

Credit awarded in performing arts, according to each student's project. (Credit will reflect the type of work done by each student and may vary depending on their role in the production.)

Total: 48 credits

Program is preparatory for careers and future study in performing arts and arts management.



## Student Originated Studies: Visual Arts

Winter, Spring/Group Contract  
 Faculty: Susan Aurand  
 Enrollment: 25  
 Prerequisites: Junior/senior standing  
 Faculty Signature: Yes  
 Special Expenses: \$50 for materials; amount varies with scope of the project  
 Part-Time Options: Yes  
 Internship Possibilities: No  
 Additional Course Allowed: Yes, one 4-credit course only

Student Originated Studies is a place in the curriculum where groups of students may make their own program of study. It differs in this important way from the Individual Learning Contracts: it is not an aggregation of individual contracts. The process of forming a group of advanced students and "organically" developing an academic program is challenging and time-consuming. It is excellent preparation for the kind of support groups artists form after leaving the structure of academic life.

Groups of students will develop, design and submit plans for spring quarter. Faculty will base selection on the following criteria:

The group must involve no more than six students and no fewer than four.

The submitted proposal must include: (1) a program description and a goals statement; (2) ten weekly schedules with activities, i.e., reading lists, seminar/discussions, critique, visitors, studio time, field trips, etc., including meeting times and places; (3) a rough draft of a covenant, describing the agreed-on responsibilities and obligations and signed by all students; (4) a description of, and schedule for, the mid-quarter and end-of-quarter peer evaluation process; and (5) adherence to the deadlines of the three-step planning process. Submit your proposal to Susan Aurand (mailstop: COM 301) by December 1.

Credit awarded in the area of student work.

Total: 12-16 credits

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

## Studies in Ethnomusicology: The Celtic World

Spring/Group Contract  
 Faculty: Sean Williams  
 Enrollment: 25  
 Prerequisites: Core program or equivalent; previous work in music, folklore or anthropology.  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: No

Ethnomusicology is the study of music in its cultural context. The three broad areas of musical sound, musical concepts and musical behavior will be a part of our work as we explore the Celtic musical regions: Ireland, Scotland, the Shetland Isles, Bretagne, Galicia, the Isle of Man, Wales, Cornwall, Celtic America, Celtic Australia, and Cape Breton. Our theoretical perspectives on music in relation to politics, economy, colonialism, dance, spirituality, language and gender will help to guide us as we go beyond the basic sounds of the music. Program activities will include hands-on workshops with visiting artists, weekly lessons in "sean-nós" (old-style) Gaelic singing, in-house performances, critical listening, lectures, seminars, films and intensive research. Students will be asked to create a major research paper for the end of the quarter, blending a theoretical approach with a performance genre in a specific area (for example, the impact of colonialism on Cape Breton fiddling). Expect to be self-directed, to share your ideas and research and to perform publicly.

Credit awarded in ethnomusicology<sup>†</sup>, Celtic studies and expository writing.

Total: 16 credits

Program is preparatory for careers and future study in ethnomusicology, Celtic studies, anthropology and folklore.

## The Silk Road: A Brief Introduction to Chinese Culture

Fall/Group Contract  
 Faculty: Rose Jang  
 Enrollment: 25  
 Prerequisites: Core program or equivalent  
 Faculty Signature: No  
 Special Expenses: \$30 for Chinese music concert and theatrical event  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: Yes  
 Travel Component: Field trip to Seattle area

This group contract will introduce students to the basic components of Chinese culture. Students will study, through selective sampling, Chinese history, Chinese philosophy, Chinese literature and Chinese performing arts. While the general class centers around a group of major texts, each student is encouraged to pursue one concentrated area of interest within the wide spectrum of Chinese cultural study. Beginning Chinese will be taught.

Credit awarded in Chinese history, Chinese philosophy, Chinese literature, Chinese language and Chinese theater.

Total: 12 or 16 credits

Program is preparatory for careers and future study in Asian studies, cultural studies and performing arts.



# •Scientific Inquiry

PLANNING GROUP COORDINATOR:  
FREDERICK D. TABBUTT

AFFILIATED FACULTY:  
Clyde Barlow  
Dharshi Bopegedera  
John Aikin Cushing  
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George E. Dimitroff  
Burton S. Guttman  
Linda B. Kahan  
Jeffrey J. Kelly  
Robert H. Knapp Jr.  
Elizabeth M. Kutter  
Albert C. Leisenring  
John Marvin  
Donald V. Middendorf  
Gonzalo Munevar  
James Neitzel  
Janet Ott  
David Paulsen  
James Stroh  
Masao Sugiyama  
Frederick D. Tabbutt  
Jude Van Buren  
E.J. Zita

Science and technology play an important role in modern America. It is essential that citizens be scientifically informed in order to make responsible decisions, and that scientists be broadly trained in the liberal arts to contribute responsibly to social issues. The Scientific Inquiry group aims to teach students to think like scientists; that is, to collect and evaluate data, to employ theory, to do quantitative modeling and to use appropriate instruments and technology. This approach is embodied in the study of different scientific domains including the physical sciences, mathematics, computing and laboratory biology. These subjects are studied in several ways: for their own sake, for their applications, in terms of the philosophical issues they raise and for their place in society.

The programs offered by faculty from this area will be useful to those interested in careers or future work in science, those interested in applying science in selected technical areas as well as those interested in understanding more about science by doing science as part of their more general liberal arts education. Students from this area go on to graduate study in a variety of scientific or related areas, enroll in medical school and work in careers requiring scientific, mathematical or computing background. High-quality introductory and advanced study provide them with a foundation (in theory and practice) that can enable them to be part of the conversation in these fields, as informed listeners able to effectively communicate the process and results of scientific inquiry in speech and writing.



## Concepts of Computing

Spring/Group Contract  
 Faculty: David W. Paulsen, TBA  
 Enrollment: 37  
 Prerequisites: High school algebra (for third quarter freshmen)  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: No  
 Internship Possibilities: No  
 Additional Course Allowed: No

This spring quarter offering will examine the fundamentals of computing and several computing applications. Students will study concepts of computer science along with ideas behind application software that make computers effective tools. Students will experience both the Unix and Windows environments and study will include introductory programming concepts. There will be hands-on lab work as well as examination of the models, methods and abstract concepts behind software and hardware. Topics may include simple graphics and modeling, the World Wide Web, statistical analysis, algorithms and data structures, computer organization, as well as some aspects of discrete mathematics and logic.

The program is aimed at students who have an interest in computing but limited background in the area. It will be useful for students who want a solid foundation for use of computers in a variety of disciplines — especially in the sciences — as well as those who want to decide whether they are interested in further study in computer science, such as the entry-level program Data to Information.

Credit awarded in computer science and statistics.

Total: 16 credits

Program is preparatory for careers and future study in the sciences, computer sciences and other computer-intensive areas of study.

## Data to Information

Fall, Winter, Spring/Coordinated Study  
 Faculty: Al Leisenring, TBA  
 Enrollment: 50  
 Prerequisites: Sophomore standing; high school algebra  
 Faculty Signature: No  
 Special Expenses: No  
 Part-Time Options: With faculty permission  
 Internship Possibilities: No  
 Additional Course Allowed: With faculty permission

Are you interested in what goes on behind the scenes of your PC, Mac, the Internet, your word processor, the World Wide Web, your school's information system or the computers that simulate biological molecules and send astronauts into space? Why do some machines run faster than others? What does an operating system do? How is it that Web pages can be read around the world? How do programs work?

Data to Information is an entry-level program that is directed toward answering these kinds of questions. It is a program for students interested in doing substantive work in computer science. We will do quite a bit of programming, and we will spend 25 percent of our time studying the mathematics that underlie computing and problem solving with computers. Programming and problem solving are the core of the program around which we build an understanding of many other aspects of computing and computer science. You don't need to know how to program before entering this program.

Data to Information includes a book seminar each quarter in which we explore issues surrounding computing, technology and society in the present and the past. Fall quarter topics: Introductory programming, digital logic and computer design, topics in discrete mathematics, and seminar. Winter quarter topics include data structures and algorithms, discrete mathematics and computational structures, computer architecture and seminar. Spring quarter topics include more data structures and algorithms, topics in mathematics, operating systems and seminar.

Credit awarded in programming, digital logic, computer architecture, operating systems, data structures and algorithms and discrete mathematics.

Total: 48 credits

Program is preparatory for careers and future study in computer science, natural science, engineering and mathematics.

## Energies:

### Celestial and Terrestrial

Fall, Winter, Spring/Coordinated Study  
 Faculty: E.J. Zita, Jim Stroh, John Marvin, TBA  
 Enrollment: 50  
 Prerequisites: Math/writing pretest to determine whether student is in group A or group B. Pretest may be obtained from APEL after January 1, 1997. We will select for strong and diverse skills. Group A: Algebra prerequisite; no science background required. Group B: Calculus-based physics prerequisite, e.g., Matter and Motion. Group B is eligible to enroll in the entire program, including quantitative astrophysics.  
 Faculty Signature: Yes  
 Special Expenses: Approximately \$100 for project expenses and overnight field trips  
 Part-Time Options: Yes, with permission of faculty  
 Internship Opportunities: Possibly; consult faculty  
 Additional Course Allowed: Only with permission of faculty.  
 Travel Component: Overnight field trips

Energies: Celestial and Terrestrial is a three-quarter-long study of forms, effects and transformations of energy, on earth and in the universe. Stars concentrate mass, warping space and time, and they transform matter and gravitational energy into nuclear energy, radiating heat and light, creating new elements and interacting with their environment. How do energy exchanges within and between stars and their environments determine stellar birth, dynamics and death (for example, as white dwarfs or black holes)? Solar energy is transformed to chemical energy (by plants) and to mechanical energy (in the ocean/atmosphere system) on Earth. Planets and moons change nuclear energy to mechanical energy (volcanoes) and are sculpted by weather and geologic processes. How do energy transformations by stars, planets and humans affect celestial and terrestrial environments and futures? How do/can/should humans harvest and transform energy on earth?

We will also study conventional and alternative energy production, storage and use, by natural and by human-engineered processes. Primary technical themes may include astronomy, thermodynamics, electronics and instrumentation fluid dynamics, plasma physics, fusion and/or computer modeling.



We will also discuss how energy uses and needs depend on technologies, policies, designs, communities, histories and values.

In sum, we will analyze forms and transformations of energy qualitatively and mathematically. Contexts will range from stellar evolution and dynamics to Earth-based energy policy and architecture and to earth and planetary geology; students will help choose focus areas.

This program is designed for both entry-level students and for more advanced students. All students should take the core of Energies program: energies, astronomy, workshop and seminar. Students also have the option of enrolling in complementary modules such as geology, chemistry and mathematics. Group B students may take the astrophysics module of Energies.

In the spring, all students will undertake a major individual or group project in the community or in the lab, applying knowledge from fall and winter studies to a real-life concern. Examples include astronomical observation, computational modeling, architectural design, energy policy, development of educational resources or perhaps artistic creation. Students will also continue analysis, readings, critical writing and discussion of energy issues.

Credit awarded in physics, astronomy, chemistry, geology, math, history/philosophy of science, computing, applied calculus, and community and policy aspects of energy and environment. Students doing advanced work may earn upper-division science credit.

Total: Up to 48 credits

Energies is preparatory for careers and future study in physics, engineering, astronomy, geology, chemistry, computer modeling, energy policy, applied mathematics, education and other liberal arts.

## Environmental Analysis: Aquatic and Atmospheric Systems

Fall, Winter, Spring/Coordinated Study  
Faculty: Fred Tabbutt, TBA  
Enrollment : 50  
Prerequisites: Junior standing, two quarters college chemistry, two quarters biology  
Faculty Signature: Yes  
Special Expenses: \$60 for overnight field trips  
Part-Time Options: No  
Internship Possibilities: Yes, during spring quarter  
Additional Courses Allowed: No  
Travel Component: In-state overnight field trips

During fall quarter this program will engage students in the study of biogeochemical cycles and the greenhouse effect, physical, chemical and biological processes controlling nutrient cycling in aquatic environments and isotope chemistry as a tool in environmental analysis. Additional work in physical and chemical oceanography will be undertaken to understand global environmental processes.

During winter and spring quarters, emphasis will shift to atmospheric chemistry. Thermodynamics, chemical kinetics and quantum chemistry will be developed at the intermediate level to explain the environmental chemistry of the troposphere (greenhouse gases, photochemical smog) and the stratosphere (ozone shield).

Methods of analytical chemistry and instrumental analysis will be applied in an advanced lab using techniques of gas chromatography/mass spectrometry, UV-visible and infrared spectroscopy, atomic absorption spectroscopy, scanning electron microscopy and polarography. Students will participate in research on real problems of environmental significance.

Students will learn to use computers for data acquisition, analysis of data (spreadsheets) and the simulation of environmental systems.

During spring quarter, students will undertake either a research project or an internship.

Credit awarded in environmental chemistry, instrumental analysis, oceanography and biogeochemistry.

Total: 48 credits

Program is preparatory for careers and future study in environmental science, oceanography, marine biology and chemistry.

## Evidence

Fall, Winter/Coordinated Study  
Faculty: Gonzalo Munevar, Jerry Lassen  
Enrollment: 50  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program will study what counts as evidence in a variety of fields: science, law, history, economics and contemporary issues. Great emphasis will be placed on the relationship between reasoning and evidence. Accordingly, we will develop critical skills in creating and analyzing arguments. We will concentrate on critical reasoning, statistical reasoning and scientific reasoning, both in the natural and social sciences. We will also take a close look at legal reasoning by examining historical and contemporary cases. The program will use lectures, workshops and seminars to develop critical skills; students are expected to demonstrate their competence in writing, discussion and practical exercises.

Credit awarded in critical reasoning, legal reasoning, statistical reasoning, history and philosophy of science.

Total: 32 credits

Program is preparatory for careers and future study in social science, science, humanities, law and philosophy



## Introduction to Natural Science

Fall, Winter/Coordinated Study  
Faculty: Clyde Barlow, Jeff Kelly, Burt Guttman, George Dimitroff  
Enrollment: 71  
Prerequisites: Sophomore standing; high school algebra  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program will develop an integrated understanding of chemistry, biology and mathematics in a cultural context, with emphasis on current environmental issues. Most of the time will be devoted to systematic studies of these sciences, with an emphasis on learning through workshops, problem sessions and laboratories. Students will be expected to work closely in small groups, solving problems and discussing concepts to acquire confidence in their knowledge and real facility with scientific and analytic principles. Students will be placed in an appropriate math level, based on an entrance assessment, and are expected to make substantial progress in mathematics.

We recognize science as a powerful cultural force in modern society. The world of the 21st century will be largely shaped by the scientific and technological advances of the past centuries, which hold out the possibility of long, fulfilling lives for the world's people alongside the possibility of worldwide ecological disaster due to overpopulation, pollution and habitat destruction. Which possibility becomes reality will depend on widespread education and understanding of scientific issues, as well as complex social and economic issues; yet the people who must make the critical decisions are lamentably ignorant of science and apathetic about the issues. A major theme of the program will be to address these problems of science in society through a weekly seminar series. We will emphasize analysis of the issues through reading, discussion and writing.

We expect students to end the program with a working knowledge of scientific and mathematical concepts, with improved abilities to reason critically and to solve problems and with hands-on experience in natural science.

Credit awarded in mathematics, chemistry, biology and environmental studies.

Total: 32 credits

Program is preparatory for careers and future study in education, health sciences, laboratory and field biology, environmental/earth/marine science, and for students interested in natural science as part of a liberal education.

## Mathematical Systems

Fall, Winter, Spring/Group Contract  
Faculty: Hazel Jo Reed  
Enrollment: 25  
Prerequisites: Sophomore standing; one year of calculus  
Faculty Signature: No  
Special Expenses: No  
Part-Time options: With permission of instructor  
Internship possibilities: With permission of instructor  
Additional courses allowed: With permission of instructor

This contract is a year-long, intensive study of several fundamental areas of pure mathematics, including a nucleus of advanced calculus, geometry, topology, and abstract algebra.

The contract is designed for people intending to pursue studies or teach in mathematics and the sciences, and for those who want to know more about mathematical thinking. We will look at the historical contexts of mathematical and scientific events to help us understand how mathematical ideas are discovered. We will develop skills not only in handling mathematical syntax, but also in the crucial area of reading and writing rigorous proofs in axiomatic systems.

In addition, we will consider such questions as: Are mathematical systems discovered or created? Why does a particular culture allow some systems to flourish while ignoring others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

Students may enroll in individual modules or the entire constellation of activities. If you have questions about the appropriateness of your background for the various segments, consult the instructor.

Credit awarded in advanced calculus, abstract algebra, geometry, topology, history of mathematics and individual projects.

Total: 48 credits

Program is preparatory for careers and future studies in mathematics, physics, Masters in Teaching program, history of mathematics.

## Matter and Motion

Fall, Winter, Spring/Coordinated Study  
Faculty: Dharshi Bopegedera, Don Middendorf  
Enrollment: 50  
Prerequisites: Three quarter hours of calculus; high school chemistry and physics helpful but not required  
Faculty Signature: Yes  
Special Expenses: \$50 for student-owned lab supplies; specified graphing calculator  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program is designed for students with a keen desire to develop a firm background in chemistry, physics and mathematics as preparation for advanced work in the physical and biological sciences. The Matter and Motion program replaces traditional science laboratories with exploration sessions emphasizing modern computer-based systems for acquiring and analyzing laboratory data. The program is intended for students with strong high school backgrounds in sciences and mathematics (including algebra and trigonometry).

The Matter and Motion program combines material from first-year physics, chemistry and calculus with solid laboratory work and a seminar on science and culture for an exciting exploration of the nature of scientific inquiry. The mathematics covered provides a foundation for the study of chemistry and physics including bonding, equilibrium, thermodynamics, kinetics, electromagnetism and quantum mechanics. This program is often praised by former students and educators from other colleges for its thorough and innovative approach. The program is a lot of fun, but it is quite demanding in terms of time and requires a full-time commitment from the students. The payoff is a solid foundation for further work in any branch of science.

Textbooks cost \$300 and they all need to be purchased by the second day of class.

Credit awarded in chemistry with laboratory, physics with laboratory, calculus and seminar on science and culture.

Total: 48 credits

Program is preparatory for careers and future study in chemistry, physics, biological sciences, mathematics, engineering, medical and health fields.



## Organic Chemistry

Fall, Winter/Course

Faculty: James Neitzel, TBA

Enrollment: 100

Prerequisites: One year of college chemistry

Faculty Signature: No

Special Expenses: \$25 safety glasses, safety manual, other personal supplies

Part-Time Options: 4 quarter hours (no lab)

Internship Possibilities: No

Additional Course Allowed: Yes

Emphasis is placed on understanding the nature of organic reactions and on those portions of organic most applicable to biological systems. The chemistry of alkanes, alkenes, alkynes, organic halides, alcohol, ethers, aldehydes, ketones, conjugated systems, carboxylic acids and amines will be studied. Fundamental mechanisms of radicals and nucleophiles/electrophiles will be emphasized. In addition, the chemistry of the major classes of biological macromolecules — proteins, lipids, sugars and nucleic acids — will be presented.

The laboratory portion uses a microscale approach to introduce common laboratory procedures in organic chemistry. Techniques of crystallization, filtration, distillation, thin layer chromatography, gas chromatography, extraction, refluxing and melting point determinations are covered. Students are required to maintain a notebook detailing their pre-lab preparation, their work in lab and analysis and conclusion of their results. Stress is placed on relating the method and results to concepts covered in the text and lectures.

The course is taught with lectures, laboratory and a unique workshop approach developed at Evergreen that improves student understanding and participation.

Credit awarded in organic chemistry, biochemistry<sup>†</sup>.

Total: 8-12 credits

Program is preparatory for careers and future study in chemistry, biology, health, environmental studies.

## Philosophy of Science

Spring/Group Contract

Faculty: Gonzalo Munevar

Enrollment: 25

Prerequisites: Junior/Senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will examine the nature, significance and limits of science. It is suitable for students interested in the sciences or the humanities. The program will begin with a critique of standard philosophy of science (the notion of scientific method, induction, falsification) and will move on to the revolution spearheaded by Kuhn and Feyerabend. An analysis of the problems created by this revolution will lead to a consideration of alternative approaches to the understanding of science (e.g., evolutionary epistemology). We will pay particular attention to new attempts to solve the problems of realism and of the rationality of science. We will also examine interesting philosophical aspects of physics, biology and other sciences. Once we have a better grasp of issues concerning scientific knowledge, we will begin to consider the relationship between science and morality, society, art and culture.

The material will be presented and discussed in lectures, seminars, small group discussions, editing groups, research groups and research presentations, as well as in a series of essays required from the students.

Credit awarded in philosophy of science<sup>†</sup>, history of science<sup>†</sup>, writing<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future study in philosophy, humanities and science.

## Science of Mind

Fall, Winter, Spring/Coordinated Study

Faculty: David W. Paulsen, Linda Kahan, Carrie Margolin

Enrollment: 75

Prerequisites: Junior or senior standing

Faculty Signature: No

Special Expenses: Up to \$15 for research project materials

Part-Time Options: With faculty permission

Internship Possibilities: By special arrangement, spring quarter

Additional Courses Allowed: With permission of faculty

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is the structure of the mind? What is the relationship of mind and brain? Does the brain work like a computer: if so, what kind of computer? How do culture and biology affect the development of the mind? To what extent is the mind rational?

A "cognitive revolution" has transformed the study of these questions. The Science of Mind will explore the nature of this revolution. It will consider theories from past and contemporary cognitive psychology and neurobiology, issues in philosophy of science and mind, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of memory and reasoning, as well as current developments in the study of neural nets. The program will cover basic cellular neurobiology, application of neural network models, theory and practice of experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological research applications, use of the computer for data analysis and computer simulation of mental activity.

Fall and winter quarters: considerable work in statistics and research design, as well as a survey of research in cognitive psychology, neurobiology and related philosophical fields.

Spring quarter: an extensive research project in experimental cognitive psychology, neurobiology, computer modeling or library research and reading in these areas or the philosophy of mind.

Credit awarded in cognitive science<sup>†</sup>, cognitive psychology<sup>†</sup>, research methods in psychology<sup>†</sup>, neurobiology with laboratory<sup>†</sup>, descriptive statistics, inferential statistics<sup>†</sup>, data analysis using the Statistical Package for the Social Sciences<sup>†</sup> and a research project<sup>†</sup>.

Total: 48 credits (45 upper-division science credit)

Program is preparatory for careers and future study in psychology, medicine, biology, computer science and philosophy.

<sup>†</sup>indicates upper division credit



## Springtime in Science

Spring/Coordinated Study  
Faculty: Burton S. Guttman  
Enrollment: 37

Prerequisites: Algebra, college-level science  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: With faculty permission  
Internship Possibilities: Probably not  
Additional Course Allowed: Possibly

In the spring, the imagination becomes refreshed as the world turns warm and green again. Students who have spent the fall and winter quarters in other programs suddenly find a desire to investigate new worlds, and faculty members begin to think of cool ideas they would like to explore for a while. Springtime in Science is, at this time, an unstructured offering. It promises only to find a congenial theme on which faculty members and students can collaborate in a spirit of high adventure. We will search for such a theme through conversations during the preceding fall and winter quarters. The program will probably have a prerequisite of some basic science and mathematics, but the primary prerequisite will be enthusiasm and dedication. Whatever theme we settle on, students can expect to work hard and to reap significant rewards for their work.

Credit awarded in science and mathematics, to be determined by the members of the program.

Total: 8, 12, 16 credits

Program is preparatory for careers and future study in environmental studies, mathematics, science.

## Student Originated Software

Fall, Winter, Spring/Coordinated Study  
Faculty: Judy Bayard Cushing  
Enrollment: 25

Prerequisites: Data to Information or equivalent, or experience in both computing and an application area such as science or media. Complete questionnaire, available from faculty and APEL after January 1, 1997.  
Faculty Signature: Yes  
Special Expenses: Diskettes for project work and two field trips (about \$30 each).  
Part-Time Options: 8-credit option, for part-time students only with permission of faculty.  
Internship Possibilities: Program projects only  
Additional Course Allowed: No

Even with the best efforts of computer users, critical problems with software development remain: most software is late, over-budget, socially irresponsible, unable to perform according to user needs or some combination of these. The problem is not just a matter of technology, but of organization, psychology, group dynamics and culture. In addition, considerable knowledge and understanding of the relevant domain is required to design and implement a successful system.

Student Originated Software is intended to prepare students to face these problems. It will help students with advanced programming skills (or some programming skills and domain expertise) identify and carry out a viable software project. Student groups will identify a project, prepare market research and feasibility studies, identify a "real world" client (or class of clients) and write software specifications. Under the guidance of faculty and working with users, students will conduct systems analysis and design, implementation and product testing and validation, write user manuals and system maintenance plans and (where appropriate) conduct or plan system installation and user training. Students will evaluate their software project according to technical, legal and social criteria.

Domains of past projects include: sciences, music, visual arts, education, computer security, databases. The program seminar will address ergonomics and human-machine interaction and the psychology of computer programming; the role of technical expertise and the Internet in society; the organizational, social and cultural milieu of the workplace.

Credit will be distributed among computer science and software engineering: object-oriented analysis<sup>†</sup>, design<sup>†</sup>, programming<sup>†</sup> and databases<sup>†</sup>, computer graphics or user interface design<sup>†</sup>, distributed computing systems<sup>†</sup>, software tools<sup>†</sup> and special topics.

Total: 24-48 credits

Program is preparatory for careers and future study in computer science and software engineering or the project application area.

## The Structure of Life: Functional Inter-relationships from Molecule to Ecosystem

Fall, Winter, Spring/Coordinated Study  
Faculty: Betty Kutter  
Enrollment: 30

Prerequisites: One year college chemistry; algebra; understanding of biological concepts from cell structure to properties of organisms. Students must take Organic Chemistry concurrently unless transcript and faculty interview demonstrate comparable background.  
Faculty Signature: No  
Special Expenses: \$30 retreat  
Part-Time Options: No  
Internship Possibilities: No  
Additional Courses Allowed: Organic Chemistry, 8 credits

The Structure of Life develops a view of biological systems that integrates the molecular basis of biology with more complex structure-function relationships, delving at an upper-division level into key topics in traditional biology and premedical curricula. In integration with Organic Chemistry, fall quarter will focus on the molecular basis of life; membrane properties; microbial systems from both health and environmental perspectives; genetic principles and basic mechanisms of DNA replication, transcription, translation and regulation; viruses and the immune system. In the winter, along with the study of protein structure-function relationships, we will emphasize eukaryotic cell molecular machinery, structure and regulation, cancer and the principles and key model systems of developmental biology. Spring details will be planned later, taking into consideration student and faculty backgrounds and interests and other offerings available. Throughout, the molecular bases of heredity, cell-cell and intracellular communication, homeostasis, regulatory mechanisms and disease will be explored. Students will make connections between molecular and organismic levels of biological function. The experimental basis of our rapidly growing knowledge will be emphasized, as will using scientific literature.

Seminars will examine science as a human enterprise in historical and social context, as well as social and ethical issues raised by new technologies and the ecological and social aspects of emerging infectious diseases.

Laboratories will play a major role in the program and will explore microbiology, enzymology, nucleic acid chemistry and molecular genetics, as well as special projects.

Credit awarded in microbiology<sup>†</sup>, genetics<sup>†</sup>, cell biology<sup>†</sup>, developmental biology<sup>†</sup>.

Total: 24-48 credits

Program is preparatory for careers in lab biology, environmental studies, education, biochemistry and the health sciences.



## Undergraduate Research in Scientific Inquiry

Fall, Winter, Spring, Summer/Group Contract  
Faculty: Betty Kutter (coordinator), Jim Neitzel, Burt Guttman, Judith Cushing  
Enrollment: 15

Prerequisites: Negotiated individually with faculty; laboratory experience such as Molecule to Organism.

Faculty Signature: Yes

Special Expenses: No

Part-Time Options: Yes, generally 4-16 credits

Internship Possibilities: No

Additional Courses Allowed: Yes

Many faculty in this planning group are engaged in research projects that offer collaborative research opportunities for advanced students. These provide an important mode of advanced work in the sciences, taking advantage of faculty expertise, Evergreen's flexible structure and excellent equipment purchased through grants from the National Science Foundation and the Murdock Foundation. In general, students begin by working in apprenticeship mode with more senior personnel and gradually take on more independent projects within the context of the specific program. These projects generally run 12 months a year; a signature is required from the faculty with whom students will be working.

Current projects include: Betty Kutter (molecular biology), Jim Neitzel (biochemistry), Burton Guttman (genetics), Judith Cushing (computer sciences): Bacteriophage T4 has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. We are working to clone and over-express the many host-lethal genes that are responsible, purify and characterize their protein products, determine their specific functions, look at ways in which they can be used to better understand bacterial metabolism and examine the infection process under a variety of environmental conditions. We are also the center for genomic analysis and database development for these phages.

Judith Bayard Cushing studies how scientists use distributed computing and data to conduct research. She would like to work with students who have background in computer science or molecular biology, forest ecology, chemistry or physics and a strong motivation to explore new computing paradigms, such as object-oriented systems and multi-platform computing.

Jeff Kelly and Clyde Barlow work with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

Dharshi Bopegedera is interested in studying vibration-rotation spectra of unstable molecules. Students with a solid background in chemistry can get experience in synthesizing unstable gaseous molecules and recording their infra-red spectra with her newly acquired FTIR spectrophotometer.

Janet Ott studies alternative healing methods, especially the mechanisms involved in acupuncture and acupressure, by measuring changes in such physiological processes as EEG, ECG, EMG and respiration during treatments. Students with strong backgrounds in biology, chemistry, physics or statistics can obtain laboratory experience applying their expertise to this growing field. Students with an interest in alternative medicine may also find this laboratory experience of use to their training.

Credit awarded in lab biology<sup>†</sup>, chemistry<sup>†</sup>, health sciences<sup>†</sup>, teaching, environmental sciences<sup>†</sup>.

Total: 4-16 credits/quarter

Program is preparatory for careers and future study in lab chemistry and biology, health and teaching.

## Vital Stuff: The Chemistry and Biology of Food

Fall, Winter, Spring/Coordinated Study

Faculty: James Neitzel, Janet Ott

Enrollment: 60

Prerequisites: One year of college chemistry; solid understanding of algebra, including log and exponential functions. Some prior exposure to biology will be helpful but is not required.

Students will also be required to register for Organic Chemistry unless transcript evidence and faculty interview demonstrate comparable background in organic chemistry

Faculty Signature: No

Special Expenses: \$100 for overnight field trips and retreat

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: Organic Chemistry (fall, winter)

Vital Stuff will be an intermediate to advanced investigation of the interactions between organisms and their food stuffs, featuring the biology and chemistry of the processes involved in food preparation, preservation, analysis, digestion and metabolism. This will include the use of models drawn from organic and biochemistry, physiology and molecular biology, neurobiology and nutrition. We will include reading, movies, guest lectures and field trips to examine the ways humans have used to feed themselves in various times and places, including literature inspired by food and the role of food in history. Will also examine current concerns on food value, safety and the modification of foods by technology.

Students will be concurrently registered in Organic Chemistry I and II in the fall and winter quarters to develop a strong understanding of the structure, function, and reactions of biological molecules and natural products. Students will also be given a strong foundation in cell biology and relevant aspects of anatomy and physiology. Microbiology will also be introduced, as microbes are used as significant agents for food processing as well as common contaminants. The neurobiology of sensory perception will be included to examine how humans see, smell, and taste food and how chemical components of food interact with sensory processes. We will also examine human genetics and molecular biology to explore how genetic information influences what people can and cannot eat.

Many choices about what people eat are based on historical, religious and economic considerations, imposed on environmental resources. Seminar readings and films will focus on how these interactions have resulted in distinct solutions to human diets in a variety of cultures and time periods.

The work in this program will consist of lectures, laboratories, skill-building workshops and individual and small-group research projects. There will be field trips to food production and processing locations.

Credit awarded in cell biology and physiology<sup>†</sup>, bioorganic<sup>†</sup> and biochemistry<sup>†</sup>, nutrition<sup>†</sup>, neurobiology<sup>†</sup>, microbiology<sup>†</sup>, history and literature.

Total: 20-48 credits

Program is preparatory for careers in biology, chemistry, health sciences.

<sup>†</sup>indicates upper division credit



# ● Social Science

PLANNING GROUP COORDINATOR: CAROLYN DOBBS

**AFFILIATED FACULTY:**

Justino Balderrama  
Don Bantz  
Peter G. Bohmer  
Priscilla V. Bowerman  
Bill Bruner  
Stephanie Coontz  
Elizabeth Diffendal  
Carolyn E. Dobbs  
John Robert Filmer  
George Freeman, Jr.  
Angela Gilliam  
José Gómez  
Jeanne E. Hahn  
Peta M. Henderson  
Taylor E. Hubbard  
Ryo Imamura  
Janice Kido  
Lowell Kuehn  
Gerald Lassen  
Daniel B. Leahy  
Russell M. Lidman  
Lee Lyttle  
Carrie Margolin  
Earle W. McNeil  
Lawrence J. Mosqueda  
Frank Motley  
Raul Nakasone (Suarez)  
Alan Nasser  
Yvonne Peterson  
Zahid Shariff  
Michael Vavrus  
Sherry L. Walton  
Gregory Weeks

Social Science

"Social Theory, Social Change and Public Policy" integrates anthropology, economics, history, law, public policy, labor studies, management, political science, philosophy, sociology, health sciences and psychology as a set of tools for understanding society and the individual's role in society.

The area has a diverse range of faculty who look at ways societies are organized and governed and the ramifications for class, race and gender in global, national and local contexts. Through our various academic offerings, we explore the evolution of historical and contemporary problems: how they are understood, how and why certain decisions are made and what difference various solutions make for the quality of societal and individual existence. We also examine strategies for social change in historical, present and alternative future time frames.

Depending on which programs are undertaken in this area, students can learn management skills, including values and ethics and the public interest; social, psychological, and biological forces which affect human health and behavior; and policy formulation and implementation.

Since all major social problems are deeply grounded in cultural, philosophical, social economic and political theories, history and practice, the understanding and integration of these areas will prepare students for solving contemporary problems and anticipating new and changing realities.

This area also works collaboratively with the faculty assigned to the Master in Teaching and Master of Public Administration graduate programs to develop the curriculum in the social sciences.

## ● Social Theory, Social Change and Public Policy



## Black Feminist Thought

Spring/Group Contract

Faculty: Angela Gilliam

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: In-state field trip

What is "Black feminist thought" and how does it differ from the "Black Atlantic" germane to African American feminism? Can men be "Black feminists?" What is the relationship between subject position and the articulation of oppositional theory within United States culture? These questions and others will be posed in this group contract as the uses to which the historical images of African American women have been put in the United States are investigated. As African American women have sought to challenge their relationship to the nation-state they have also tried to redefine social theory, feminist theory, as well as reshape the dominant literary narratives. This attempt to "tell the story" from within has not been without conflict; the constructed images of African American women as dangerous "queens" transcends socioeconomic class and have simultaneously affected the exercise of citizenship by public personae and influenced public policy.

This group contract will also look at the variety of ways in which primarily American Black women have theoretically confronted the dilemmas of representation as they engaged the following themes: the heritage of slavery and the social construction of womanhood; the confrontation by early Black feminists to the limitations of the suffragette movement; transformation of America within the path to "equal access"; debates about class and race within the paradigms of femininity; the public crises of gender relations, sexuality and the eroticizing of inequality; challenges to the talismanic discourse about family and its basis for the assault on affirmative action, welfare and workers' rights.

Students will be expected to lead a seminar discussion of at least one reading, read the equivalent of nine books, prepare and share an "intellectual journal" and write a senior-level research paper.

Texts and articles will be reinforced by weekly videos and/or films. At least one field trip to Seattle will take place as appropriate. Authors will likely include the following: C. Boyce-Davies, H.V. Carby, A.J. Cooper, B. Guy-Sheftall; P. Hill-Collins; A. Davis, F.V. Harrison, B. Hooks; A. Lorde, T. Morrison, L. Mullings, H. Spillers, M. Wallace, and D.G. White.

Credit awarded in literature<sup>†</sup>, cultural anthropology<sup>†</sup>, African American studies<sup>†</sup>, cultural studies<sup>†</sup> and feminist theory<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future study in literature, cultural anthropology, African American studies, cultural studies and feminist theory.

## Designing and Managing Organizations in the 21st Century

Fall, Winter, Spring/ Coordinated Study

Faculty: Duke Kuehn, John Filmer, TBA

Enrollment: 75

Prerequisites: Junior standing, microeconomics

Faculty Signature: No

Special Expenses: None

Part-Time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

Complex social life is conducted in organizations, be they families, associations, agencies or corporations. This program recognizes that all organizations, public or private, large or small, require creative designs and enlightened management if they are to fulfill their missions. The goal of Designing and Managing Organizations (DMO) is to understand and apply the social theories that explain organizational and social change and to be able to build and sustain organizations capable of meeting the challenges and responsibilities of a democracy.

The program is organized around an annual theme (e.g., integrating high technology, meeting customer-citizen needs, democratic decision-making) that is pursued through three related, but distinct tracks; business, government and associations (non-profits). In studying the theme as it unfolds in each of these contexts, students learn to recognize the special structural and cultural requirements for managing different types of organizations.

Students work through a series of courses and workshops designed to increase analytic and communication skills, develop the capacities to lead and to collaborate, recognize and respond to the common challenges encountered in trying to manage resources. Since management requires both accurate strategic and tactical decision-making, special emphasis will be given to quantitative and qualitative forms of research and data analysis. Students will have the opportunity to improve their skills in working with the modern computer tools of information management, data analysis and presentation.



The program is designed to accommodate both full-time and part-time students in an interactive, collaborative, classroom environment.

Case studies and quarter-long team projects will be employed throughout the program and students will have the opportunity to test their skills against realistic challenges. There will be a significant amount of homework and students will often be asked to collaborate on these assignments. DMO's year culminates in the presentation of a series of group projects addressed to a symposium audience of interested managers, scholars and executives.

Credit awarded in the sociology of complex organizations, organizational psychology, social change, public policy, the cultural and political environments of international organizations, strategic planning, issues management, quantitative and qualitative analysis, organizational diagnostics, personnel management, budgeting, finance and operational cost analysis (for both the public and private sectors), international business and international trade theory, domestic and international marketing and macroeconomics.

Total: 8-16 credits

Program is preparatory for careers and future study in business, public and private sector management, including the management of non-profit and government organizations.

## Evidence

Fall, Winter/Coordinated Study  
Faculty: Gonzalo Munevar, Jerry Lassen  
Enrollment: 50  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program will study what counts as evidence in a variety of fields: science, law, history, economics and contemporary issues. Great emphasis will be placed on the relationship between reasoning and evidence. Accordingly, we will develop critical skills in creating and analyzing arguments. We will concentrate on critical reasoning, statistical reasoning and scientific reasoning, both in the natural and social sciences. We will also take a close look at legal reasoning by examining historical and contemporary cases. The program will use lectures, workshops and seminars to develop critical skills; students are expected to demonstrate their competence in writing, discussion and practical exercises.

Credit awarded in critical reasoning, legal reasoning, statistical reasoning, history and philosophy of science.

Total: 32 credits

Program is preparatory for careers and future study in social science, science, humanities, law and philosophy

## Images: Physical Speculations on Unknown Conditions

Fall, Winter, Spring/Coordinated Study  
Faculty: Gail Tremblay, Yvonne Peterson, TBA  
Enrollment: 75  
Prerequisites: Sophomore standing  
Faculty Signature: No  
Special Expenses: Up to \$50 for materials  
Part-Time Options: With faculty permission  
Internship Possibilities: With faculty permission  
Additional Course Allowed: Yes

Images are among the most subtly nuanced forms human beings create to describe their experience and sense of things. This program will combine focused study of Native American culture, including an analysis of the effects images and representations of that culture have on indigenous people and the general American consciousness, with project work. In designing projects, students are expected to create images and visions of use to them to address realities that need addressing to benefit their communities. To design these projects, students are asked to reflect on: What do I need to do? How do I propose to do it? What do I plan to learn? What difference will my work make? All students will answer the four questions and propose an individual or group project by Monday of the third week of each quarter.

Students will share common activities: reading, viewing and discussing texts, films and slides that represent images of indigenous culture. This material will combine studies in indigenous history, policy, literature, art history and education, as well as discussion of human beings/relationships in the natural world. These studies are expected to raise issues for students and provide context as they formulate projects.



Individuals and groups will discuss projects with faculty and colleagues so people can share expertise and help one another maximize their learning. The program will allow people from a variety of communities to learn about the culture and issues important to indigenous people and to create intercultural understanding.

The program is designed for students wishing to prepare for careers in Native American policy, education and art, as well as people interested in Native American law, in cultural studies and in literature. People wishing to do project work to gain endorsements for their teaching credentials in English, art or social studies or those planning careers in elementary education, particularly those interested in teaching in diverse classrooms and on reservations, are encouraged to enroll.

Credit awarded in Native American policy, Native American art history, Native American studies; credits tailored to student's projects.

Total: 36-48 credits

Program is preparatory for careers and future study in Native American studies, art, education, tribal policy, cultural studies and American Indian law.

## International Political Economy: Understanding the Shape of the 21st Century

Fall, Winter/Group Contract

Faculty: Jeanne Hahn

Enrollment: 25\*

Prerequisites: Junior standing, previous study in political economy, political science, 20th century U.S. history

Faculty Signature: No

Special Expenses: None

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

The world economy is undergoing acute and unprecedented flux and transformation. Is the move to globalization inevitable? What is the future of the nation-state in the face of the hypermobility of capital, technology, market forces, a "world culture," the re-emergence of nationalism and the increasing disparity and similarity between "first" and "third" worlds? Is the public sphere disappearing in the face of privatization and neo-liberal policy? These are big questions, and the answers are relevant for every person on earth.

We will begin with an historical approach to the evolution of the international political economy to understand the historical process by which over the past 500 years Europeans (and later Euro-Americans) created capitalism and the nation-state as well as the rules of the international system and the process by which the rest of the world generally became poor and powerless.

We will then assess the rapidly changing, often volatile, international political economy. We will explore the relationship between transnational corporations and multilateral institutions (World Bank and International Monetary Fund); investigate the neo-liberal agenda as expressed through public policies in the First World, structural adjustment programs in the Third World and "shock therapy" in Eastern Europe; explore changing structures of power through an examination of state-market and regional trading-bloc relationships (NAFTA, EU, ASEAN); and look directly at resistance strategies and the nature of global social change. Students will write frequently, engage in a research project and analyze *The New York Times* daily

Credit awarded in world systems theory, international political economy<sup>†</sup>, political economy<sup>†</sup>, political science<sup>†</sup>, international macroeconomic theory and world history.

Total: 32 credits

Program is preparatory for careers and future study in graduate work, law school, government, politics and education.

## Introduction to Social Communication

Fall/Group Contract

Faculty: Jorge Gilbert

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: None

Part-Time Options: No

Internship Possibilities: Within the program

Additional Course Allowed: With permission

This one-quarter program is for students interested in the most relevant aspects of social communication in society. We will examine the structure and process of mass communication, emphasizing television, radio and the press, and explore the role of mass communication in socialization, public opinion formulation and social change.

We will concentrate on a sociological study of society, with emphasis on examining the role of social communication in the contexts of culture, social organizations, social classes and ideologies. We will also study the nature of social communication, its meaning and the scientific study of the message behind information. Finally, we will study the role of national advertising in contemporary society.

This program will pursue various approaches to these subjects. Lectures, workshops, video and film documentaries have been organized thematically. Selections will provide a broad introduction to, and interpretation of, mass communication.

Another important purpose of this program is to provide students with an understanding of research methods in social communication, including documentary research. We will examine various approaches to research and related theoretical assumptions. Students will be required to work in small research groups and apply the techniques they learn to topics of their own interest. Research groups should submit written proposals of their projects by the third week of the quarter.



A group of students will be trained and certified in television production to produce a weekly bilingual show, *Panorama Latino Americano*, aired through TCTV (Channel 3) in Olympia, Lacey and Tumwater.

This program will also offer interested students a chance to prepare for travel to Chile during spring quarter 1998. Participation in research and production of several documentaries about relevant topics studied in this program may be preparatory for winter, spring program Popular and Alternative Communication in Latin America.

Credit awarded in social sciences, social communication, research methods.

Total : 16 credits

Program is preparatory for careers and future study in social sciences, communication and media studies.

## Micro and Macroeconomics Principles: The Neoclassical Versus the Political Economy Paradigm

Spring/Group Contract

Faculty: Peter Bohmer

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will study in some depth and *critically* the assumptions, logic, conclusions, public policy and social implications of mainstream or neoclassical economics. We will analyze principles of microeconomics: key concepts such as scarcity, efficiency and opportunity cost; and how labor and goods markets function, the determination of prices and output, and wages and profits; the determination of poverty, nationally and globally; and the role of competition and monopoly. There will be an equal emphasis on the principles of macroeconomics — the determination of economic growth and output, inflation and unemployment — and the role of money, government spending and taxes. This program will compare and contrast neoclassical economics to what is usually called political economy, with respect to methodology, concepts and their analyses of key economic issues. Both the neoclassical and political economy paradigms will be studied in the context of the globalization of the U.S. economy and the growing economic integration globally.

No background in economics is assumed, knowledge of basic high school algebra is highly recommended.

Credit awarded in principles of microeconomics, principles of macroeconomics and political economy.

Total: 16 credits

Program is preparatory for careers and future study in economics, political economy, social science and teaching.

## Political Economy of Inequality

Fall, Winter/Coordinated Study

Faculty: Peter Bohmer, Therese Saliba, Angela Gilliam

Enrollment: 75

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: No

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

There is growing inequality of income and wealth, between rich and poor, within the United States and between the richer and poorer countries of the world. We will draw on political economy, history, literature and anthropology to address this growing disparity, nationally and globally. What are the causes, consequences and solutions to this growing division between the haves and have nots? This will be the focus of this program as will be analysis of the persistence of racial and gender inequalities.

This two-quarter program will examine differing meanings of inequality and equality in the past and present and in different societies. We will study the differential access to rewards and punishment, and social movements challenging these disparities in the United States, the Middle East and Latin America. There will be several case studies.

The limitations of struggles for equal access and representation by oppressed groups within the United States will be assessed, as will strategies that aim to fundamentally transform the society. Contemporary analysis of the social



construction of "race" and ethnicity and of gender will be closely examined. The concept of economic development and theories of development will be studied. We will investigate the impact of neo-liberalism and structural adjustment policies on the economies of countries subject to these policies and resistance to them.

Various theories and ideologies such as liberalism, feminism, mainstream economics, Marxism and cultural studies will be assessed with respect to their definitions of equality and their interpretations of various forms of inequality. Reading materials will include fiction and non-fiction literature, and social science readings from a wide variety of perspectives and cultures. There will be weekly films.

Credit awarded in political economy, history, Third World studies, economics, sociology, feminist theory and world literature.

Total: 32 credits

Program is preparatory for careers and future study in political economy, history, social science, teaching and organizing.

## Psychological Counseling: A Multicultural Focus

Fall, Winter, Spring/Group Contract

Faculty: TBA

Enrollment: 25

Prerequisites: Senior standing, background knowledge in psychology, writing skills, career or graduate school plans.

Faculty Signature: Yes, essay and portfolio review at beginning of spring quarter 1997.

Special Expenses: No

Part-Time Options: No

Internship Possibilities: Two quarters required

Additional Course Allowed: No

This senior-level program involves internships in psychological counseling. Its purpose is to allow students to test their commitment to counseling ethnically diverse clientele. Important goals include: studying basic counseling psychology and clinical psychology concepts in preparation for graduate study; obtaining experience to assist in making career choices and to improve chances for an entry-level job; and "graduating oneself" by engaging in student-initiated study and becoming a teacher as well as a student.

We will consider four basic topics from a multicultural perspective: the counselor as a person from the standpoint that self-awareness must precede use of any particular techniques or skills; personality theory; families and relationships; and abnormal psychology. Students will participate in reading and video seminars, lectures and workshops, case-study sessions, group dynamics workshops, and counseling practice with peers. Videotaped peer counseling sessions will be used regularly in the classroom.

Spring quarter, students will be required to do senior thesis-level written work, producing a major research paper, and to give a lecture to the class based on their research.

Internships will last six months and must entail 16 hours per week minimum. They require: supervision by a qualified professional; experience with psychological development, mental health and counseling; and direct contact with an ethnically diverse clientele. The internship must be in an area in which the student has not had previous significant experience. Obtaining an internship is a prerequisite for continuing in the program winter and spring quarters.

Credit awarded in personality theory, crosscultural counseling, family systems, abnormal psychology, gender issues, research methodology, ethics, counseling practicum and counseling internship.

Total: 48 credits

Program is preparatory for careers and future study in counseling, school counseling, clinical psychology, educational psychology, social work, research psychology and crosscultural studies.

## Rights and Wrongs

Fall, Winter/Coordinated Study

Faculty: José Gómez, Russ Lidman, Pris Bowerman

Enrollment: 72

Prerequisites: Sophomore standing; intermediate algebra and college-level writing skills

Faculty Signature: No

Special Expenses: \$70 for retreat

Part-Time Options: With faculty permission

Internship Possibilities: No

Additional Course Allowed: No

Travel Component: Overnight retreat

Many Americans regard the political and civil liberties guaranteed in the U.S. Constitution and its amendments as the foundation of U.S. democracy. Yet these rights are challenged today. Freedom of speech is confronted by those advocating censorship of rock music lyrics and TV broadcasts. Schools hassle over teaching "creationism" in classrooms and waffle between secularizing religious holidays and celebrating the holidays of all religions. Search and seizure laws and guarantees against self-incrimination are under fire.

Furthermore, Americans may be denied the ability to exercise their rights because of our political institutions, economic practices and/or our interpretation and implementation of governmental policies. Campaign finance laws can enable many or just the rich to run for office. Election districting can prevent or assure election of candidates of certain ethnic backgrounds. The right of free speech may mean little to the citizen facing the concentration of ownership of the media or to the artist facing the concentration of wealth. And what does freedom of religion mean if social policies contradict one's beliefs and family practices or if religious education is available only to the well-to-do?

Many of the constitutional contests have arisen from the tensions inherent in a document that protects both individuals and collective entities and provides for majority rule while shielding the minority from the tyranny of the majority. These contests continue to define the boundaries between liberty and the legitimate authority of government.



This program will examine the evolution of rights in the United States. We will study the emergence of thinking about rights in Europe, the writing of the United States Constitution and the Amendments to that Constitution that establish rights, and the controversies over rights from the Founding Period to the present. We will study some of today's contests over specific rights and some U.S. policies, like welfare, and their effects on the exercise of rights. Through a study of micro and macro economic principles students will learn the principles and analyze how market ideologies address, promote and deny rights. We will study research and statistical methods central to evaluating and implementing policies with regard to their influence on people's rights and central to studying topics generally in the social sciences.

Credit awarded in economics, history, public policy, political thought, statistics.

Total: 32 credits

Program is preparatory for careers and future study in social sciences, public service, law and business.

## Science of Mind

Fall, Winter, Spring/Coordinated Study  
Faculty: David W. Paulsen, Linda Kahan, Carrie Margolin

Enrollment: 75

Prerequisites: Junior or senior standing

Faculty Signature: No

Special Expenses: Up to \$15 for research project materials

Part-Time Options: With faculty permission

Internship Possibilities: By special arrangement, spring quarter

Additional courses Allowed: With permission of faculty

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is the structure of the mind? What is the relationship of mind and brain? Does the brain work like a computer: if so, what kind of computer? How do culture and biology affect the development of the mind? To what extent is the mind rational? A "cognitive revolution" has transformed the study of these questions. The Science of Mind will explore the nature of this revolution. It will consider theories from past and contemporary cognitive psychology and neurobiology, issues in philosophy of science and mind, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of memory and reasoning, as well as current developments in the study of neural nets. The program will cover basic cellular neurobiology, application of neural network models, theory and practice of experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological research applications, use of the computer for data analysis and computer simulation of mental activity.

Fall and winter quarters: considerable work in statistics and research design, as well as a survey of research in cognitive psychology, neurobiology and related philosophical fields.

Spring quarter: an extensive research project in experimental cognitive psychology, neurobiology, computer modeling or library research and reading in these areas or the philosophy of mind.

Credit awarded in cognitive science<sup>†</sup>, cognitive psychology<sup>†</sup>, research methods in psychology<sup>†</sup>, neurobiology with laboratory<sup>†</sup>, descriptive statistics, inferential statistics<sup>†</sup>, data analysis using the Statistical Package for the Social Sciences<sup>†</sup> and a research project<sup>†</sup>.

Total: 48 credits (45 upper-division science credit)

Program is preparatory for careers and future study in psychology, medicine, biology, computer science and philosophy.

## Self and Community

Fall, Winter, Spring/Coordinated Study  
Faculty: TBA

Enrollment: 50

Prerequisites: Core program or equivalent; preference given to sophomores and juniors

Faculty Signature: No

Special Expenses: Travel to internship, \$30 for retreats

Part-Time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

This program is intended to prepare students for further study in the area of human services, psychology, the social sciences and the field of education. It will provide a broad background that will integrate both theory and practice. This program is part of the preparation of students for graduate-level study although the program primarily targets sophomore- and junior-level students. The program will cover psychology and its interface with other social sciences and additional areas related to human growth and development. It will include qualitative and quantitative methods and the application of theory into practice.

Credit awarded in several areas of psychology such as developmental, social, gender studies, research methodology, family systems and theory and group dynamics.

Total: 48 credits

Program is preparatory for careers and future study in psychology, counseling, childhood education, educational psychology and teaching, social work and private and public sector organizations.



# Tacoma Campus

DIRECTOR: DR. W. J. HARDIMAN

The Tacoma Campus of The Evergreen State College is committed to providing its students with an interdisciplinary, reality-based, community-responsive liberal arts education. The campus operates from a frame of reference that values family, community, collaboration, inclusivity, hospitality and academic excellence. Recognizing the importance of personal and professional growth, research and scholarship and commitment to community and public service, the Tacoma campus seeks to provide a catalytic climate for intellectual, cultural and social growth.

## Features and Benefits

- Situated in an urban inner-city environment
- Small class size
- Faculty and student diversity
- Flexible class schedule
- Day and evening classes
- Interdisciplinary studies with linked classes
- A curriculum that integrates students' life experiences and goals
- An emphasis on diverse cultural perspectives and experiences
- Opportunities to engage in dialogues across and beyond differences
- Personalized academic support and evaluation processes
- Upper-division studies leading to a Bachelor of Arts degree
- Twenty-year record of student success
- A tradition of employer satisfaction with graduates
- High graduate school placement rate

## Who Should Apply

Working adult learners from Western Washington who have junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement and/or preparation for graduate school. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge base and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma campus, call (206) 593-5915 or, through the Olympia campus, (360) 866-6000, ext. 6004.

## Power Studies: Systems, Institutions and Processes

Fall, Winter, Spring/Coordinated Study  
Faculty: Joye Hardiman, Artee Young, Willie Parson, Larry Mosqueda, Ratna Roy  
Enrollment: 120  
Prerequisites: Junior standing  
Faculty Signature: Yes, background knowledge and degree of interest will be assessed in an interview at the Tacoma Campus, telephone for appointment  
Special Expenses: \$60 for the academic year for subscription to a national newspaper; bulk purchases of museum and theater tickets.  
Part-Time Options: No  
Internship Possibilities: Yes, for seniors in the last quarter  
Additional Course Allowed: No  
Travel Component: Field trips, in-state

"Power is the ability  
to define reality  
and have others accept  
that definition as their own."  
— WADE NOBLES

In this three-quarter-long coordinated studies program geared toward working adults, program participants will examine those power dynamics and systems that have historically defined and impacted their lives and the lives of their ancestors. This examination of selected past and present power relations will serve as a catalyst for determining the range of actions that could be undertaken to ensure their children and grandchildren maximum participation in the definitions of their future lives.

Fall and winter, students will examine the following questions: What is power? Who has power? Who is denied power? How does one get it, and once one gets it, how can it be used in the community's best interests? Subject

matter areas on which this examination will be based include, but are not limited to, the following: history, political science, law, literature, public policy, cultural studies and quantitative and scientific methods. Skills and processes that will be emphasized throughout the year include reading, writing, thinking, research, linguistics, media decoding and deconstruction and systemic analysis. Spring quarter we will apply the learning from fall and winter to the conceptualization, collaborative planning and implementation of an all-campus community-based project that will put forth an image of what our communities would look like if there was a more equitable and just distribution of resources.

All students are expected to attend and participate in all aspects of the program, including lectures, seminars, workshops and field trips. All students are also expected to write substantive research papers and to be fully engaged in the spring quarter all-campus applied research project.

Students who successfully complete this program will be able to do multilevel analysis of complex systems and institutions, and will be able to do and apply prospective research on issues from global, national and local perspectives and conceptualize a plan of action.

Credit awarded in American history, political science, law, literature and public policy, research methodology, composition applications, cultural studies, quantitative and scientific methods.

Total: 48 credits

Program is preparatory for careers and future studies in community and public service, education, law and public administration, the human and social services and ethnic, cultural and gender studies.



# Native American Studies

Native American Studies at The Evergreen State College offers a variety of pathways to prepare students for meaningful and important work in indigenous communities and on indigenous issues. In Native American Studies, students work to develop individual identity, group loyalty, personal authority and community responsibility. Having developed these strengths and skills, they return to their communities to make a positive impact on the world around them.

Some of our programs, like the Reservation-Based, Community-Determined program, focus on developing leadership in indigenous communities. Other programs, like Images: Physical Speculations on Unknown Conditions and like Natural Resource Policy: The Shaping of Nations, focus on developing the skills and abilities of people both inside and out of indigenous communities who want to learn about and work on native issues and policies. In such programs, as in other Evergreen programs, students develop skills to work in a variety of fields and prepare themselves for graduate school or professional opportunities.

In addition to these academic programs, the college also has a Longhouse Education and Cultural Center, which represents a living, contemporary cultural link to the Indigenous Nations of the Pacific Northwest. The purpose and philosophy of the Longhouse Center is based in service and hospitality to students, the college, indigenous communities, and the community at large. The primary function of the facility is to provide classroom space on campus, house Native American Studies programs, serve as a center for multicultural and crosscultural interaction and host conferences, cultural ceremonies, performances, exhibits and community gatherings. One important current Longhouse initiative is the Native Arts Economic Development project, which works with indigenous groups in Southwest Washington to identify and support native artists.

## Images: Physical Speculations on Unknown Conditions

Fall, Winter, Spring/Coordinated Study

Faculty: Gail Tremblay, Yvonne Peterson, TBA

Enrollment: 75

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: Up to \$50 for materials

Part-Time Options: With faculty permission

Internship Possibilities: With faculty permission

Additional Course Allowed: Yes

Images are among the most subtly nuanced forms human beings create to describe their experience and sense of things. This program will combine focused study of Native American culture, including an analysis of the effects images and representations of that culture have on indigenous people and the general American consciousness, with project work. In designing projects, students are expected to create images and visions of use to them to address realities that need addressing to benefit their communities. To design these projects, students are asked to reflect on: What do I need to do? How do I propose to do it? What do I plan to learn? What difference will my work make? All students will answer the four questions and propose an individual or group project by Monday of the third week of each quarter.

Students will share common activities: reading, viewing and discussing texts, films and slides that represent images of indigenous culture. This material will combine studies in indigenous history, policy, literature, art history and education, as well as discussion of human beings/relationships in the natural world. These studies are expected to raise issues for students and provide context as they formulate projects.

Individuals and groups will discuss projects with faculty and colleagues so people can share expertise and help one another maximize their learning. The program will allow people from a variety of communities to learn about the culture and issues important to indigenous people and to create intercultural understanding.

The program is designed for students wishing to prepare for careers in Native American policy, education and art, as well as people interested in Native American law, in cultural studies and in literature. People wishing to do project work to gain endorsements for their teaching credentials in English, art or social studies, or those planning careers in elementary education, particularly those interested in teaching in diverse classrooms and on reservations, are encouraged to enroll.

Credit awarded in Native American policy, Native American art history, Native American studies; credits tailored to student's projects.

Total: 36-48 credits

Program is preparatory for careers and future study in Native American studies, art, education, tribal policy, cultural studies and American Indian law.



## Natural Resource Policy: The Shaping of Nations

Fall/Group Contract

Faculty: TBA

Enrollment: 50

Prerequisites: Junior/Senior standing,  
Introduction to Environmental Studies or  
Political Economy or equivalent

Faculty Signature: No

Special Expenses: \$100 for overnight field  
trips

Part-Time Options: No

Internship Possibilities: No

Additional Courses: No

Natural Resource Policy is an upper-division group contract that examines the history of natural resource issues in the United States to provide a context for understanding current attitudes toward natural resources and Native American communities and to understand current policy and decision making.

Fall quarter will begin by looking at how the displacement of Native Americans and the exploitation of natural resources shaped the nation and many of our cultural attitudes. We will explore the origins of the conservation and preservation movements, then go on to explore the history of how logging, fishing, mining, western water policy and hydropower shaped the communities and people of the Pacific Northwest.

Credit awarded in natural resource policy<sup>†</sup>,  
environmental history<sup>†</sup>, environmental  
studies<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future  
studies in environmental, social and natural  
sciences.

## Natural Resources: Science and Policy in the Pacific Northwest

Winter/Coordinated Study

Faculty: Gerardo Chin-Leo, TBA

Enrollment: 50

Prerequisites: Junior/senior standing,  
Introduction to Environmental Studies or  
Political Economy or equivalent

Faculty Signature: No

Special Expenses: \$100 for overnight field  
trips

Part-Time Options: With faculty signature

Internship Possibilities: No

Additional Courses: With faculty signature

This upper-division coordinated studies program examines current resource issues in the Pacific Northwest with the intent of understanding public policy and the science behind natural resource issues. We will examine forest policy, Western water law, salmon and hydropower concerns and tribal natural resource policy issues in the framework of federal and state laws and policies, treaties and ecological science. Winter quarter, each student will work in a team to select a case study and examine it from the perspective of a natural scientist or a policy analyst. Class time will be a combination of lectures, seminars, workshops and laboratory. We will go into the field to learn about resource issues firsthand from researchers, fishers, loggers, policy makers and tribal people.

Credit awarded in natural resource policy,<sup>†</sup>  
ecology<sup>†</sup> and environmental studies<sup>†</sup>.

Total: 16 credits

Program is preparatory for careers and future  
studies in environmental, natural and social  
sciences.

## Natural Resources: Tribal Issues and Reservation Issues

Spring/Group Contract

Faculty: Carol Minugh, TBA

Enrollment: 50

Prerequisites: Junior/senior standing,  
Introduction to Environmental Studies or  
Political Economy or equivalent (Natural  
Resources: Science and Policy or faculty  
signature)

Faculty Signature: No

Special Expenses: \$200 for overnight field  
trips

Part-Time Options: With faculty signature

Internship Possibilities: Yes

Additional Course Allowed: With faculty  
signature

Travel Component: In-state field trips

Natural Resources: Tribal Issues is an upper-division coordinated studies program that examines natural resource issues in the Pacific Northwest with the intent of understanding public policy and the role of Native American communities. We will examine how Western forest policy, Western water law, salmon and hydropower concerns are affected by the tribes' treaty rights on and off reservation and also study natural resource issues on reservations. All of these will be studied in the framework of federal and state laws and policies and treaty rights. Each student will select a case study and examine it from either the perspective of tribal, federal or state governments. Students will be encouraged to work in small groups and intern on a local reservation to assist in a tribal natural resource policy issue or on a restoration project.

Class time will be a combination of lectures, seminars and workshops. Approximately half of the student credit will be generated from in-class activities and half from hands-on field work with local tribal people.

Credit will be awarded in natural resource  
policy or restoration ecology and environmen-  
tal studies.

Total: 16 credits

This program is preparatory for careers and  
future studies in environmental, natural and  
social sciences.



### Tribal: Reservation-Based/ Community-Determined

Fall, Winter, Spring/Coordinated Study  
Faculty: Carol J. Minugh, Lin Nelson  
Enrollment: 50  
Prerequisites: Consult coordinator  
Faculty Signature: Yes  
Special Expenses: No  
Part-Time Options: Yes  
Internship Possibilities: Yes  
Additional Course Allowed: Yes

This community-determined program on the Quinault, Skokomish, Makah and Port Gamble S'Kallam reservations seeks students who work/live on a reservation and are tribal members or Indian.

The program emphasizes community building within Native American communities where the classes are held. The curriculum is a direct result of students and tribal officials determining what an educated member of an Indian nation who wants to contribute to the community needs to know. The interdisciplinary approach provides an opportunity for students to participate in seminars while also studying in their individual academic interest areas.

Development of the curriculum for the academic year begins with community involvement the previous spring. Students and tribal representatives work to identify educational goals and curriculum topics for the program. A primary goal of this process is the development of students' ability to be effective inside and outside the native community. After suggestions are received, the faculty develop an interdisciplinary curriculum and texts, methods and resources to assist the learning process. Students play a major part in making the learning appropriate to them in their community.

Within the framework of the identified curriculum is the overall premise that an "educated person" needs to have skills in research, analysis and communication. Material is taught using a tribal perspective and issues related to tribal communities are often the topics of discussion.

For program information, contact: Dr. Carol J. Minugh, Program Director, The Evergreen State College, Olympia, WA, 98505 or 360-866-6000, ext. 6025

Credit distribution relates to specific curricular foci and topics adopted in the program.

Total: 36-48 credits

Program is preparatory for careers in human services, tribal government/management, education and community development.

### Tribal Natural Resource Policy

Spring/Module  
4 quarter hours  
Jovana Brown, ext. 6651  
M, 6-10p, LAB I 1059  
Prerequisites: Graduate standing or faculty signature. Undergraduates must obtain faculty signature. Graduate students have preference.

Indian tribes have an important role in off-reservation environmental decision-making in Washington state. This includes co-management of the salmon resource, decisions about the impact of forest practices on fish habitat, involvement in licensing and relicensing hydropower projects and responsibility for air and water quality on tribal lands. This course will look at the history leading up to current policies and examine current natural resource issues.

### Contracts and Internships

Students may negotiate Independent Contracts and Internships by working with Native faculty and faculty experienced in Native American issues. In the past, students have designed internships in classrooms, tribal centers, art galleries, prisons, natural resource programs and a variety of other sites.

Other organizations on campus that support Native American students include: Native American Students' Alliance, American Indian Science and Engineering Society and First Peoples' Advising and Peer Support.

The Evergreen State College is justifiably proud of its Native American Studies graduates.



# Graduate Study at Evergreen

## Master in Teaching (MIT)

DIRECTOR: MICHAEL VAVRUS  
ADMISSIONS OFFICER: SUSAN HIRST  
FIELD SERVICES OFFICER: LYNDEL CLARK

### Graduate Teacher Education

The MIT program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MIT degree and initial teacher certification in Washington state.

The MIT program reflects the Evergreen coordinated studies model; the curriculum is organized around integrated themes. An interdisciplinary team of faculty and a cohort of approximately 60 full-time students join together in a community of learners to pursue inquiry of the curricular themes.

The MIT program is centered around the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values.

The program interrelates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops, and lectures. During the second year nearly 70 percent of MIT student time is allocated to direct involvement in K-12 schools.

Year one of each MIT cycle begins according to the Evergreen schedule in late September while year two begins in late August in accordance with the public school calendar.

### Teaching Endorsements

An endorsement identifies the subject matter and grade level an individual may teach in Washington's schools. Before beginning the MIT program, students should have their endorsement course work completed or nearly completed (within 12 quarter hours).

- 4-12: Subject-area endorsement for teaching within a departmentalized classroom grades four through 12. MIT applicants must have a major endorsement and are encouraged to add a minor endorsement as well.

- K-8: "Kindergarten through grade eight endorsement shall be granted in the subject area of elementary education which shall include all subject areas taught in such grades" (Washington Administrative Code). MIT applicants must fulfill either (a) one major subject-area endorsement (see "4-12" above) or (b) two minor endorsements.

Some major and minor subject-area endorsements are available through the Evergreen undergraduate curriculum; others can be reviewed by a qualified Evergreen faculty member on the basis of a transcript from another institution.

For complete information on endorsements, please consult the current Master in Teaching Catalog.

### Application Review Process

The application deadline for early admission is January 15, 1997, for the cycle beginning fall 1997. After that date, applications will be considered as they are received and completed.

Admission to the MIT program is competitive and the 60 available slots are offered according to the most qualified candidates as their respective applications are reviewed.

For complete information on admissions requirements and procedures, please consult the current Master in Teaching Catalog.

The Evergreen Master in Teaching Catalog is available from the Admissions Office, The Evergreen State College, Olympia, WA 98505 (360) 866-6000, ext. 6170.

### Prerequisites for MIT Admission

1. A bachelor's degree from a college or university accredited by its regional accrediting body.

2. A 3.0 GPA on the final 90 hours of an undergraduate transcript or that equivalent level of scholarship on narrative transcripts.

3. Graduate Record Examinations (GRE) scores.

4. General education requirements:

Successful completion of the following (successful is equivalent to C level — 2.0 on 4.0 system — or above):

- 12 quarter hours in college-level writing.
- 8 quarter hours in college-level natural science, including lab or field work.
- 8 quarter hours in college-level social science.

5. Subject-area requirements:

Within 12 quarter hours of completion of endorsement requirements (see MIT catalog).

### Key Admission Criteria

In addition to the prerequisite admission requirements, each applicant is qualitatively reviewed according to the following key admission criteria based on a candidate's transcript, résumé, brief essays and letters of recommendation:

- Quality of subject matter preparation (liberal arts breadth, endorsement depth)
- General academic ability
- Experience working with children or youth
- Experience with individuals from diverse cultural (racial/ethnic) backgrounds
- Quality of writing
- Study or work indicating an interest in children's intellectual and social development
- Commitment to a teaching career in a K-12 setting

### Program Location

The two-year MIT cycle for 1997-99 will be based in Olympia. Student observations and teaching in public schools will include urban, rural and suburban placements. Students must be prepared to travel to these field sites.

The two-year MIT cycle for 1998-2000, although based in Olympia, is tentatively scheduled to have field placements at schools with significant populations of Native American learners. These field sites are all outside of Olympia.

- Master in Teaching
- Master of Environmental Studies
- Master of Public Administration



## Master of Environmental Studies (MES)

DIRECTOR: RICHARD CELLARIUS

The graduate program in Environmental Studies combines a deep understanding of ecological and environmental issues with a study of environmental policy development and implementation. The program focuses on the relationship between science and policy, so students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues. Since 1984, the program has prepared students for employment in the public and private sectors or continuing graduate study in related fields.

The MES Program is open to part-time and full-time students. To accommodate working students, course work is concentrated in the evening and late afternoon. Part-time students enroll for eight credits per quarter, while full-time students enroll for 12. The 72-credit completion requirement can be met by part-time students in nine quarters, while full-time students can complete it in as few as six quarters. Students are expected to have recent course work in the social and natural sciences and in statistics before entering the program.

The MES Program consists of three parts: required core courses taken by all students; elective course work; and a thesis. The core is taught by an interdisciplinary team of faculty, representing the natural and social sciences. It is eight credits per quarter. The core sequence runs consecutively for four quarters: Political, Economic and Ecological Processes; Population, Energy and Resources; Quantitative Analysis for Environmental Studies; and Case Studies: Environmental Assessment, Policy and Management.

Electives are in-depth four-credit courses that focus on specific topics of environmental analysis and problem solving. Part-time students enroll in electives after completing core courses. Full-time students enroll in both core courses and electives. Typically, three or four elective courses are offered each quarter.

All students are required to complete a thesis. The MES Program offers an eight-credit and 16-credit thesis option. The eight-credit thesis is completed during winter and spring quarter of each academic year. Students selecting the eight-credit thesis option complete the MES degree with 32 credits of core courses, 32 credits of elective course work and eight credits of thesis. The 16-credit thesis option offers students the opportunity for extended research, data collection and analysis. Students selecting the 16-credit thesis complete the MES degree with 32 credits of core, 24 credits of electives, and 16 credits of thesis.

Questions concerning the MES Program should be directed to Bonita Evans, Program Coordinator, MES, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

## Master of Public Administration (MPA)

DIRECTOR: CAROLYN DOBBS

The primary commitment of the graduate program in Public Administration is to challenge and thoroughly prepare students to seek democratic, equitable, practical solutions to problems facing public, private and non-profit sectors and citizens in the Pacific Northwest.

The program welcomes students intending to pursue a public-sector career as well as those already working for government or organizations involved in public issues. We also encourage students with career interests in the non-profit or private sectors to consider the MPA Program. Most MPA students are employed fulltime in the public, non-profit or private sectors. To accommodate working students, classes are offered in the evenings.

A student can complete the 60-credit degree requirement in six to eight academic quarters. Students lacking significant public-sector experience are expected to complete an internship for at least one quarter. Students are required to have recently completed statistics and micro/macro economics. Both are offered in Evergreen's summer school.

To satisfy the degree requirement, a student must participate in a sequence of six core programs and complete 12 hours of elective courses. Each core program is interdisciplinary and team-taught by two or three faculty.

The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to imbue students with the habit of examining the political and economic context of public administration and policy-making, addressing the ethical dimension of administration and policy and attending to issues of race and gender in the workplace and in public policy.

The MPA core curriculum includes: The Political and Economic Context of Public Administration; Research Methods for the Public Sector; Understanding Public Organizations; Fiscal Policy; Public Policy and Its Administrative Implications; and the Application Project.

The eight-credit applications project is completed during spring quarter of the second year. It is typically a group-authored research effort with practical impact for current public policy issues. Topic, form and content will vary with students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

Elective courses allow a student to broaden the study of the public sector beyond the range of the core programs or to concentrate on a specific public-sector issue.

Inquiries about the MPA program should be addressed to Bonita Evans, Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

## MES/MPA Program Procedures

### The Graduate Catalog

The MES/MPA Graduate Catalog contains a full description of the curriculum, academic policies, admissions procedures and requirements for both programs, plus an application form. Please consult the Graduate Catalog before applying for admission. Individuals interested in receiving a copy or applying to either program should contact the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

### Admissions

The application deadline for early admission is February 15, 1997. After that date, applications will be considered as they are completed.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the MES/MPA Graduate Catalog for complete details regarding these procedures):

1. MES/MPA application for admission
2. Official academic transcripts certifying receipt of a bachelor's degree
3. Brief essays by the applicant
4. GRE score
5. Letters of recommendation (MES only)
6. Statement of interest (MPA only)

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers 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

Limited financial aid is available in the form of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Free Application for Federal Student Aid must be completed before any financial aid decision can be made. Financial Aid Forms should be mailed to the central processor by February 15. Later applicants who qualify for financial aid will compete for remaining monies. 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 assistant to the directors for the MES/MPA programs and the Financial Aid Office at Evergreen.



# Trustees, Administration and Faculty

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This is a listing of Evergreen's faculty as of summer 1996. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the Student Advising Handbook, available at Academic Planning and Experiential Learning.

**Richard W. Alexander**, Emeritus, English and Literature, 1970; Assistant Academic Dean, 1980-82; 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.  
**William Ray Arney**, Sociology, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.  
**Susan M. Aurand**, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.  
**Marianne Bailey**, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tübingen, West Germany.  
**Justino Balderrama**, Health and Human Services, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.  
**Don Bantz**, Public Administration, 1988; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.  
**Clyde Barlow**, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.  
**Gordon Beck**, Emeritus, 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.  
**Michael W. Beug**, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.  
**Peter G. Bohmer**, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.  
**Dharshi Bopegedera**, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.  
**Frederica Bowcutt**, Ecology, 1996; B.A. Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.  
**Priscilla V. Bowerman**, Economics, 1973; Director of Graduate Program in Public Administration, 1986-89; Academic Dean, 1990-1994; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.  
**Richard B. Brian**, Emeritus, Mathematics, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

**Jovana J. Brown**, Natural Resource Policy, 1974; Dean of Library Services, 1974-81; A.B., Political Science, University of California, Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.  
**William H. Brown**, Emeritus, Geography, 1974; B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.  
**Bill Bruner**, Economics, 1981; Dean of Library Services, 1992-present; B.A., Economics and Mathematics, Western Washington University, 1967.  
**Andrew Buchman**, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.  
**Paul R. Butler**, Geology and Hydrology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.  
**Craig B. Carlson**, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.  
**Richard A. Cellarius**, Plant Biology, Biophysics and Environmental Policy, 1972; Director of Graduate Program in Environmental Studies 1994-present; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.  
**Gerardo Chin-Leo**, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.  
**Caryn Cline**, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri, Columbia, 1976; M.A., English, University of Missouri, Columbia, 1978.  
**Sally J. Cloninger**, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.  
**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.  
**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.  
**Doranne Crable**, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies and Laban Movement theory and practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.  
**Thad B. Curtz**, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.  
**John Aikin Cushing**, Computer Science, 1976; Director of Computer Services, 1976-84; Academic Dean, 1993-present; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.



- Judith Bayard Cushing, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.
- Argentina Daley, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.
- Virginia Darney, Literature and Women's Studies, 1978; Academic Dean, 1994-present; 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., American Studies, Emory University, 1982.
- Leo Daugherty, Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.
- Llyn DeDanaan, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.
- 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.
- Carolyn E. Dobbs, Urban Planning, 1971; Academic Dean, 1987-1991; Interim Vice President for Student Affairs, 1991-1992; Academic Dean, 1992-1994; Director of Graduate Program in Public Administration 1994-present; 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, Emeritus; Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar, Denmark, 1989-90.
- Fred Dube, Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.
- Larry L. Eickstaedt, Emeritus; Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.
- Betty R. Estes, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.
- Joe Feddersen, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal, Linguistics and Languages, 1973; Academic Dean, 1996-present; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer, Management and International Business, 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.
- Donald Finkel, Psychology, 1976; Chair of Faculty, 1985-86; B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.
- Anne Fischel, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.
- Thomas H. Foote, Education and Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Russell R. Fox, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Marilyn J. Frasca, Art, 1972; B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.
- George Freeman, Jr., Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Jorge Gilbert, Sociology, 1988; Licenciado en Sociologia, Universidad de Chile; M.A., Sociology in education, University of Toronto, 1975; Ph.D., Sociology in education, University of Toronto, 1980.
- Ariel Goldberger, Theatrical Design, 1996; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- Angela Gilliam, Anthropology, 1988; B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., The Union Graduate School, 1975; Fulbright Scholar, 1994.
- José Gómez, Social Sciences and Law, 1988; Assistant Academic Dean 1988-90; Associate Academic Dean 1990-1996; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autonoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Margaret H. Gribbskov, Emerita, 1990; Journalism and Education, 1973; Ph.D., Education, University of Oregon, 1973.
- Thomas Grissom, Physics, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.
- Burton S. Guttman, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.
- Bob Haft, Expressive Arts, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.
- 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; A.B.D., Political Science, Chicago, 1968.
- W. Joye Hardiman, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate Studies, Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.
- Phillip R. Harding, Architecture, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
- Lucia Harrison, Public Administration, 1981; Director, Graduate Program in Public Administration, 1990-93; 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.
- Martha Henderson, Geography, 1995; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.
- Peta M. Henderson, Anthropology, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- Steven G. Herman, Biology, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.
- Patrick J. Hill, Philosophy, 1983; Provost and Academic Vice President, 1983-90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.
- Virginia Hill, Communications, 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- David Hitchens, History, 1970; Campus Adjudicator, 1987-89; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard, Library Science, 1986; B.A., History/Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- Margaret I. Hunt, Dance, 1976; B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.
- Ryo Imamura, Psychology, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Winifred Ingram, Emerita, 1981; Consultant to MIT Program, 1991-92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.
- Ren-Hui (Rose) Jang, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Bernard Johansen, Dance, 1972.
- 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.
- Kazuhiro Kawasaki, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.
- Jeffrey J. Kelly, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.



- Janice Kido, Communication, 1991; Director, Master in Teaching Program, 1991-1995; B.Ed., Secondary Speech Education, University of Hawaii at Manoa, 1965; M.A., Speech/Communication, University of Hawaii at Manoa, 1970; Ph.D., Communication: Cross-Cultural Communication, The Union Institute, 1995.
- Ernestine Kimbro, Librarianship, 1987; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.
- Lovern Root King, Emerita, Social Sciences, 1977; Affirmative Action Officer, 1984-85; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.
- Robert H. Knapp, Jr., Physics, 1972; Academic Dean, 1996-present; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.
- Stephanie Kozick, Education, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.
- Patricia Krafcik, Russian Language and Literature, 1989; B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.
- Lowell Kuehn, Sociology and Public Administration, 1975; Acting Director, Washington State Institute for Public Policy, 1984-85; 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.
- Elizabeth M. Kutter, Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, 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, Emerita, Inorganic Chemistry, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.
- Eric H. Larson, Emeritus, 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; Academic Advisor, 1990-present; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy, Public Administration, 1985; Director of Labor Center, 1987-1995; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.
- Albert C. Leisenring, Mathematics, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.
- 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.
- Russell M. Lidman, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-90; Academic Vice President and Provost, 1990-94; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972; Fulbright Scholar, 1994.
- John T. Longino, Zoology, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.
- Lee Lyttle, Library Sciences, 1992; B.F.A., Architecture, University of New Mexico, 1974; M. Urban Planning, University of Washington, 1985; M. Library Sciences, University of Hawaii, 1991.
- Jean Mandeborg, Fine Arts, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.
- Carrie Margolin, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.
- David Marr, American Studies and English, 1971; Academic Dean, 1984-87; 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. R. Martin, Jr., English and American/African-American Studies, 1970; Academic Dean, 1973-76; 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.
- John Marvin, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.
- Charles J. McCann, Emeritus, 1991; 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.
- Earle W. McNeil, Sociology, 1971; Academic Advisor, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Laurie Meeker, Film and Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.
- Donald V. Middendorf, Physics and Biophysics, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.
- David H. Milne, Biology, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.
- Maxine Mimms, Emerita, Social Services, 1972; Director, Tacoma Program, 1973-90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, The Union Graduate School, West, 1977.
- Carol Minugh, Environmental Studies (Native American Community-Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.
- Harumi Moruzzi, Intercultural Communication, 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.
- Lawrence J. Mosqueda, Political Science, 1989; B.S., Political Science with minors in Sociology and Economics, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.
- Frank Motley, Librarianship, 1978; Head of Library Reference, 1972-79; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.
- Arthur Mulka, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
- Gonzalo Munevar, History and Philosophy of Science, 1989; B.A., Philosophy, California State University at Northridge, 1970; M.A., Philosophy, California State University at Northridge, 1971; Ph.D., Philosophy, University of California, 1975.
- Ralph W. Murphy, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988-95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Nalini Nadkarni, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.
- Raul Nakasone (Suarez), Education, 1991; Credentials for Secondary Education in Mathematics, Physics, and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.
- Alan Nasser, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel, Chemistry, 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson, Spanish Language and Culture, 1992; A.B., cum laude Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification (expected), Latin American Studies, Duke University, 1992; Ph.D. candidate, Spanish, Duke University, 1992.
- Lin Nelson, Environmental Health, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, The Pennsylvania State University, 1975; Ph.D., Sociology, The Pennsylvania State University, 1981.
- 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.
- Sandra Lewis Nisbet, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.
- Dean Olson, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
- Janet Ott, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.
- Charles N. Pailthorp, Philosophy, 1971; Academic Dean, 1988-1992; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
- Mark Papworth, Emeritus, Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- Willie L. Parson, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.
- David Paulsen, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Peter Pearman, Zoology, 1996; B.A., Biology, University of Colorado, Boulder, 1981; M.A., Zoology, Duke University, 1988; Ph.D., Zoology, Duke University, 1991.



- Sarah Pedersen, English Literature and Library Science; Dean of Library, 1986-92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, Lexington, Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins, Biology, History of Technology and Environment, 1980; Academic Dean, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.
- Yvonne Peterson, Education, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Rita Pougiales, Anthropology and Education, 1979; Academic Dean, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.
- David L. Powell, Literature, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.
- Brian Price, History, 1987; B.A., American and English Literature, University of East Anglia, England, 1977; M.A. History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.
- Thomas B. Rainey, History, Environmental 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.
- Hazel J. Reed, Mathematics, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.
- Sara Rideout, Librarianship, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Evelia Romano de Thuesen, Spanish Language and Culture, 1992; B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Sophia University, Tokyo, 1986-87; Ph.D., Hispanic Language and Literatures, University of California, Santa Barbara, 1992.
- Ratna Roy, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Gilbert G. Salcedo, History, 1972; B.A., U.S. History, San Jose State College, 1970; Graduate work in Modern European History, San Jose State College; Research Fellowship, Center for Research and Advanced Study, San Jose State College.
- Therese Saliba, English, 1995; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fullbright Scholar, 1995.
- Samuel A. Schrager, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.
- Terry A. Setter, Music and Audio, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.
- Zahid Shariff, Public Administration, 1991; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- Leon R. "Pete" Sinclair, Literature, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.
- Niels A. Skov, Emeritus, Management, 1972; B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Physical Oceanography, Oregon State University, 1968.
- Robert R. Sluss, Emeritus, 1991; Biology, 1970; B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University 1955; Ph.D., Entomology, University of California at Berkeley, 1966.
- Barbara L. Smith, Political Science, 1978; Academic Dean, 1978-94; Director, Washington Center for Improving the Quality of Undergraduate Education, 1985-94; Provost and Academic Vice President, 1994-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; Academic Dean, 1987-90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Oscar H. Soule, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; 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.
- Paul J. Sparks, Art and Photography, 1972; B.A., Art, San Francisco State College, 1968; M.A., Art-Photography, San Francisco State College, 1971.
- Gregory Stuewe-Portnoff, Emeritus, 1994; 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.
- James Stroth, Geology, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.
- Masao Sugiyama, Mathematics, 1988; Academic Dean, 1994-present; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 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.
- Nancy Taylor, History and Education, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- Peter B. Taylor, Emeritus, Oceanography, 1971; B.S., Bio-chemistry, 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.
- 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.
- Kirk Thompson, Psychology and Political Science, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C. G. Jung Institute, 1975-77 and University of Washington, 1986-87.
- Gail Tremblay, Creative Writing, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.
- Setsuko Tsutsumi, Japanese Language and Culture, 1985; B.A., Psychology; Teaching License in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.
- Gabriel F. Tucker, Natural Resources, 1996; B.S., Forest Management, Oregon State University, 1976; M.S., Forest Resources, University of Washington, 1983; Ph.D., Natural Resources, Cornell University, 1990.
- Jude Van Buren, Public Health, 1992; B.S., Environmental Health Sciences, University of Washington, 1984; M.P.H., Environmental Health, The Johns Hopkins School of Hygiene and Public Health, 1990; Ph.D., Public Health, The Johns Hopkins School of Hygiene and Public Health, 1996.
- Michael Vavrus, Instructional Development and Technology, 1995; Director, Graduate Program in Teaching, 1996-present; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.
- Sherry L. Walton, Education, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.
- Gregory Weeks, Economics, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
- Sidney D. White, Emeritus, Art, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.
- David W. Whitener, Emeritus, Native American Studies, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- 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.
- Ainara D. Wilder, Theater and Drama, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.
- Sarah Williams, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, The State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California at Santa Cruz, 1991.
- Sean Williams, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.
- William C. Winden, Emeritus, Music, 1972; Assistant Academic Dean, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.
- Thomas Womeldorff, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- York Wong, Management/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.
- Artee F. Young, Law and Literature, 1996; B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.
- E.J. Zita, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D. Physics, University of Wisconsin-Madison, 1993.



# Part-Time Studies Faculty

Teresa Aragon, Management and Public Administration; B.A., Philosophy, Seattle University, 1965; M.A., Political Science and Sociology, University of New Mexico, 1968; Ph.D., Political Science and Public Administration, 1977.

Olivia Archibald, English, Ph.D., University of Iowa, 1966; English, M.A., Marshall University, 1973; English, B.A., Marshall University.

Peter Bacho, Law and Policy, LL.M., University of Washington, 1981; J.D., University of Washington, 1974, B.A., Seattle University, 1971.

Gordon Bloomquist, Geochemistry; Ph.D., University of Stockholm, Sweden; Geology, M.S., University of Stockholm; Geology and Education certificate, B.S., Portland State University.

Stephen Bray, Print Journalism; B.A., American Studies, Yale University, 1975; M.A., History, University of California at Berkeley, 1979; C.Phil., History, University of California at Berkeley, 1980; M.J., Journalism, University of California at Berkeley, 1982.

Margery B. Brown, Animation, Film, Video and Computer Graphics; A.A., Visual Media and Education, Colorado Mountain College, 1976; B.A., Media Arts Technology, The Evergreen State College, 1979; M.A., Feminist and Third World Film Theory and Motion Graphics, Antioch International University, 1991.

Jeff Cederholm, Salmon Biology and Ecology, Salmon Habitat Degradation, Enhancement and Restoration; B.S., University of Washington, College of Fisheries, 1968; M.S., University of Washington, College of Fisheries, 1972.

Carol Crawford, Music History, Piano and Harpsichord; B.A., Piano, Florida State University, 1969; M.A., Music History, University of Washington, 1978.

Kate Crowe, Psychology and Writing; B.A., Psychology and Writing, The Evergreen State College, 1980.

Steve Davis, Photography and Electronic Imaging; B.S., Communications, Photography, Film, University of Idaho, 1979; M.F.A., Art, University of Idaho, 1983.

Hirsh Diamant, Theater and Performing Arts, Masks, Puppets, Props, Classical Theater, Sculpture, Drawing, Design, Painting and Color Theory, Pantomime, Education, K-8 and Teacher Training; B.F.A., Bezalel Academy of Fine Arts and Design, Jerusalem, Israel, 1975; M.F.A., Pratt Institute, New York, 1978.

Daniel Dodds, Agricultural Economics, Natural Resource Economics, Economic Theory and Mathematical Economics; Ph.D., University of Wisconsin, 1980; Economics, Mathematics and Computer Science, B.A., southern Illinois, University, 1975.

Joseph Donnette, Master of Architecture, University of Washington, 1991; Architecture, B.A., University of Washington, 1982.

Anne M. Ellsworth, American Sign Language, Deaf Culture Studies; M.L.T. (Medical Laboratory Tech), Tacoma Community College, 1966; Drug and Alcohol Counseling Certificate, Seattle University, 1975; B.A., Art and Social Sciences, The Evergreen State College, 1989.

Marja Eloheimo, Ethnobotany, Botanical Medicine, Northwest Studies and Education; B.A., The Evergreen State College, 1976 and 1990; M.A., Antioch University, 1978; preparing Ph.D., at University of Washington.

Hugo Flores, Spanish; B.S., The Evergreen State College, 1988; M.E.S. (pending) The Evergreen State College.

Don Foran, Literature, Writing, Ethics; Ph.D., English, University of Southern California, 1973; Post-doctoral M.A., Theology/Public Policy, The Jesuit School of Theology, Berkeley, 1977.

Bill Hashim, Environmental Philosophy and Watershed Management; B.S., Range Management, Humboldt State University, 1977; B.A., Environmental Studies, The Evergreen State College, 1984; M.E.S., The Evergreen State College, 1986.

Evonne Hedgepeth, Education, Human Sexuality and History; B.S. Psychology and Education, Virginia Commonwealth University, 1973; M.Ed., Educational Administration and Supervision, Teaching Certificate in History, Virginia Commonwealth University, 1981; Ph.D., Education, The Union Graduate School, 1988.

Allegra Hinkle, Media and Music; B.A., Communications, Western Kentucky University, 1976.

Ron Hinson, Visual Art, Art History and Criticism, Painting; B.F.A., Miami University, Ohio, 1956; M.F.A., Miami University, Ohio, 1958.

Doug Hitch, Woodshop, Metalshop, Wood and Metal Fabrication, Neon Lab, Glass Fusing and Slumping and Metal Casting; A.A., Centralia Community College, 1970; B.A., Technical Theater, Western Washington University, 1972; Pilchuck Glass School (glass blowing, glass casting, neon, staff technician) 1987-91.

Mitsugu Honda, Japanese and Religion; B.A., Belhaven College; M.Div., Princeton Theological Seminary, 1973; Th.M., Princeton Theological Seminary, 1974; graduate study, University of Chicago, 1975; M.A., Seton-Hall University, 1979; D.D., California International University, 1983.

Stella Jordan, English, Writing, Reading Skills and Literature; B.A., University of New Mexico, 1952; M.A., English, California State College, Northridge, 1963; M.A., Education, Reading, California State College, Northridge, 1972.

James Kerstetter, Chemical Physics; Ph.D., M.Phil., M.S., Yale University, 1969; Chemistry, B.S., Drexel University, 1964.

Karen Kirsch, Expressive Arts; Associate's Degree, Textile Design, Fashion Institute of Technology, 1972; B.A., The Evergreen State College, 1980; University of Washington, Laban Movement Analyst Certification, 1991.

Hugh Lentz, Photography, Digital Imaging; M.F.A., Art/Photography, University of Arizona, 1987.

Jean MacGregor, Environmental Studies; B.S., University of Michigan, 1967; M.S., Natural Resources, University of Michigan, 1971.

Roger McIntosh, Technical Theater, Lighting Design, Multimedia Production; B.A., The Evergreen State College, 1980.

Brian McMorro, Political Philosophy, Legislative Politics, Public Administration; B.A., 1980; M.A., 1982, Ph.D., 1984, Political Science, University of California, Santa Barbara.

Helena Meyer-Knapp, Social Change, Political Psychology, Decision Making, War and Political Geography; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.

Pat Moore, Sustainable High-Production Agriculture; B.A., The Evergreen State College, 1981.

Mike Moran, Ceramics, Drawing and Painting; B.S., Painting, Political Science, Eastern Montana College, 1966; M.F.A., Ceramics, University of Puget Sound, 1982.

Nancy Parkes Turner, Writing, M.F.A., Goddard College, 1996; Creative Writing, Literature and Journalism, B.A., The Evergreen State College, 1978.

Kathleen Peppard, Social Work and Counseling; M.S.W., University of Southern California, 1979; English, B.A., Cornell University, 1975.

Susan Preciso, American Literature, British Literature and Writing; B.A., Literature, Portland State University, 1986; M.A. Literature, Portland State University, 1988.

Peter Ramsey, Visual Arts (Printmaking, Art History, Color Theory); B.A., University of Washington, 1963; M.F.A., Cranbrook Academy of Art, 1965.

Peter B. Randlette, Computer Applications in Media, Audio Recording and Music; B.A. The Evergreen State College, 1980.

Sarah Ryan, Labor Studies; B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers University, (expected) 1995.

Joli Sandoz, American Studies, Writing, Sociology and Literature of Sport; B.A., English, Portland State University, 1974; M.A. Recreation Education, Brigham Young University, 1975; M.A., Christian Studies, Episcopal Divinity School, 1980.

Howard Schwartz, Political Science; Ph.D., Stanford University, 1982; Political Science, B.A., Queens College, City University of New York, 1965.

Char Simons, West European Studies; M.A., Indiana University, 1983; Journalism and Sociology, B.A., Indiana University, 1982; Education certificate, Saint Martin's College, 1992.

Bernd Stevens Richter, Literature; Ph.D., Universitaet Potsdam, Germany, 1982; Cultural Studies, Dr. Phil. Habil, Universitaet Potsdam, Germany, 1990.

Betty Tabbutt, Environmental Studies; B.A., Zoology, Oberlin College; M.A., Medical Sciences, Radcliffe College.

James L. This, Theater; Ph.D., Communication, Drama, University of Southern California, 1978; B.A., Spanish, Wake Forest University, 1969.

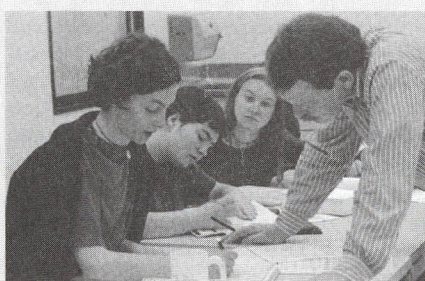
Christina Valadez, Conversational Spanish and Sociolinguistics; B.A., Social Sciences and Romance Languages, The Evergreen State College, 1979; M.A., Sociocultural Anthropology, University of Washington, 1984.

Ken Wilhelm, Media Arts; Renton Vocational Institute.

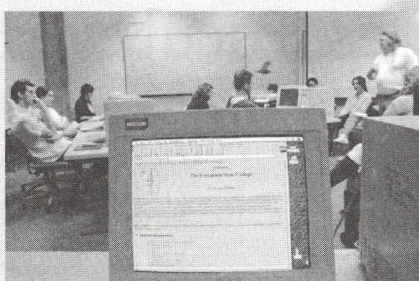
Bob Woods, Metalworking, Furniture Design and Metal Casting; B.A., Art Education; B.F.A., Metal Design, University of Washington, 1976; M.F.A., Metal Design, University of Washington, 1978.

Barbara Zelano, Theater Marketing; B.A., Marketing the Arts, Arts Administration, The Evergreen State College, 1988.

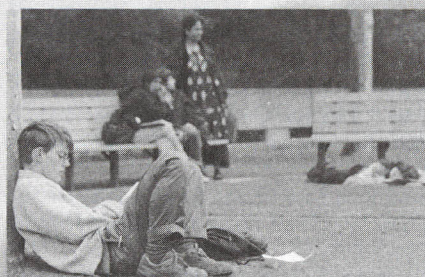
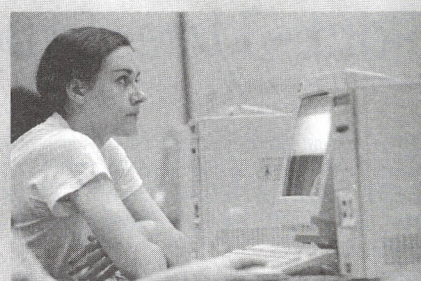




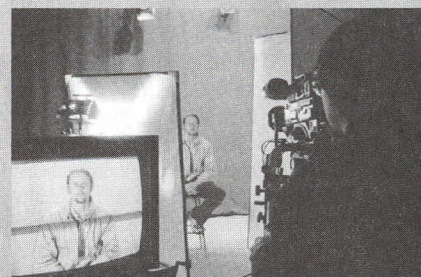
Whether teaching calculus, poetry or standard distribution, Evergreen faculty are noted for being **supportive teachers**.



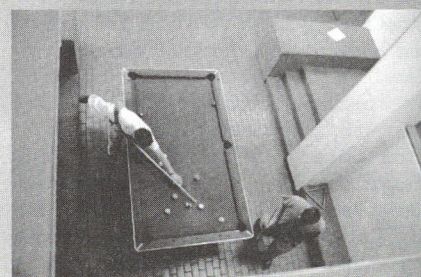
Night and day, the **Computer Center** buzzes with quiet intensity as students pursue projects on more than 100 PC and Macintosh units. The center provides a wide range of software and access to the World Wide Web, as well as student consultants who help you navigate individual programs and cyberspace. Classes often meet in the center's high-tech classrooms.



Evergreen students **read a lot**, including a different book discussed each week in seminar. You'll read in the library, on Red Square, in your room.



Students "audition" to be featured in this Catalog by **sharing their opinions** about Evergreen before a video camera. Their images and opinions are captured for the collages featured on pages 6-17.



**Housing** offers an array of rooms with a view, wooded walkways, a community center, recreational opportunities and much more, all within a short walk of the central campus.

## Speaking of Evergreen: A Glossary

A few words about Evergreen, a college built on the philosophy that teachers should focus on the educational experience of each individual student. Free of distractions created by academic departments, grades and majors, Evergreen is a college truly unlike any other. A few words, commonly used on campus, help describe this educational experience. We share them with you here, as you begin to explore all that Evergreen has to offer.

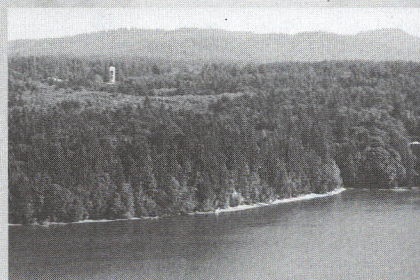
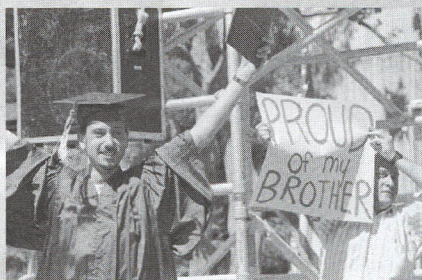
**Academic Fair** A mass gathering of faculty, student services staff and students held in the Library Lobby at the beginning of each academic year and near the end of fall, winter and spring quarters. This provides a great opportunity to get information about upcoming programs, explore possible contracts and talk to people who are genuinely interested in helping you with planning. Check with APEL, Admissions or Registration and Records for dates and times.

**Academic Pathways** The way to specialize in a particular field of study at Evergreen is to plan an academic or career "pathway." Talk with an APEL

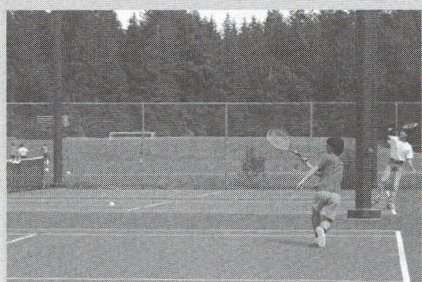




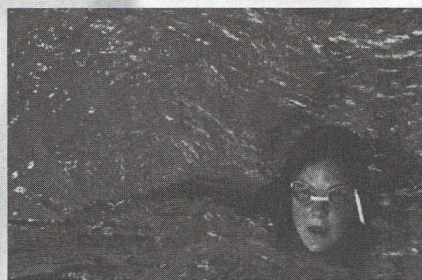
Evergreen's colorful and festive outdoor **graduation** ceremony is attended by thousands of people — mostly friends and family of more than 1,000 graduates.



Students can walk a mile through the **woods** from the Clock Tower to the Evergreen **beach** on Puget Sound's Eld Inlet, to study the environment, relax and collect rays.



Student athletes enjoy NCAA Division III **soccer**, **tennis**, **basketball** and **swimming**, as well as men's and women's club **rugby** and intramural sports leagues.



You can climb the walls at Evergreen — literally. **Recreation** opportunities on campus include climbing walls, an Olympic-sized pool, courts, fields, dance and exercise classes, rental equipment for outdoor pursuits, the Puget Sound and more. Within easy driving distance are mountains, an ocean, windy rivers and major cities.

Campus Life/Glossary

advisor or a faculty member teaching in your field of interest to find out how to plan your own academic pathway.

**APEL** (Academic Planning and Experiential Learning) A key part of the student support services available in the Student Advising Center, Academic Planning and Experiential Learning offers students up-to-date information on internships, academic programs, faculty and academic services. Advisors provide valuable advice for planning your education. You'll also receive advising services — formal or informal, individual or group — on an ongoing basis from faculty in your programs and areas of interest.

**CAB** Unless you're calling a taxi, CAB refers to the College Activities Building.

**Chaos** Around here, it's spelled KAOS and it's the college's FM community radio station.

**Contracts** Evergreen offers three kinds of academic contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. Talk to an APEL advisor or faculty member to learn more.

**Coordinated Study Programs** An academic program with a faculty team of two to five and 40 to 100 students. Primarily full-time and one or more quarters in length, coordinated studies focus on inter-

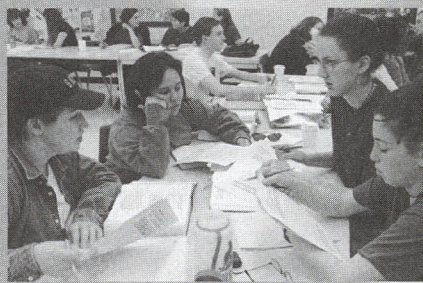
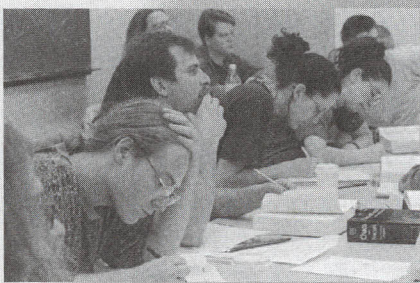
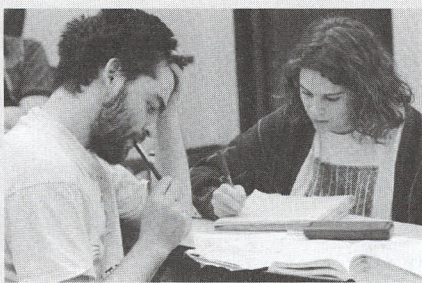
disciplinary study and research on a particular theme or topic.

**Core Programs** Designed for first-year students. Think of Core programs as coordinated studies for beginners because they emphasize studying in several disciplines and improving college-level skills.

**Courses** Part-time courses supplement the main curriculum. They can be combined with programs, contracts and internships.

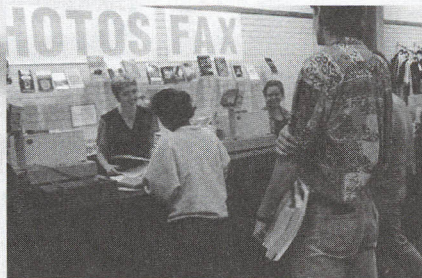
**CPJ** It's the Cooper Point Journal, Evergreen's student newspaper.





You'll frequently **discuss** your readings and your ideas, as well as **write** lots of essays, abstracts and reports.

## Campus Life/Glossary



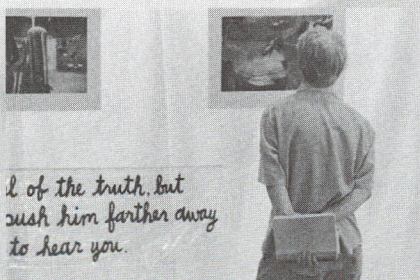
A diversity of authors' works are at the heart of Evergreen's curriculum, and the **Bookstore** is at the center of campus — a fascinating place to explore ideas, buy supplies and, of course, locate Geoduck gear.



A variety of teaching methods are used at Evergreen, including labs and lectures, but **collaboration** and **conversation** are key aspects of the curriculum.



**Student artwork** creates a visual undercurrent on campus, from the expansive studios of the Arts Annex to temporary public art that appears in unusual places to ever-changing gallery shows in the Library and the CAB.



Don't worry — learning is often fun, too.

**Credits** Full-time students at Evergreen earn 12 to 16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit earned in a program is clearly specified at the end of the evaluation of the student's academic performance.

**DTF** DTFs are Disappearing Task Forces. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate. Contact the Office of the Vice President for Student Affairs.

**EARS** Evergreen's Automated Registration System lets currently admitted, continuing students register for classes over the phone. Appointment information will be mailed to you each quarter.

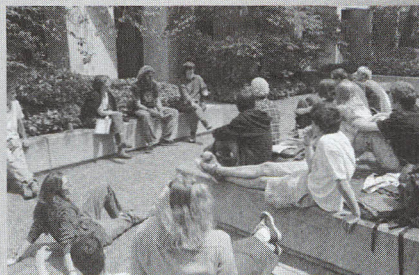
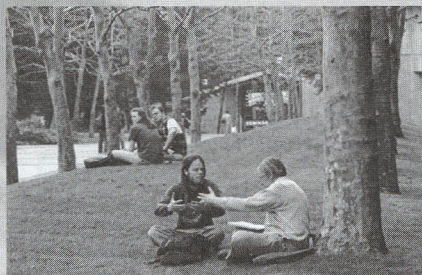
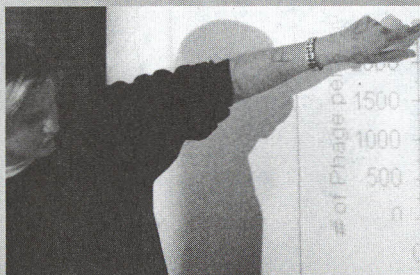
**Equivalencies** The approximate course titles and credit hours listed at the end of the program descriptions. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history,

mathematics, science and writing for your work in a single coordinated studies program.

**Evaluation** Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become a part of the faculty member's official portfolio.

**Evaluation Conference** A quarterly conference in which a faculty member and student discuss their

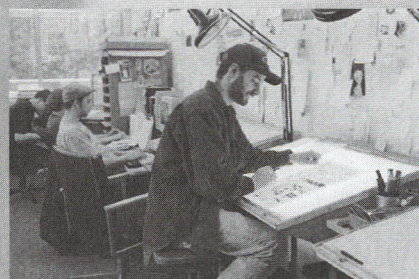




Intellectual inquiry is not limited by classroom walls. Evergreen is noted for fostering a learning community where classroom lessons and discussions spill into all aspects of students' lives.



The day after graduation, more than 25,000 people from the surrounding region join the celebration at **Super Saturday**, Washington's largest one-day festival featuring live music, food, arts and crafts and much more.



Created weekly by dedicated students, including many volunteers, the **Cooper Point Journal** is more than a student newspaper. It's a forum for campus concerns and student expression.



The **Longhouse Education and Cultural Center** promotes multicultural learning and events with a focus on Native American traditions. Designed to reflect the architecture of historic structures of the Pacific Coastal tribes, the Longhouse connects Evergreen with tribal communities and provides a very special classroom space.



evaluations of the student's work. Conferences occur during Evaluation Week, the 11th and final week of each quarter.

**Faculty Sponsor** A student's primary instructor during any given quarter in a group contract, individual contract or internship.

**Field Trips** Trips off campus are regularly integrated into the schedule of program activities — just like lectures, seminars, etc.

**First Peoples** At Evergreen, the term First Peoples refers to people of color — often referred to in the United States as minorities. The name is in recogni-

tion of the unique indigenous heritages of all people of color. See First Peoples' Advising Services in the Student Support Services section on page 21. See also the First Peoples' Recruitment staff in the Admission section on page 27.

**Geoduck** The campus mascot — a legacy from Evergreen's early humorists. Pronounced "goeey-duck," the geoduck is an oversized clam native to this area and noted for digging deep and fast.

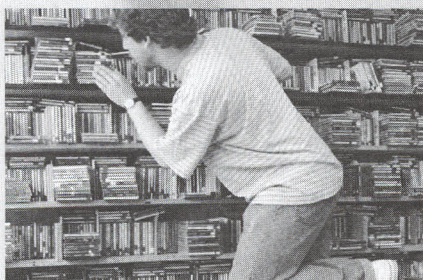
**Governance** An ongoing process at Evergreen, demonstrating our commitment to working together to make decisions. Students participate in governance

along with staff and faculty members, usually through a DTF established to study a problem and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

**Greener** Short for Evergreener.

**Interdisciplinary** Study that covers more than one academic discipline. Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. Thus, you may find yourself learning about both science and art in

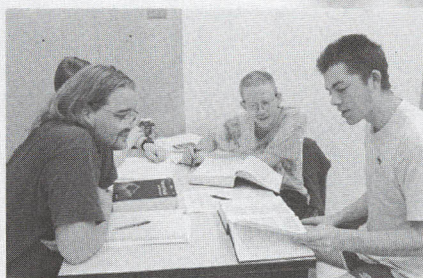




No two programs are the same on KAOS-FM Olympia Community Radio, where students, faculty, staff and community members line up for a chance to create their own two-hour weekly show. The result: a smorgasbord of shows so engagingly diverse in style and content that students soon devote at least one preset button on their radios to 89.3 FM.



Evergreen's 13-acre **Organic Farm** is a living laboratory for sustainable agriculture, a scenic location for seminars and a source of fresh vegetables, herbs and flowers sold on campus.



Students regularly arrange to meet outside of class to **collaborate** on group projects.



Evergreeners traditionally care deeply about many issues. Activism, forums and community service are supported by an array of student groups. When an issue strikes a chord, **students make their voices heard**.



Evergreen's campus comes alive with **cultural events** throughout the year.



Few colleges have a **Gamelan**, an Indonesian orchestra. This one provides a wonderful opportunity for students of music and cultural studies, and Gamelan concerts are a much-anticipated happening.

the same program, or about social science and human development, or combining studies of history with exploration of literature.

**Individual Learning Contract** An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, painting, photography, field studies and research — whatever suits your academic needs and interests. Requires well-defined goals, self-discipline, lots of motivation and the ability to work with minimal supervision. For advanced students and available only in limited numbers. APEL has information on how to proceed and which faculty members might be appropriate sponsors.

**Internships** Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through APEL. Seniors are generally given priority, as are students in academic programs that require internships.

**Part-Time Program** These half-time evening and weekend programs are designed as a way for working adults or others who cannot attend regular programs to earn credit toward a Bachelor of Arts degree.

**Part-Times Studies** Evening and weekend offerings that include part-time programs and some two-to eight-credit classes on specific subjects.

**Planning Group** An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each Planning Group meet regularly to plan curriculum and often teach together. Evergreen's five Planning Groups are listed in the Condensed Curriculum, pages 38 and 39.

**Potluck** A tradition at Evergreen where a faculty member and his or her students bring food for lunch or dinner, often at a seminar member's home. These occasions are perfect for mixing academic and social life.





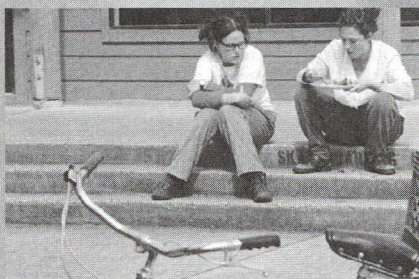
Music of many flavors is performed at several venues on campus, and the Olympia music scene is legendary for its rich rock and folk performance tradition.



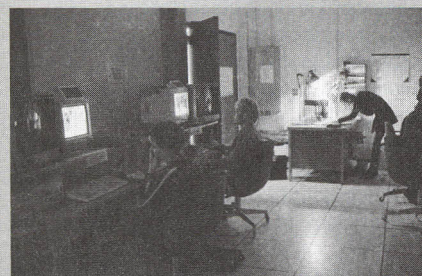
Students gather in the **College Activities Building** to eat, relax, study, discuss projects or take in an occasional lecture, performance or forum.



Hanging out: Students say people they meet are **interested** in what they're doing and where they're going.



Campus Life/Glossary



Photography is only the beginning in the **Graphics Imaging Lab** (the "GIL") where camera and video images are captured, blended and "morphed" into artistic works.



Minds meet with an eye to the future at the **Academic Fair**. During this unique quarterly event, students get first-hand, in-depth insight into next quarter's programs from faculty and seek advice from academic advisors.



**Prior Learning From Experience** Also known as PLE. Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. Contact APEL for further information.

**Programs** To distinguish Evergreen's offerings from traditional courses or classes at other institutions, we use the term "programs" to indicate an academic offering that is multidisciplinary and full time. Students enroll in one program at a time, often for a full year of study.

**Retreat** Many academic programs go on retreats during the year, often off campus. Retreats allow for

secluded work on a particular project or the finale to an entire year's studies. Also, the entire curriculum is planned at an annual Faculty Retreat. The programs in this Catalog were planned at the Faculty Retreat of spring 1996.

**Self-Evaluation** Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

**Seminars** One of the central experiences of an Evergreen education, seminars usually meet weekly

to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and 22 to 25 students. Participants are expected to prepare for the seminar by reading and analyzing the material to be discussed.

**Social Contract** Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See page 22.

**The Student Advising Handbook** Published by APEL, this handbook is an invaluable source of information and a tool for planning your career at Evergreen and beyond. Available from APEL.



# ● Campus Services and Resources

## Access for Students With Disabilities

Evergreen welcomes students with disabilities. The Access Services for Students with Disabilities Office is committed to providing equal access to the benefits, rights and privileges the college offers students through its services, programs and activities. To help Access Services identify services appropriate to your needs, please contact us as soon as possible upon admission to the college. Written documentation of a disability must be received by Access Services prior to provision of services.

In addition to the services provided by this office, you will find valuable help from the on-campus student organization, The Evergreen State College Union for Students With Disabilities. Volunteers are available for guided tours of the campus during all quarters.

### Offices that will assist you:

Access Services, LIB 1407D  
Ext. 6368, TDD: 866-6834

Union for Students With Disabilities,  
CAB 320, ext. 6092

## ● Equal Opportunity

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, religion, creed, national origin, gender, sexual orientation, marital status, age, disability or status as a disabled or Vietnam-era veteran.

Responsibility for protecting this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, LIB 3103. Persons who wish information on equal opportunity may contact Paul Gallegos, special assistant to the president for equal opportunity, ext. 6368. Persons who believe they have been discriminated against at Evergreen are urged to contact Lee Lambert, special assistant to the president for civil rights, ext. 6386 or TDD: 866-6834.

## Campus Bookstore

The Evergreen Bookstore, located in the CAB, is the place to find all program books and materials. The Bookstore also features general reading and reference books; video, computer and software sales; film processing; ticket sales; novelty items and the latest in Geoduck leisure wear. For late-night needs, including books, magazines, snacks and school supplies, check out the Branch, a subsidiary of the Bookstore in Housing's Community Center.

## Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows:

	Automobiles	Motorcycles
Daily	\$1	\$1
Quarterly	\$25	\$12.50
Academic Year	\$65	\$35
Full Year	\$75	\$37

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes can be purchased at the Parking Office, SEM 2150. Parking is permitted in designated areas only. 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 does not assume responsibility for any vandalism or theft while vehicles are parked on campus.

Convenient parking is available for persons with disabilities. A Washington state disabled parking permit must be displayed when a vehicle is parked in a disabled parking space. Persons with temporary disabilities may obtain a permit through the Parking Office. Additionally, an Evergreen daily pass or parking permit must be purchased and displayed.

For more information on campus parking, call ext. 6352.

## Campus Public Safety

The campus Public Safety staff is responsible for providing services that enhance the safety and welfare of Evergreen community members and maintain the security of campus buildings and property, both public and private. The Public Safety Office will also assist students, staff and faculty with personal property identification and will register bicycles at no charge. Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner can be easily identified.

The Public Safety Office is open 24 hours a day, seven days a week and is staffed by state-commissioned police officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works to resolve issues using the college's Social Contract whenever possible. The Public Safety Office is located in SEM 2150. Reach the office by telephone at ext. 6140 or 866-6832.

## Computing Services

In Academic Computing the emphasis is on students and technology. Students are encouraged to use computers throughout the curriculum — from writing evaluations to working with graphic images to solving complex statistical, scientific or computer science problems. The use of computer facilities, the Internet and the World Wide Web continues to grow as computing becomes an integral aspect of Evergreen's curriculum. There is no charge to students for the use of computing facilities.

Located in LIB 2408, the Computer Center is a place where individual attention comes first. The Computer Center's student consultants provide general assistance and consultation on the use of Computer Center resources.

The college's Computer Center resources include microcomputer laboratories, clusters of microcomputers, workstations and minicomputers. These offer a diversity of computer languages (such as C++, Prolog, LISP and BASIC), as well as application software (such as Word, Excel, graphics packages and SPSS). These facilities also provide access to worldwide information resources through the Internet, including the World Wide Web.

Evergreen's computing laboratories include IBM-compatible and Macintosh computers networked to central servers and Internet resources. Laboratories include video and audio projection equipment. Labs are networked to share printers, peripherals and application resources and provide students with graphics, word processing, imaging and scanning and desktop publishing capabilities for academic projects.

Equipment for the physically challenged is also available in the Computer Center (scanners, sound synthesizers, image enlargement). Microcomputers designed for science applications are available in the Computer Applications Lab (CAL), located in Laboratory Building II. The Graphic Imaging Lab provides facilities for graphics and imaging projects.

Evergreen has been able to maintain state-of-the-art computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital Equipment Corp., Microsoft and other organizations.



## Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

### 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. However, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol/drug-free residences.

### Use of College Premises

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 207F, ext. 6192.

Reservations for space and/or facilities are made through Space Management, ext. 6314. 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.

All private and student vendors must schedule tables through the Student Activities Office. Student vendors are provided tables for a \$2 fee. For private vendors and alumni, the fee is \$20. Nonstudent vendors are limited to two tables per day and three days per quarter.

### Firearms

The college discourages anyone from bringing any firearm or weapon onto campus; however, firearms that must be brought onto campus property will be checked in and retained by Campus Public Safety. A special written explanation must accompany the retention request and be filed with the chief of Campus Public Safety. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges or both.

### Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

### Bicycles

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Public Safety for a small fee.

### Smoking

No smoking is allowed inside main campus buildings or near building entrances.

In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates' permission.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

## Food Services

Located in the CAB, the dining services are designed to meet your food-service needs. The Deli, Greenery and espresso carts offer a wide variety of food choices for your pleasure and convenience. You may purchase items in any of the food-service locations with either a Geobuck card or cash.

A Geobuck card is a declining-balance credit card that allows freedom of choice without carrying cash. A Geobuck card can be purchased at the Food Services Office, CAB 107.

## Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but 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's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment) more than 240,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches and 2,000 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more interlibrary loan materials and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call ext. 6252 or drop in and talk to any Library staff member.

## Mail Services

Mail service for campus residents is provided Monday through Saturday. Students moving into campus housing may send their belongings in advance to Receiving and Mail. Labels should be addressed as follows:

### Name

The Evergreen State College

Building letter and room number

Building street address

Olympia, WA 98505

A self-service postal unit is located on the first floor of the College Activities Building for outgoing mail needs. Direct questions to Receiving and Mail, LIB 1321, ext. 6326.

## Public Service at Evergreen

Evergreen operates four public-service organizations funded by the Washington Legislature to carry out functions related to the educational and service missions of the college.

**The Evergreen Center for Educational Improvement** focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center's principal foci are curriculum development through integration and classroom assessment of learning.

**The Evergreen State College Labor Education and Research Center**, established in 1987, offers credit and non-credit classes in labor education, labor economics, political economy and labor organizing to undergraduate students, union members and residents of Washington state. The center designs and implements union-initiated and center-sponsored programs throughout the year. The center also provides internships for students interested in working in the labor movement and sponsors a part-time labor studies class on Saturdays. The Labor Center is located in LIB 2102, ext. 6525.

**The Washington Center for Improving the Quality of Undergraduate Education** was established in 1985 and includes 46 participating institutions — all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center focuses on higher-education reform and helps institutions share and more effectively utilize existing resources by supporting the development of interdisciplinary "learning community" programs and other curriculum-reform projects; facilitating faculty exchanges; holding workshops and conferences; and providing technical assistance on effective approaches to teaching and learning.

**The Washington State Institute for Public Policy**, established in 1983, undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of applied research on key public-policy issues to the Washington State Legislature and state agencies.



## Student Organizations

In addition to providing financial support to the CRC, Child Care Center, *Cooper Point Journal*, KAOS-FM and the Student Activities Administration, Service and Activities fees fund a broad range of student organizations. These student groups enhance the college community with the many social, cultural, recreational, spiritual and educational services and activities sponsored throughout the academic year. Student groups active on campus include:

American Indian Science and Engineering Society  
 Amnesty International  
 Anime  
 Asian Students in Alliance  
 Bike Shop  
 Camarilla  
 Community Action Group at Evergreen  
 Community Gardens  
 East Timor Action Network  
 EF/Evergreen Student Coalition  
 Environmental Resource Center  
 Evergreen Animal Rights Network  
 Evergreen Hemp Activists  
 Evergreen Political Information Center  
 Evergreen Queer Alliance  
 Evergreen Students for Christ  
 Evergreen Zen Center  
 Gaming Guild  
 International Student Association  
 Irish American Student Organization  
 Jewish Cultural Center  
 Latin American Student Association  
 Linux/Unix User's Group  
 Maritime Alliance  
 MEChA (Chicano student movement)  
 Men's Center  
 Middle East Resource Center  
 MES Graduate Student Association  
 Mindscreen (film group)  
 MIT Graduate Student Association  
 MPA Graduate Student Association  
 Native Student Alliance  
 Organic Farm Power Project  
 Pacific Islander Association  
 Peace and Conflict Resolution Center  
 Peer Health Education Group  
 Rape Response Coalition  
 S&A Fee Allocation Review Board  
 S&A Productions  
 Slightly West (literary magazine)  
 Society for Creative Anachronism  
 Student Evaluation of Faculty Library Project  
 Students at Evergreen for Ecological Design  
 Students on Drug Awareness  
     Prevention of Pain (SODAPOP)  
 Student-Produced Art Zone (SPAZ)  
 Spring Arts Festival  
 Student Workers Organization  
 Umoja (African American student organization)  
 Union of Students with Disabilities  
 Women of Color Coalition  
 Women's Center  
 The Student Activities Office, *Cooper Point Journal*, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the CAB.

## Student Governance

There has never been a permanent student governance structure at The Evergreen State College. Nevertheless, students have played an important role in the ongoing governance of the college. Through participation in Disappearing Task Forces and standing committees students ensure that their voices and thoughts are included in decisions made by the college.

Students interested in being informed of and involved with such efforts may contact the Office of the Vice President for Student Affairs, LIB 3236, ext. 6296.

## Center for Mediation Services

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences.

Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial.

In addition, center staff offer conciliation and referral. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available.

For more information, call the center at ext. 6656.

## Child Care Center

The Child Care Center is certified by the Washington State Department of Social and Health Services. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program.

The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (18 months to six years). Student rates depend on family size and income level; please contact the center for more information at ext. 6060.



# Campus Profile

<b>FACULTY</b>	158
Ph.D. or terminal degree	81%
Female	41%
Male	59%
Faculty of color	
Total	25%
Olympia campus	22%
Tacoma campus	80%
Instructional student/faculty ratio	22:1
<b>STAFF</b>	423

<b>STUDENTS</b>	3,625
Undergraduate	3,410 94%
Graduate	215 6%
Female	2,067 57%
Male	1,558 43%
Full-time	88%
Part-time	12%
18-24 age group	62%
25-29 age group	15%
30-39 age group	11%
40+ age group	12%
Students of color	17%
Asian/Pacific Islander	5%
Black/African American	4%
Mexican/Latino/Hispanic	4%
Native American/Indian	4%
Students with disabilities	10%

<b>Olympia campus</b>	3,409
Undergraduate	95%
Graduate	5%
Female	56%
Male	44%
Students of color	14%
Students living on campus	920
<b>Tacoma campus</b>	189
Undergraduate	68%
Graduate*	32%
Female	77%
Male	23%
Students of color	58%
<b>Tribal program</b>	27
Female	70%
Male	30%
Native American	89%
<b>Entering class</b>	1,468
Applicants, degree seeking	3,664
Admitted	2,974 81%
Enrolled	1,356
Nondegree-seeking enrollment	112
Washington residents	988
Residents of other states	460
Residents of other countries	20
<b>Financial aid recipients</b>	
Students receiving aid	1,830
Average award	\$6,260
<b>GRADUATES</b> (1994 graduate placement after one year)	
Employed	68%
Graduate school	18%
Travel, homemaking, etc.	7%
Seeking Employment	7%

\*The Tacoma Campus will not host a graduate program in 1997-98.

Campus Profile

## GPA AND SAT SCORES (distribution for students admitted and enrolled for 1995-96)

FIRST-YEAR STUDENTS		<b>GPA</b>	<b>2.00-2.49</b>	<b>2.50-2.99</b>	<b>3.00-3.49</b>	<b>3.50-4.00</b>	<b>No GPA</b>
Admitted			5%	25%	38%	30%	2%
Enrolled			6%	29%	35%	24%	6%
		<b>SAT Verbal</b>	<b>200-349</b>	<b>350-499</b>	<b>500-649</b>	<b>650-800</b>	<b>No SAT</b>
Admitted			2%	34%	46%	8%	10%
Enrolled			3%	29%	39%	6%	23%
		<b>SAT Math</b>	<b>200-349</b>	<b>350-499</b>	<b>500-649</b>	<b>650-800</b>	<b>No SAT</b>
Admitted			2%	29%	46%	13%	10%
Enrolled			2%	28%	37%	10%	23%
TRANSFER STUDENTS		<b>GPA</b>	<b>2.00-2.49</b>	<b>2.50-2.99</b>	<b>3.00-3.49</b>	<b>3.50-4.00</b>	
Admitted			17%	31%	35%	17%	
Enrolled			17%	32%	34%	17%	



# 1997-98 Academic Calendar

	Fall	Winter	Spring	Summer	
				First Session	Second Session
Orientation	Sept. 22-26				
Academic Fair	Sept. 22	Dec. 3	March 11	May 13	May 13
Quarter Begins	Sept. 29	Jan. 5	March 30	June 22	July 27
Evaluations	Dec. 15-20	March 16-21	June 8-12	July 27-31	Aug. 31-Sept. 4
Quarter Ends	Dec. 20	March 21	June 12	July 31	Sept. 4
Vacations	Thanksgiving Nov. 23-30	Martin Luther King Day Jan. 19	Memorial Day May 25	Independence Day July 4	
	Winter Break Dec. 21-Jan. 4	Presidents' Day Feb. 16	Commencement June 12		
		Spring Break March 22-29	Super Saturday June 13		

## Contacting Evergreen

Inquiries about admission should be directed to:

Office of Admissions  
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Academic Affairs	ext. 6400
Finance and Administration	ext. 6500
Student Affairs	ext. 6296

## Campus Location

The Evergreen State College is an hour's drive from the Seattle-Tacoma airport. Olympia is also served by the Greyhound and Trailways bus companies and Amtrak. Evergreen and the state capital are just a short, scenic drive from most Western 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 west for three miles to The Evergreen State College exit and go another two miles on the Evergreen Parkway to the campus entrance (on the left).

## Evergreen on the Web

You can also find The Evergreen State College in cyberspace. On the World Wide Web, direct your browser to <http://www.evergreen.edu>.

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

**Disclaimer** Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

## The Evergreen State College Catalog Production Team

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# Index

Picking an academic program? Two indexes elsewhere in this catalog are specifically designed to help you identify academic programs that meet your interests and needs. The Condensed Curriculum, on page 38, lists programs by the Planning Groups that offer them and the type of students they are geared toward. Matching Evergreen's Programs to Your Field of Interest, on page 40, lists programs according to traditional academic subjects areas.

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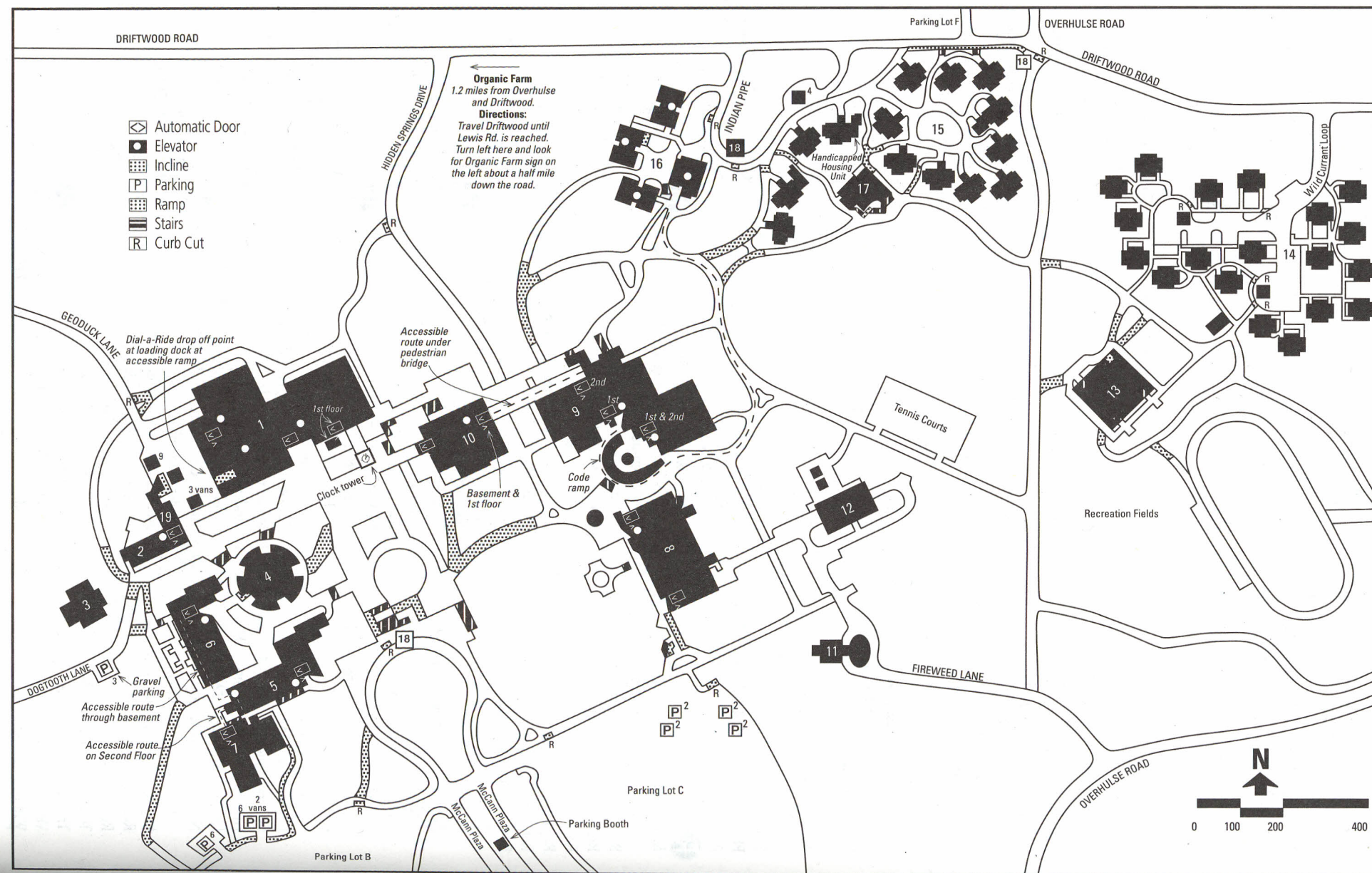
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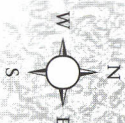
# Campus Map

## Key

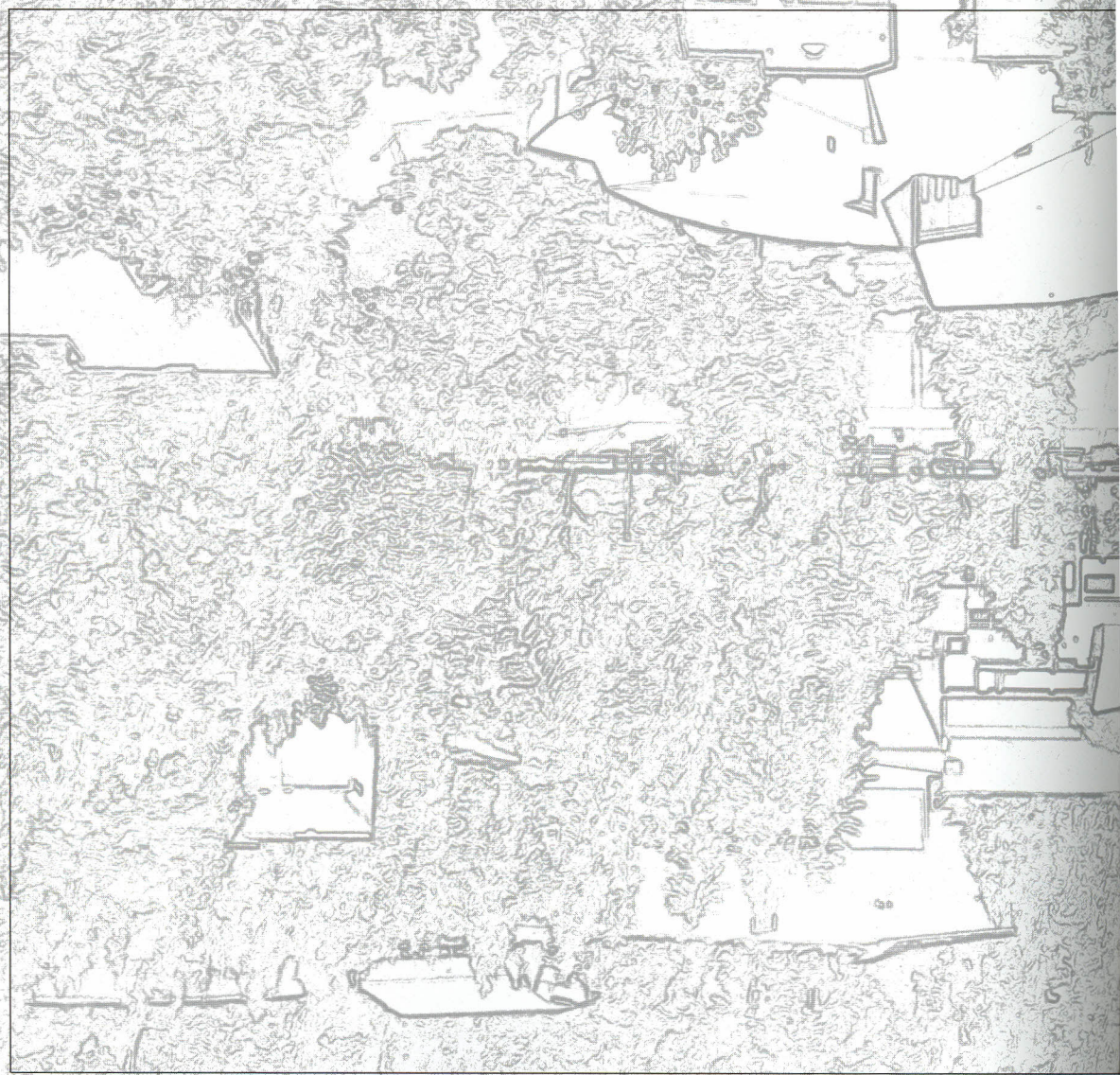
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|------------------|------------------------------|---------------------------|---------------------------------------|---------------------|--------------------------|
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| 2. Seminar (SEM) | 5. Arts and Sciences (Lab 1) | 8. Communications Lab     | 11. Childcare Center                  | 14. Modular Housing | 17. Community Center     |
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|                  |                              |                           |                                       |                     | 19. Campus Public Safety |







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